



Proposal for a New Academic Program

Institution: Eastern Oregon University

College/School: College of Science, Technology, Mathematics and Health Sciences

Department/Program Name: Counseling

Degree and Program Title: MS Clinical Mental Health Counseling

1. Program Description

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

51.1508 Mental Health Counseling/Counselor.

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.

We are proposing the establishment of an online Master of Science degree in Clinical Mental Health Counseling at Eastern Oregon University. The purpose is to train graduates who can assume a variety of counseling roles in our region and who are ready to seek state licensure in most states. The program is designed to meet the accreditation requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) with clinical observation components taking place close the place of residence of a student. Per CACREP standards, the degree program contains instruction in several counseling subareas such as family counseling, drug & alcohol counseling, etc.

Already, prior to the COVID pandemic, there has been a steadily increasing need for mental health counselors, which was further exacerbated by the pandemic. Hence, the establishment of this program meets critical needs in Oregon and beyond.

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

Core Counseling Courses (13 courses- 4.5 quarter credits each)

COUN 500 Introduction to Counseling & Ethical Practice

COUN 510 Developmental Theory: Counseling Across the Lifespan

COUN 520 Social and Cultural Diversity in Counseling

COUN 530 Counseling & Helping Relationships: Residency I

COUN 540 Counseling Theories I: Individual Applications & Techniques

COUN 550 Assessment & Evaluation Techniques in Counseling

COUN 560 Career Development and Counseling

COUN 570 Diagnostic Systems, Psychopathology, & Advanced Assessment in Counseling

COUN 580 Counseling Theories II: Couples & Families Applications & Techniques
COUN 590 Research & Program Evaluation in Counseling
COUN 600 Crisis & Trauma Counseling
COUN 610 Counseling Substance Use Disorders & Behavioral Addictions
COUN 620 Group Counseling Theories & Models: Residency II

CMHC Specialization Courses (5 courses, 4.5 quarter credits each)

CMHC 630 Professional Issues & Advanced Ethics in Clinical Mental Health Counseling
CMHC 640 Treatment Planning & Integrative Models of Care Clinical Mental Health Counseling
CMHC 650 Clinical Mental Health Counseling Practicum
CMHC 660 Clinical Mental Health Counseling Internship
CMHC 670 Clinical Mental Health Counseling Advanced Internship

Electives (2 courses, 4.5 quarter credits each, based on intended state of licensure)

COUN 565 Human Sexuality in Multicultural Counseling
COUN 575 Psychopharmacology & Advanced Psychopathology in Counseling Practice
COUN 585 Counseling Special Populations & Advanced Techniques in Counseling
COUN 665 Counseling Children & Adolescents
COUN 675 Technology in Counseling & Consultation
CMHC 680 Clinical Mental Health Counseling Advanced Internship II
Required for graduation are 90 credit hours.

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

The program curriculum will be offered solely online using EOU’s Learning Management System CANVAS and a video conferencing platform, such as Zoom, which will be used for synchronous components that are required by the accreditor.

A typical full-time student will have a program plan, of scheduled courses, that looks like the following:

Year 1			
Fall 2023	Winter 2024	Spring 2024	Summer 2024
COUN 500 Introduction to Counseling & Ethical Practice	COUN 530 Counseling & Helping Relationships: Residency I	COUN 560 Career Development & Counseling	COUN 590 Research & Program Evaluation in Counseling
COUN 510 Developmental Theory: Counseling Across the Lifespan	COUN 540 Counseling Theories I: Individual Applications & Techniques	COUN 570 Diagnostic Systems, Psychopathology, & Advanced Assessment in Counseling	COUN 600 Crisis & Trauma Counseling
COUN 520 Social and Cultural Diversity in Counseling	COUN 550 Assessment & Evaluation Techniques in Counseling	COUN 580 Counseling Theories II: Couples & Families: Applications & Techniques	Elective I
Year 2			
Fall 2024	Winter 2025	Spring 2025	Summer 2025
COUN 610 Counseling Substance Use Disorders & Behavioral Addictions	CMHC 630 Professional Issues & Advanced Ethics in CMHC	CMHC 640 Treatment Planning & Integrative Models of Care in CMHC	CMHC 670 CMHC Advanced Internship
COUN 620 Group Counseling Theories & Models: Residency II	CMHC 650 CMHC Practicum	CMHC 660 CMHC Internship	Elective 2

The coursework will consist of synchronous and asynchronous classes. Synchronous will allow for live observation and assessment of student's knowledge, skills, and dispositions. Courses that include synchronous class meetings may also include student submission of recorded mock sessions.

In a typical program plan, for full-time students, the following courses will include synchronous class meetings (the quarter designations in the schedule above and listing below refer to the first cohort that is expected to start in Fall 2023).

Winter 2024

COUN 530 Counseling & Helping Relationships: Residency I

COUN 550 Assessment & Evaluation Techniques in Counseling

Spring 2024

COUN 560 Career Development and Counseling

Summer 2024

COUN 600 Crisis & Trauma Counseling

Fall 2024

COUN 620 Group Counseling Theories & Models: Residency II

Winter 2025

CMHC 650 Clinical Mental Health Counseling Practicum

Spring 2025

CMHC 660 Clinical Mental Health Counseling Internship

Summer 2025

CMHC 670 Clinical Mental Health Counseling Advanced Internship

The remainder of the courses will be delivered asynchronously. In these courses, students will be engaged routinely, with instructors and classmates, through discussions and group work.

e. Adequacy and quality of faculty delivering the program.

By the Summer of 2022, the Program Director (academic unit leader) will be hired and by the Fall of 2022, the Field Placement Coordinator (practicum & internship coordinator) will be hired. These individuals will be tasked with developing the program for a Fall 2023 start. A third full-time faculty member will be hired once the initial students begin the program. By the time the initial cohort graduates (Fall 2025), two more full-time faculty will be hired in line with CACREP requirements. The CACREP Standards that guide the adequacy and quality of faculty are listed below.

*2016 CACREP Standards: Section 1: R. The academic unit has faculty resources of appropriate quality and sufficiency to meet the demands of the program. For entry-level programs, the academic unit must employ a **minimum of three full-time core counselor education program faculty** members who teach in the entry-level program. Core counselor education program faculty may only be designated as core faculty at one institution.*

2016 CACREP Standards: Section 1: S. To ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty.

2016 CACREP Standards: Section 1: T. For any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 12:1.

2016 CACREP Standards: Section 1: U. The teaching and advising loads, scholarship, and service expectations of counselor education program faculty members are consistent with the institutional mission and the recognition that counselor preparation programs require extensive clinical instruction.

2016 CACREP Standards: Section 1: W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

2016 CACREP Standards: Section 1: X. Core counselor education program faculty identify with the counseling profession (1) through sustained memberships in professional counseling organizations, (2) through the maintenance of certifications and/or licenses related to their counseling specialty area(s), and (3) by showing evidence of sustained (a) professional development and renewal activities related to counseling, (b) professional service and advocacy in counseling, and (c) research and scholarly activity in counseling commensurate with their faculty role.

2016 CACREP Standards: Section 1: Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.

2016 CACREP Standards: Section 1: BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.

2016 CACREP Standards: Section 1: CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education; this individual must have a written job description that includes (1) having responsibility for the coordination of the counseling program(s), (2) responding to inquiries regarding the overall academic unit, (3) providing input and making recommendations regarding the development of and expenditures from the budget, (4) providing or delegating year-round leadership to the operation of the program(s), and (5) receiving release time from faculty member responsibilities to administer the academic unit.

2016 CACREP Standards: Section 1: DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.

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

The adequacy of faculty resources will be commensurate with other full-time, part-time, and adjunct faculty at EOU:

All counselor educators will be academically and professionally qualified and possess at least a Ph.D. in Counselor Education and Supervision. Initially, in the first year, all courses will be delivered by such counselor educators. In addition to the Director and Clinical Placement core counselor educators

teaching in the first year of the program, a fulltime doctorally qualified core counselor educator will be hired going into year two of the program.

g. Other staff.

Other staff will be commensurate with what is routine at EOU and guided by the 2016 CACREP Standards: Specifically, the following:

An administrative assistant will be hired to support the program. CACREP requires programs to have clerical assistance available to support faculty/program activities that is commensurate with that provided for similar graduate programs.

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

The adequacy of facilities, library, and other resources will be commensurate with other students at EOU, specifically, the following:

The online degree is supported by adequate library resources, instructional development, and IT department support of our LMS (Canvas), with EOU's annual investments in library holdings specific to Counselor Education. The institution's holdings will be aligned with CACREP accreditation standards when the institution seeks accreditation in FY25.

Counselor Educators will have access to research and professional development funds.

i. Anticipated start date.

Fall 2023

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.

By offering an online counseling degree, EOU is meeting its mission of meeting the students where they are both geographically and in terms of student characteristics and need. This approach is embodied in multiple goals stated in EOU's Strategic Plan, i.e. Goal 1 (Student Success: Objective 1: All graduates engage in high-impact, experiential learning activities), Goal 2 (Transformational Education: Objective 2: Graduates possess the essential learning outcomes employers seek), Goal 3 (Grow the Number of Lives Impacted: Objective 1: Serve as a growing and thriving rural university), and Goal 5 (Relevance and Interconnection: Objective 2: Be recognized as a leader in promoting rural community prosperity and resilience).

Offering the degree in the online modality for both full-time and part-time enrollment provides access to a graduate-level degree program to those who want to continue their employment while pursuing the degree or for those in remote areas who cannot come to campus. Direct observation, practica and internships will be arranged for each student in a location as close as possible to their place of residence.

Hence, this proposed degree program embodies EOU's mission as Oregon's Rural University!

- 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 program will support EOU's Strategic Framework Goals and Objectives of:

Goal 2: Transformational Education – Enrich academic quality and enhance intellectual vitality

Objective 1: Excellence in teaching and scholarship

Objective 2: Graduates possess the essential learning outcomes employers seek

Goal 3: Grow the Number of Lives Impacted – Expand student access, opportunity, and completion

Objective 1: Serve as a growing and thriving rural university

Objective 3: Efficient degree attainment

Goal 4: Thriving University Community – A great place to work and learn

Objective 1: Foster an inviting and supportive university culture that exemplifies EOU's values and principles

Objective 2: Support intercultural competency, inclusiveness, and diversity

Goal 6: Financial Sustainability – Stewardship in financial sustainability and in growing EOU's financial and capital resources

Objective 1: Develop and foster a culture of fiscal responsibility, accountability, and security for all university funds

Objective 3: Expand revenue from alternative sources such as grants, sponsorships, partnerships, and alternative uses of campus property

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

This serves the educational attainment goals of Eastern Oregon and the State of Oregon, but also ant other regions and states with significant rural areas and/or non-traditional student populations in multiple ways. It allows non-traditional students who return to higher education a softer start, particularly for those who continue to work full-or part-time.

3. Accreditation

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

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

- 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.

The program will be designed to meet all CACREP standards at the outset. The accreditation self-study document can be submitted after the first class has graduated.

- 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.**

EOU does not offer an undergraduate program in any area of counseling.

- 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.**

- 1. In the Fall of 2021, EOU retained a consultant with significant experience in Clinical Mental Health Counseling online course and program development as well as CACREP accreditation*
- 2. EOU will hire the requisite program leadership and faculty.*
- 3. The program leadership and faculty, in concert with the consultant, will map CACREP standards to each course and across the program. This demonstrates the depth and breadth of meeting CACREP Standards, which is needed for accreditation.*
- 4. The program leadership and faculty, in concert with the consultant, will develop the coursework mapping CACREP Standards to course outcome to program outcomes to assignments/assessments, and to course content.*
- 5. The program leadership and faculty, in concert with the consultant, will develop an assessment plan and system for routine assessment and program evaluation of the program.*
- 6. Once the program admits its first cohort, the program leadership and faculty will set up an advisory board of representatives from the program (full-time and adjunct faculty as well as students) and external stakeholders (e.g., site supervisors). The program will solicit feedback from a designated advisory committee regarding proposed curriculum modification and program improvement.*
- 7. The program leadership and faculty will attend a CACREP self-study writing training.*
- 8. The program leadership and faculty will engage a consultant, during the creation of a self-study.*

4. Need

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

Is expected that student headcounts for the first five years will be (separated by modality):

Number of Students	Year 1	Year 2	Year 3	Year 4	Year 5
Online	25	71	128	128	128

Expected degrees/certificates produced over the next five years.

MS in Clinical Mental Health Counseling

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

Students will be residents of the state of Oregon, the Northwest Region, and of the states in which the program will be offered. An online clinical mental health counseling program typically attracts a diverse student population of both traditional and nontraditional students. The typical student will be working and seeking the flexibility of an online degree program.

c. Evidence of market demand.

Market analysis data was provided for the online modality by EOU's online marketing and recruitment partner, Wiley Education Services, based on their analysis of employment and recruitment prospects in their expected EOU catchment area and EOU's competitive position within that area, also using CIP and SOC codes.

The Bureau of Labor Statics estimates that Substance Abuse, Behavioral Disorder, and Mental Health Counselors will experience a 23% growth between 2020-2030 adding more than 75,000 jobs.

<https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>

According to The U.S. Department of Health and Human Services, Health Resources and Services Administration, Behavioral Health Workforce Projections: <https://bhw.hrsa.gov/data-research/projecting-health-workforce-supply-demand/behavioral-health>

By 2030, we project these *increases in supply* of behavioral health workers:

- 3% increase to 93,880 addiction counselors
- 17% increase to 164,320 mental health counselors

By 2030, we project these *changes in demand* for behavioral health workers:

- 15% increase in demand for addiction counselors (to 105,410)
- 13% increase in demand for mental health counselors (to 158,850)

d. 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.

e. 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?

Once students complete the MS in Clinical Mental Health Counseling, each will take the licensure exam in their respective state. Upon successful completion of a state licensure exam, graduates find jobs, as indicated in the "need" section above (c.).

With a MS in Clinical Mental Health Counseling, graduates will be eligible for jobs in multiple settings (private practices, public/private organizations, schools, colleges, and universities, government offices, hospitals, correctional facilities, managed care organizations, employee assistance programs, specialty clinics and programs, nonprofit agencies, etc.)

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

- 1. To train counseling students that can demonstrate and utilize ethical and legal standards across counselor roles, responsibilities, and identity to develop a strong counselor identity*
- 2. To train counseling students that can demonstrate and utilize social and cultural contexts within the treatment of individuals, couples, and families through culturally competent counseling practice*
- 3. To train counseling students that can demonstrate and utilize aspects of human development across the lifespan and within the counseling process*
- 4. To train counseling students that can demonstrate and utilize career development theory while navigating the interrelationships between work and mental well-being*
- 5. To train counseling students that can demonstrate and utilize the characteristics, behaviors, and counseling skills of counselors to develop therapeutic, helping relationships*
- 6. To train counseling students that can demonstrate and utilize the dynamics, strategies, and conditions associated with effective group work*
- 7. To train counseling students that can demonstrate and utilize assessment data to diagnosis and treat mental and emotional disorders*
- 8. To train counseling students that can demonstrate and utilize evidence-based research, needs assessment, and program evaluation to inform counseling practice*
- 9. To train counselors that can demonstrate their professional identity and roles within service delivery and can utilize intake practices, diagnostic criteria, treatment modalities, treatment planning, and client advocacy to assess and develop interventions and measuring outcomes*
- 10. To train counselors that can demonstrate, utilize, and integrate knowledge and skills through culturally and developmentally relevant strategies for best practice through supervised practicum and internship experiences*

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

Coursework will be mapped to CACREP Standards to course outcome to program outcomes to assignments/assessments, and to course content.

An assessment plan and system for routine assessment and program evaluation will be developed to evaluate the program/curriculum, student performance and development toward mastery of course outcomes and CACREP Standards, and faculty and supervisors. A yearly program evaluation will be completed, which is a necessary part of CACREP accreditation and maintenance.

Student assessment data will come from formative and summative assignments and faculty ratings of knowledge, skills, and dispositions. A minimum performance threshold will be established for all course outcomes. Data will be both quantitative and qualitative. Program assessment data will come from student course evaluations and advisory committee feedback. Faculty and supervisor assessment data

will come from student evaluations and evaluations offered through peer observation and program leadership yearly evaluations.

The program leadership, faculty, and advisor committee will review the yearly program evaluation data to assess where students are being successful, and if it presents itself, where students are struggling. When students are struggling with any course outcome the associated content and assignment/assessment will be evaluated to determine with more curricular support is need or if an outcome is better assessed another way.

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

Indicators for success and promotion will be developed by counselor educators in the program and will be incorporated into internal and external review criteria TBD.

6. Program Integration and Collaboration

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

There are currently no fully online and accredited Clinical Mental Health Counseling Programs in Oregon.

- 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 currently no fully online and accredited Clinical Mental Health Counseling Programs in Oregon. Oregon State University has a hybrid Clinical Mental Health Counseling Program. As such, the leadership and faculty from EOU and OSU would be valuable resources, to each other, for program evaluation and program improvements.

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

Not applicable

- d. Potential impacts on other programs.**

No negative impacts known at this time.



EASTERN OREGON
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OFFICE OF THE PROVOST

Date: March 16, 2021
Subject: New Degree Program Short Form
To: Statewide Provost Council
From: Sarah Witte, Provost and Senior Vice President for Academic Affairs

Institution: Eastern Oregon University
College/School: College of Science, Technology, Mathematics and Health Sciences
Department/Program Name: Counseling

Degree and Program Title: M.S. in Clinical Mental Health Counseling

Will Present to EOU Board of Trustees: ~ June 2022

Description:

Eastern Oregon University seeks to implement a M.S. program in Clinical Mental Health Counseling, for the training of Counselors to provide treatment to individuals, families, couples, children and groups for a range of conditions from (and not limited to) stress, low self-esteem and grief to anxiety, depression and suicidal impulses, but also for mental and emotional health issues and relationship problems. Because of the breadth of the training, graduates will find a variety of employment opportunities as Educational, Guidance, School, and Vocational Counselors, Marriage and Family Therapists Mental Health Counselors, as well as Substance Abuse and Behavioral Disorder Counselors.

EOU's Counseling program will consists of a total of 90 quarter credit hours, which include clinical training through practica, internships and direct service observation. Full-time students can complete the training as a cohort in two years, but part-time study is possible in recognition of the fact many seek this professional training while remaining employed. Multiple program entry points per year will be offered. The program will be offered primarily online, with clinical training taking place under supervision of licensed practitioners in clinics and offices close to the home of a student. Each student will also be required to participate in two two-week for-credit residencies at the Eastern Oregon University's campus in La Grande.

Seeking program accreditation through The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the program will delivers a curriculum that meets the licensing requirements of many states to prepare students across the country for professional success.

Program Location and Modality: Online with low residency component (2 x 2 weeks at EOU)

Anticipated Start Date: Fall 2023

Anticipated Enrollment: Anticipated fall term headcount and FTE enrollment

Number of Students	Year 1	Year 2	Year 3	Year 4	Year 5
Online	25	71	128	128	128



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On Campus	-	-	-	-	-
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Addressing Statewide Rural Needs:

The Greater Oregon Behavioral Health Institute (GOBHI) has for many years conveyed grave concerns about a shortage of trained and licensed Counselors in rural Eastern Oregon. In fact, this holds true for all of rural Oregon and, likewise, for rural regions across the country. The online delivery of the program is particularly conducive to reaching professionals in rural areas who do not wish or cannot relocate to enroll in on-campus programs. Moreover, student will be able to conduct their clinical training in or near their place of residence, which fosters and retains students' connectivity to rural places

Employment Success Summary:

A recent demand analysis BY EOU's Institutional Research office for the tri-state area shows for the tri-state area (OR, WA, ID) a total of 3,345 openings in all areas of counseling (including Educational, Guidance, School, and Vocational Counselors, Marriage and Family Therapists, Mental Health Counselors, and Substance Abuse and Behavioral Disorder Counselors)

Collaboration:

Contacts: *Peter Geissinger, Dean, College of Science, Technology, Mathematics and Health Sciences*
(pgeissinger@eou.edu)

Institution: Eastern Oregon University
Program: MS in Clinical Mental Health Counseling

Action: At the **August 4, 2022**, meeting, the Statewide Provosts Council approved a new program for **Eastern Oregon University, MS in Clinical Mental Health Counseling** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Eastern Oregon University** Board of Trustees approved the **MS in Clinical Mental Health Counseling** program at its **May 18, 2022** meeting.

Eastern Oregon University

Dr. Matt Seimears, Interim Provost

Approved
 Opposed
 Abstained



Oregon State University

Ed Feser, Provost

Approved
 Opposed
 Abstained



Portland State University

Susan Jeffords, Provost

Approved
 Opposed
 Abstained



University of Oregon

Patrick Phillips, Provost

Approved
 Opposed
 Abstained



Oregon Health & Science University

Marie Chisholm-Burns, Provost

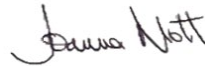
Approved
 Opposed
 Abstained



Oregon Tech

Joanna Mott, Provost

Approved
 Opposed
 Abstained



Southern Oregon University

Susan Walsh, Provost

Approved
 Opposed
 Abstained



Western Oregon University

Rob Winningham, Provost

Approved
 Opposed
 Abstained

