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MEMORANDUM

TO: Liz Brandt, Faculty Secretary
Aaron Johnson, Chair

FROM: Chuck Staben, President *Chuck Staben*

SUBJECT: General Policy Report #68

DATE: May 7, 2019

In response to your memo of April 19, 2019, and pursuant to *Faculty-Staff Handbook* (FSH) section 1420, I hereby approve the items presented in the policy report attached to your memo as follows:

APPROVED WITHOUT COMMENT:

UCC Catalog Changes:

- FS-19-025 (UCC-19-054): Discontinue Food Option in Coeur d'Alene
- FS-19-051 (UCC-19-024): Joint JD/MPA Program
- FS-19-065 (UCC-19-013f): Regulation J-3-f
- FS-19-066 (UCC-19-052): Geological Sciences B.S.
- FS-19-069 (UCC-19-053): Joint JD/MS Applied Economics
- FS-19-079 (UCC-19-055&055a): New Criminology B.S./B.A.

GENERAL POLICY REPORT #68

April 5, 2019

The items listed below (approved by Faculty Senate) will be considered to have the necessary faculty approval unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate by **April 19, 2019**. As a rule, if no petition is received within 14 days, the report will be submitted to the president for approval and transmittal to the regents, if regents' action is required. If a petition is received, the report will be referred to the Faculty Senate. On referred items, Faculty Senate may: (1) affirm the action and report it to a meeting of the university faculty, (2) amend the action and report it to a meeting of the university faculty, or (3) rescind the action.

The following catalog changes will be presented in the policy report that begins immediately below:

- FS-19-025 (UCC-19-054): Discontinue Food Option in Coeur d'Alene
- FS-19-051 (UCC-19-024): Joint JD/MPA Program
- FS-19-065 (UCC-19-013f): Regulation J-3 f
- FS-19-066 (UCC-19-052): Geological Sciences B.S.
- FS-19-069 (UCC-19-053): Joint JD/MS Applied Economics
- FS-19-079 (UCC-19-055&055a) New Criminology B.S./B.A.

***FSH 1540 C-3.** Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report is submitted to the president for approval and transmittal to the regents, if regents' action is required.

Questions can be directed to Liz Brandt, Faculty Secretary, at ebrandt@uidaho.edu 885-6151 or Aaron Johnson, Faculty Senate Chair, aaronj@uidaho.edu.

Idaho State Board of Education Proposal for Discontinuation

Date of Proposal Submission:	December 14, 2018
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Margaret Ritchie School of Family and Consumer Sciences

Program Identification for Proposed Discontinued Program:

Title:	Family and Consumer Sciences
Degree/Certificate:	BS FCS Major: Food and Nutrition: Nutrition Option at UI in Coeur d'Alene
Method of Delivery:	At UI Coeur d'Alene where instruction has been face-to-face, on-line, and hybrid
CIP code:	
Proposed Discontinuation Date:	Summer, 2019

Indicate whether this request is a discontinuation of either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Undergraduate Program
<input type="checkbox"/> Undergraduate Certificate
<input type="checkbox"/> Administrative/Instructional Unit
<input type="checkbox"/> New Program (check all that apply)
<input type="checkbox"/> Basic Technical Certificate
<input type="checkbox"/> Intermediate Technical Certificate
<input type="checkbox"/> Advanced Technical Certificate
<input type="checkbox"/> Associate of Applied Science Degree | <input type="checkbox"/> Graduate Program
<input type="checkbox"/> Graduate Certificate
<input type="checkbox"/> Other
 |
|---|--|

College Dean (Institution)	Date	Vice President for Research (as applicable)	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	SBOE/Executive Director Approval	Date
President	Date		

1. Provide rationale for the discontinuance.

We propose to discontinue the BS in Family and Consumer Sciences (BS FCS) Major in Food and Nutrition: Nutrition Option that is offered through the University of Idaho Coeur d'Alene campus. In 2018 the major in Food and Nutrition was restructured. The option for "nutrition" or "dietetics" was removed. Additional courses were added to the major Food and Nutrition. Yet, these additional courses are not structured to be offered on-line or hybrid. Furthermore, there are no food and nutrition faculty remaining in Coeur d'Alene to advise and teach students. Therefore, the major in Food and Nutrition with a catalog year 2018 or later may only be obtained at the Moscow campus.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Continuing students at the University of Idaho Coeur d'Alene campus currently working toward a BS FCS with a major in Food and Nutrition: Nutrition Option from the catalog year 2017-2018 or earlier, will be able to finish out their courses of study as originally planned. Currently there are three students enrolled with a catalog year of 2017 or earlier. All courses needed for the Nutrition Option of the Food and Nutrition major continue to be available on-line or hybrid to students in Coeur d'Alene. There are currently three additional students with a catalog year of 2018 (one of which is currently inactive). These students will be able to complete a degree in Food in Nutrition through appropriate degree audit substitutions, as determined by the academic advisor.

- b. Is there an alternative program/major or field of study? If so, please describe.

There is currently no alternative program/major or field of study at the University of Idaho Coeur d'Alene. However, no student will be left behind without full academic support for finishing his/her degree.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Continuing students will be able to complete their BS FCS with a major in Food and Nutrition in Coeur d'Alene. All of these students will be personally contacted by Trevor White, the FCS professional advisor, who will explain the situation and assist them in making any needed alterations to their coursework for degree completion. Prospective students from Coeur d'Alene inquiring about food and nutrition will be advised to transfer to the Moscow Campus. The University of Idaho Coeur d'Alene Home Page will no longer list food and nutrition as a major.

3. Identify similar programs offered by other public colleges/universities (Not applicable to PTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted

Boise State University	Health Sciences, Bachelor of Science	Pre-professional studies degree. Prepares students to apply for an ACEND accredited didactic program in dietetics, an ACEND accredited coordinated program in dietetics at the BS or MS level.
Idaho State University	Dietetics, Bachelors of Science	ACEND accredited didactic program in dietetics. Prepares students to apply for ACEND accredited dietetic internship
Washington State University	Nutrition and Physiology, Bachelors of Science	With the BS NEP degree students are eligible to take a variety of certifications offered by the American College of Sports Medicine (ACSM). It also provides foundational coursework for application to graduate programs, such as dietetics, medicine, physical therapy, occupational therapy, or public health.

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU					18	19	18	15

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

We anticipate that discontinuance of the BS FCS major in Food and Nutrition: Nutrition Option in Coeur d’Alene will not impact any other program at UI. Part of the University of Idaho’s mission is that “educational programs continually strive for excellence.” Without adequate faculty at University of Idaho Coeur d’Alene, excellence cannot be achieved. Therefore we will strive for excellence in the Food and Nutrition major offered at the University of Idaho Moscow campus where there are adequate resources for teaching and learning.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

This discontinuance of the Food and Nutrition Major: Nutrition option will not result in reductions or reassignments for current faculty and staff of the Margaret Ritchie School of Family and Consumer Sciences. Currently, there are no faculty in food and nutrition located In Coeur d’Alene.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

This discontinuance will not result in any redirection or reduction of budgets.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Graham Hubbs	Email:	hubbs@uidaho.edu
College:	CLASS		
Department/Unit:	Politics and Philosophy		
Dept/Unit Approval Date:	September 7, 2017	Vote Record:	10 - 0
College Approval Date:	September 20, 2017	Vote Record:	8 - 0
Primary Point of Contact:	Brian A. Ellison	Email:	bellison@uidaho.edu
Briefly describe the change you are requesting:	The University of Idaho offers both the JD and the MPA. We will offer the programs jointly to though a JD/MPA program.		

What is the financial impact of the requested change?

Greater than \$250,000 per FY:	<input checked="" type="checkbox"/>	Less than \$250,000 per FY:
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****Note: If financial impact is greater than \$250,000, you must complete a Program Proposal form.**

Describe the financial impact: There is not a financial impact. No new faculty or resources are requested.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change, if applicable.

JD/MPA programs are offered by law schools across the country because many attorneys find positions in federal, state, and local governments. Additionally, there is a good deal of overlap in the JD and MPA curriculums since the Master of Public Administration is designed to train administrators for the public sector. Law students would be able to complete the JD and the MPA during the 3 year JD program with just a few additional courses. This would benefit the State of Idaho by expanding the pool of talent for public sector employment; it would also provide a benefit to law students interested in public sector employment. The JD/MPA program was developed in consultation with the MPA program and leadership of the College of Law and College of Graduate Studies.

The JD is available in both Moscow and Boise. The MPA is available in Moscow and has been approved for distance delivery (online). The combination of these existing programs and the existing delivery modalities accomplishes the ability to jointly offer both degree programs. In this joint program, students seeking their JD can also take coursework that completes an MPA at the same time. The course articulation between the College of Law and the College of Letters, Arts, and Social Sciences is done at the advisor level and under the control of the Law College advisor. The full-time rate for the online MPA program is \$7500 per year for 9 credits. The part time rate for the online MPA is \$416.67 per credit. If the courses are taken face-to-face, the standard graduate rates published on the UI web site apply. These law students will almost universally be taking the MPA curriculum as part time students. Thus, the per credit charge is likely to be the one charged in most instances. The tuition dollars collected go to the same place that all tuition dollars flow at UI. The same goes for the application fee to join the program. That fee is collected by the College of Graduate Studies. The only money that is received by the college and department is a portion of the web fee if coursework is taken online. The amount that arrives in the college is about \$25 per credit. We use that amount to support the growth and development of online education. Finally, it is worth noting that the face-to-face MPA is only available in Moscow.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	JD and MPA
New Name:	JD/MPA
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	August 2018

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: Yes No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

****Note:** A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: Yes No

****Note:** If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed (if no change, write N/A and move to next outcome)	New Direct Measure (list student work product and explain how it will be evaluated)	Have you updated the assessment cycle to include this change? (yes/no)
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<input type="checkbox"/>	Create New	<input type="checkbox"/>	Discontinue	Implementation Date:			
<input type="checkbox"/>	Graduate Level	<input type="checkbox"/>	Undergraduate Level	<input type="checkbox"/>	Law Level	Credit Requirement:	
Are new courses being created: (circle your response)				No	Yes	If yes, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:	No change to the individual programs/degrees	Degree:	
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Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

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There are no changes to the existing programs/degrees. This proposal seeks to document the ability to jointly offer both programs efficiently, with no adverse effect for either program requirement or students.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

Distance Education Availability

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU), the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
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*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	X	No	
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Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*	X		
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

Master of Public Administration:

~~The Martin School and the Department of Political Science at the University of Idaho offers the Master of Public Administration (MPA) degree for students interested in careers in the governance and management of local governments and communities. Students can expect to leave the program with intellectual and analytical skills, and the practical experience needed to enhance their ability to serve local governments and communities. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington. Practitioner involvement in this program provides students with a more relevant and practical education than that found in more traditional programs. Academic faculty members work closely with local government professionals to deliver courses and professional development opportunities. In addition to internships, all students are required to complete a practicum designed to deliver the skills needed in professional communication and employment. The program requires 36 hours of coursework and offers two tracks. The internship track is designed for students who have little or no public administration experience while the in-service track is designed for working professionals who seek to strengthen their leadership skills. Internship track students complete a 3 to 6 hour internship to gain hands on experience in the governance of local government and communities. In service students must complete 3 hours of POLS 559 Field Based Research in lieu of the internship.~~

~~Both tracks share a core curriculum of 18 hours:~~

POLS 555	Seminar in Administrative Theory	3-cr
POLS 558	Research Methods for Local Government and Community Administration	3-cr
POLS 560	Seminar in Public Administration Professional Practice	3-cr
POLS 572	Local Government Politics and Administration	3-cr

~~POLS 575 Public Personnel Administration~~

~~3-cr~~

~~POLS 560: 3 credits taken, 1 credit per semester.~~

~~Students will then develop their specific interests in local government by choosing 12 to 15 hours of elective courses in consultation with and approval of their advisor. These courses may be chosen in alignment with the bioregional planning and community design graduate program, or other UI graduate programs.~~

~~Although no specific undergraduate preparation is required for the MPA, applicants must have a 3.0 GPA and GRE General Test Scores that are no more than five years old. Three letters of recommendation are also required. Students with a lower GPA may, on occasion, be admitted provisionally.~~

The Department of Politics and Philosophy at the University of Idaho offers the Master of Public Administration (MPA) degree for students interested in careers in the governance and management of local governments and communities. Students can expect to leave the program with intellectual and analytical skills, and the practical experience needed to enhance their ability to serve local governments and communities. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington.

Practitioner involvement in this program provides students with a more relevant and practical education than that found in more traditional programs. Academic faculty members work closely with local government professionals to deliver courses and professional development opportunities.

The program requires 36 hours of coursework, which includes an 18-hour core:

<u>PolS 555</u>	<u>Public Administration Theory</u>	<u>(3 cr)</u>
<u>PolS 557</u>	<u>Governmental Budgeting</u>	<u>(3 cr)</u>
<u>PolS 565</u>	<u>Local Government Law</u>	<u>(3 cr)</u>
<u>PolS 572</u>	<u>Local Government Politics and Administration</u>	<u>(3 cr)</u>
<u>PolS 575</u>	<u>Public Personnel Administration</u>	<u>(3 cr)</u>
<u>PolS 558</u>	<u>Research Methods for Local Government and Community Administration</u>	<u>(3 cr)</u>

Students develop their specific interests in local government by choosing 12 to 15 hours of elective courses in consultation with and approval of their advisor. These courses may be chosen in alignment with the bioregional planning and community design graduate program or other UI graduate programs. Students must also complete a final comprehensive examination.

Students with little or no public administration experience are required to complete a 3 to 6-hour internship to gain hands-on experience in the governance of local governments and communities. In-service students must complete 3 hours of PolS 559 Field Based Research in lieu of the internship.

The MPA program is available in both the traditional on-campus and on-line formats. Though no specific undergraduate preparation is required for the MPA, applicants must have a 3.0 undergraduate GPA, and three letters of recommendation.

The MPA is also offered with the University of Idaho College of Law through a joint JD/MPA program. JD/MPA applicants must meet all the requirements for admission to the College of Law; applicants must apply to both the College of Law and the College of Graduate Studies for admission into the JD/MPA program.

Concurrent Degree in Law and Public Administration

The University of Idaho's joint JD/MPA degree program provides students with the opportunity to earn both degrees in three to four years. Students must apply separately to and be admitted by the College of Graduate Studies/Master of Public Administration Program, the College of Law, and the Concurrent JD/MPA Degree Program.

The Master of Public Administration is a professional degree for those who seek leadership positions in government and public service. It is ideal for law students who intend to practice for local governments as city attorneys, prosecutors, and who intend to assume leadership roles in local, state, and federal agencies and governments. Students in the MPA program learn the mechanics of government, but the program is fundamentally designed to prepare professionals who hope to run governments. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington.

The MPA is offered in both traditional and on-line formats. The MPA program requires 36 hours of coursework and is built around an 18-hour core curriculum:

- PolS 555: Seminar in Public Administration Theory (3)
- PolS 557: Governmental Budgeting (3)
- PolS 565: Local Government Law (3)
- PolS 572: Local Government Politics and Administration (3)
- PolS 575: Public Personnel Administration (3)
- PolS 558: Research Methods for Local Government and Community Administration (3)

The program also requires an internship (3 to 6 hours) and 12 to 15 hours of elective credits.

By double counting two courses (6 hours) in the program toward the JD, and after fulfilling the elective requirements for the MPA, students may complete the JD/MPA degrees with an additional 9 to 12 hours of coursework beyond the JD curriculum. Students must also complete a final MPA comprehensive examination.

The courses to be double-counted must be taken after matriculation into the JD program of study. Under law school accreditation standards, there are limits to the total number of distance education credits that can be counted toward the JD; any MPA classes taken by distance education that are credited toward completion of the JD will count against that limit (see ABA Standards and Rules of Procedure Standards 306(e) and 311(d)).

**University Committee on General Education
Proposed Catalog Changes
Effective Summer 2019**

J-3-f. American Diversity (One course) and International (One course or an approved study abroad experience)

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

Approved American Diversity Courses:

AIST 320	Native American & Indigenous Film	3
AIST 401	Contemporary American Indian Issues	3
AIST 422	Plateau Indians	3
AIST 484	American Indian Literature	3
AMST 301	Studies in American Culture	3
ANTH 329	North American Indians	3
ANTH 350	Food, Culture, and Society	3

ARCH 411	Native American Architecture	3
COMM 432	Gender and Communication	3
COMM 491	Communication and Aging	3
CORS 232	Science on Your Plate: Food Safety, Risks and Technology	3
<u>DAN 100</u>	<u>Dance in Society</u>	<u>3</u>
EDCI 302	Teaching Culturally Diverse Learners	4
ENGL 380	Introduction to U.S. Ethnic Literatures	3
HIST 111	Introduction to U.S. History	3
HIST 112	Introduction to U.S. History	3
HIST 315	Comparative African-American Cultures	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 462	History of the American West	3
HIST 412	Revolutionary North America and Early National Period	3
HIST 414	History and Film	3
HIST 419	Topics in the American West	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3
HIST 426	Red Earth White Lies: American Indian History 1840-Present	3
HIST 431	Stolen Continents, The Indian Story: Indian History to 1840	3
ID 443	Universal Design	3
JAMM 340	Cultural Diversity and the Media	3
JAMM 445	History of Mass Media	3
MUSH 410	Studies in Jazz History	3
<u>MUSI 101</u>	<u>Introduction to Music</u>	<u>3</u>
POLS 101	Introduction to Political Science and American Government	3
POLS 333	American Political Culture	3
POLS 468	Civil Liberties	3
PSYC 315	Psychology of Women	3
PSYC 419	Adult Development and Aging	3
SOC 101	Introduction to Sociology	3
SOC 230	Social Problems	3
SOC 301	Introduction to Diversity and Stratification	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3
SOC 431	Personal and Social Issues in Aging	3
SOC 439	Inequalities in the Justice System	3
SOC 450	Dynamics of Social Protest	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 413	Spanish American Short Fiction	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Approved International Courses:

AFST 101	Africana Studies	3
AGEC 481	Agricultural Markets in a Global Economy	3
AGED 406	Exploring International Agriculture	3
ANTH 220	Peoples of the World	3
ANTH 261	Language and Culture	3
ANTH 462	Human Issues in International Development	3
ART 100	World Art and Culture	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 303	Contemporary Art and Theory	3
ART 313	History and Theory of Modern Design	3
CHIN 110	Elementary Chinese I	4
CHIN 112	Elementary Chinese II	4
CHIN 210	Intermediate Chinese I	4
CHIN 212	Intermediate Chinese II	4
COMM 335	Intercultural Communication	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3
ENGL 221	History of Film 1895-1945	3
ENGL 222	History of Film 1945-Present	3
ENVS 225	International Environmental Issues Seminar	3
FCS 411	Global Nutrition	3
FCS 419	Dress and Culture	3
FLEN 307	Institutions of the European Union	3
FLEN 308	European Immigration and Integration	3
FLEN 313	French/Francophone Literature in Translation	3
FLEN 315	French/Francophone Cinema in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
FREN 201	Intermediate French I	4
FREN 202	Intermediate French II	4
FREN 301	Advanced French Grammar	3
FREN 302	Advanced French Writing Skills	3
FREN 304	Connecting French Language and Culture	3
FREN 307	French Phonetics	3
FREN 308	Advanced French Conversation	3
FREN 407	French & Francophone Literatures	3

FREN 408	French and Francophone Culture and Institutions	3
FREN 410	French and Francophone Arts	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
<u>GEOG 260</u>	<u>Introduction to Geopolitics</u>	<u>3</u>
GEOG 350	Geography of Development	3-4
GEOG 360	Population Dynamics and Distribution	3-4
GEOG 365	Political Geography	3
GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
GERM 201	Intermediate German I	4
GERM 202	Intermediate German II	4
GERM 301	German Reading and Writing	3
GERM 302	German Listening and Speaking	3
GERM 420	Topics in German Culture & Literature - Themes	3
GERM 440	German Media	3
HIST 101	History of Civilization 1	3
HIST 102	History of Civilization 2	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 340	Modern India, 1757-1947	3
HIST 350	The Age of Enlightenment: European Culture & Ideas, 1680-1800	3
HIST 357	Women in Pre-Modern European History	3
HIST 366	Modern European Cultural and Intellectual History, 1880-1980	3
HIST 371	History of England	3
HIST 372	History of England	3
HIST 378	History of Science I: Antiquity to 1700	3
HIST 379	History of Science II: 1700-Present	3
HIST 380	Disease and Culture:History of Western Medicine	3
HIST 382	History of Biology: Conflicts and Controversies	3
HIST 388	History of Mathematics	3
HIST 414	History and Film	3
HIST 430	U.S. Diplomatic History	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3

HIST 448	The Reformation	3
HIST 449	Tudor-Stuart Britian 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
HIST 485	Chinese Social and Cultural History	3
ID 281	History of the Interior I	3
ID 282	History of the Interior II	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
IS 370	African Community, Culture, and Music	1-3
JAMM 490	Global Media	3
JAPN 101	Elementary Japanese I	4
JAPN 102	Elementary Japanese II	4
JAPN 201	Intermediate Japanese I	4
JAPN 202	Intermediate Japanese II	4
JAPN 301	Japanese Reading	3
JAPN 303	Japanese Speaking	3
LARC 390	Italian Hill Towns and Urban Centers	3
LAS 409	Modern Latin American Society	3
LAS 413	Spanish American Short Fiction	3
LAS 422	Mexican Culture through Cinema	3
MUSH 420	Studies in World Music	3
PHIL 367	Global Justice	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
POLS 385	Political Psychology	3
POLS 420	Introduction to Asian Politics	3
POLS 441	Genes and Justice: Comparative Biotechnology Policy Formation	3
POLS 449	World Politics and War	3
POLS 480	Politics of Development	3
POLS 487	Political Violence and Revolution	3
SOC 336	Comparative Criminal Justice Systems	3

SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
SPAN 104	Elementary Spanish Transition	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 301	Advanced Grammar	3
SPAN 302	Advanced Composition	3
SPAN 303	Spanish Conversation	3
SPAN 305	Culture and Institutions of Spain	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 308	Proficiency in Reading	3
SPAN 310	Spanish for the Professions I	3
SPAN 401	Readings: Spanish Literature	3
SPAN 402	Readings: Spanish American Literature	3
SPAN 409	Modern Latin American Society	3
SPAN 412	Spanish Short Fiction	3
SPAN 413	Spanish American Short Fiction	3
SPAN 419	Latin America Theatre Through Literature	3
SPAN 420	Modern Spanish Theatre Through Literature	3
SPAN 421	Bilingual and Bicultural Literature	3
SPAN 422	Mexican Culture through Cinema	3
SPAN 423	Gender and Identity in Spanish Cinema	3
THE 468	Theatre History	3

Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.



PROPOSAL TO:

1. Change the name of the General Geology Option to Physical Geology
2. Drop the Environmental Geology, Hydrogeology, Resource Exploration, and Structural Geology and Tectonics Options
3. Create new Environmental Hydrogeology Option

Required course work includes the university requirements (see regulation J-3) and:

Code	Title	Hours
CHEM 111	Principles of Chemistry I	3
CHEM 111L	Principles of Chemistry I Laboratory	1
ENGL 317	Technical Writing	3
GEOG 385	GIS Primer	3
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 290	Field Geology Methods	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 345	Structural Geology	4
GEOL 422	Principles of Geophysics	4
GEOL 423	Principles of Geochemistry	3
GEOL 490	Geology Field Camp	3
Select one of the following:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
GEOL 111 & 111L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
Select one of the following:		4
PHYS 111 & 111L	General Physics I and General Physics I Lab	
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	
Options		
Select one of the following options:		1823-34
General Physical Geology		
Environmental Hydrogeology		
Hydrogeology		
Resource Exploration		
Environmental Geology		
Geological Education		
Structural Geology and Tectonics		
Total Hours		6974-85
Course List		
A. General-Physical Geology Option		
Code	Title	Hours
GEOL 212	Principles of Paleontology	4
GEOL 335	Geomorphology	3
MATH 160	Survey of Calculus	4

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Code	Title	Hours
or MATH 170	Analytic Geometry and Calculus I	
Select one of the following:		3-4
MATH 175	Analytic Geometry and Calculus II	
MATH 330	Linear Algebra	
STAT 251	Statistical Methods	
Advisor Approved Electives in Geology		9
Total Hours		23-24

Course List

Courses to total 120 credits for this degree

B. Environmental Hydrogeology Option

<u>MATH 170 Analytic Geometry and Calculus I</u>	<u>4</u>
<u>MATH 175 Analytic Geometry and Calculus II</u>	<u>4</u>
<u>GEOL 309 Ground Water Hydrology</u>	<u>3</u>
<u>GEOL 410 Techniques of Groundwater Study</u>	<u>3</u>

Select one of the following 4

PHYS 112 & 112L General Physics II and General Physics II Lab
PHYS 212 & 212L Engineering Physics II and Laboratory Physics II

Select one of the following: 3

STAT 251 Statistical Methods
STAT 301 Probability and Statistics

Select two electives from the following: 6-8

GEOL 335 Geomorphology
GEOL 428 Geostatistics
GEOL 344 Earthquakes and Seismic Hazards
GEOL 361 Geology and the Environment
GEOL 431 Chemical Hydrology
GEOG 301 Meteorology
GEOG 401 Climatology
HYDR 409 Quantitative Hydrogeology
HYDR 412 Environmental Hydrogeology
ENGR 360 Engineering Economy
MATH 275 Analytic Geometry and Calculus III
MATH 310 Ordinary Differential Equations
MATH 330 Linear Algebra
CHEM 112&112L Principles of Chemistry II and Lab
CHEM 275&276 Carbon Compounds and Lab
CHEM 277&278 Organic Chemistry I and Lab

Total Hours 27-29

Courses to total 120 credits for this degree

B. Hydrogeology Option

Code	Title	Hours
GEOL 309	Ground Water Hydrology	3
or HYDR 409	Quantitative Hydrogeology	3

Code	Title	Hours
GEOL 410	Techniques of Groundwater Study	3
MATH 170	Analytic Geometry and Calculus I	4
MATH 175	Analytic Geometry and Calculus II	4
STAT 251	Statistical Methods	3
or STAT 301	Probability and Statistics	
Select 6 credits of Hydrology electives from the following:		6
HYDR 409	Quantitative Hydrogeology	
HYDR 412	Environmental Hydrogeology	
HYDR 414	Ground Water-Surface Water Interactions	
HYDR 496	Hydrogeology Senior Thesis	
HYDR 576	Fundamentals of Modeling Hydrogeologic Systems	
Select 3 credits of Hydrogeology electives from the following if not used above:		3
BE 450	Environmental Hydrology	
CE 421	Engineering Hydrology	
ENGR 210	Engineering Statics	
HYDR 409	Quantitative Hydrogeology	
HYDR 412	Environmental Hydrogeology	
HYDR 414	Ground Water-Surface Water Interactions	
HYDR 496	Hydrogeology Senior Thesis	
HYDR 576	Fundamentals of Modeling Hydrogeologic Systems	
MATH 275	Analytic Geometry and Calculus III	
MATH 310	Ordinary Differential Equations	
SOIL 205 & SOIL 206	The Soil Ecosystem and The Soil Ecosystem Lab	
SOIL 415	Soil and Environmental Physics	
Total Hours		26

Course List

Courses to total 120 credits for this degree

C. Resource Exploration Option

Code	Title	Hours
ECON 272	Foundations of Economic Analysis	4
GEOL 212	Principles of Paleontology	4
GEOL 407	Basin Analysis	3
MATH 160	Survey of Calculus	4
or MATH 170	Analytic Geometry and Calculus I	
STAT 251	Statistical Methods	3
or STAT 301	Probability and Statistics	
Advisor Approved Electives in Geology		6
Total Hours		24

Course List

Courses to total 120 credits for this degree

D. Environmental Geology Option

Code	Title	Hours
GEOL 212	Principles of Paleontology	4
GEOL 335	Geomorphology	3
GEOL 309	Ground Water Hydrology	3
or HYDR 409	Quantitative Hydrogeology	
GEOL 344	Earthquakes and Seismic Hazards	3

Code	Title	Hours
or GEOL 361	Geology and the Environment	
MATH 160	Survey of Calculus	4
or MATH 170	Analytic Geometry and Calculus I	
Select one of the following:		3-4
MATH 175	Analytic Geometry and Calculus II	
MATH 330	Linear Algebra	
STAT 251	Statistical Methods	
Select Environmental Geology electives from the following:		9
BE 433	Bioremediation	
BE 452	Environmental Water Quality	
BIOL 115	Cells & the Evolution of Life	
& 115L	and Cells and the Evolution of Life Laboratory	
BIOL 250	General Microbiology	
& BIOL 255	and General Microbiology Lab	
CHEM 418	Environmental Chemistry	
GEOG 401	Climatology	
GEOL 410	Techniques of Groundwater Study	
SOIL 205	The Soil Ecosystem	
& SOIL 206	and The Soil Ecosystem Lab	
Select one of the following:		4
CHEM 275	Carbon Compounds	
& CHEM 276	and Carbon Compounds Lab	
CHEM 277	Organic Chemistry I	
& CHEM 278	and Organic Chemistry I: Lab	
Total Hours		33-34

Course List

Courses to total 120 credits for this degree

EC Geological Education Option

Code	Title	Hours
BIOL 115	Cells & the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
GEOG 100	Physical Geography	3
GEOG 100L	Physical Geography Lab	1
GEOG 401	Climatology	3
GEOL 212	Principles of Paleontology	4
GEOL 335	Geomorphology	3
MATH 160	Survey of Calculus	4
or MATH 170	Analytic Geometry and Calculus I	
PHYS 103	General Astronomy	3
PHYS 104	Astronomy Lab	1
PLSC 205	General Botany	4
Select one of the following:		3-4
MATH 175	Analytic Geometry and Calculus II	
MATH 330	Linear Algebra	
STAT 251	Statistical Methods	
Total Hours		33-34

Course List

Courses to total 120 credits for this degree

F- Structural Geology and Tectonics Option

Code	Title	Hours
GEOL 335	Geomorphology	3
GEOL 344	Earthquakes and Seismic Hazards	3
GEOL 432	Geologic Development of North America	3
GEOL 498	Senior Thesis	1-4
MATH 170	Analytic Geometry and Calculus I	4
MATH 175 or MATH 330	Analytic Geometry and Calculus II Linear Algebra	4
Total Hours		18-21

Course List**Courses to total 120 credits for this degree**

Rationale: The Geological Sciences faculty have had a lot of discussions about eliminating and streamlining our confusing degree options, which currently include General Geology, Hydrogeology, Resource Exploration, Environmental Geology, Geological Education, as well as Structural Geology and Tectonics. Based on enrollments since 2006, the faculty agreed to eliminate two options and combine the hydrogeology and environmental options into one. We are also proposing to rename the General Geology option to "Physical Geology" – mostly so it sounds more interesting, but also as a descriptor that distinguishes it from the other one. We have not made any other changes to that option. Thus we propose to have three options in the future: Physical Geology, Environmental Hydrogeology, and Geological Education.

The faculty have developed the proposed Environmental Hydrogeology option such that it combines the quantitative rigor of the old hydrogeology option with the flexibility of the old environmental option. We feel that it will offer our students good preparation for a career as well as a strong background if they choose to go on to graduate school.

After some consideration, we are proposing to keep the Geological Education option in spite of its relatively low enrollments. Hopefully, we can work with the Education faculty to revise and update this particular specialized track to meet the needs of Earth Science K1-12 teachers in the State.

This proposal does not require any new courses or any changes in faculty course loads. Per the UI's Strategic Plan for Student Affairs, the UI's overall vision is to inspire students to learn, lead, thrive, and positively impact their communities throughout their lives, more specifically to develop educational opportunities that enhance student involvement and a sense of purpose and belonging, and to address behaviors that impede student success. Through the development of the new revised Environmental Hydrogeology Option, this proposal does exactly these things by using existing resources to provide our students with a career opportunity to deal with issues that every community faces (water supply, landslides, ground failures, dam safety, flood control, environmental hazards, water quality, and resource development).

Enrollment is a major component of the UI strategic plan. Prospective students in Idaho, Washington and Oregon who want to combine the outdoors aspect of geology with the career prospects of environmental science and hydrology should find the revised Environmental Hydrogeology Option at the University of Idaho very attractive.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the department chair will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Leslie Baker	Email:	lbaker@uidaho.edu
Department/Unit:	Geological Sciences		
College:	Science		
Dept/Unit Curriculum Committee Approval Date:	08/29/2018	Vote Record:	(9-0, one absent)
Dept Chair Signature of Approval	Leslie Baker		
College Curriculum Committee Approval Date:	09/27/2018	Vote Record:	Unanimous (7-0)
Dean Signature of Approval	Ginger Carney		
Primary Point of Contact:	Mark Nielsen	Email:	markn@uidaho.edu
Briefly describe the change you are requesting:	<p>In the B.S. Geological Sciences degree, it is requested to:</p> <ol style="list-style-type: none"> 1. Change the name of the General Geology Option to Physical Geology Option. 2. Combine the existing Environmental Geology and Hydrogeology Options into a single option called the Environmental Hydrogeology Option. 3. Drop the following Options: Resource Exploration, Structural Geology and Tectonics. <p>Note: officially, this amounts to dropping four of the six existing options, creating one new option (really a merging of two of those being dropped), and changing the name of one of the remaining options.</p>		

What is the financial impact of the requested change?

Greater than \$250,000 per FY:	X	Less than \$250,000 per FY:	**Note: If financial impact is greater than \$250,000, you must complete a Program Proposal form.
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Describe the financial impact: There will be no financial impact as there are no new courses or discontinued courses – merely a realignment of the options within the Geology major. It is hoped that enrollment in some courses may increase, but it should not exceed current capacity.

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change, if applicable.

The Geological Sciences faculty have had a lot of discussions about eliminating and streamlining our confusing degree options, which currently include General Geology, Hydrogeology, Resource Exploration, Environmental Geology, Geological Education, and Structural Geology and Tectonics. Based on enrollments since 2006, the faculty agreed to eliminate two options and combine the hydrogeology and environmental options into one. We are also proposing to rename the General Geology option to “Physical Geology” as a descriptor that distinguishes it from the others. We have not made any other changes to the curriculum in that option.

The faculty have developed the proposed Environmental Hydrogeology option such that it combines the quantitative rigor of the old hydrogeology option with the flexibility of the old environmental option. We feel that it will offer our students good preparation for a career as well as a strong background if they choose to go on to graduate school.

After some consideration, we are proposing to keep the Geological Education option as it currently exists. Thus, the net effect will be a Geology major with three options: Physical Geology, Environmental Hydrogeology, and Geological Education.

This proposal does not require any new courses or any changes in faculty course loads. Per the UI's Strategic Plan, our vision is to inspire students to learn, lead, thrive, and positively impact their communities throughout their lives. More specifically, we seek to develop educational opportunities that enhance student involvement and a sense of purpose and belonging, and to address behaviors that impede student success. Through the development of the new revised Environmental Hydrogeology Option, this proposal does exactly these things by using existing resources to provide our students with a career opportunity to deal with issues that every community faces (water supply, landslides, ground failures, dam safety, flood control, environmental hazards, water quality, and resource development).

Enrollment is a major component of the UI strategic plan. Prospective students in Idaho, Washington and Oregon who want to combine the outdoors aspect of geology with the career prospects of environmental science and hydrology should find the revised Environmental Hydrogeology Option at the University of Idaho very attractive.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: Yes No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

****Note:** A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: Yes No

****Note:** If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed (if no change, write N/A and move to next outcome)	New Direct Measure (list student work product and explain how it will be evaluated)	Have you updated the assessment cycle to include this change? (yes/no)

SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

<input checked="" type="checkbox"/>	Create New	<input checked="" type="checkbox"/>	Discontinue	Implementation Date:	Summer 2019
<input type="checkbox"/>	Graduate Level	<input checked="" type="checkbox"/>	Undergraduate Level	Law Level	Credit Requirement: 120
Are new courses being created: (circle your response)			<input type="checkbox"/> No <input type="checkbox"/> Yes	If yes, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Geology	CIP Code:	40.0605 Hydrology and Water Resources Science Code for Physical Geology option will remain 40.0601	Degree:	BS
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Enter the name of the program component in the appropriate row:

Option:	<p>Discontinue these options:</p> <ul style="list-style-type: none"> • Environmental Geology option, • Hydrogeology option, • Resource Exploration option • Structural Geology and Tectonics option <p>Create new option:</p> <ul style="list-style-type: none"> • Environmental Hydrogeology
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Based on analysis of job opportunities pursued by students in the current Hydrogeology and Environmental Geology option, the new Environmental Hydrogeology option merges these curricula into a single option that will better serve students interested in these areas.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:

<p>The new Environmental Hydrogeology option's learning outcome goals are those of the B.S. Geological Sciences degree.</p> <ol style="list-style-type: none"> 1. Graduates receiving a B.S. in Geological Sciences will demonstrate fundamental content knowledge about geologic time, Earth materials and structure, and Earth systems and processes. 2. Graduates receiving a B.S. in Geological Sciences will be proficient in discipline-specific skills including field methods, laboratory methods, mapping and geospatial analysis, experimentation and data analysis, application of principles from other fields to the solution of geological problems, and specific technical skills appropriate to their intended careers. 3. Graduates receiving a B.S. in Geological Sciences will solve geologic problems using their skills in spatial reasoning, temporal reasoning, systematic thinking, and data collection and analysis. 4. Graduates receiving a B.S. in Geological Sciences will be able to design and carry out a project, collaborate with others, and communicate their work and their results to varying audiences.
<p>2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:</p>
<p>The faculty have developed a skills matrix to ensure that all needed skills are being taught and assessed at appropriate levels on students' path to their degrees. This matrix is based on national best practices in geological education and on American Geosciences Institute workforce survey data on important competencies for geoscience graduates.</p> <p>https://serc.carleton.edu/NAGTWorkshops/departments/degree_programs/matrix.html https://www.americangeosciences.org/workforce/data https://www.americangeosciences.org/workforce/currents/critical-skills-necessary-development-undergraduate-geoscience-students</p> <p>The faculty will annually assess overall student outcomes compared to the skills matrix and make adjustments to courses as necessary. The faculty will also assess the overall skills matrix as new workforce data become available, to ensure graduates continue to be prepared for their intended careers.</p> <ul style="list-style-type: none"> • •
<p>3. How will you ensure that the assessment findings will be used to improve the program?</p>
<p>Findings from direct and indirect measures will lead to suggested changes in the courses, which will be implemented when the courses are next offered.</p>
<p>4. What direct and indirect measures will be used to assess student learning?</p>
<p>The learning outcome goals are directly assessed using student work products including exams, laboratory reports, maps, projects, written papers, and oral presentations in required upper-level geology classes.</p> <p>Indirect assessments of learning outcomes include student scores on the ASBOG Fundamentals of Geology examination, for those students who choose to take this professional certification exam. Further indirect assessment includes tracking of student career paths upon graduation: are they finding positions that use their skills and are appropriate to their level of training?</p>
<p>5. When will assessment activities occur and at what frequency?</p>

The courses used for assessment are offered yearly. These include GEOL 324 Sedimentology and Stratigraphy, GEOL 326 Igneous and Metamorphic Petrology, GEOL 345 Structural Geology, GEOL 422 Principles of Geophysics, and GEOL 490, Field Geology II (our capstone course). Assessment of students in each individual course will occur as they take it. This needs to be done individually because although some students move through as cohorts, not all students take exactly the same course sequence. An overall faculty assessment of student outcomes based on the skills matrix and of the additional indirect measures will also be conducted yearly.

Distance Education Availability

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU), the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include—

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	<input checked="" type="checkbox"/>		
Coeur d'Alene	<input type="checkbox"/>		
Boise*	<input type="checkbox"/>		
Idaho Falls*	<input type="checkbox"/>		
Other**	<input type="checkbox"/>	Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

October 20, 2017

AGREEMENT

BETWEEN THE UNIVERSITY OF IDAHO COLLEGE OF LAW
AND
THE UNIVERSITY OF IDAHO COLLEGE OF AGRICULTURAL AND LIFE SCIENCES,
DEPARTMENT OF AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY
TO ESTABLISH CONCURRENT JD/MS IN APPLIED ECONOMICS DEGREES

Effective Fall 2019

Introduction:

With this agreement, the University of Idaho College of Law (College of Law) and the University of Idaho College of Agricultural and Life Sciences (CALs) form a concurrent degree agreement wherein students can be concurrently admitted to the College of Law and the MS Program in Applied Economics in the CALs Department of Agricultural Economics and Rural Sociology. Students concurrently enrolled may take courses in the College of Law and the Applied Economics masters program, enabling them to earn both the Juris Doctor (J.D.) and Master of Science (M.S.) degrees.

Except as otherwise provided in this agreement, each degree program continues to operate separately, maintaining its own academic standards. A student must satisfy the requirements of each college, as well as the requirements of the Concurrent J.D./M.S. program as outlined in this agreement, to receive both degrees. Students are subject to all policies and procedures outlined in the College of Law's Student Handbook, the College of Law Honor Code, the Graduate Student Handbook, the University of Idaho Student Code of Conduct, and the University of Idaho's Catalog, except as noted herein.

1. Administration:

The Associate Dean for Students and Administration (or designee) in the College of Law (the "Law Associate Dean") and the Department Head for Agricultural Economics and Rural Sociology (or designee) serve as "Program Advisors" and administer the concurrent program. The Program Advisors are responsible for overall coordination of the concurrent program and for providing advice and recommendations to the deans and faculty of both colleges concerning curricular issues and operations. Each Program Advisor administers her/his respective separate degree requirements and serves as a liaison to her/his respective college or program for notices and updates to this agreement.

October 20, 2017

2. Admission:

A student must apply separately and be admitted to both the College of Law, College of Graduate Studies and the Applied Economics masters program (MS program) in order to be eligible for this Concurrent Program. In addition, the student must be accepted by the College of Law, College of Graduate Studies and the MS program for admission to the Concurrent Program. A student may apply for admission to the Concurrent Program at any time prior to receipt of either degree. However, we recommend students either (1) obtain admission to both the J.D. and the MS programs prior to beginning either program, or (2) apply to the MS program and the Concurrent Program during their first year of law school.

3. Tuition and Fee Policies:

Students pay normal tuition and fees to the University of Idaho.

During the first three years of study in the Concurrent Degree Program, students pay the additional law student professional fee but do not pay the graduate student professional fee.

During all subsequent years of study in the Concurrent Degree Program, students pay the additional graduate student professional fee, if any, but do not pay the law student professional fee.

The Law Associate Dean will coordinate with the Registrar to ensure that the law student professional fee is not assessed after the third year of the program.

4. Course of Study:

A student enrolled in the Concurrent Program may commence studies in either the College of Law or the MS program, but no credits earned in the MS program prior to the completion of the first year of study in the College of Law will apply towards the J.D. degree. This limitation is required by American Bar Association accreditation standards and cannot be waived.

Up to twelve (12) graduate school credits are allowed towards the J.D. degree. To receive this credit, a student must receive a grade of *B* or higher in a course approved by the Law Associate Dean of Students or the College of Law faculty for law credit. For all such courses, a grade of *P*, rather than the actual grade, will appear on the student's law school transcript. A student will be required to complete the Concurrent Program, as well as the requirements for receipt of both degrees, for the College of Law to count twelve credits towards satisfaction of the graduation requirements for the J.D. If a student fails to receive the MS, a maximum of six semester credits earned in the graduate program can count towards satisfaction of the graduation requirements for the J.D. with the approval of the Law Associate Dean. Upon approval by the Law Associate Dean or law faculty, the student must complete and submit a "Course Level Adjustment Form" indicating which non-law courses will be used toward the J.D. degree. This form should be submitted during the semester in which the course is taken.

October 20, 2017

Up to six (6) law school credits are allowed toward the MS degree for all concurrent degree students (see paragraph 5 for the list of courses approved as part of this agreement).

It is recommended that students begin the Concurrent Program by first completing the first year of study at the College of Law. The first year of study at the College of Law must be taken as designed by the College of Law for all entering law students. Subsequent years of the Concurrent degree program can be designed by the individual student and the student's faculty advisor, subject to any restrictions or required classes noted herein.

By the end of the first year in the program, students must complete a study plan with the advice and approval of both the MS and Law faculty advisors.

5. Opportunity for Credit Toward the MS Degree for Courses Taken in the J.D. Program:

As indicated in paragraph 4, up to six (6) law school credits are allowed toward the MS degree for all concurrent degree students.

Law School courses approved for credit toward the MS degree:

- Administrative Law: Law 907 [3 cr.] (Boise and Moscow) 2L year preferred
- Environmental Law: Law 947 [3 cr.] (Boise and Moscow)
- Environmental Policy: Law 951 [3 cr.]
- Interdisciplinary Methods in Water Resources" WR 506 [3 cr., fall]
- International Environmental and Water Law: Law 938 [3 cr.]
- Introduction to NREL: Law 948 [3 cr.] [name change to Public Lands Law is currently underway
- Land Use Law and Planning: Law 934 [3 cr.]
- Law and Science Seminar: Law 939 [2 cr.]
- Native American Natural Resource Law: Law 979 [3 cr.]
- Natural Resource Law Seminar: Law 906 [3 cr.]
- NREL Field Course [2 cr]
- Water and Energy Policy Seminar: Law 946 [2 cr.]
- Water Law I: Law 942 [1-2 cr.]
- Water Law II: Law 969 [2 cr.]
- [Food Law or Ag Law course if added to the Law School Curriculum]

Additional courses in the law school may be used toward the MS degree with the approval of the student's MS advisor and the Department Chair of Agricultural Economics and Rural Sociology.

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6. Academic or Other Discipline; Termination of Concurrent Degree Enrollment:

Students enrolled in the Concurrent Program will be subject to the UI College of Law Honor Code, the University of Idaho Student Code of Conduct, and all other applicable codes of conduct at the University of Idaho. Each College and Program agrees to notify the other if a student enrolled in the Concurrent Program is disciplined, suspended, expelled or put on probation for academic or other reasons. If a student is officially disciplined by either College or Program for any reason, the Program Advisors will review these actions and make a decision whether the student will be dropped from the Concurrent Program. Students enrolled in the Concurrent Program must agree to waive their right to confidentiality to the extent necessary to effectuate this provision.

7. Effective Date

This Agreement will be effective Fall semester of 2019.

8. Notices.

In the event either the UI College of Law or the Department of Agricultural Economics and Rural Sociology effects any change to its curriculum which affects the Concurrent Program, or in the event that any action by the University of Idaho affects any aspect of the Concurrent Program, notice of such event shall be given to the other party in writing by the following means:

To the College of Law:

By email to the email address of the Law Associate Dean, with a paper copy mailed by U.S. Post to:

University of Idaho College of Law
875 Perimeter Drive MS 2321
Moscow, Idaho 83844-2321
Attention: Associate Dean for Administration and Students.

To the MS program:

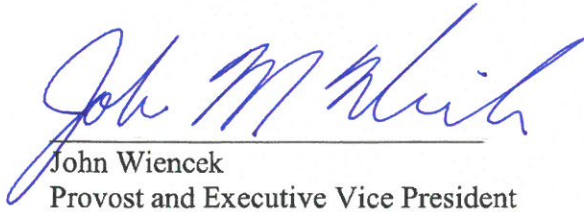
By email to the email address of the Chair of the Department of Agricultural Economics and Rural Sociology, with a paper copy mailed by U.S. Post to:

University of Idaho
Department of Agricultural Economics and Rural Sociology
875 Perimeter Drive MS 2334
Moscow, ID 83844-2334
Attention: Department Chair

October 20, 2017

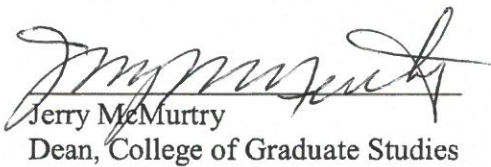
The University of Idaho College of Law, College of Agricultural and Life Sciences, and the College of Graduate Studies approve this Agreement to create a concurrent J.D./M.S. degree in Law and Applied Economics.

For the University of Idaho, Office of the Provost


John Wiencek
Provost and Executive Vice President

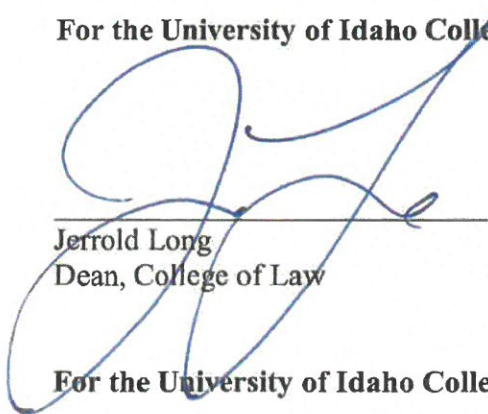
2/28/19
Date

For the University of Idaho, College of Graduate Studies


Jerry McMurtry
Dean, College of Graduate Studies

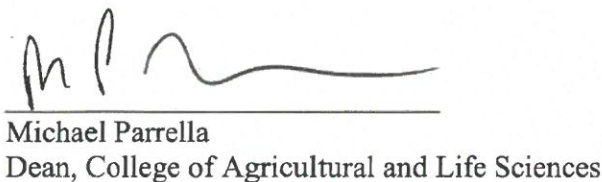
2/27/19
Date

For the University of Idaho College of Law


Jerrold Long
Dean, College of Law

11/9/18
Date

For the University of Idaho College of Agricultural and Life Sciences


Michael Parrella
Dean, College of Agricultural and Life Sciences

11/2/18
Date

**College of Letters, Arts and Social Sciences
Proposed Catalog Changes
Effective Summer 2020**

SOCIOLOGY AND ANTHROPOLOGY

1. Create the following prefix (see #3 below for full list of SOC courses replaced with CRIM):

CRIM (Criminology)

2. Create the following courses:

CRIM 340 Sex Crimes

3 credits

This course explores various aspects of sexual crimes, offenders, and deviance. Topics may include, but are not limited to, historical and current perspectives of sex offender legislation, victimization issues, theoretical explanations, and processing offenders in the criminal justice system. Special focus on sexual offenses and sexual deviance in various locations and settings.

Prereq: CRIM 101

Available via distance: No

Geographical Area: Moscow

Rationale: This course will allow students to have more in depth knowledge on sexual deviance and crimes. In particular, many Criminology students may be working with either sexual assault victims or offenders upon graduation and it would be beneficial to have a greater understanding of the dynamics of the offense and the individuals involved.

CRIM 434 Crime Prevention

3 credits

This course explores the contemporary field of crime prevention. Core elements include an examination of the social history of crime prevention practices, a review of modern crime prevention theories, an evaluation of modern approaches to crime prevention, such as environmental, situational, community, and criminal justice crime prevention strategies. Particular emphasis on the state of current research and relative effectiveness of different approaches to crime prevention.

Prereq: CRIM 101

Available via distance: Yes

Geographical Area: Moscow

Rationale: The proposed course will be designed to provide students with an in-depth evaluation of crime prevention practices in the United States. This course is designed to fill a gap in our current criminology curriculum by giving students the opportunity to develop a deeper understanding the state of current research and best practices in relation to modern community, situational, environmental, and criminal justice strategies for preventing crime and delinquency. This is particularly important for students who intend to seek employment in criminal justice professions (i.e., law enforcement), where they are likely to be tasked with developing, implementing and operating crime prevention programs.

3. Make the following prefix changes:

SOC classes to change to CRIM (with recommended number)

Note: * indicates a current approved gen ed. class. Would like to retain in gen ed.

SOC 130 (CRIM 101)	Introduction to Criminology*
SOC 331 (CRIM 301)	Criminological Theory
SOC 328 (CRIM 320)	Deviant Behavior
SOC 329 (CRIM 329)	Homicide
SOC 330 (CRIM 330)	Juvenile Delinquency
SOC 332 (CRIM 332)	Crime and Punishment
SOC 333 (CRIM 333)	Elite and White Collar Crime
SOC 334 (CRIM 334)	Police and Social Control
SOC 335 (CRIM 335)	Terrorism, Society and Justice
SOC 336 (CRIM 336)	Comparative Criminal Justice Systems*
SOC 337 (CRIM 337)	Violence and Society
SOC 338 (CRIM 338)	Vice Crimes
SOC 339 (CRIM 339)	Crime and the Media
SOC 415 (CRIM 415)	Citizen's Police Academy
SOC 421 (CRIM 421)	Gender and Crime
SOC 435 (CRIM 435)	Psychopathy and Crime
SOC 436 (CRIM 436)	Mental Health and Crime
SOC 439 (CRIM 439)	Inequalities in the Justice System*
SOC 440 (CRIM 440)	Inside Out Prison Exchange (approved this year)
SOC 442 (CRIM 420)	Substance Abuse
SOC 461 (CRIM 401)	Justice Policy Issues*
SOC 462 (CRIM 462)	Senior Practicum*
SOC 464 (CRIM 464)	Criminology Abroad*

Classes to add to the CRIM prefix, but keep in SOC prefix as well

SOC 404 (CRIM 404)	Special Topics
SOC 417 (CRIM 417)	Social Data Analysis
SOC 498 (CRIM 498)	Internship
SOC 499 (CRIM 499)	Directed Study

Proposal to create new major in Criminology (B.S.):**Criminology Core: 9 credits**

SOC 101	Introduction to Sociology (offered every term)*
CRIM 101 (SOC 130)	Introduction to Criminology (offered every term)*
CRIM 301 (SOC 331)	Criminology Theory (seated fall, online spring)

Inequalities and Diversity (one of the following): 3 credits

CRIM 421 (SOC 421)	Gender and Crime (seated spring)
CRIM 439 (SOC 439)	Race and Crime (online fall)*

Research Methods (two of the following): 6 credits

STAT 251	Statistics*
SOC 309	Survey of Research Methods (online fall, seated spring)
SOC 416	Qualitative Research Methods (seated spring)
CRIM 417 (SOC 417)	Social Data Analysis (seated fall)

Capstone (one of the following) 3 credits*

CRIM 401 (SOC 461)	Justice Policy Issues (seated/online spring)
CRIM 462 (SOC 462)	Senior Practicum (every term)
CRIM 464 (SOC 464)	Criminology Abroad (seated/online spring)

Upper Division Electives: 15 Credits

ANTH 451	Forensic Anthropology
CRIM 329 (SOC 329)	Homicide
CRIM 330 (SOC 330)	Juvenile Delinquency
CRIM 332 (SOC 332)	Crime and Punishment
CRIM 333 (SOC 333)	Elite and White Collar Crime
CRIM 334 (SOC 334)	Police and Social Control
CRIM 335 (SOC 335)	Terrorism, Society and Justice
CRIM 336 (SOC 336)	Comparative Criminal Justice Systems*
CRIM 337 (SOC 337)	Violence and Society
CRIM 338 (SOC 338)	Vice Crimes
CRIM 339 (SOC 339)	Crime and the Media
CRIM 340	Sex Crimes
CRIM 404 (SOC 404)	Special Topics
CRIM 415 (SOC 415)	Citizen's Police Academy
CRIM 420 (SOC 442)	Substance Abuse
CRIM 421 (SOC 421)	Gender and Crime
CRIM 434	Crime Prevention
CRIM 435 (SOC 435)	Psychopathy and Crime
CRIM 436 (SOC 436)	Mental Health and Crime
CRIM 439 (SOC 439)	Inequalities in the Justice System*
CRIM 440 (SOC 440)	Inside Out Prison Exchange
CRIM 498 (SOC 498)	Internship
CRIM 499 (SOC 499)	Directed Study
SOC 328	Deviant Behavior
SOC 345	Extremism and American Society
SOC 346	Responding to Risk
SOC 420	Sociology of Law
SOC 465	Environment, Policy, and Justice

Related Fields (12 credits)

American Indian Studies, Anthropology, Economics, Environmental Science, Geography, History, Political Science, Psychology, Sociology, Statistics, and Women's and Gender Studies)

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Idaho
Name of College, School, or Division:	CLASS
Name of Department(s) or Area(s):	Sociology-Anthropology

Program Identification for Proposed New or Modified Program:

Program Title:	Criminology					
Degree:		Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:	X	Seated and online				
CIP code (consult IR /Registrar):	45.0401					
Proposed Starting Date:	Summer 2020					
Geographical Delivery:	Location(s)	Moscow/Distance		Region(s)		
Indicate (X) if the program is/has:		Self-Support		Professional Fee	X	Online Program Fee
Indicate (X) if the program is:		Regional Responsibility			Statewide Responsibility	

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program
<input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)
<input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program
<input type="checkbox"/> New Off-Campus Instructional Program
<input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

 College Dean (Institution) Date

 Graduate Dean or other official
 (Institution; as applicable) Date

 FVP/Chief Fiscal Officer (Institution) Date

 Provost/VP for Instruction (Institution) Date

 President Date

 Vice President for Research (Institution; as applicable) Date

 Academic Affairs Program Manager, OSBE Date

 Chief Academic Officer, OSBE Date

 Chief Financial Officer, OSBE Date

 SBOE/Executive Director Approval Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

This program will replace our BA/BS sociology-criminology emphasis area with a new stand-alone Bachelor of Science (B.S) degree in criminology. This program proposal follows student assessment data and feedback that indicates a desire to have a separate degree in criminology or criminal justice (CCJ) to more accurately reflect coursework and learning outcomes. The sociology degree with criminology emphasis has approximately 120 students enrolled and is large enough to exist as a stand-alone program.

As this degree program builds on existing course offerings in sociology and capacity identified in the sociology major, we anticipate minimal impact on other programs. Indeed, the Department of Sociology and Anthropology is a natural location for such as program. Besides our current department strength in criminology, for several decades the department hosted a degree program in Criminal Justice and later a more amorphous Justice Studies major. Prior enrollment data indicates that these programs enrolled between 150 and 200 students. In 2009, the Justice Studies program was discontinued, with the remnants folded in a criminology emphasis area in the sociology major. The emphasis in criminology quickly became the most popular in the field of sociology and the department built up the emphasis with the addition of a new faculty line. In 2017, an online degree program was rolled out to offer a quality criminological education to students throughout the state. Currently, five faculty directly service the criminology emphasis area with five other sociologists contributing several elective courses.

As this dual modality degree (online and seated) can be provided with current resources, we anticipate negligible impact to the structure and resources of our department. However, we do believe that a degree in criminology will attract more majors than the current emphasis area.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

- a. Workforce need:**

The Bureau of Labor Statistics (BLS) estimates that protective services jobs (e.g., jobs in law enforcement, corrections, and other justice-related services) will grow by 7.9% in the U.S. from 2012-2022, with approximately 1.1 million job openings created through growth and replacement needs.¹ Labor market growth in protective services industry jobs is projected to be slightly stronger in Idaho. In 2012, there were 12,958 protective service jobs in Idaho with a projected 10-year growth estimate of 9.8% over ten years (to 14,222 jobs). The BLS estimates that Idaho will see an average of 503 yearly job openings in this field due to occupational growth and replacement.² From our Emsi market analysis, employment data for Idaho indicates strong job

¹ Bureau of Labor Statistics, *Employment by major occupational group, 2012 and projected 2022*. Retrieved from: http://www.bls.gov/emp/ep_data_occupational_data.htm

² Idaho Department of Labor, *Idaho 2012-2022 Long Term Occupational Projections*. Retrieved from:

growth through 2028.

Idaho Jobs Outlook 2018-2028 (Emsi Market Analysis):

SOC	Description	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change
21-1092	Probation Officers and Correctional Treatment Specialists	652	702	50	8%
33-3012	Correctional Officers and Jailers	2,026	2,233	207	10%
33-3021	Detectives and Criminal Investigators	423	457	34	8%
33-3051	Police and Sheriff's Patrol Officers	2,477	2,827	350	14%
	Total	5,577	6,218	641	11%

List the job titles for which this degree is relevant:

Law enforcement: Police officer, state trooper, US marshal, fraud investigator, postal inspector, immigration and customs enforcement

Corrections: Probation and parole officer, juvenile services

Courts: bailiff, courtroom assistant, court clerk, criminal law supervisor, court manager, case administrator, court operations specialist, pretrial services officer and family law mediator, victim advocate

Military and counterterrorism: Various military and civilian service roles related to military justice, terrorism and homeland security.

Private sector: Security, private detective, loss management, insurance adjustor

Education: Law enforcement trainer, student resource officer

Social services: Various social and community advocacy

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	66		Emsi data is provided earlier in this section.
State	442		
Nation		96,000	

Federal							
SOC CODE	https://data.bls.gov/projections/	Employment 2016 (Thousands)	Employment 2026 (Thousands)	Change 2016-2026 (Thousands)	Percent Change 2016-2026	Opening 2016-2026 (thousands)	Median Annual Wage
21-1092	Probation Officers and Correctional Treatment Specialists	91.3	96.5	5.2	8.30%	8.3	\$ 51,410.00
33-3012	Correctional Officers and Jailers	450	415.5	-34.5	-7.70%	31.3	\$ 43,540.00
33-3021	Detectives and Criminal Investigators	110.9	115.9	5	4.50%	7.5	\$ 79,970.00
33-3051	Police and Sheriff's Patrol Officers	684.2	731.9	47.8	7%	49.5	\$ 61,050.00

State of Idaho						
	https://lmi.idaho.gov/projections	Count	Projected Count	Change Count	Change Percent	Annual Openings
21-1092	Probation Officers and Correctional Treatment Specialists	723	785	62	8.60%	69
33-3012	Correctional Officers and Jailers	2,046	1,916	-130	-6.40%	146
33-3021	Detectives and Criminal Investigators	427	459	32	7.50%	31
33-3051	Police and Sheriff's Patrol Officers	2,567	2,822	255	9.90%	196

Northern Idaho 2016-2026						
	https://lmi.idaho.gov/projections	Count	Projected Count	Change Count	Change Percent	Annual Openings
21-1092	Probation Officers and Correctional Treatment Specialists	105	106	1	1%	9
33-3012	Correctional Officers and Jailers	286	302	16	5.60%	25
33-3021	Detectives and Criminal Investigators	61	65	4	6.60%	4
33-3051	Police and Sheriff's Patrol Officers	388	409	21	5.40%	28

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Prior Employer Demand Survey for Online Degree

In order to estimate the level of demand for an online criminology degree program in 2015, the sociology-criminology faculty distributed a brief online survey to twenty police and correctional agencies in Idaho serving populations greater than 20,000 residents. Ten of the twenty agencies completed the survey (50% response rate).

The first section of the survey asked the respondents about their agency's education-related hiring requirements and support for higher education. Of the ten agencies that responded to the survey, 80% indicated that only a high school diploma or its equivalent is required for newly hired officers. Almost all of the agencies, however, reported that their department encourages its officers to complete additional education beyond the minimum standards (9 of 10). Half of the agencies provide direct financial benefits (e.g., tuition reimbursement) to officers who pursue education beyond the minimum requirements. In addition, several respondents from departments that do not offer direct financial incentives indicated that their agencies provide strong indirect incentives, such as giving officers with four-year degrees extra points on competitive promotional exams, which makes it more likely that they will achieve higher salaries through promotion.

The second section of the survey included several questions that were designed to allow us to generate rough estimates of the number of officers who might be interested taking online criminology courses. The first question in this section asked the respondents to estimate number of officers in their department who might be interested in taking online classes. The second question asked them to report the total number of officers working for their department. Altogether, the respondents reported that the ten agencies employed a total of 1,460 officers. Respondents estimated that 293 officers across the ten agencies would be interested in taking online classes in criminology, resulting in an estimated 20% of the officers working for the responding agencies who might be interested in enrolling in an online criminology program. If we project that percentage on to the Idaho's population of 12,958 individuals working in the State's protective services occupations, then we can estimate that approximately 2,592

individuals working in this field in Idaho may consider enrolling in an online program in criminology. Of course, that figure only represents a possible pool of officers who might be interested in enrolling in an online criminology program. However, if only 2% of that pool enrolls in the University of Idaho's criminology program on a yearly basis, then we would enroll fifty officers per year in the program.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

We expect that this degree will enroll both traditional Moscow campus students and fully online students. Nationally, growth in online programs in this field have increased 22% in the past 5 years, according to our Emsidata.

Our department regularly conducts an assessment survey of graduating seniors. The most common complaint among our graduates is that we do not have a separate criminology degree. Other students interested in a CCJ field report not knowing or unable to find our emphasis area, or are confused about why they are earning a sociology degree. While it would be difficult to estimate precise numbers, the UI undoubtedly loses potential students due to lack of a degree in this area. Enrollment data at other colleges suggests an institution of our size could have between 200 and 300 students majoring in a CCJ field, possibly much more.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.
If all public and private criminal justice agencies were combined, the criminal justice system would be the single largest employer in the country. Spending for criminal justice are substantial outlays for most state and local governments. Currently, the state of Idaho spends 10% of the state budget, or over \$300 million, on protective services and the judiciary. In addition, local law enforcement and protection account for roughly a third of the budget for city and county municipalities.

Idaho has lagged behind in developing programs that are known to cut costs and prevent crime. There is a large benefit in having a workforce that is skilled in understanding the causes and consequences of crime, including how to measure crime and assess prevention programs. Graduates of our program will possess knowledge and skills in these areas.

- d. Societal Need:**

While Idaho has a relatively low crime rate, the state currently has the eighth highest incarceration rate in the nation. As has happened in other areas of the country, the state and region could benefit from rethinking the approach to criminal justice. This includes a consideration of alternatives and deterrents to traditional models of law enforcement and corrections. Further, with shifting demographic patterns it is readily apparent that criminal justice institutions need research and talent that can incorporate the skills that are imparted by a criminology degree program.

Criminal justice is becoming a data-driven occupation. *With the advent of new strategies in intelligence-led policing and correctional risk management, police and correctional officers, supervisors and command are increasingly expected to be fluent in the use of quantitative data collection and analysis. This program will help prepare students to be more competitive in this rapidly changing field.*

Criminal justice administrators regularly say they are looking for employees that are cognizant of the professional codes of conduct required to handle individuals and cases that may enter the criminal justice system. This includes a background in professional ethics and knowing some of the dilemmas and controversies found in situations CJ professionals encounter every day. In addition, being an effective professional requires an understanding of people of differing backgrounds and sensitivity to issues related to race and ethnic relations. Our program will focus on educating potential CJ professionals in matters of diversity, cultural understanding, and social inequalities that impact the CJ system.

e. If Associate’s degree, transferability:

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State	B.S.	Criminal Justice
Lewis Clark State College	B.S/B.A	Justice Studies
Idaho State	AA	Criminology

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Gonzaga	B.A./B.S.	Criminal Justice
Washington State	B.A./B.S.	Criminal Justice

- 4. Justification for Duplication with another institution listed above.** If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

While criminal justice is a popular mainstay at a majority of public institutions, criminology gives a slightly different scope of focus on issues of crime, law and justice. Like criminal justice, criminology is concerned with criminal justice institutions, but criminology is especially concerned with the causes and consequences of crime and the overall social context in which crime is considered. Given University of Idaho's unique research mission, criminology would build on our existing strengths as an institution. In addition, our department has a specialized emphasis in diversity and social inequalities, international and comparative insight, and social data analysis.

Lastly, as Idaho is host to the state's only law program, there are several synergies that can be developed with the Law School. This includes a 3+3 degree program that would allow criminology majors transfer into UI Law after three years of undergraduate study.

- 5. Describe how this request supports the institution's vision and/or strategic plan.**

Innovate: *As the University of Idaho is the only research university in the state, and host to the only public law school in the state, having a viable, research driven department and faculty in criminology is vital to supporting this mission. Our current criminology faculty are active scholars, publishing in top criminology journals and engaging in grant seeking activity. A dedicated degree would further facilitate the research mission of these faculty.*

Engage: *The state of Idaho has a demonstrated need for active research that supports communities and the delivery of justice around the state. A dedicated degree in criminology would facilitate this vision by providing support, through a trained workforce and assistance in negotiating problems in delivering justice in a rural, but growing state.*

Transform: *A criminology degree will support the UI mission of increasing our educational impact by attracting and retaining more students to a social science degree. For various reasons, including vocational goals, criminology and criminal justice fields are attractive to many students, in particular first-generation college students or those who may not have considered attending the UI in the first place. The transformational goal of UI includes a desire for curricular innovation. This degree provides for adaptability and multiple opportunities for students to participate in and out of the classroom. These opportunities include partnerships through state and local agencies, internships, study abroad and service learning.*

Cultivate: *As criminal justice has been both directly and indirectly impacted by societal inequalities, changing demographics, and diverse communities, a criminology degree directly engages with issues of race, class, gender and sexual orientation. Students who graduate from this program will have an understanding of multiculturalism and how the criminal justice system has historically failed underserved populations.*

- 6. Assurance of Quality.** *The criminology degree will immediately implement a program learning outcomes assessment. According to our Emsi data, the top common skills for those employed in relevant positions that require a bachelor's degree are: management, communication, investigation, operations, leadership, and research. Learning outcomes will be aligned to these common skills. We will engage in annual program review to ensure students are achieving program learning outcomes and revise the curriculum as needed.*

- 7. In accordance with Board Policy III.G., an external peer review is required for any new**

doctoral program. Attach the peer review report as **Appendix B.**

- 8. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes _____ No X

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

- 9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No _____

(The program was incorporated into the current 3-year plan)

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. Describe why the proposed program is not on the institution's five year plan.**

- b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Criteria. As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

- 10. Curriculum for the proposed program and its delivery.**

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	36
Credit hours in required courses offered by other departments (related field):	12

Credit hours in institutional general education curriculum	48
Credit hours in free electives	24
Total credit hours required for degree program:	120

- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

The program will be adapted, with some revision, from the current criminology emphasis area. The adaptations include a gateway course, as well as most electives from the criminology emphasis area. The revisions include a streamlining of the methods sequence and capstone options, along with the addition of new electives (noted below).

Note: * class currently in general education requirements

Criminology Core: 9 credits

SOC 101 Introduction to Sociology (offered every term)*
 CRIM 101 (SOC 130) Introduction to Criminology (offered every term)*
 CRIM 301 (SOC 331) Criminology Theory (seated fall, online spring)

Inequalities and Diversity (one of the following): 3 credits

CRIM 421 (SOC 421) Gender and Crime (seated spring)
 CRIM 439 (SOC 439) Race and Crime (online fall)*

Research Methods (two of the following): 6 credits

STAT 251 Statistics*
 SOC 309 Survey of Research Methods (online fall, seated spring)
 SOC 416 Qualitative Research Methods (seated spring)
 CRIM 417 (SOC 417) Social Data Analysis (seated fall)

Capstone (one of the following) 3 credits*

CRIM 401 (SOC 461) Justice Policy Issues (seated/online spring)
 CRIM 462 (SOC 462) Senior Practicum (every term)
 CRIM 464 (SOC 464) Criminology Abroad (seated/online spring)

Upper Division Electives: 15 Credits

ANTH 451 Forensic Anthropology
 CRIM 329 (SOC 329) Homicide
 CRIM 330 (SOC 330) Juvenile Delinquency
 CRIM 332 (SOC 332) Crime and Punishment
 CRIM 333 (SOC 333) Elite and White Collar Crime
 CRIM 334 (SOC 334) Police and Social Control
 CRIM 335 (SOC 335) Terrorism, Society and Justice
 CRIM 336 (SOC 336) Comparative Criminal Justice Systems*
 CRIM 337 (SOC 337) Violence and Society
 CRIM 338 (SOC 338) Vice Crimes
 CRIM 339 (SOC 339) Crime and the Media

CRIM 340	Sex Crimes
CRIM 404 (SOC 404)	Special Topics
CRIM 415 (SOC 415)	Citizen's Police Academy
CRIM 420 (SOC 442)	Substance Abuse
CRIM 421 (SOC 421)	Gender and Crime
CRIM 435 (SOC 435)	Psychopathy and Crime
CRIM 436 (SOC 436)	Mental Health and Crime
CRIM 439 (SOC 439)	Race and Crime*
CRIM 466	Inside Out Prison Exchange
CRIM 498 (SOC 498)	Internship
CRIM 499 (SOC 499)	Directed Study
SOC 328	Deviant Behavior
SOC 345	Extremism and American Society
SOC 346	Responding to Risk
SOC 420	Sociology of Law
SOC 465	Environment, Policy, and Justice

Related Fields (12 credits)

American Indian Studies, Anthropology, Economics, Environmental Science, Geography, History, Political Science, Psychology, Sociology, Statistics, and Women's and Gender Studies)

- c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Capstone requires one of the following (noted above)

CRIM 401 (SOC 461) Justice Policy Issues (Capstone)

CRIM 462 (SOC 462) Senior Practicum

CRIM 464 (SOC 464) Criminology Abroad

Criminology, B.S. Four-Year Degree Plan

Freshman Year			
First Semester	Credits	Second Semester	Credits
CRIM 101 – Introduction to Criminology	3	ISEM 101 – Integrated Seminar	3
Soc 101 - Introduction to Sociology	3	Stats 251 – Statistical Methods	3
English 101 - Introduction to College Writing	3	English 102 – College Writing and Rhetoric	3
Science with lab	4	Science class plus lab	4
COMM 101 – Fundamentals of Public Speaking	3	Anth 100 – Introduction to Anthropology	3
Total Credits	16	Total Credits	16

Sophomore Year			
First Semester	Credits	Second Semester	Credits
Criminology elective	3	Psyc 311 - Abnormal Psychology	3
Psyc 101 - Introduction to Psychology	3	Soc 309 - Social Science Research Methods	3
Science class plus lab	4	Criminology elective	3
Pols 101 – Intro to Political Science	3	Elective or minor	3
Elective or minor	3	Science class or minor	3
		ISEM 301 - Great Issues	1
Total Credits	16	Total Credits	16

Junior Year			
First Semester	Credits	Second Semester	Credits
CRIM 301 – Criminology Theory	3	Inequalities: CRM 421 or 439	3
Criminology electives	6	Criminology elective	3
Minor or other elective(300-400 level)	3	Minor or other elective (300- or 400-level)	3
Humanities class	3	Related field (e.g., psychology, political science)	3
		Elective (300- or 400-level)	3
Total Credits	15	Total Credits	15

Senior Year			
First Semester	Credits	Second Semester	Credits
Criminology elective	3	CRIM 461, (CJ policy) 462 (Intern), or 464 (Crim Abroad)	3
Criminology elective	3	Elective (300- or 400-level)	3
Minor or other elective (300- or 400-level)	3	Elective	3
Soc 417 – Social Data Analysis	3	Elective	3
Related field (e.g., psychology, political science)	3		
Total Credits	15	Total Credits	12

11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Criminology Learning Outcomes

1. **Human diversity:** *Students will analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age sexual preference, religion and nationality (learn and integrate).*

2. **Theoretical perspective:** *Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple theoretical perspectives (perspective).*
3. **Justice and ethics:** *Students will articulate the ethical and social justice implications of criminology and justice studies (communicate).*
4. **Research Methods:** *Students will demonstrate knowledge of methodological approaches used by social scientists to understand crime and crime control (think and create).*

12. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

A senior (tenured) member of the criminology faculty will be responsible for implementing the assessment program. This will be considered part of the normal service responsibility of the faculty appointed to the role of assessment coordinator.

At the conclusion of the year, the assessment coordinator will meet with the program assessment committee to review the findings and make recommendations for improvement.

The program learning outcomes will be measured and assessed through the following process:

1. *A standardized pretest of incoming freshmen using an instrument that gauges knowledge in all four learning outcomes. Tested again at senior capstone*
2. *Written assignment from student that demonstrates and synthesizes knowledge in all four learning outcomes*
3. *Survey and focus groups of graduating seniors*

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

Departmental assessment committee will meet twice a year to discuss results and recommend curricular changes to address any deficiencies. The results will be reported through the assessment portal required by the university.

c. Measures used. What direct and indirect measures will be used to assess student learning?

Direct measures: A standardized pretest of all freshmen who start the CRIM 101 gateway courses; written assignment completed by students in the capstone course (scored by assessment committee); student submitted artifact from practicum, study abroad, or service learning. This artifact will be a random sampling of student paper portfolios for a blinded assessment of strength in learning outcomes.

Indirect measures: Survey of graduating seniors, focus groups of graduating seniors based on current survey given to sociology-criminology emphasis majors.

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Criminology (online and Moscow campus)											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY_20 _ (first year)	FY_21 _	FY22_ _	FY_23 _	FY_24 _	FY_25 _	FY_21 _ (first year)	FY_22_ _	FY_23 _	FY_24 _	FY_25 _	FY_26 _
156	162	168	170	172	175	10	25	35	40	45	45

- 15. Describe the methodology for determining enrollment and graduation projections.**
These numbers are based on our enrollments in the sociology-criminology emphasis area. Enrollment in this program has been between 117-156 students over the past five years.

We would expect immediate shifting enrollments as students migrate out of the emphasis area. In addition, we anticipate the name change, and online program will continue to draw additional students. We assumed about 3-4% growth over the first four years of the program. The graduate figures are estimates based on our current graduation and attrition rates and assume immediate graduates from the shift of enrollees from the sociology degree to the criminology degree.

16. Minimum Enrollments and Graduates.

- a.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

We estimate that enrollments will be between 120 and 160 majors, possibly much more. These numbers are based on the numbers of students currently in the criminology emphasis area, and prior enrollments when Justice Studies was a separate program. As programs at similar sized universities would have twice these numbers, we figure these modest numbers are in line with our current resources.

- b.** What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If the program fails to enroll more than 100 students in the first three years, the program will be discontinued. If the program is discontinued, it will revert back into the emphasis area in the sociology degree.

Resources Required for Implementation – fiscal impact and budget

Note: This degree proposal is not asking for additional resources in the form of space or faculty lines. Instead, it is assuming a continuance of existing lines and budget allocation. The Department of Sociology and Anthropology currently runs with an operating budget of \$1.1 million and ran a surplus of \$52,000 AY 2018. Incidental expenses from this program roll out could be paid from this

surplus. A meeting with a senior University of Idaho budget officer confirmed this. As such, there is no budget associated with this request.

17. Physical Resources.

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

This program will rely on office space, computers and resources currently afforded to the Department of Sociology and Anthropology. The program assumes that the university will continue to provide for teaching and classroom space in common instructional areas

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

As this is a restructuring of an existing program, the impact on physical resources will be negligible.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional equipment, space, or instruments are being requested at this time.

18. Library resources

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Our library journal subscriptions have been judged as inadequate for our present program. The department has already requested several journals relevant to the field of criminology separate from this proposal. The social science librarian has estimated these journal subscriptions will cost approximately \$2150 per year. These subscriptions are available as a package and are online.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

We have already requested subscriptions separate from this proposal to support our current emphasis. No additional resources are needed.

19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to

offer the necessary number of sections?

Currently 5.5 faculty lines service the criminology emphasis area. Based on a faculty ratio of 35:1, we should be able to service up to 240 majors with our current capacity. As the department chair is currently on an administrative buyout of three courses per annum which will need to be taught by irregular faculty when a criminology professor serves in the role of unit head.

Our current personnel resources are sufficient to staff a program with 158 students enrolled. If the program grows beyond 240 majors, we will need additional personnel.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Currently 17 faculty lines service two programs in the department. This new program will rely on 5.5 of these lines to service the criminology program. As the implementation of this program will result in the discontinuation of an emphasis area, this will free up sufficient resources to instruct up to 240 majors with current resources.

See spreadsheet below demonstrating how this program can teach 210-245 students with existing 5.5 faculty lines (one line shared with sociology).

Sample Fall Term course	5.5 FTE faculty teaching 5 courses per annum Sample topic	Modality	Requirement	Instructor	students
Crim 101	intro	online	gateway core	Professor B	30
Crim 101	intro	seated	gateway core	Professor A	80
Crim 301	theory	seated	core	Professor D	50
Crim/Soc 309	methods	online	core	Professor E	30
Crim 421	gender and crime	seated	inequality core	Professor C	35
CRIM elective	homicide	seated	elective	Professor C	36
CRIM elective	delinquency	seated	elective	Professor E	36
CRIM elective	policing	seated	elective	Professor B	36
CRIM elective	psych and crime	online	elective	Professor D	30
CRIM elective	white collar	online	elective	Professor A	30
SOC prefix elective	risk	seated	elective	Professor S	36
SOC prefix elective	law	seated	elective	Professor S	36
CRIM 462	practicum	hybrid	signature core	Professor C	10
CRIM 466	inside out	seated	signature core	Professor D	15
			Fall Total Seats		490
			Major Capacity (@ 6 credits per term)		245
			Fac/Student Ratio		40.833

Sample Spring Term

5.5 FTE faculty teaching 5 courses per annum

course	Sample topic	Modality	Requirements	Instructor	students
Crim 101	intro	online	gateway core	Professor B	30
Crim 101	intro	seated	gateway core	Professor A	60
Crim 301	theory	online	core	Professor D	30
Crim/Soc 309	methods	seated	core	Professor S	36
CRIM 417	data analysis	seated	core	Professor E	30
CRIM 439	race and crime	online	inequality core	Professor E	35
CRIM elective	violence	seated	elective	Professor C	36
CRIM elective	media and crime	seated	elective	Professor C	36
CRIM elective	punishment	online	elective	Professor B	36
CRIM elective	drugs	online	elective	Professor E	30
CRIM elective	comparative	seated	elective	Professor A	30
SOC prefix elective	deviance	online	elective	Professor S	36
CRIM 415	police academy	seated	signature experience	Professor B	15
CRIM 461	policy	hybrid	signature capstone	Professor D	25
CRIM 462	practicum	hybrid	signature experience	Professor C	10
CRIM 464	crim abroad	hybrid	signature experience	Professor A	15
			Spring total seats		490
			Major Capacity		245
			Fac/Student Ratio		40.833

Note: Current Faculty Rotation by Seniority. Lines will need to be retained in the event of faculty attrition

Professor A	Wolf
Professor B	Deangelis
Professor C	Levan
Professor D	Hodwitz
Professor E	Grindal
Professor S	Thorne (split w/soc)

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Non-criminology sociology courses would be utilized to maintain this degree, as is the case for the current emphasis area. In particular, introduction to sociology and possibly

a methods course depending on course rotations (see sample rotation chart). The quality of the sociology program will be maintained through the retention of 4.5 faculty in the program who exclusively serve sociology majors. These faculty are internationally recognized scholars who regularly receive teaching awards. This is not a change from the number of faculty currently serving the sociology emphasis area.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Based on our projections and revised curriculum, we currently have the personnel and course capacity to service more than 200 majors (160 seated, 40 online). As the department chair requires a course reallocation, regular funding of an instructor to teach three online courses per annum will be needed as long as a criminologist serves in the role of department chair.

20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
- c) **Non-ongoing sources:**
 - i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
 - ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?
- d) **Student Fees:**
 - i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
 - ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).