



**Western Oregon University Board of Trustees:
Academic & Student Affairs Committee
Meeting No. 18 – May 27, 2020
1:30pm – 3:30pm**

**Public Meeting: [WebEx](#) | Password: a6uAdVpd4Z4
Phone: +1-415-655-0002 | Access Code: 285 522 169**

AGENDA

I. CALL-TO-MEETING AND ROLL CALL

II. COMMITTEE CHAIR'S WELCOME

III. CONSENT AGENDA

1) Approval [April 2, 2020 minutes](#) (page 2)

IV. ACTION ITEMS:

1) Proposal for new degree program:

a. [Bachelor of Applied Science in Professional Studies in the Deaf Community](#) (page 6)

b. [Bachelor of Science in Cybercrime Investigation and Enforcement](#) (page 30)

V. REPORT & DISCUSSION ITEMS:

1) [New Minors and Certificates Proposal Process](#) (page 47)

2) COVID-19 Update & Planning for Fall 2020

a. Student Affairs Update | [Vice President Report](#) (page 52)

b. Academic Affairs Update | [Vice President Report](#) (page 55)

VI. ADJOURNMENT



**Western Oregon University Board of Trustees
Academic and Student Affairs Committee
Meeting No. 17 April 2, 2020
Public Site: Held via WebEx
2:30pm-4:30pm**

Minutes

Committee members present: Zellee Allen, Linda Herrera, Malissa Larson, Lane Shetterly

Other persons present: Michael Baltzley, Chelle Batchelor, Erin Baumgartner, Hamid Behmard, Gary Dukes, Kathy Cassity, Mark Girod, Hilary Holman-Kidd, John Leadley, Margaret Manoogian, Susanne Monahan, Cindy Ryan, Annika Thompson, LouAnn Vickers, Niki Weight, Bev West, Rob Winningham

Trustee Lane Shetterly called the meeting to order at 2:38pm.

Consent Agenda

Trustee Shetterly moved to accept the April 2, 2020 minutes. Trustee Allen seconded and the minutes were approved with no alterations.

Action Items

1) Proposal for new degree program:

Provost Rob Winningham updated the committee regarding the change in degree name for the applied baccalaureate, from Applied Baccalaureate to Bachelor in Applied Sciences.

Dr. Cindy Ryan presented a Bachelor of Applied Science in Early Childhood degree program proposal, covering the credits brought in, the number required in the program, Trustee Allen had one question on how this is a different bachelor degree in comparison to another degree program.

Dr. Ryan explained the experience offered to students, working in low income serving schools, Head Start preschools and how they go onto graduate programs to often study special education.

Trustee Shetterly pointed out an incomplete point on the proposal, it was confirmed it would be completed before going to the board and confirmed that there is no budget impact.

Trustee Larson moved to have the proposal moved to the board, Trustee Allen seconded, all approved.

Dr. John Leadley presented the proposal for a new Bachelor of Science in Economics and Mathematics degree program. Dr. Leadley explained the difference between this proposal and other programs, as well as some of the classes involved.

Dr. Hamid Behmard explained the application of this degree in the real world and how it would balance mathematics and economics.

Trustee Larson asked if this degree would allow for someone to go onto graduate studies, and both Dr. Behmard and Dr. Leadley confirmed this would allow students to do so.

Trustee Allen asked if some of the business writing classes were needed since there are other business writing classes. Dr. Leadley clarified that they are not new classes but classes already being offered.

Trustee Shetterly confirmed there was no budget impact and good enrollment numbers are projected.

Trustee Larson moved to approve the program and Trustee Allen seconded the motion. The new degree program was approved unanimously.

2) Proposal for new undergraduate certificate program:

Provost Winningham began the new undergraduate certificate programs presentations, explaining why there are new proposals, including that WOU no longer requires minors, so there is an opportunity to take existing courses and earn certificates.

Dean Mark Girod explained some of the differences in the ASL certificates being proposed and the ASL certificates that were presented at the last committee meeting. He emphasized how these certificates will be stacked to assist with achieving an applied degree granting pathway in other states, and there is no budget impact for this certificate.

Dr. Margaret Manoogian presented the Aging and Older Adulthood certificate, sharing that WOU is one of twenty-eight universities that offer gerontology degrees. This allows students seeking nursing degrees or pre-nursing degrees to be more employable and competitive.

Dean Girod presented on behalf of Dr. Ryan for the Infant Toddler Certificate. He explained that this certificate is targeting adult learners who desire to supplement their higher education learning.

Trustee Larson asked if all of these certificates would be offered remotely. Dean Girod explained that while most of the certificates will be held in hybrid or online courses, the Infant Toddler Certificate would be hands on because needing the certificates are often a part of underrepresented and more vulnerable populations and benefit from having in-person classes and contact with faculty members.

Trustee Larson moved to approve the certificates. Trustee Allen seconded and the certificates were approved unanimously.

2020 HB 3375 Report:

Dean Girod explained steps that need to be taken regarding the requirements of the HB3375 and the steps of the review process.

The committee reviewed the report provided by Dean Girod. Dean Girod acknowledged the “clunky” language regarding the categories of white and non-white, stating this was what requested in HB 3375. It was highlighted that at WOU, the non-white students are graduating and completing programs at a higher rate than white students, which is not the standard in other higher education institutions nationwide.

Dean Girod touched on the university’s goals and the strides that have been made, as well as some of the struggles WOU is facing, along with universities across the nation.

Trustee Shetterly asked some of the struggles that universities are having regarding language privilege and the plan for moving forward. Dean Girod explained that there is work being done to acknowledge language privilege and explained some of the measures being taken.

Trustee Larson moved to forward the report to the full Board of Trustees. Trustee Allen seconded the motion and it was approved unanimously. The report will be reviewed at the April 15 board meeting.

REPORT & DISCUSSION ITEMS:

1)COVID-19 Update:

Provost Winningham provided an update on the COVID-19 response from the university, covering the use of remote and online finals, and the response from faculty and staff regarding the transition to remote teaching. Most classes have been moved to remote learning, except for classes such as rock climbing that cannot be adjusted. He touched on the support provided to faculty and students from different groups on campus and how most work is being managed by telecommunicating.

A policy change has been implemented regarding course grading. Due to challenges students are facing because of the coronavirus, they are able to elect to receive a

satisfactory grade designation up to the seventh week of the term.

Provost Winningham covered the way on-campus fees are being handled, assistance to faculty and staff, the way the WOU community was notified of the active case on campus, as well as the letter of agreement that is going to WOUFT bargaining team.

Dr. Gary Dukes talked about how student housing is being managed, as well as the decision for how on-campus fees are being decided. Tele-counseling and telehealth appointments are still being held, with agreements in Washington and California that allow WOU to have tele-counseling options. Work is being done to provide those services to our students in Hawaii.

Dr. Dukes also covered other ways students are continuing to receive services at WOU.

2) Bachelor of Applied Science

Dr. Sue Monahan and Dr. Margaret Manoogian presented the Bachelor of Applied Sciences programs, the way it is targeting adult learners and transfer students, and how this program would attract those who have previous credits or previous work experiences.

3) Student Affairs Update:

Dr. Dukes provided an update from Student Affairs. He noted that enrollment is looking encouraging for next year. The Incidental Fee Committee (IFC) changed the fee structure beginning Fall 2020. To avoid raising the fee too much, the Committee is using reserves to keep the fee at a lower rate. The Student Health fee increased six dollars per term, though it was noted that there hadn't been an increase in this fee for the past two years.

4) Academic Affairs Update

Provost Winningham gave an update from Academic Affairs, including how base funding has been allocated for the open educational sources (OES). Faculty have the opportunity to adopt, adapt, or create open educational sources, saving students at least \$100,000 annually. He also covered strides being made in retention and other aspects of enrollment.

Trustee Shetterly adjourned the meeting at 4:22pm.

WOU Board of Trustees, Proposal for a new degree program: Bachelor of Applied Science in Professional Studies in the Deaf Community (BASPSDC)

The division of Deaf Studies & Professional Studies faculty proposes a new undergraduate pathway – the Bachelor of Applied Science in Professional Studies in the Deaf Community – for degree completion at Western Oregon University. The BAS program includes a 37-credit core of courses in language and culture, 12-18 credits of field experience, and 35-41 credits of electives chosen from the prescribed categories of Cultural Intersections and Language/Communication. Students work with an academic adviser to develop each element of the program of study. Students must transfer to WOU with an AAS degree to complete this program. The proposed program has been designed with input from faculty in ASL Studies, Interpreting Studies, Deaf and Hard of Hearing Education, and Rehabilitation and Mental Health Counseling so that graduates will be well positioned to enter diverse graduate programs and advance their abilities to serve the community.

In the fields within Deaf Studies and Professional Studies there are a myriad of academic expectations, including the completion of an Associate of Applied Science (AAS) degrees (e.g., in Interpreting, Addiction Studies, Deaf Studies). These degrees do not, however, transfer smoothly to a traditional bachelor's degree, thus the need for this Bachelor of Applied Sciences degree completion pathway that builds on the AAS degree, and enhances the skills and knowledge of working professionals including those who seek a second career or graduate degree for a career advancement.

Among interpreters specifically, the data points to a significant new market for the proposed program, particularly when offered online. Because interpreter training has traditionally been housed in community colleges, there are many working interpreters who have an AAS but not the 4-year degree that would make them eligible for national certification. There are currently 83 programs, nationally, at the Associate level and 51 at the certificate level, but none of them can directly lead to national certification as an interpreter. In addition, a four-year degree is required for to proceed to the advanced degrees that can develop new leaders and teachers in this field. Additionally, we have been contacted by community colleges and community members in Hawaii, Alaska, and rural areas of Oregon and Washington to assist in equipping interpreters in their states. The need is for an online program so that students remain in the states needing their developing qualifications rather than move to a larger city and not return.

The proposed BAS in Professional Studies in the Deaf Community received Faculty Senate Approval on March 24, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the NWCCU will be notified of this change.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed BAS in Professional Studies in the Deaf Community as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Education

Department/Program Name: Deaf Studies & Professional Studies

Degree and Program Title: Bachelor of Applied Science in Professional Studies in the Deaf Community

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

05.0211. Deaf Studies

Deaf Studies. A program that focuses on the sociological, historical and linguistic aspects of the deaf and hearing impaired, and that prepares individuals to work with the deaf and hearing impaired. Includes instruction in American Sign Language, deaf studies, American deaf culture, structure of American Sign Language, history of the American deaf community, and civil rights of deaf people. Examples: [Deaf Studies], [American Sign Language (ASL) and Deaf Studies] See also: 16.1601 - American Sign Language (ASL). No substantive changes

16.1602 Linguistics of ASL and Other Sign Languages.

A program that focuses on the scientific and scholarly study of the development, structure, and use of American Sign Language (ASL) and other visual signed languages, both as vehicles for communication within the deaf community and in relation to spoken and written languages. Includes instruction in cognitive linguistics; ASL and sign language phonology, syntax, and morphology; sociolinguistics of the deaf community; comparative linguistics; and studies of specific sign languages, including, but not limited to, ASL, Auslan (Australian Sign Language), LSF (French Sign Language), Shuwa jiten (Japanese Sign Language), HamNoSys (German Sign Language), and Gestuno. No substantive changes

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 division of Deaf Studies & Professional Studies faculty are proposing a new undergraduate pathway for degree completion at Western Oregon University.

Overall Program Rationale:

In the fields within Deaf Studies and Professional Studies there are a myriad of academic

expectations, including the completion of an Associate of Applied Science (AAS) degrees. This could be an AAS in Interpreting, Addiction Studies, or even in Deaf Studies. These degrees do not transfer smoothly to a traditional bachelor's degree, thus the need for this Bachelor of Applied Sciences degree completion pathway that would capitalize on the AAS degree courses and add to the skills and knowledge of students who may be seeking a second career or desire a graduate degree for a career advancement. This program has been designed with input from faculty in ASL Studies, Interpreting Studies, Deaf and Hard of Hearing Education, and Rehabilitation and Mental Health Counseling. We want these students to be well positioned to enter our graduate programs and advance their abilities to serve the community.

Focusing just on interpreting majors, the data suggests there is a significant new market for this type of program, particularly when offered online. Historically, interpreter preparation programs have been housed at community colleges and designed as vocational programs resulting in AAS degrees. There are currently 83 programs, nationally, at the Associate level and 51 at the certificate level (which suggests those credits would be vocational in nature). The current requirement to sit for the national interpreting exam is a bachelor's degree (in anything). There are many, many working interpreters who have an AAS but not the 4-year degree that would make them eligible for national certification. Also, again, specific to interpreters the desire for an advanced degree to become a leader or teacher in the field requires a degree completion path.

Additionally, we have been contacted by community colleges and community members in Hawaii, Alaska, and rural areas of Oregon and Washington to assist in equipping interpreters in their states. The need is for an online program so that students remain in the states needing their developing qualifications rather than move to a larger city and not return. This program would serve them as well.

The undergraduate BAS program includes a 37-credit core, 12-18 credits of field experience, and 35-41 credits of electives chosen from the prescribed categories of Cultural Intersections and Language/Communication. Students work with an academic adviser to develop the program of study including the core curriculum, field experience, cultural intersections, and language & communication categories.

Students must transfer to WOU with an AAS degree to complete this program.

Professional Studies in the Deaf Community coursework.

Required Courses

- | | |
|---------------------------------------|-------------|
| ● Modern Language | Credits: 12 |
| ● ASL 301 American Sign Language VII | Credits: 4 |
| ● ASL 302 American Sign Language VIII | Credits: 4 |
| ● ASL 303 American Sign Language IX | Credits: 4 |
| ● ASL 315 Deaf Culture | Credits: 3 |

- ASL 353 Linguistics of ASL Credits: 3
- ASL 456 First and Second Language Acquisition: Deaf and Hard of Hearing Credits: 3
- LING 310 Introduction to Linguistics Credits: 4

Field Experience Credits: 12

Selected from the following, as approved by the major advisor

- INT 242 Interpreter Mindset Credits: 3
- INT 410 Internship Credits: 3-6

- ASL 409 Practicum Credits: 3-12
- OR
- INT 409 Practicum: Interpreting Credits: 3-12

Cultural Intersections Credits: 12

As approved by the major advisor

Choose One

- Modern Language Credits: 12
 - Level 200-203 or above
- Upper-Division Credits: 12
 - Anthropology, American Sign Language, Communication, Psychology, Sociology, or study abroad experience.

Language & Communication Credits: 12

As approved by the major advisor.

- English, Literature, American Sign Language, Interpreting, and/or electives from French, German, Spanish or other language.

Elective Credits: 17

As approved by the major advisor.

- Selected from the Field Experience, Cultural Intersections, and/or Language & Communication categories, as approved by a major advisor.

Total Credits 90

Notes

Students must transfer to WOU with an AAS degree to complete this program.

To complete the Professional Studies in the Deaf Community coursework, students work with an academic adviser to develop the program of study including the core courses curriculum, the Field Experience, the Cultural Intersections category, the Language & Communication category and elective courses.

c. 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).

All courses will be available online. Course scheduling will be done through the division protocol for scheduling.

d. Adequacy and quality of faculty delivering the program.

- **Dr. Elisa Maroney**, Ph.D., NIC, CI, CT, Ed: k-12, ASLTA Qualified, is a tenured professor. She teaches a 9 to 12-credit load each term, and shares curricular and advising responsibilities. Dr. Maroney holds a Ph.D. in Linguistics from the University of New Mexico. She served as a member of the Oregon Educational Interpreter Working Group from 1993 when she arrived in Oregon to coordinate the Summer Interpreter Education Program, to 2011. She was also a member of the RID-EIPA task force that made the historic and profession-changing recommendation to the RID Board of Directors that an EIPA Level 4.0 or higher and a passing score on the EIPA written test should be granted certified membership status. She was selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country. Dr. Maroney was selected to be one of thirteen Commissioners on the Commission on Collegiate Interpreter Education, joining the first accrediting body for interpreter education programs and the first group of Commissioners in 2006. She served the Commission as President from June 2011 to December 2013 followed by a 2-year term as Immediate Past President. She spent the 2015-2016 year on sabbatical leave teaching at the University of Education, Winneba, Ghana. She was the Project Director for the ASL/English Interpreting Program grant (H325K110246) from 2011 to 2015 when she left for Ghana. She is again serving in that role as the grant comes to a close. She has served on the Friends of Oregon School for the Deaf Council since 2015.
- **Dr. Patrick Graham** is the program coordinator for the Deaf and Hard of Hearing Education Teacher Preparation Program at Western Oregon University. He holds a doctorate of Philosophy in Educational Theory and Practice focusing on Early Childhood Deaf Education. He is particularly interested in how teachers hone their craft while they are teaching in their current placements, and how they reflect on their teaching. Dr. Graham has presented all over the world on a variety of topics, such as Multicultural Education, Empathy in Deaf Education, Autism strategies in Deaf Education and Assessment and Curriculum. Dr. Graham currently serves on the Council of Deaf Education, and co-founded the National Deaf Education Conference, and is very excited for the sixth conference in Chicago, Illinois.
- **Dr. Kara Gournaris** is an assistant professor in American Sign Language department at Western Oregon University and she has been working at WOU since 2010. She graduated from Gallaudet University with a BA in Psychology and from Prescott College with a

- MA in Experimental Education. She completed with Ed. D in Curriculum and Instruction at Portland State University in 2019. She has been involved with teaching ASL in some capacity for the past fifteen years. She is currently qualified ASLTA certified. Kara gave a couple of presentations in the state and national focusing on pedagogies, community of practices, and developing the bridges between high schools and colleges in Oregon.
- **Ms. Lyra Behnke** has taught at WOU since fall of 2014. She holds a Bachelor's degree from Western Oregon University in ASL Studies with a minor in Business and a Master's degree in Linguistics from Gallaudet University, with a focus in Sign Language Linguistics. Lyra currently serves as the ASL Studies program coordinator and ASL placement evaluation coordinator as well as teaching ASL linguistics and elective courses. She previously worked in the K-12 setting as an ASL Specialist at the Washington School for the Deaf where she worked with students and taught ASL as a first language. Her background as an immersed member of the Deaf community and drawing from her experiences as a Deaf individual contributes to her passion for language learning, especially with ASL.
 - **Pauline "Tie" Burcham** has taught at Western Oregon University (WOU) since the winter of 2018. She holds an Associate degree in Black Studies from San Diego Mesa College, Bachelors in Africana Studies from San Diego State University, and a Master's in Sign Language Education from Gallaudet University. She currently teaches American Sign Language Level 1-9 and online ASL 6 and has developed elective courses such as Black Deaf Culture and Black ASL. She previously worked at Southwestern Community College for a number of years. Along with teaching, Tie enjoys presenting and participating in the Deaf community. She has presented in the Deaf Interpreter Conferences II and III (where she also served as one of the keynote speakers) and led a Social Justice workshop training for Deaf Interpreters and the National Association for the Deaf Youth Leadership Camp. Tie has also engaged with students at WOU by speaking on Intersectionality at the Multicultural Representative gathering in 2020 and participating as a panelist for the Black Student Union.
 - **Ms. Sarah Hewlett** earned a Bachelor of Science degree in Educational Interpreting from the University of Arizona in 2007. Since then, she has worked as an interpreter in various settings and earned her Master of Arts degree in Interpreting Studies from Western Oregon University in 2013. She has been a faculty member in WOU's American Sign Language/English Interpreting program since 2013.
 - **Ms. Kathleen Kenyon** is a teacher educator in the Deaf and Hard of Hearing Education program, under the Division of Deaf Studies and Professional Studies. She received her Master of Science Degree in Secondary Education of Students who are Deaf and Hard of Hearing (2014) at the National Technical Institute for the Deaf (NTID), Rochester, with an emphasis on bilingual language recovery and language arts studies. She also engaged in research opportunities while at the Rochester Institute of Technology of written English acquisition and grammatical coding of written work for students who are deaf and hard of hearing. She worked as a classroom teacher and consultant for IEP writing

and assessment development at the Oregon School for the Deaf until she joined Western Oregon University as an instructor in winter 2019.

- **Brian Peet** has taught at WOU since the fall of 2018. He holds a Bachelor's in Film Arts from Rochester Institute of Technology and a Master's in Teaching Sign Language from Gallaudet University. He currently teaches ASL levels 1-6, and has developed elective courses such as History of Deaf Cinema and ASL Media. He previously worked as a camp recreation leader for both hearing and Deaf children for ten years. His passion for Deaf kids has led him to volunteer at OSD in various academic settings.
- **Katie Pfaff** has taught at WOU since 2014. She holds a Bachelor's degree from Arizona State University in Liberal Studies and a Master's degree from Idaho State University specializing Deaf Education. She has taught various online and on-campus courses at WOU over the years, including graduate Deaf Education courses, student teaching placement and supervision, and multiple levels of ASL courses along with an elective course. Prior to working at WOU, Katie served in the K-12 Deaf Education field for 9 years in different teaching positions and Deaf schools. In addition to that, she taught ASL courses at a local community college and directed a state-funded program for families to learn ASL during evenings. She also had the opportunity to work as a research lab manager at Georgia Institute of Technology in Atlanta, Georgia with the Visual Language and Visual Learning (VL2) organization. With a versatile background in numerous settings, Katie acquired a range of knowledge, skills, and perspective in which she happily contributes to WOU and her students.
- **Brent Redpath** has been actively involved in higher education since 2010. He received his Bachelor's degree in American Sign Language Studies at Western Oregon University and his Masters of Education degree at Oregon State University under the Student Service Administration program. Brent is currently employed as an ASL Studies Instructor at WOU. He also holds ASLTA certification. Brent has a passion for sharing his story of facing challenges and overcoming them and sharing his pride in the Deaf community. As a hobby, he is a licensed private pilot and an avid skier. He also enjoys flying and skiing at Hoodoo or Mt. Bachelor during his leisure time with his wife and two kids.
- **Ms. Amanda R. Smith, MA, NIC-Master, CI/CT, Ed: k-12, SC:L**, holds an Associate of Applied Science in Sign Language Interpreting from Johnson Community College, a Bachelor of Science in Organizational Management and Leadership from Friends University, and a Masters in Interpreter Pedagogy from Northeastern University. She has served as a faculty member in the Division of Deaf Studies and Professional Studies since 2007. She currently chairs the Division and teaches in the undergraduate ASL/English Interpreting and Master of Arts in Interpreting Studies programs. In addition to her work at WOU, Ms. Smith continues to engage in the community with interpreters and other professionals, facilitating reflective art practices for professional development. She was also selected to act as a Meta-Facilitator at the RID 2017 LEAD Together Conference, one of 5 across the country.

- **Ms. Erin Trine, MA, NIC, ED: k-12**, is a nationally certified interpreter and interpreter educator, who worked full-time in educational settings for three years. She is dedicated to advancing the interpreting field both locally and internationally to better serve consumers. Ms. Trine has studied in cross-cultural contexts and her research has included cross-cultural considerations. She has been a full-time faculty member at WOU since 2014. Ms. Trine currently teaches in the undergraduate and graduate interpreting programs and coordinates the undergraduate interpreting program at WOU. Her master's thesis focused on a case study of an Arabic/Jordanian Sign Language interpreter. She is currently collaborating with four other authors on a book focused on educational interpreting, expected publication is 2019. She served as an online facilitator for the RID 2017 LEAD Together Conference.

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

The need for full-time dedicated faculty for this program does not exist. This pathway is designed with existing courses already offered. Students will take courses in the existing Interpreting Studies and ASL Studies programs. Coordination and advising for this degree will begin with the Chair of the division of Deaf Studies & Professional Studies (currently Amanda R. Smith, bio above). As the program grows and advising needs grow, there will be requests for additional advising faculty and coordination resources.

f. Other staff

Sarah Hewlett, teaches in the Interpreting Studies program but also serves as the Placement and Outreach Coordinator for the interpreting programs networking and establishing relationships with community partners (in Oregon and beyond) allowing students to intern across the country.

Kathleen Kenyon, teaches in the Deaf and Hard of Hearing Education program but also serves as the Clinical Placement Coordinator also networking and establishing relationships with community partners (in Oregon and beyond) allowing students to intern across the country.

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

Given that this is primarily an online program, we will highlight the online resources available. Additionally, we have physical space and resources that support the faculty. The current Learning Management System (LMS) adopted by WOU is Moodle, thus all courses will be run through this LMS. We have moodle support services available and utilize video and text-based content building from faculty desktops. There are moodle supports for students as well, through the moodle help desk. There is more information below about the physical library, but as an online program, we will take full advantage of the digital resources available through the ebrary and librarians. The ebrary is well-stocked with current, relevant research-based texts. The librarians have created numerous library guides for students needing to do general research,

discipline-specific guides among others. They are also available to customize guides for specific groups of students.

The Division of Deaf Studies and Professional Studies is housed in the new Richard Woodcock Education Center. The building features 20 classrooms, numerous conference rooms and a digital production studio space. Each classroom is equipped with the full array of today's state of the art technology (e.g., projectors, document cameras, sound system, RF assistive listening technology). A number of classrooms also house Smartboard interactive monitors, video conferencing, and additional induction loop assistive listening systems.

There are two Mac labs and one PC lab, each with 24 computers, with one of these labs designated as a language lab. The digital production space has a Tricaster video switcher with virtual set capabilities, studio quality lighting, three professional studio cameras, and video streaming capabilities. Four classrooms have the ability to remotely connect the cameras to the digital production studio.

WOU's Hamersly Library is representative of a respected, accredited university library. It holds over 900 items in the area of deafness/hearing loss, subscribes to 15 related journals, and participates in the Summit system which allows students access to an additional 8,000 items. WOU has available, among others, meeting rooms, cafeterias, a motor pool, a new health and wellness fitness center, television studio, dormitory facilities, and other services that directly or indirectly facilitate the operation of the program. The University maintains a fully equipped audiology lab which is available to students. One very popular feature on the WOU campus is the new Leadership in Energy and Environmental Design (LEED) Platinum Ackerman Hall, which houses a dedicated floor where both Deaf and Hearing students live and interact in a signing environment.

h. Anticipated start date.

Pending approval by HECC and NWCCU, Fall 2021

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.

“Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.” This is the mission of WOU. This program aligns by engaging with professionals who already work in the community and are interested in continuing and advancing their education. This group of students need the customizable design and personalized support as they will be predominantly non-traditional students. The institutional missions include the following that this program aligns with:

- a. 1.1.3 Strengthen programs that support graduates' career, professional, and graduate school preparedness
- b. 1.3.2 Improve curriculum based on effective assessment of student learning outcomes.
- c. 1.3.3 Support curricular innovation and accountability.
- d. 4.3 Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
- e. 3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines.
- f. 3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.
- g. 3.4.1 Enhance diversity of university community as a matter of institutional priority and an integral component of academic success.

The proposed degree program exemplifies many of these institutional priorities. Faculty are responding to market demands for additional training and education for professionals working with Deaf communities. Additionally, with the recruitment of students from underrepresented groups, states that are under resourced and rural areas of states is an innovative way of recruiting to increase the diversity of the program and the university. The program design incorporates a number of observation, practice, and reflection strategies to take place engaging with the communities at large - hearing, English speakers, users of other languages, and Deaf ASL users to learn communication patterns and cultural norms in situ.

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.

HECC identifies the following initiatives for the state of Oregon higher education industry:

1. Goal-setting: sharpening state higher education goals in specific areas, including for working-age adults, and better reporting our progress towards meeting them.
2. Public College and University Funding: supporting sustainable state funding linked to student success.
3. Pathways: simplifying and aligning student pathways from cradle to career.
4. Student Support: enhancing student success, safety, and completion.
5. College Affordability: limiting student costs for attending college in Oregon.
6. Economic and Community Impact: contributing to prosperous workforce, economy, and communities.

The proposed program contributes a more simplified and direct pathway between an Associate of Applied Science degree, degree completion, and even graduate school. The students for this program will be place-bound and in need of alternative, flexible course delivery. They are an untapped market at this point. Rural areas of Oregon are in need of high-quality services for Deaf/HH citizens as well, and yet are largely underserved. This program will allow those

providing services, or interested in providing services to be equipped in culturally informed practices.

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;

One challenge that students face as they continue their work with the Deaf community is the transferability of their vocational based degrees or credits. Many interpreters, para-professionals, addiction counselors and other practitioners have Associate of Applied Science degrees that do not smoothly transfer to a traditional BA or BS degree program. The proposed BAS pathway will allow all their vocational training to count toward a 4-year degree and also honors the work they have done in their vocational training as well as in their service to the field over the years.

ii. respond effectively to social, economic, and environmental challenges and opportunities; and

There is a significant shortage of quality service providers for Deaf citizens in the state of Oregon and the nation at large. This shortage results in compromised services in high stakes areas such as k-12 education, postsecondary education, business, counseling, and more. The consequences are compromised quality of life for Deaf Oregonians as access to education, work, and health care are limited by the skill level of practitioners available.

WOU's Regional Resource Center on Deafness recently conducted an Oregon Community Needs Assessment specific to the Deaf/HH population. This research was conducted by principal investigator Dr. Denise Thew Hackett (of the Rehabilitation and Mental Health Counseling program here at WOU). The findings are informative for the state of Oregon (in addition to many, many others), showing frequent frustration or lack of access to state services. The state of Oregon needs more practitioners with quality sufficient to meet the needs of the range of Deaf/HH citizens from accessing state services to being able to navigate very specific, technical areas with Deaf/HH individuals in the workforce.

iii. address civic and cultural demands of citizenship.

With the emphasis on working professionally with members of the Deaf community as they interact in the world at large, there is specific attention paid to the public service aspects of the work - focusing on culturally informed practices.

3. Accreditation

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

N/A

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.

N/A

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.

N/A

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.

N/A

4. Need

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

Headcount projections, first 5 years of program				
2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
20	20	30	30	40

Projections are based on market requests, known AAS degree holders, and the expected marketing toward prospective students interested in degree completion. Again, this program will require no additional faculty FTE currently, as the courses in the major are existing courses taught for other majors/minors. And the program coordination will be handled in the Division Chair's duties for the time being. Once the enrollment for this program is over 40, there will need to be a dedicated program coordinator compensated for that.

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

Graduate projections, first 6 years of the program
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2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	15	18	20	25

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

The program is expected to serve non-traditional seeking degree completion options; transfer students with an AAS degree; notably, given the dearth of comparable programs, we expect significant nonresident and online enrollments.

d. Evidence of market demand.

In 2016, Dr. Denise Thew Hackett (Western Oregon University) undertook a research project funded by the State of Oregon to complete a [Community Needs Assessment](#) to identify the social, health, and educational disparities experienced by the Deaf and Hard of Hearing Communities. Her findings indicate that access to see doctors, visit with social security offices, receive vocational rehabilitation services, connect with co-workers, and participate fully in job interviews are impacted by the lack of professionals who have a knowledge and appreciate of the unique needs of the Deaf/HH communities.

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).

Not applicable. No other Oregon public universities offer this program in the state.

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?

Immediate prospects would be continuation with schooling here at WOU by entering the MA in Interpreting Studies, Deaf & Hard of Hearing Education, or Rehabilitation & Mental Health Counseling programs. Upon completion of those programs, career and employment path includes interpreting in multiple areas - freelance, education, community, staff, etc, becoming an itinerant or classroom teacher specifically working with deaf and hard of hearing students, or becoming vocational or mental health counselors. If students exit at the BAS level, there will be a more elusive employment path. Students could work as job coaches, instructional aids, and support service providers.

5. Outcomes and Quality Assessment

Mission: We live in a linguistically diverse world where individuals see through a multitude of lenses. In this program, we equip professionals to connect people across their differences and to assist them in navigating through barriers to opportunities in areas, such as education, community services, and employment.

a. Expected learning outcomes of the program.

Upon completion of the degree, students will:

1. Develop critical analysis skills including: situational assessment; ethical reasoning; cultural intelligence lens, and research methodologies.
2. Demonstrate collaborative and cooperative abilities when engaging with colleagues, community members, and other teams.
3. Integrate academic foundation, world knowledge, critical analysis skills, communication skills, and language fluency by engaging meaningfully, collaboratively, and intentionally in communicative interactions.

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

Program learning outcomes will be assessed by evaluating samples of student work including but not limited to: spoken/signed & write communication, situational analysis, and interpersonal competence using rubrics developed based on evidence-based best practices. Key assignments will be included in field experience courses demonstrating integration.

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

Tenured and tenure-track faculty in the Division of Deaf Studies & Professional Studies are expected to meet the scholarly standards of the division. Per the WOU-WOUFT collective bargaining agreement, scholarly expectations of faculty at WOU are expressed through the Boyer model of scholarship, where faculty can demonstrate scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship.

6. Program Integration and Collaboration

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

This program is closely related and would serve as a feeder to the Master of Arts in Interpreting Studies, Deaf & Hard of Hearing Education, Rehabilitation & Mental Health Counseling. Additionally, this program would have students who take courses in the ASL Studies, Interpreting Studies, and across campus in departments like communication, education, sociology, psychology, etc. Faculty will continue to work together for effective and efficient instruction.

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.

There are no similar program in other Oregon institutions.

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

WOU continues to collaborate with Portland Community College, which offers an AAS degree that will prepare students for the proposed BAS degree.

d. Potential impacts on other programs.

This program provides an opportunity for students with a terminal degree (AAS) to continue on a streamlined path to earning a four-year degree, and to then pursue a graduate degree. As such, the proposed programs fill a significant gap in the state and region's existing array of professional development opportunities for those who work in the Deaf community.

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.

N/A

Instructions on Budget Outline form

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University
2020-2021

Academic Year:

Program:

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	41,556 (1.0 NTT)					41,556
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	31,133					31,133
Nonrecurring						
Personnel Subtotal	72,689					72,689

Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						0
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						0
GRAND TOTAL	72,689					72,689

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	41,556 (1.0 NTT)					41,556
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	31,133					31,133
Nonrecurring						
Personnel Subtotal	72,689					72,689

Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	72,689					72,689

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	41,556 (1.0 NTT)					41,556
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	31,133					31,133
Nonrecurring						
Personnel Subtotal	72,689					72,689

Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	72,689					72,689

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	83,112 (2.0 FTE)					83,112
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)						
Fellowships/Scholarships						
OPE	62266					62266
Nonrecurring						
Personnel Subtotal	145,378					145,378

Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services						
Equipment						
Other Expenses						
Other Resources Subtotal						
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal						
GRAND TOTAL	145,378					145,378

WOU Board of Trustees, Proposal for a new degree program: Bachelor of Science in Cybercrime Investigation and Enforcement

The proposed Bachelor of Science in Cybercrime Investigation and Enforcement program is a 90-credit interdisciplinary degree where students gain essential knowledge and skills to investigate and enforce cybercrimes. This program combines elements of law enforcement, computer investigative, legal and security skills, forensics, and other related fields in the study of crime prevention and response to various crimes occurring in the cyber world. Graduates of the program will be well prepared for traditional and emerging positions related to prevention, investigation, and enforcement of crime generally, and cyber-related crimes more specifically.

The Curriculum is comprised of the following elements: Criminal Justice courses (CJ), Cybercrime Investigation and Enforcement courses (CIE), Information Systems courses (IS), and free elective courses. To reach a total of 90 credits, students will take a combined 56 credits from CJ, CIE, and IS. Students will take an additional 16 upper division elective credits from those disciplines. The remaining credits should be upper division and can be from an optional minor and/or courses in other disciplines as suggested by an advisor.

Cyber-related crimes are evolving rapidly. From a criminal justice perspective, law enforcement officials work to help detect, investigate, and enforce such crimes. As new risks emerge, crime prevention and law enforcement response knowledge and skills must be acquired by criminal justice professionals who work as part of crime prevention and cyber security teams to effectively and legally respond. Countermeasures are required to safeguard sensitive personal, government, and business data as well as national security protection through detection, and to aid investigations and enforcement through evidence gathering, and collaborative responses for the purpose of combating these emerging crimes.

Occupational forecast sources, such as the Bureau of Labor Statistics, suggest that the projected growth of careers related to cybercrime and cybersecurity over the next decade will be faster than average, and careers in law enforcement and prevention continue to grow steadily nationwide. Oregon is projected to follow in these trends.

The proposed BS in Cybercrime Investigation and Enforcement received Faculty Senate Approval on May 12, 2020 and the proposal is supported by the dean and provost. Upon approval by the WOU Board of Trustees, the program will be submitted to Oregon's Higher Education Coordinating Commission (HECC) and the Northwest Commission on Colleges and Universities (NWCCU) for approval.

STAFF RECOMMENDATION:

It is recommended that the Western Oregon University Board of Trustees Academic and Student Affairs Committee approve the introduction of the proposed BS in Cybercrime Investigation and Enforcement as included in the docket material.



Proposal for a New Academic Program

Institution: Western Oregon University
College/School: College of Liberal Arts and Sciences
Department/Program Name: Criminal Justice Sciences
Degree and Program Title: Cybercrime Investigation and Enforcement Major

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

43.0116. Cyber/Computer Forensics and Counterterrorism

Definition: A program focusing on the principles and techniques used to identify, search, seize and analyze digital media and to conduct cyber investigations against criminal and terrorist activity. Includes instruction in computer boot processes and drives, jumper setting, file access and reconstruction, hacking, network systems, cryptography, programming, investigative techniques, forensic imagery, web-based investigation methods, cyberterrorism, and applicable laws and administrative procedures.

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.

Cyber-related crimes are evolving rapidly. From a criminal justice perspective, law enforcement officials work to help detect, investigate, and enforce such crimes. As new risks emerge, crime prevention and law enforcement response knowledge and skills must be acquired by criminal justice professionals who work as part of crime prevention and cyber security teams to effectively and legally respond. Countermeasures are required to safeguard sensitive personal, government, and business data as well as national security protection through detection, and to aid investigations and enforcement through evidence gathering, and collaborative responses for the purpose of combating these emerging crimes.

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

The Cybercrime Investigation and Enforcement program is a 90-credit interdisciplinary degree. The Curriculum is comprised of the following elements: Criminal Justice courses (CJ), Cybercrime Investigation and Enforcement courses (CIE), Information Systems courses, and free elective courses. To reach a total of 90 credits, students will take a combined 56 credits from CJ, CIE, and IS. Students will take an additional 16 upper division elective credits from those disciplines. The remaining credits should be upper division and can be from an optional minor and/or courses in other disciplines as suggested by an advisor.

Mission

Provide students with essential conceptual knowledge and skills to prevent, investigate, and enforce cybercrimes and cyberthreats. This program combines elements of law enforcement, computer investigative, legal, and security skills, forensics, and other related fields in the study of crime prevention and response to various crimes occurring in the cyber world. Graduates of the program will be well prepared for traditional and emerging positions related to prevention, investigation, and enforcement of crime generally, and cyber-related crimes more specifically.

Program Learning Outcomes

1. Gain conceptual knowledge and technological skills necessary in the detection, investigation, and enforcement of cybercrimes
2. Understand the multitude of issues, theories, ethics, policies, practices, and current challenges related to the control of cybercrime
3. Develop an understanding of how traditional criminal justice theories, practices, and policies, and cybersecurity tools, techniques and technologies apply to the control of cybercrime

Core Courses

Criminal Justice

- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 331 Police and Community **Credits: 4**
- CJ 352 Criminal Law **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**

Cybercrime Investigation and Enforcement

- CIE 213 Introduction to Cybercrime **Credits: 4**
- CIE 305 Ethics in Cybercrime Investigation and Enforcement **Credits: 4**
- CIE 321 Principles of Cyber Forensic Investigations **Credits: 4**
- CIE 425 Contemporary Issues on Cybercrime and Cybersecurity **Credits: 4**
- CIE 407 Capstone Seminar **Credits: 4**
- CIE 409 Practicum **Credits: 4**

Information Systems

- IS 283 Cybersecurity Fundamentals for Criminal Investigation **Credits: 4**
- IS 373 Computer Security for Criminal Investigation **Credits: 4**
- IS 473 Network Security for Criminal Investigation **Credits: 4**
- IS 474 Ethical Hacking for Criminal Investigation **Credits: 4**

Choose Four

- Upper division courses from CJ, CIE or IS, this may include an additional 4 credits of CIE 409.

Total Credits 72

- 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).**

Students will be able to enroll in any WOU courses for which they have the prerequisites, and so may take face-to-face courses on WOU's campus in Monmouth as offered. The program will also be deliverable fully online, making it accessible to a wider and more diverse student population. The program will draw on WOU's learning management system (Moodle) for all flexible format course delivery (including face-to-face), including instructional and curriculum design support from WOU's Center for Academic Innovation.

- e. Adequacy and quality of faculty delivering the program.**

This program takes advantage of two established programs at WOU. Existing Criminal Justice courses in the Criminal Justice BS degree will be used as part of the foundational core in the new CIE degree. In consultation with CJ, Information Systems faculty are also proposing and will teach four core courses. Both of these programs have highly qualified tenure-track and tenured faculty teaching their respective curriculum.

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

This program will require the development of ten new courses: CIE 213, CIE 305, CIE 321, CIE 425, CIE 407, CIE 409, IS 283, IS 373, IS 473, and IS 474. The Criminal Justice department has faculty resources to deliver these CIE courses. The division also plans to consider its future in this direction with upcoming requests for faculty replacements, supplemented with adjunct faculty with subject matter expertise. Additionally, IS faculty have sufficient capacity and expertise to teach the proposed IS courses.

- g. Other staff.**

See above.

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

WOU already has the facilities, library, and other resources in place to support the courses offered.

- i. Anticipated start date.**

Pending approval, we anticipate beginning this program in Fall 2021

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.**

Western Oregon University's mission is "To create lasting opportunities for student success through transformative education and personalized support". WOU is distinguished by its student-centeredness, a personalized approach to education, a strong liberal education and the high value it places on its role as an access institution in Oregon. Given the description and direction of the proposed program earlier in this document, this program aligns with WOU's Strategic Plan in the following areas:

WOU's Vision

- Adapting to the **changing world** through continuous institutional improvement, evolving pedagogies and expertise, sustained scholarly and creative activities, and delivery of critical and **innovative programs**.

WOU's institutional priorities call for the university to:

- Promote academic array that provides **distinctive**, high-quality programs
- Promote **interdisciplinary** courses and degree programs that support collaborative and multidimensional educational experiences and pathways (this will be a collaboration with Information Systems, and will likely include elective courses from other disciplines).
- Provide intentional and effective **transfer paths to graduation**. Improve **access** to coursework for degrees, programs and certificates.
- Articulate **internship** or service-learning opportunities for all academic programs.
- Support growth of academic programs to include **new and innovative degrees** and certificates.

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.

The Criminal Justice Department at WOU recently celebrated its 50th anniversary. From its inception, one of the pillars of the department has been our continued partnerships with Oregon's criminal justice agencies. These long-standing partnerships have been mutually beneficial. For instance, we have historically 'supplied' agencies with qualified applicants. In turn, communication with those agencies has allowed us to stay up to date with current trends in the field and to assess needs. It is in that context, and in recent communication and consultation with our CJ partners, that the need for this major became clear.

In 2011, Oregon passed legislation creating the 40-40-20 goal which aspires to have 40% of Oregonians complete a four-year degree, 40% complete a two-year degree or certificate, and 20% earn a high school diploma. The BS Cybercrime Investigation and Enforcement provides a clear, career-oriented pathway for students to earn a four-year degree.

The proposed program will support the State's goals in two primary ways. First, the program will be deliverable fully online, making it accessible to a wider and more diverse student population. Second, the program will aid in preventing 'credit leakage' for students who transfer from our Community College partners. For instance, the program will allow community college students who come to us with an AAOT or ASOT in cyber security or law enforcement to complete 90 credits in our program to earn this degree. Target enrollment also includes not only students in Oregon, but also in California and Washington who want to earn a bachelor's degree that builds upon their community college transfer degrees.

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

- improve educational attainment in the region and state;**

One of the state's goals is to increase the number of students earning 4-year degrees. Creating a clear pathway to a career-focused baccalaureate degree will help achieve that goal. Educational attainment will also increase as the program will be fully deliverable online.

ii. respond effectively to social, economic, and environmental challenges and opportunities; and

Occupational forecast sources, such as the Bureau of Labor Statistics, suggest that the projected growth of careers related to cybercrime and cybersecurity over the next decade will be 'much faster than average' [1]. At the same time, careers in law enforcement and prevention continue to grow steadily nationwide [2]. Oregon is projected to follow in these trends [3].

The state of Oregon Employment department ranks high-wage, high-demand, and High-Skill occupations that are considered to be priorities in terms of job training by the Oregon Employment Department [4]. Occupational classifications that might be ultimate destinations for our undergraduates include: Police and Sheriff's Patrol Officers, Correctional Officers and Jailers, Supervisors and Managers of Fire Fighting and Prevention Workers, Supervisors and Managers of Police and Detectives, Police, Fire, and Ambulance Dispatchers, Detectives and Criminal Investigators, Private Detectives and Investigators, Database Administrators, Network and Computer Systems Administrators, Computer User Support Specialists, Computer Network Support Specialists, and Computer Systems Analysts.

iii. address civic and cultural demands of citizenship.

This program will provide students the opportunity to earn a degree that includes a broad-based liberal education. As such, students will learn and practice problem-solving skills, critical thinking skills, quantitative literacy skills, and communication. These skills are necessary for a productive, well-rounded, and well-educated citizenry. Moreover, this major will provide students with a broad foundation on the administration and practices of agencies charged with a variety of tasks related to the control of traditional and emerging cybercrimes. Understanding the social, administrative, and legal responses to these crimes requires learning about the underlying socio-economic disparities, roots of poverty, the role of gender, race, class, and the economy. These valuable concepts will be intertwined in this degree.

3. Accreditation

Cybercrime Investigation and Enforcement (CIE) is not a field in which accreditation is available. However, the program design is guided by two organizations which provide certification for programs in the closely related fields of Criminal Justice and Cybersecurity.

The Academy of Criminal Justice Sciences (which is not currently accepting new applications for certification until further notice) provides certification for traditional criminal justice and criminology programs. Especially, ACJS requires that Baccalaureate Degrees in Criminal Justice/Criminology include the following content areas in their structure and curriculum: Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law

Enforcement, and Research and Analytical Methods. *The CIE program will incorporate content from all these areas in its curriculum.

Additionally, to support institutions of higher education and research in information assurance, the National Security Agency and the Department of Homeland Security jointly sponsor the National Centers of Academic Excellence in Information Assurance/Cyber Defense (IA/CD). The goal of the CAE IA/CD program is to reduce vulnerability in our national information infrastructure by promoting higher education and research in Information Assurance/Cyber Defense (IA/CD) and to produce a growing number of professionals with expertise in IA/CD disciplines (Klappenberger, 2017).

At the heart of the program accreditation process are the Knowledge Units (KUs). The KU are mandatory topics and associated objectives that must be included in an institution’s degree or certificate program. The KUs are organized into three categories: Foundational, Core, and Optional. Institutions with four-year degrees must have all 'foundational' KUs, either all 'Core Technical' KUs, or all 'Core non-technical' KUs', and then pick around 5 'Optional' KUs. *The CIE program (especially the Information System courses) will include topics from the foundational KUs, Core non-technical KUs, and several Optional KUs. Because this framework was designed for cybersecurity, rather than cybercrime, the KUs align well with the Information Systems courses proposed in the cybercrime program.

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

4. Need

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

	Headcount projections, first 5 years of program				
	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 (21-22)	9	9	4	4	1
Cohort 2 (22-23)	0	16	16	14	2
Cohort 3 (23-24)	0	0	20	17	9

Cohort 4 (24-25)	0	0	0	22	21
Cohort 5 (25-26)	0	0	0	0	24
Total	9	25	40	57	57

Projections are based on current enrollments in the Criminal Justice department and projected job growth in related career paths. Headcount accounts for some attrition, and some students taking 5-6 years to graduate because they attend part-time. 50% of students are expected to be in the program at WOU for all years; 50% are expected to be transfer students.

	FTE projections (Average of 12 credits per term), first five years of the program				
	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 (21-22)	8.1	8.1	3.6	3.6	0.9
Cohort 2 (22-23)	0	14.4	14.4	12.6	1.8
Cohort 3 (23-24)	0	0	18	15.3	8.1
Cohort 4 (24-25)	0	0	0	19.8	18.9
Cohort 5 (25-26)	0	0	0	0	21.6
Total	8.1	22.5	36	51.3	51.3

We anticipate about 75% of students will be full time and about 25% will be half-time.

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

	Expected degree projections, first 5 years of program				
	2021-22	2022-23	2023-24	2024-25	2025-26
Cohort 1 (21-22)	0	0	4	4	1
Cohort 2 (22-23)	0	0	0	7	5
Cohort 3 (23-24)	0	0	0	0	10
Cohort 4 (24-25)	0	0	0	0	0
Cohort 5 (25-26)	0	0	0	0	0
Total	0	0	4	11	16

The program will begin producing graduates mainly after the fourth year of existence. Since it is expected that some students will be transfer students, we are expecting some will graduate after the second year.

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

We expect the characteristics of students in this major to reflect the overall population of WOU students pursuing a bachelor's degree, and of students currently in the related Criminal Justice BS.

d. Evidence of market demand.

Occupational forecast sources, such as the Bureau of Labor Statistics, suggest that the projected growth of careers related to cybersecurity over the next decade will be 'much faster than average' [1]. At the same time, careers in law enforcement and prevention continue to grow steadily nationwide [2]. Oregon is projected to follow in these trends [3]. The Criminal Justice Department at WOU recently celebrated its 50th anniversary. From its inception, one of the pillars of the department has been our continued partnerships with Oregon's criminal justice agencies. These long-standing partnerships have been mutually beneficial. For instance, we have historically 'supplied' agencies with qualified applicants. In turn, communication with those agencies has allowed us to stay up to date with current trends in the field and to assess needs. It is in that context, and in recent communication and consultation with our CJ partners, that the need for this major became clear.

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).

WOU is located near Salem in the mid-Willamette Valley. The only other public university in this region is Oregon State University, and they do not offer a cybercrime program, or a criminal justice major (only a 'crime and justice' option within the sociology major). The proposed program at WOU is designed to give graduates with a bachelor's degree the skills required for entry-level positions in a wide range of occupations within and outside of the criminal justice and cybersecurity fields.

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?

The state of Oregon Employment department ranks high-wage, high-demand, and High-Skill occupations that are considered to be priorities in terms of job training by the Oregon Employment Department [4]. Occupational classifications that might be ultimate destinations for our undergraduates include: Police and Sheriff's Patrol Officers, Correctional Officers and Jailers, Supervisors and Managers of Fire Fighting and Prevention Workers, Supervisors and Managers of Police and Detectives, Police, Fire, and Ambulance Dispatchers, Detectives and Criminal Investigators, Private Detectives and Investigators, Database Administrators, Network and Computer Systems Administrators, Computer User Support Specialists, Computer Network Support Specialists, and Computer Systems Analysts.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

Students majoring in the new Cybercrime Investigation and Enforcement major will achieve WOU's Undergraduate Learning Outcomes (ULOs): Quantitative Literacy, Written Communication, Inquiry & Analysis, Integrative Learning, and Diversity.

The curriculum will also help students meet WOU's General Education Learning Outcomes (GELOs) which are as follows:

- WOU GELO #1: Intellectual Foundations and Breadth of Exposure

Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning

- WOU GELO #2: Critical thinking

Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.

- WOU GELO #3: Citizenship

Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world.

- WOU GELO #4: Multidisciplinary learning

Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems.

In addition, the BS in Cybercrime Investigation and Enforcement major will have the following program-specific learning outcomes.

1. Gain conceptual knowledge and technological skills necessary in the detection, investigation, and enforcement of cybercrimes (PS—program specific outcome)
2. Understand the multitude of issues, theories, ethics, policies, practices, and current challenges related to the control of cybercrime (ULO: Inquiry and Analysis)
3. Develop an understanding of how traditional criminal justice theories, practices, and policies, and cybersecurity tools, techniques and technologies apply to the control of cybercrime (ULO: Integrative Learning)

Students will achieve these outcomes through a curricular structure that ensures a balance between breadth and depth of exposure. Breadth is ensured through the general education courses students will take at WOU, as well as the required lower division courses in the new program, and the existing criminal justice program. The depth of exposure will occur through the upper division coursework in the proposed major, as well as the two capstone courses that are required for the major.

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

Since the WOU University Learning Outcomes and General Education Learning Outcomes applied to all students who are enrolled at WOU, they are assessed by the university faculty committees.

Listed above are three Program Learning Outcomes (PLOs). PLO 1 this is a program-specific outcome which will be assessed every three to five years by the department (in the same manner that program-specific PLOs for the existing criminal justice department are assessed). PLO 2 is aligned with the Inquiry and Analysis ULO, and will be assessed every

three to five years by the department. The learning outcome will be assessed using the LEAP VALUE rubric for Inquiry and Analysis. PLO 3 is aligned with Integrative Learning ULO, and will be assessed every three to five years by the department. The learning outcome will be assessed using the LEAP VALUE rubric for Integrative Learning.

Faculty of the WOU Criminal Justice and Information Systems Departments will meet annually to review assessment findings from the previous year. Curricular adjustments, such as required courses, course-specific learning outcomes, concept delivery strategy, etc., will be discussed and considered for implementation.

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

Faculty in the Criminal Justice and Information Systems Departments at WOU are expected to meet the scholarly standards of their respective divisions. Faculty may demonstrate their scholarly achievement in the scholarship of discovery, application, integration and teaching & learning. All tenure-track WOU faculty are expected to maintain engagement in at least one of these modes of scholarship

6. Program Integration and Collaboration

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

There are no 4-year institutions offering a BS degree in Cybercrime in Oregon. There are, however, several 2 and 4-year institutions which offer degrees, certificates, or concentrations in cybersecurity [5]. Also, there are of course several institutions which offer more traditional Criminal Justice degrees. See description below

George Fox University offers a BS in Computer Science with a Cybersecurity Concentration

Linfield College offers a Certificate in Cybersecurity and Digital Forensics

Mt Hood Community College offers an Associate of Applied Science in Cybersecurity and Networking, a Business Cyber Vulnerability Analyst Certificate, and a Network and Firewall-Security Technician Certificate

Portland Community College offers a Certificate in Cybersecurity Fundamentals

Portland State University offers a Graduate Certificate in Computer Security

Umpqua Community College offers a Associate of Applied Science in Computer Information Systems – Cybersecurity

University of Oregon offers a BS in Computer and information Science—Security Track

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.

The proposed program is a collaboration of the Departments of Criminal Justice (within the Criminal Justices Sciences Division) and Information Systems.

As previously mentioned, several Oregon institutions offer either more traditional and general Criminal Justice degrees (focused on the administration of justice and theoretical causes of crime), or very technical degrees and certificates in Cybersecurity within Computer Sciences programs. *The proposed major will complement these programs, and bridge the gap between the current degree offerings in Oregon.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
- d. Potential impacts on other programs.
N/A. The collaboration was explained.

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. N/A

Revised May 2016

Instructions on Budget Outline form

1. Whose viewpoint?

The Budget Outline is intended to show the budgetary impact resulting from offering the new program. This table should be completed from the viewpoint of the budgetary unit that will be responsible for the program. Determine what the budgetary unit will be doing (in terms of new or additional activities) that it is not now doing and show what these activities will cost — whether financed and staffed by shifting of assignments within the budgetary unit; reallocation of resources within the institution; special appropriation of the legislature; or gift, grant, or other funds.

2. No additional resources needed?

If the program is simply a rearrangement of courses already being offered, relying on access to library resources available for other programs, with no requirements for new or additional specialized facilities, equipment, or technology, and with no increase or decrease in students served by the budgetary unit responsible for the program, the budgetary impact would be near zero and should be so reported in the table.

3. Additional resources needed?

If FTE faculty or support staff assigned to the budgetary unit must be increased to handle an increased workload as a result of the new program (or to provide added competencies), indicate the total resources required to handle the new activities and workload (e.g., additional sections of existing courses) by specifying: (1) how much of this total figure is from reassignment within the budgetary unit (Column A), and (2) how much is from resources new to the budgetary unit (Columns B-E). Please provide line item totals in Column F.

Statement pertaining to the budget outline forms (prepared in consultation with the Assistant Provost):

As stated earlier in this proposal, no new faculty resources will be needed to operate the new major. CJ and CIE courses will be taught by existing faculty within the Criminal Justice department. The four IS courses will be taught by existing Information Systems faculty. The major will operate under the Criminal Justice Sciences Division, and with its existing facilities and resources. Thus, the budget forms contain only 0s.

References

[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Information Security Analysts, on the Internet at <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm> <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-8> (visited October 26, 2019).

[2]. Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Police and Detectives, on the Internet at <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm> (visited November 03, 2019).

[3] Projections Central, State Occupational Projections (2016-2016), information security analysts, police and sheriffs. On the internet at <https://projectionscentral.com/Projections/LongTerm>

[4] Oregon High-Wage, High-Demand, High-Skill-Occupations. On the internet at https://www.qualityinfo.org/home?p_p_id=3&p_p_lifecycle=0&p_p_state=maximized&p_p_mode=view&_3_struts_action=%2Fsearch%2Fsearch&_3_redirect=%2F&_3_keywords=high-demand&_3_groupId=0

[5] Cybersecurity Programs in Oregon. On the internet at <https://www.cyberdegrees.org/listings/oregon/>

Budget Outline Form: Year 1

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

Institution: Western Oregon University

Academic Year: 2020-2021

Program: BS Cybercrime Investigation and Enforcement Major

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 2

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 3

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

Budget Outline Form: Year 4

Estimated Costs and Sources of Funds for Proposed Program

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero

	Column A	Column B	Column C	Column D	Column E	Column F
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds and Other Grants	From Fees, Sales and Other Income	LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	0	0	0	0	0	0
Graduate Assistants (Include FTE)	0	0	0	0	0	0
Support Staff (Include FTE)	0	0	0	0	0	0
Fellowships/Scholarships	0	0	0	0	0	0
OPE	0	0	0	0	0	0
Nonrecurring	0	0	0	0	0	0
Personnel Subtotal	0	0	0	0	0	0
Other Resources						
Library/Printed	0	0	0	0	0	0
Library/Electronic	0	0	0	0	0	0
Supplies and Services	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Other Resources Subtotal	0	0	0	0	0	0
Physical Facilities						
Construction	0	0	0	0	0	0
Major Renovation	0	0	0	0	0	0
Other Expenses	0	0	0	0	0	0
Physical Facilities Subtotal	0	0	0	0	0	0
GRAND TOTAL	0	0	0	0	0	0

MEMO

To: WOU Board of Trustees, Academic and Student Affairs Committee
From: Dr. Laurie Burton, Curriculum Committee chair
Re: Request to integrate required HECC components for new minors and certificates into curriculum portal form
Date: May 27, 2020

Current process

To propose a new minor or a new certificate (undergraduate or graduate), the proposal sponsor must complete the portal curriculum forum and part of the [HECC Proposal for a New Academic Program](#).

Per wou.edu/curriculum/programs:

- ▶ ii. New certificate program
- ▶ iii. New minor program

(Additionally) Complete the relevant portions (items 1 – 6) of the HECC Proposal for a New Academic Program for review by the WOU Board of Trustees

Proposal

The chairs of the Curriculum, General Education, and Graduate Committees, in collaboration with the General Education director, the Curriculum programmer and the Registrar's office, have formed the Curriculum Solutions Task Force and have been meeting this term to streamline processes.

We propose to integrate, for new minor and new certificate proposals, the required components of the HECC Proposal for a New Academic Program into the portal curriculum form.

We request this change to streamline the process for proposal sponsors, and to eliminate the requirement to duplicate information.

Please see the next pages for a complete listing of the proposed changes.

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.

PROPOSED: Add to online form

- 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.

PROPOSED: Additional information beyond the existing form not needed

This is already on the form with the question “Summary/Rationale for proposal Give a summary of the proposal, including a rationale and evidence. Please also explain the big picture, reasons for the proposal (e.g. alignment with other institutions, accreditation, etc.) and the students/programs affected.”

There is an additional field as well, “Targeted Professions-Describe how the certificate is designed so that the coursework purposefully targets a specific profession or profession.”

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

PROPOSED: Additional information beyond the existing form not needed

This is already on the online form in catalog-ready view

- 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).

PROPOSED: Add to online form; suggested wording

Radio buttons (can select more than one)

- How and where will the program be delivered?
 - WOU campus (in person or online)
 - WOU@Salem
 - Other: _____

- How will the courses be offered?¹
 - Face-to-face
 - Hybrid
 - Online synchronous
 - Online asynchronous

¹ See wou.edu/provost/instructional-resiliency/delivery-definitions-fall-2020 for new course delivery definitions
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1. Program Description continued

- a. Adequacy and quality of faculty delivering the program.
- b. Adequacy of faculty resources – full-time, part-time, adjunct.
- c. Other staff.
- d. Adequacy of facilities, library, and other resources.

PROPOSED: Items 1.f – 1.i are already on the online form
The field is “Faculty and Facilities Needed”

- e. Anticipated start date.

PROPOSED: Add to online form, suggested wording

- Anticipated start date

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.
- 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.
- 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; respond effectively to social, economic, and environmental challenges and opportunities; and address civic and cultural demands of citizenship.

PROPOSED: Add two fields for this area to online form

Suggested wording

- Briefly describe how the proposed program aligns with WOU's strategic priorities
- Briefly describe how the proposed program meets regional or statewide needs and enhances the state’s capacity to improve educational attainment in the region and state

3. Accreditation

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

PROPOSED: Not needed, these are not new minor/certificate-specific questions

3. Accreditation continued

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.
- b. Expected degrees/certificates produced over the next five years.
- c. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.).

PROPOSED: Items 4.a – 4.c are not needed, not new minor/certificate-specific questions

Certificates will be using existing courses; this information is beyond the scope of faculty proposers at the time of the certificate proposal.

Characteristics of students to be served might be covered in proposed new certificate criteria.

- d. Evidence of market demand.

PROPOSED: Not needed, item d covered in #2 above (per new minor/certificate)

- 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).
- 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?

PROPOSED: Items 4.e – 4.f are not needed, not a new minor/certificate-specific questions

4. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

PROPOSED: This is already on the online form

Catalog ready style includes: Mission, (program) Learning Outcomes, and Course of study

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

PROPOSED: Not needed, program review is under the purview of the Office of Academic Effectiveness

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

PROPOSED: Not needed, this is a component of the tenure and promotion process

5. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.
- 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.
- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
- d. Potential impacts on other programs.

PROPOSED: Add one summary field for items 6.a – 6.d to the online form

Suggested wording

- List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.

Budget items to also add to online form for new minors and new certificate proposals.

Each bulleted item is a field on the form:

- Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program?
- What is the plan to recruit students to this proposed new program? Have you worked with MarCom to establish a marketing plan to promote this new program? Please briefly describe the plan.
- What is the budget source for the plan to attract new students to this proposed new program?

Summary, new questions to add to form

- Proposed Classification of Instructional Programs (CIP) number
- How and where will the program be delivered? (as above)
- How will the courses be offered? (as above)
- Anticipated start date
- Briefly describe how the proposed program aligns with WOU's strategic priorities
- Briefly describe how the proposed program meets regional or statewide needs and enhances the state's capacity to improve educational attainment in the region and state
- List closely related programs at WOU or other Oregon colleges and universities and the way in which this program complements other similar programs in other Oregon institutions and other related programs at WOU.
- Will new sections of courses or additional hires be needed to offer this program? What are the faculty salary budget impacts of this proposed new program?
- What is the plan to recruit students to this proposed new program? Have you worked with MarCom to establish a marketing plan to promote this new program? Please briefly describe the plan.
- What is the budget source for the plan to attract new students to this proposed new program?

**Academic and Student Affairs Committee
Vice President for Student Affairs Report
May 27, 2020**

Fall 2020 Enrollment Update

At this point, applications and admitted students continue to track ahead of last year and also compared to two years ago when enrollment was even higher. Overall, Applications are up 466 or 15.7% compared to last year and up 312 or 10% from two years ago. Admitted students are also running ahead of last year by 155 or 14.8% and are up by 235 or 10.3% from two years ago where we had a larger freshmen class.

While I remain optimistic regarding these numbers, it is difficult to make too many predictions. Research continues to show a larger number of graduating high school students are indicating they are delaying going to college until universities are fully operational and classes are offered in a face-to-face format. Generally, in an economy with a high unemployment rate, people go to college in order to gain skills which will make them more employable. These pushes and pulls all play a factor in our fall enrollment and with so many uncertainties, this makes predicting difficult.

Our housing applications are running behind from last year which might indicate either more students are planning to stay home and take on-line classes, or they haven't committed to attending WOU until they know more about how classes will be offered in the fall. Our Admissions Office is receiving many calls regarding the question of how classes will be offered in the fall.

Our admitted student population continues to become more diverse. All ethnic categories are up with the exception of White which is down almost 1%

Our admissions staff continue to nudge students to apply and complete admission applications. We continue to monitor the intersection of students who are admitted, complete a FAFSA, tell us they intend to enroll, apply for housing, and completed our scholarship application, and follow up with students accordingly to complete the next step.

In light of the COVID 19 restrictions, our admissions staff continue to send emails and texts to prospective students and hold virtual activities. Admission staff are conducting web-based interactions such as Facebook Live and Google Hangout to communicate with students and make presentations.

The President, myself, and several of my staff and a student have held three virtual question and answer sessions for students and family members. Normally we would be conducting Admitted Student Receptions at this time of the year, and since we can't

have large gatherings of people, we were trying to look to do something different which might have a similar impact.

Our Transfer Student Orientation Program (TSOAR) was conducted virtually this past month. While we had more students register for the event, getting the students registered for courses seems to be more challenging. We are continuing to reach out to all of our transfer students who have been admitted to now get them registered for fall.

SOARS will begin in late June. We are currently looking at how we will provide information and also get these students to register as a part of this virtual process.

Financial Aid

We are continuing to package students for fall and this upcoming summer. We have awarded most of our Foundation scholarships and will continue to re-allocate those as necessary.

Veteran's Center

We are in the process of completing an Oregon Department of Veteran's Affairs grant. If successful, this grant will provide WOU with up to \$100,000 in funds to support student veterans.

COVID 19 Planning

Housing and Dining

Our University Housing and Dining operation have four different scenarios generally mapped out for fall term. The scenarios range from very limited housing to all rooms occupied depending on which phase the county is operating within. We are likely to only be offering single rooms to students no matter where the county is phase wise. Depending on what phase the county is in, dining might be available only on a to go basis. If we are able to have dine-in options, seating will need to be spaced accordingly.

Student Health and Counseling

Medical will stagger appointments to reduce the number of students in the building at one time. We will also conduct temperature checks before each appointment. As appropriate, we will continue to conduct telemedicine appointments. SHCC will split appointments into well visits in the morning and sick visits in the afternoon. The SHCC will need to serve as a stronger presence for testing students and possibly the larger community.

Counseling will conduct teletherapy as appropriate. Counseling will gradually start offering in-person visits, likely with crisis appointments first. As more appointments are

offered in-person, starting times will be staggered to limit the number of students in the building at any one time.

Until the Center is up to full operation, the Rest and Relaxation room will be off-line. In addition, Wellness Coaching will be conducted by phone or video.

Campus Recreation

Gyms are able to open under phase one of the reopening process, but only with less than 25 people. In phase two that goes up to 100 people. Campus Recreation is continuing to revise their plan as the landscape changes. They plan to have sign-ups for students to work-out at given 45-minute time slots. Enhanced cleaning would occur in between these times. Students would also be asked to clean equipment before and after use. Facility hours would likely be limited to start. Activities such as climbing and swimming may not be offered. Other activities such as pick-up basketball games would also not be allowed. Patrons would likely have to wear a mask while they are in the facility. Intramurals will also be modified to meet phase requirements. Locker rooms will also likely have limited use.

Student Engagement and Activities

Depending on which phase the county is in will determine how we offer many of the activities. Phase one limits groups to 25 or less while phase two limits groups to 100. We are planning on New Student Week being conducted virtually with activities extending into fall term.

Meeting space in the WUC will need to reflect physical distancing requirements and occupancy of each room. We will also provide hand sanitizing stations as you enter the building, have signage reminding patrons of physical distancing, and verbally reminding patrons to maintain physical distancing.

We are unsure how the collection of student fees will be impacted. It is likely we will collect less revenue in student fees since more courses are online. This will likely mean a reduction in services we are able to provide students generally.

Academic and Student Affairs Committee
Provost & Vice President for Academic Affairs Report
May 27, 2020

1. All Spring 2020 courses are being delivered online or remotely. We significantly expanded Academic Innovation's capacity to serve faculty who are shifting to remote and online course delivery. Over the summer, we will have an expanded set of professional development opportunities for faculty who are interested in building or refining hybrid and online course. We will be using a cohort/mentor model utilizing both faculty and staff expertise in online instructional design.

We now have the ability to give Zoom licenses to all faculty and staff who need them. Zoom, WebEx, and Google Meet have the ability to record sessions. Faculty are encouraged to record synchronous or live activities in order to better serve students who might have health challenges, child care responsibilities or other barriers to being online at a certain time. Academic Affairs had 200 computers and tablets to check out to students and they acquired many hotspots for students who needed more reliable internet access.

2. The Oregon public universities and OHSU have been working together to develop a unified plan that is based on Oregon's Reopening Framework. Twice a week the Statewide Provost Council hosts a meeting that is focused on COVID-19 response and university planning. Senior leadership from universities also join this call and others are invited when specific topics are placed on the agenda. The universities have worked collaboratively to create plans for Phase 1 and Phase 2 opening for the following areas: instruction, public health, research, residential services and healthcare professions. Oregon Health Authority is reviewing the proposed plans and the unified university plans have been adjusted as the state framework adjusts (e.g., when Phase 1 went from gatherings of up to 10 to 25 people).

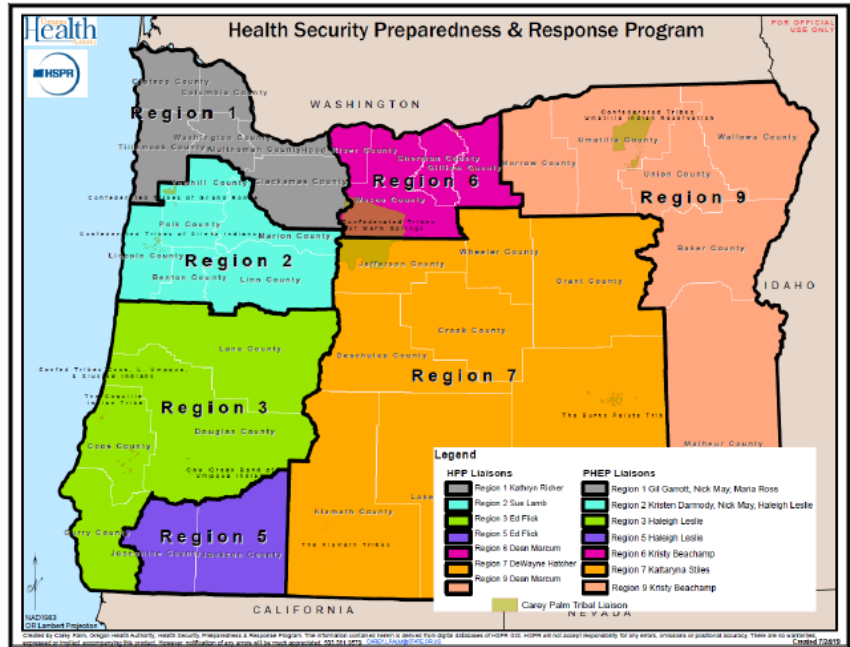
Unified Public University and Colleges Planning

*** DRAFT PLANNING PURPOSES ONLY DRAFT***

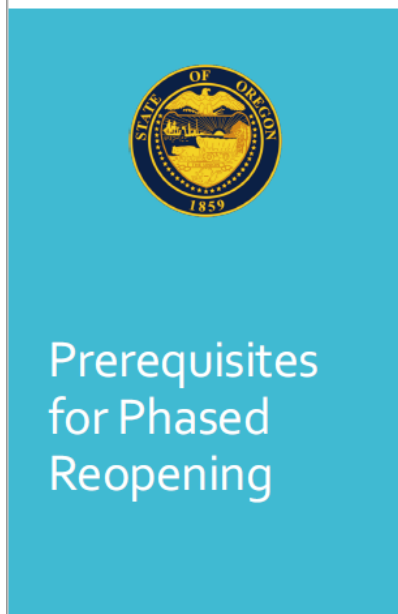
The matrix below is a planning tool designed to visually represent the applicability of currently available local, state and federal “reopening” or resumption guidelines. The guidelines recommend a phased approach implementable on a county-by-county basis at the Governors’ and Oregon Health Authority’s discretion. The actions listed for each phase are recommended courses of action based on the state and federal guidance documents.

Primary	OREGON EO 20-09 & 20-17	Reopening Oregon - PHASE I	DRAFT Reopening Oregon - PHASE II
INSTRUCTION		Under Review by Oregon Health Authority as of May 8, 2020 * We are awaiting OHA’s final guidance on physical distancing for instructional settings for Phase 1	Under Review by Oregon Health Authority as of May 11, 2020 * We are awaiting OHA’s final guidance on physical distancing for instructional settings for Phase 2
Large Group Didactics (Lecture)	Remote instruction	Remote instruction and assessment, or small groups (less than 25 people) per OHA guidance*; monitored physical distancing; enhanced cleaning	50% or less capacity*, dependent on space configuration; monitored physical distancing; campuses to use hybrid models of either remote instruction or break into smaller groups to address capacity issues for large lectures
Small Group Interaction (Discussion Sections)	Remote instruction	Remote instruction and assessment, or small groups (less than 25 people) per OHA guidance*; monitored physical distancing; enhanced cleaning	50% or less capacity*, dependent on space configuration; monitored physical distancing; use remote instruction or break into smaller groups
Instruction - Lab	Remote instruction	Remote instruction and assessment, or small groups (less than 25 people) per OHA guidance*; monitored physical distancing; enhanced cleaning	50% or less capacity*, dependent on space configuration; monitored physical distancing; enhanced cleaning
Internships	Remote	Remote, or small groups (less than 25 people) per OHA guidance*; physical distancing; enhanced cleaning	Physical distancing; vehicle travel only
Computer Labs & Studios	Closed	Remote instruction and assessment, or small groups less than 25 people per OHA guidance*; monitored physical distancing; enhanced cleaning	50% or less capacity*, dependent on space configuration; monitored physical distancing; enhanced cleaning
Field Work	Closed	Small groups (less than 25 people) per OHA guidance; physical distancing*; vehicle travel only	Physical distancing; vehicle travel only
Library	On-campus limited to critical functions; all other functions remote	Open; Limited occupancy with physical distancing. College and university patrons only; enhanced cleaning	Open; Limited occupancy with physical distancing. College or university patrons only; enhanced cleaning
Study Abroad	Suspended	Suspended	Dependent on CDC and Sate Department guidelines
CTE Instruction (welding, manufacturing, automotive, etc.)		Anticipate <50% capacity*, dependent on space configuration; enhanced cleaning; instructor/student pairs allowed with proper PPE per CDC/OHA guidelines and industry safety standards	Open with physical distancing; capacity dependent on space configuration; enhanced cleaning; instructor/student pairs allowed with CDC/OHA guidelines and industry safety standards

3. State Framework for Reopening has state-wide, county and health region (Region 2: Linn, Benton, Marion, Polk, Lincoln Counties) benchmarks.



Note: regions 3/5 and 6/9 work collaboratively. Due to historical factors, there are no regions 4 or 8.



Prerequisite	Done by
1. Declining COVID-19 prevalence	County
2. Minimum Testing Regimen	Health region
3. Contact Tracing System	County
4. Isolation Facilities	County
5. Finalize Statewide Sector Guidelines	Statewide
6. Sufficient Healthcare Capacity	Health region
7. Sufficient PPE Supply	Health region

Governor will be accepting county applications starting May 8th, with a goal of allowing some counties to enter Phase I as soon as May 15th.








4. Academic Affairs hosted two virtual town halls (May 8 and 12th), in which over 900 faculty and staff logged in to participate. A recording of the May 12 townhall is available to faculty and staff within their Portal. The purpose for the town halls was to share information about Oregon’s framework for reopening, the proposed unified public university re-opening plan, and WOU’s planning efforts. Information about how we will likely progress through the re-opening phases was shared with faculty and staff in order to help faculty make decisions about the optimal course delivery modality and provide students with more nuanced academic advising.

Chelle Batchelor, Dean of Library and Academic Innovation shared information about the four course delivery modalities, in the context of the re-opening phases. She focused on our new course modality – online synchronous. Faculty Senate Executive Committee acted quickly to unanimously recommend this new course delivery modality and we gave faculty until May 13th to change their course modality. Based on feedback from students and faculty, it was clear the we needed another option that allows for scheduled meeting times each week. For more information go to:
















<https://wou.edu/provost/instructional-resiliency/delivery-definitions-fall-2020/>

<https://wou.edu/provost/keep-learning/course-delivery-methods-fall-2020/>

Fall Term: Course Delivery Formats

4 Course Delivery Formats	 On-Campus/ Face-to-Face	 Off-Campus/ Online/Remote
	 In-Person	 Online- Synchronous 
	 Hybrid	 Online- Asynchronous

Course Formats During COVID-19 Response

In-Person		
If in-person instruction is able to occur...		
 <p>In-person (face-to-face) class meetings</p>	 <p>Course meetings are assigned a time and location in the course schedule</p>	 <p>Online activities may be included at the faculty member's discretion</p>
If health concerns prevent in-person instruction...		
 <p>In-person instruction shifts to using remote methods</p>	 <p>Synchronous meetings or activities that are mandatory occur during the section's officially scheduled times</p>	
Hybrid		
If in-person instruction is able to occur...		
 <p>In-person (face-to-face) class meetings still occur but not as frequently as the In-Person format</p>	 <p>In-person meetings are assigned a time and location in the course schedule</p>	 <p>Asynchronous online activities complement in-person meetings to create a robust learning experience</p>
If health concerns prevent in-person instruction...		
 <p>In-person instruction shifts to using remote methods</p>	 <p>Synchronous meetings or activities that are mandatory occur during the section's officially scheduled times</p>	
Online Synchronous		
No in-person meetings are planned.		
 <p>Synchronous meetings or activities use online or remote methods</p>	 <p>Synchronous meetings and activities are assigned a time in the course schedule</p>	 <p>Asynchronous online activities may be substituted for some synchronous class time</p>
Online Asynchronous		
No in-person meetings are planned.		
 <p>Course activities occur in the online environment and do not follow a regularly scheduled time</p>	 <p>The course has a clear timeline and deadlines but prioritizes flexibility and does not conflict with scheduled course meetings for other courses</p>	

Then, Niki Weight presented information about how academic advisors can best advise students related to building a Fall 2020 course schedule. We delayed fall term registration by two weeks so we could get more information to faculty, advisors and students. At the town halls, Niki reviewed the following topics:

- Support for advisors
- Practicums and internships
- Course substitutions
- General Education advising
- S/NC grading option
- Where students will live in the fall and how that affects course modality choices
- Tutoring services
- Financial impacts on students

5. WOU has begun partnering with Polk County in order to build contact tracing and monitoring capacity. Drs. Megan Patton-Lopez and Emily Vala-Haynes from the Community Health Program in WOU's Health and Exercise Science Division will be helping to lead this effort. We anticipate enlisting the help of more senior Community Health students in this effort. Both Drs. Vala-Haynes and Patton-Lopez have backgrounds in epidemiology, assessment and public health.

6. Fall 2020 Course Modality Distribution. For Fall 2019 we had 12% of the sections taught as hybrid, 10% online and 78% in-person. For Fall 2020 it is 20% hybrid, 37% online, and 43% in-person. 34% more courses are scheduled to be online or hybrid next fall, as compared to last fall.

Sections

	Fall 2019		Fall 2020	
	Count	% of total	Count	% of total
In-person	1,322	78.04%	529	42.87%
Hybrid	208	12.28%	250	20.26%
Online	164	9.68%	455	36.87%
Online Asynchronous			339	
Online Synchronous			116	

Capacity

	Fall 2019		Fall 2020	
	Count	% of total	Count	% of total
In-person	31,936	80.95%	9,884	37.77%
Hybrid	4,171	10.57%	5,154	19.70%
Online	3,343	8.47%	11,130	42.53%
Online Asynchronous			8,158	
Online Synchronous			2,972	