Proposal for a New Academic Program

Institution: Portland State University

College/School: College of Urban and Public Affairs

Department/Program Name: Criminology and Criminal Justice

Degree and Program Title: B.A.S. in Criminology & Criminal Justice

1. Program Description

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

43.0104 Criminal Justice/Safety Studies

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.

This proposal is to add a Bachelor of Applied Science (BAS) in Criminology & Criminal Justice. This is an additional option to the existing BS and BA options for CCJ majors. There are no proposed changes to the CCJ major itself.

At PSU, a BAS degree option is (1) only available for approved majors and (2) open only to transfer students who have earned an Associate of Applied Science (AAS) degree at a regionally accredited community college. The Bachelor of Applied Science (BAS) in Criminology & Criminal Justice would be the second BAS program at PSU. The first is Management and Leadership.

The BAS in Criminology & Criminal Justice enables AAS degree holders to leverage their extensive vocational coursework to earn a bachelor's degree in a field that often requires a bachelor's degree for career advancement. Like the Management & Leadership BAS, the CCJ BAS option is expected to serve those working in the field who have previously earned an AAS as a terminal degree and are returning to complete a Bachelor's degree. And like the Management and Leadership major, the primary pathway into the CCJ major for transfer students will continue to be through an AAOT into either a BS or a BA degree.

We will accept terminal A.A.S. degrees in criminology, criminal justice, and closely related degree topics. Specifically, criminal justice, corrections, law enforcement, juvenile justice, paralegal, and paralegal studies. AAS degrees in one or more of these areas are offered by most Oregon community colleges.

We are focused on Criminology & Criminal Justice and closely related degrees. We understand that some relevant A.A.S. degrees may not be easily identified in our search or may emerge at community colleges in the near future, but we will review B.A.S. applicants with other A.A.S. degrees as they are identified. This process will involve the CCJ department chair, undergraduate coordinator, or advising staff reviewing any applicant's application that falls outside of the above-specified A.A.S. degree titles to determine whether appropriate or not for admission to the B.A.S. pathway option.

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

In addition to meeting the general university degree requirements, students who major in Criminology & Criminal Justice (CCJ) must complete core and elective courses within the department. Some of these courses require senior status, and students should read course descriptions in the current PSU Bulletin before registration. All core and elective courses submitted to satisfy the requirements for the major, whether taken at PSU or elsewhere, must be passed with a grade of "C-" or above. Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department major requirements. The CCJ degree requirements are:

Core Courses

Transfer equivalent courses may hold a different credit value than the ones listed here.

CCJ 200	Criminology and Criminal Justice	4
CCJ 230	Policing in America	4
CCJ 240	Punishment and Corrections	4
CCJ 310	American Courts	4
CCJ 317	Race, Crime, and Criminal Justice	4
CCJ 320U	Theories of Crime & Justice	4
CCJ 330U	Crime Prevention and Control	4
CCJ 340	Crime Analysis	4
CCJ 380	Evidence-Based Justice	4
CCJ 420	Criminal Law	4
Total Credit Hours:		**37- 40**

CCJ Electives

Students take 8 credits of courses from the 100-400 level range. An additional 16 credits must be taken at the 300-400 level range, totaling 24 credits.

Total Credit Hours:		**24**

Total Credit Hours: 61-64

d. Program location(s) and delivery modality. Specify where the program will be offered, including whether instruction will occur at the main campus, a branch campus, satellite site, hybrid, or another location. Clearly indicate whether the program is fully on-campus.

The program will consist of existing courses offered by the Criminology & Criminal Justice department. Thus, the courses will be offered both in-person and online, through CCJ's traditional campus-based program schedule and its fully online Criminology & Criminal Justice Online program schedule.

e. Indicate whether the proposed program aligns with or builds upon an existing Major Transfer Map (MTM). If so, specify the MTM(s) and describe how the proposed program incorporates or supports the associated lower-division learning outcomes and transfer pathways.

Not applicable

f. Adequacy and quality of faculty delivering the program.

Faculty resources are those of the full CCJ department. This includes both full-time and adjunct faculty who are already teaching courses relevant to the proposed program. This program requires no new course development, and as such, high-quality faculty resources are readily available with existing capacity in existing classes. No new faculty will be required or requested as a result of this proposal.

This program will consist of existing courses offered by the CCJ Department and quality will be assured via CCJ's established department mechanisms for monitoring course content, delivery, and outcomes. This includes ongoing oversight by the CCJ Department Chair and the CCJ Undergraduate Committee, course evaluations, syllabi review, faculty performance review mechanisms, periodic student "exit surveys," and periodic program review.

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

As stated above, this program will be staffed by full-time faculty and adjunct faculty following the existing course schedule.

h. Other staff.

Staff resources include those of the CCJ department, as well as the undergraduate admissions resources and pathway advisors who support advising for undergraduate students.

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

Students will have access to all PSU resources, and the existing facilities and technological resources are adequate for student success in this new pathway.

The Library has adequate resources to support the proposed undergraduate B.A.S. degree pathway in Criminology & Criminal Justice. As the degree pathway entails enrollment in the same required courses for the current criminology and criminal justice degree pathway, these existing courses are already adequately supported by existing Library resources. The Library has access to multiple journals on criminology and criminal justice, as well as abstracting and indexing databases on this field. The collection also includes recent monographs and reference resources on criminology and criminal justice.

j. Anticipated start date.

Fall 2026

2. Relationship to Mission and Goals

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

The degree pathway directly contributes to the University's strategic focus on enhancing student success. As stated at the outset, this degree offers a clear pathway that shortens time-to-graduation for students with A.A.S. degrees, which we expect to attract incremental students with A.A.S. degrees and increase the retention of students with A.A.S. degrees.

Additionally, the 2025 PIVOT plan states that "using institutional data, historical trends, Gray Data market analysis, and unit self-assessments, each program will be classified as Grow, Sustain, Revitalize, Sunset, or Start." The CCJ B.A.S pathway represents an area of growth for CCJ student credit hours (SCH) and headcounts, without any additional costs or resources.

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.

Portland State University has an access mission focused on reaching the higher education needs of the region's diverse needs. The B.A.S. is a new degree type for PSU that helps broaden our offerings to Oregon's population. A critical component of PSU's mission is "to enhance the intellectual, social, cultural, and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to the metropolitan area." The B.A.S. is increasingly recognized as an important degree for providing technically skilled individuals with a liberal education along with professional training. By expanding degree offerings, PSU can better serve its regional market. The B.A.S. pathway focuses on providing general education and professional learning within the area of criminology and criminal justice.

PSU is the most diverse and accessible urban research University in the region, and CCJ is one of the most diverse majors at PSU. This B.A.S. degree will potentially attract and serve more BIPOC students and other underserved minority populations.

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.

Based on recent Gray AI Data compiled by PSU, there is a shortage of potential job candidates in the field: "Job Postings per Graduate are favorable at 3.7, ranking in the 72nd percentile, indicating solid employment opportunities for graduates. The high number of Job Postings at 164 is at the 96th percentile, suggesting an active job market." And according to the Bureau of Labor Statistics, Bachelor's degree holders can earn up to 30% more than those with only an Associate's degree.

It is likely that A.A.S. degree holders are already working in the field of their choice (e.g., paralegals), and are motivated to complete their Bachelor's by these salary discrepancies. These data suggest a strong employment market for CJ or CJ-related careers, a need for a more highly educated workforce, as well as higher earning potential for graduates with a Bachelor's degree.

To our knowledge, there is only one other Criminal Justice B.A.S. program in the state (Western Oregon University). There is a great need and many available employment opportunities for individuals seeking to work in the criminal justice system (data below). Just one example is the recent staffing shortage at the Oregon Department of Corrections. The prison staffing shortage in Oregon (e.g., correctional officers), its impact on employees, adults in custody, and communities has garnered widespread attention by Governor Tina Kotek, local Oregon news media, as well as national attention. Corrections officers with an A.A.S. degree may be working in the field, but may not be able to share their observations and experiences in a meaningful way because they are precluded from leadership positions due to their terminal degree (a Bachelor's degree is common in such positions). This is just one example in a specific context, but allowing students to combine their vocational experience with the foundational knowledge a Bachelor's degree provides could help enhance the state's capacity to respond to needs related to crime and the criminal justice system.

3. Accreditation

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

Not 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.

Not applicable

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.

Not applicable

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.

Not applicable

4. Need

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

Year	Total Headcount
Yr 1	15
Yr 2	20
Yr 3	25
Yr 4	35
Yr 5	45

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

Because it will take at least 2 years for students to matriculate through the pathway after implementation, we use Yr1, Yr2, and Yr3 estimates to forecast the number of expected degrees over the next 5 years.

CCJ graduates roughly 70 - 80% of our degree majors. Using a 75% estimate, we expect to produce roughly 45 degrees over the next 5 years, which will continue to increase as more students enter the pathway and matriculate.

Yr3 (Yr1 = 15) * 0.75 = 11
Yr4 (Yr2 = 20) * 0.75 = 15
Yr5 (Yr3 = 25) * 0.75 = 19

Total = 45 degrees produced

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

As previously discussed, the majority of students likely to select this program will be students interested in majoring in CCJ. Thus, as previously discussed, the students will likely reflect the characteristics of the CCJ UG population, including a substantial percentage of BIPOC students relative to other PSU programs, and predominantly female, full-time transfer students.

d. Evidence of market demand.

In Spring 2025, PSU's Enrollment Management Division formed a Steering Committee to update PSU's Undergraduate Strategic Enrollment Plan. One of its working groups was tasked with examining topics related to academic programs. The Academic Programs working group determined that adding B.A.S. majors is a promising way for PSU to tap into a new market of prospective students, as well as better serving our existing students with A.A.S. degrees.

As discussed in the document, the Gray DI data are not useful for estimating the size of the potential B.A.S. market in Oregon because A.A.S. degrees are not distinguished from A.A.O.T. or types of associates degrees. According to data provided by the HECC, there have been more that 3,000 A.A.S. degrees awarded in Oregon over the past full seven years. The data provided did not contain descriptors of the A.A.S. majors. Given that CCJ is consistently the most common PSU major chosen by A.A.S. degree holders, it is reasonable to predict that a CCJ B.A.S. degree has potential to attract a healthy segment of this market.

Given that we are unable to distinguish types of A.A.S. degrees in the data provided by the HECC, we have made conservative estimates of the projected students noted above. It is quite possible that the demand will be higher than what we projected in the proposal. Based on the Cognos 'A.A.S. Previous Degree Report' and prospective student inquiries from A.A.S. holders interested in CCJ who ultimately do not enroll, we believe we have calculated a conservative estimate of students who would pursue a B.A.S. in Criminology & Criminal Justice (estimates above).

For the CCJ major, we expect to particularly attract an increased number of individuals who hold an A.A.S. in paralegal studies. This is a population of working adults from whom we have fielded many inquiries over the years. They are often discouraged by how many A.A.S. vocational credits are not accepted at PSU, making this group harder to recruit. We expect that this problem will be solved by having a B.A.S. option.

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

f. Estimate with available evidence 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?

We will monitor new student enrollment, student success metrics (e.g., retention and graduation rates), and employment metrics (e.g., job placement rates upon graduation).

We do not anticipate any difference in employment and educational opportunities for graduates with a B.A.S. degree. Again, we believe that some students in the pathway will already be in the workforce, interested in a Bachelor's degree for employment advancement. None of our community partners raised any issues regarding hiring an applicant with a B.A.S. degree (discussions with Portland Police Bureau and Department of Corrections). As a department, we did not have any concerns with admitting a student to our Master's Program with a B.A.S. degree. And in looking at law school requirements, we did see any evidence that B.A.S. students would be precluded from attending law school. For example, Lewis and Clark Law School admission requirements state, "Candidates must have completed a baccalaureate degree from an accredited university..." University of Oregon's Law School admission requirements state, "Earn a BA, BS, or equivalent degree from an accredited college or university..." Emphasis added. We do not see any evidence that B.A.S. graduates would be disadvantaged in the employment market, or if they chose to pursue graduate degrees.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The learning objectives of the proposed BAS pathway will mirror those of the existing BA/BS pathways.

CCJ Undergraduate Learning Objectives

Through the classroom curriculum, experience-based learning, and work with the faculty as a whole, students graduating from the program should be able to demonstrate proficiency in the following seven areas:

1. Outline the fundamental sequence of events in criminal justice (CJ); identify the points in the decision-making process where professional ethics and equity are of greatest concern.
2. Describe and critique current policies and practices in CJ; assess the broader legal and historical context for the measures and their impacts with regard to social justice.
3. Identify major sources of CJ data and report key findings or trends in the data (e.g., crime rates, victimization patterns); contrast the strengths and limitations of each data source for our understanding of crime.
4. Access, summarize, and evaluate empirical studies in CJ; demonstrate basic skills in methodological design, data collection, and ethical research practices.
5. Demonstrate basic skills in analyzing and interpreting patterns in CJ data; communicate empirical findings effectively through written reports and oral presentations.

6. Outline the major theories of crime causation; appraise the empirical support for the theories and their implications for policy and practice.
7. Synthesize theories and empirical literature on given CJ topics and present the findings through oral and written reports.

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

The learning outcomes of the program are a synthesis of the learning outcomes of the required courses in the program and the general outcomes of CCJ electives. The learning outcomes will be assessed through the standard mechanism already built into approved coursework. As discussed in other areas of the proposal, CCJ course content, delivery, and outcomes are monitored by the Department Chair, CCJ Undergraduate Committee, P&T Committee in faculty reviews and in regular communications with undergraduate advisors. These established mechanisms will be utilized for monitoring and enhancing the course and overall program performance in terms of student learning outcomes.

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

The program faculty are those of the CCJ Department. The majority of the faculty hold tenure-track positions with active research agendas. The CCJ department houses the Criminal Justice Policy Research Institute, which serves as the administrative mechanism for CCJ faculty's research grants and contracts. The faculty are well-known both within the CCJ academic and practitioner community for high-quality, policy-relevant research and analysis.

6. Program Integration and Collaboration

a. List closely related programs in this or other Oregon public colleges or universities.

To date, these are the existing B.A.S. degrees within the State of Oregon:

- Western Oregon University: Criminal Justice, Computer Science, Data Analytics, Economics, Aging and Older Adulthood, Information Systems, Psychology, Early Childhood Studies, and Professional Studies in the Deaf Community
- Eastern Oregon University: Business, Emergency Medical Services Administration, Information Technology Management, Data Analytics, Cybersecurity, Agriculture Entrepreneurship, and Early Childhood Education
- Mt. Hood Community College: Cybersecurity
- Chemeketa Community College: Leadership and Management.

In July 2024, Western Oregon and Chemeketa announced a partnership making the Chemeketa BAS a pathway to a Western Oregon graduate degree.

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

If anything, this degree pathway complements our own program (B.A./B.S. pathway). By offering an additional pathway for students (with no additional resources needed), we are widening the net of students we can reach.

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

The CCJ B.A.S. pathway at PSU will complement Oregon community college programs (identified below) that have A.A.S. degrees that operate only as a terminal degree. Faculty and advisors at the complementary community colleges can more confidently guide students in their higher education goals knowing that the CCJ B.A.S. will make it more possible for community college students that want to prioritize receiving an A.A.S. (as opposed to an A.S. or AAOT) for employment reasons to potentially continue their higher education at the bachelor's degree level. For many years, the CCJ Department has regularly reached out and communicated with the applicable community college programs. The community college programs have long requested ways for the A.A.S. to more seamlessly transition into a bachelor's degree. The CCJ B.A.S. pathway will address this need.

d. Potential impacts on programs at another Oregon public university.

None identified

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.

Not applicable

Revised September 2025

Institution: Portland State University
Program: B.A.S. in Criminology and Criminal Justice

Action: At the **4.8.26** meeting, the Statewide Provosts Council approved a new program for **Portland State University, B.A.S. in Criminology and Criminal Justice** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Portland State University** Board of Trustees approved the **B.A.S. in Criminology and Criminal Justice** program at its **4/2/26** meeting.

Eastern Oregon University
Peter Geissinger, Provost
X Approved
__Opposed
__Abstained



Oregon State University
Roy Haggerty, Provost
X Approved
__Opposed
__Abstained

Portland State University
Shelly Chabon, Provost
X Approved
__Opposed
__Abstained



University of Oregon
Chris Long, Provost
X Approved
__Opposed
__Abstained



Oregon Health & Science University
Marie Chisholm-Burns, Provost
X Approved
__Opposed
__Abstained



Oregon Tech
Hesham ElRewini, Provost
X Approved
__Opposed
__Abstained



Southern Oregon University
Casey Shillam, Provost
X Approved
__Opposed
__Abstained



Western Oregon University
Jose Coll, Provost
X Approved
__Opposed
__Abstained

