THE UNIVERSITY OF RHODE ISLAND

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Academic Program Proposal Cover Page

1. Name/Contact Information:

2. Originating from (please fill in all that apply):

(Department)   (School/College)   (Division)

3. Program type: Undergraduate   (attach Curriculum Sheet) Graduate   (attach List of Requirements)

4. Proposing **New**   or **Change**   to the following (see **Instructions** for definitions): (select all that apply)

Department: Degree: Program: Major: Sub plan: Other:
(option, track, concentration)

Title/name of proposed Department:

Title/name of proposed Degree:

Title/name of proposed Program:

Title/name of proposed Major:

Classification of instruction program (CIP) code: CIP Index

Title/name of proposed Sub plan:

CIP code (if different from above): CIP Index

Other:

5. Proposed Degree(s) (BS, BA, BFA, MA, MS, Ph.D, etc.):

6. Intended initiation date: Term   Year

7. Anticipated date of granting first degree:

8. Intended location of program: Kingston   Providence   Narragansett Bay Campus

9. Total Credits Required for Graduation: (120, 130, etc)

10. Certification/Licensing Requirements: Yes   (provide brief description) No

Office Use Only:

College Curriculum Committee _____Curricular Affairs Committee _____ Graduate Council _____

Faculty Senate _____ President _____ RIBGHE _____ Enrollment Services _____

A Proposal for a BA Degree in Criminology and Criminal Justice (CCJ)
Date: April 13th, 2016

A.   PROGRAM INFORMATION

A1. Name of institution
University of Rhode Island

A2. Name of department, division, school or college
Interdisciplinary Program in Criminology and Criminal Justice. Staffed by members of Sociology & Anthropology, Political Science, Psychology, Gender & Women's Studies, and Economics (as well as new CCJ faculty).

College
College of Arts & Sciences

A3. Title of proposed program
Criminology and Criminal Justice (CCJ)

Classification of Instructional Programs (CIP) code
Criminology – 45.0401
Criminal Justice/Safety Studies – 43.0104

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.
Initiation Date – Fall 2017/18
First Degree Date – As soon as May 2018/19

A5. Intended location of the program
Kingston, RI

A6. Description of institutional review and approval process
<u>Approval Date</u>

Department:	
SOC/APG	September 3rd, 2015
PSC	October 12th, 2015
PSY	October 29th, 2015
ECN	November 3rd, 2015
GWS	November 23rd, 2015
CHM	November 27th, 2015
College	March 14th, 2016
CAC/Graduate Council	
Faculty Senate	
President of the University	

A7. Summary description of proposed program (not to exceed 2 pages)

The proposed BA Degree in Criminology and Criminal Justice would require 30-34 credits (maximum of 45-49 credits) from the following categories (Foundation courses would not be included in the 30-34 credits required for the major). All courses are 3 credits, unless otherwise indicated. Courses marked with an asterisk have one or more prerequisites.

Foundation Courses
Prerequisites to most required core or elective courses. Not for credit in major but strongly recommended as General Education and/or free electives.
    ECN 201 - Principles of Economics: Microeconomics
    GWS 150 - Introduction to Gender & Women Studies
    PSC 113 - Introduction to American Politics
    PHL 212 - Ethics
    PSY 113 - General Psychology
    SOC 100 - General Sociology

Core Courses (9 credits)
These courses are required of all majors. A new CCJ course code will be created to house the core courses for this major. Courses marked with an asterisk have one or more prerequisites.
    CCJ/SOC 230 – Crime and Delinquency
    CCJ/SOC/PSC 274(H) – The Criminal Justice System
    CCJ/SOC/PSC 476 – Policy Issues in Criminal Justice *

Research Methods (3-4 credits)
One course selected from the following. If students are double majors with ECN, PSC, PSY, or SOC, this course will be accepted for the CCJ major, but the credits will need to be made up in another category.
    ECN 306 - Introduction to Research *
    PSC 310 - Introduction to Research (4)
    PSY 200 - Quantitative Methods (4)*
    SOC 301 - Methods of Research *

Major Electives (18-21 credits)
At least one course must be taken from each elective group (6-7 credits). The remaining credits may be taken from one or both lists of electives, depending on the focus of the student (12-14 credits). No more than four courses can be taken in each elective area.

Criminology Electives
    GWS 365 - Sexual Violence
    GWS 370 - Sex Trafficking
    GWS 401 - Human Trafficking and Contemporary Slavery
    PSY 254 - Behavior Problems and Personality Disorders *
    PSY 466 - Child Sexual Abuse *
    SOC 300 - Topics in Sociology (when relevant) *
    SOC 370 - Theories of Crime and Delinquency *

SOC 403 - Gender, Crime and Justice *
SOC 410 - Race, Crime and Justice *
SOC 420 - Family Violence *
SOC 450 - White Collar Crime *

Criminal Justice Electives
CHM 391 - Forensic Science Overview (1-3)
CHM 392 - Introduction to Criminalistics
PSC 371 - The Constitution and the Supreme Court (4)
PSC 388 - The American Legal System (4)*
PSC 472 - Civil Liberties (4)*
PSY 465 - Introduction to Crisis Intervention *
SOC 300 - Topics in Sociology (when relevant) *
SOC 330 - Police in Democratic Societies *
SOC 331 - Punishment and Corrections *
SOC 332 - Juvenile Justice *
SOC 403 - Gender, Crime and Justice *
SOC 410 - Race, Crime and Justice *

When appropriate, and by permission of the Program Director, students may substitute Internship credit (SOC 497, PSC 375/376, PSY 305, or GWS 300) or Independent Study credit (SOC 498/499, PSC 455/456, PSY 489, or GWS 450) for one of their elective courses listed above. No more than 3 credits may be used toward the major from Internship or Independent Study.

Cognate Courses
Courses recommended as free electives or for general education, where possible, because they provide depth to knowledge and skills relevant to criminology and criminal justice. Not cross-listed with CCJ and do not count for credit in the major. Courses marked with an asterisk have one or more prerequisites.
AAF 150 - Introduction to African American History
AAF 356 - Black Urban History
AAF 372 - African Americans and the Legal System
BIO 105 - Biology for Daily Life
CMB 242 - Human Genetics and Human Affairs
COM 361 - Intercultural Communication *
COM 422 - Communication and Conflict Intervention *
ECN 386 - Race, Class and Gender *
ENG 356 – Literature and the Law (4) *
HDF 201 - Life Span Development II
HDF 310 - Adolescent Growth and Development *
HDF 434 - Children and Families in Poverty *
HIS 328 - The Holocaust
LIB 150 - Search Strategies for the Information Age (LIB 120)
MTH 108 - Topics in Mathematics *
MTH 111 – Precalculus *

MTH 141 - Introductory Calculus *
PHL 101 - Critical Thinking
PHL 217 - Social Philosophy
PHL 314 - Ethical Problems in Society and Medicine *
PHL 318 - Power/Justice: Contemporary Critical Philosophies *
PSC 330 - State and Local Government *
PSC 369 - Legislative Process and Policy Development *
PSC 466 - Urban Problems *
PSY 232 - Developmental Psychology *
PSY 275 - Alcohol Use and Misuse *
PSY 335 - Psychology of Social Behavior *
PSY 361 – Learning *
PSY 381 - Physiological Psychology *
SOC 240 - Race and Ethnic Relations
SOC 242 - Sex and Gender
SOC 336 - Social Inequality *
SOC 413 - Gender Inequality *
SOC 428 - Institutional Racism *
SOC 452 - Class and Power *
STA 220 - Statistics in Modern Society
STA 308 - Introductory Statistics *
STA 409 - Statistical Methods in Research I *
STA 412 - Statistical Methods in Research II *
WRT 106 – Introduction to Research Writing

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review
Name: Jill K. Doerner
Title: Associate Professor of Sociology, Curriculum Committee Chair
Phone: 401-874-4077
Email: jdoerner@uri.edu

Name: Leo Carroll
Title: Professor of Sociology/Chair of Sociology & Anthropology
Phone: 401-874-4135
Email: lcarroll@uri.edu

A10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.
Not applicable.

B.   **RATIONALE: There should be a demonstrable need for the program**

    B1.State the program objectives.

    Goal 1: Students will know the criminal justice system and understand the application of the law.
        Outcome 1.1: Demonstrate knowledge of constitutional law as it applies to criminology and criminal justice.
        Outcome 1.2: Locate and interpret research related to discrimination within the criminal justice system.
    Goal 2: Students will understand the causes of crime and criminal behavior and the social and systematic response mechanisms.
        Outcome 2.1: Explain the correlates and causes of different forms of criminal behavior and victimization.
        Outcome 2.2: Identify and evaluate theoretically informed treatment modalities for offenders.
    Goal 3: Students will use scholarly evidence to inform policy development and practice within the criminal justice system.
        Outcome 3.1: Summarize and interpret research in criminology and criminal justice.
        Outcome 3.2: Evaluate policy using theoretically informed research.

    B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

Recently the Department of Sociology & Anthropology unanimously voted to eliminate the BS degree in Applied Sociology and its option in Criminology and Criminal Justice. In its place we propose to develop an interdisciplinary Major Program of Study in Criminology and Criminal Justice (CCJ).

The CCJ option in the BS degree in Sociology was initiated in 2006 in response to requests from the University administration to develop programs that would attract students. In that regard, the program has been a phenomenal success: we now have approximately 325 majors. However, instructional resources have not kept pace with the growth in enrollments. Only two tenure-track positions have been added since 2006 and these, together with the three pre-existing positions, support both the BS and the BA degree programs (the BA has approximately 75 majors). This resulting workload is simply not sustainable and the lack of balance in load (numbers of students taught and the number of advisees) within the Department is generating considerable tension.

The proposed major/program would help to alleviate this problem within Sociology by distributing the workload among several Departments (Political Science, Psychology, Economics, and Gender & Women's Studies), while at the same time offering students a wider variety of courses from which to choose. It would, moreover, be in keeping with the nature of CCJ, which is multi-disciplinary. Overall, this program would prepare students for entry-level positions in criminal justice and related fields, especially at the state and federal level, and would also prepare a smaller number for advanced study in graduate and professional programs.

B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.

No external advisory or steering committee was used.

C.   **INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.**

C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.

As a public land grant institution, the University of Rhode Island has a particular responsibility to contribute to the well-being of the community. That well-being includes both its safety and the equitable application of the law. Providing our students with a solid liberal arts education that addresses issues such as the causes of crime, the treatment of offenders, and how laws are created, interpreted and enforced is central to our mission. The proposed program contributes to the fulfillment of that mission, and does so in a way that emphasizes interdisciplinary teaching and learning.

At URI, we do not yet offer a named degree program in criminology and/or criminal justice. Rather, students at URI who are majors in Sociology may choose to focus on criminology and criminal justice (under the BS Degree in Sociology). We, however, do have a number of criminal justice-related courses in departments such as Political Science, Psychology, and Gender and Women's Studies, as well as an interdisciplinary minor, "Justice, Law, and Society." This named degree/major in CCJ would solidify this focus and allow students to graduate with a BA Degree in Criminology and Criminal Justice.

C2. Explain the relationship of the program to other programs offered by the institution.

This program/degree will be available to all incoming students and will carry the same requirements as other majors in the College of Arts & Sciences (120 credits to graduate, GPA requirement of 2.0). We foresee that students may also select a secondary major that complements their degree in Criminology and Criminal Justice. For example, Political Science, Psychology, Gender & Women's Studies, Business, Philosophy, Chemistry, or Forensic Chemistry are all currently popular secondary majors for our students in the current BS Program in Sociology.

D.   **INTERINSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between public institutions of higher education. (Consult the Board of Governors' *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education* [www.ribghe.org/publicreg.htm] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)**

D1. List similar programs offered in the state and region, and compare the objectives of similar programs.

Locally, there are criminal justice programs at CCRI, Johnson and Wales, Rhode Island College, Roger Williams and Salve Regina. The proposed program at URI will complement the two-year program at CCRI. It will not compete with those programs at Johnson and Wales and Salve Regina, as these are more vocationally oriented while the proposed program at URI will be a mainstream liberal arts program. Roger Williams University has a School of Criminal Justice that offers both baccalaureate and masters degrees in Criminal Justice. The program at Rhode Island College is a liberal arts major in Justice Studies. In addition, RIC attracts mainly commuting studies from Rhode Island while approximately one-third of URI students are from out-of-state, and we anticipate that the proposed program will continue to attract students from out-of-state, just as the BS Program in Sociology, focused on criminology and criminal justice, currently does.

D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections.

Rhode Island College has a similar program, a BA Degree in Justice Studies. We do not anticipate that the proposed program will have any negative impact on their program. What is being proposed is essentially the same as the current BS in Sociology, which has been in existence since 2006. During this time period, we have grown to our current size, roughly 325 majors, while the program at RIC has also grown substantially.

D3. Using the format prescribed by RIOHE, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also either submit a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable. (See *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs* which can be found at *www.ribghe.org/publicreg.htm*.)

There is an existing articulation agreement that provides easy transition for students who complete coursework at CCRI and then transfer to URI. Currently, there are program transfer plans for Sociology, Political Science, and Psychology (**http://www.ritransfers.org/program-transfer-plans/**).

Students taking courses at CCRI would be able to transfer in credit for all of the Foundation Courses recommended for the CCJ Program (ECN 201, GWS 150, PSC 113, PHL 212, PSY 113, and SOC 100). In addition, students could transfer in SOC 230, SOC 274, PSY 254, and PSC 388, which could be used directly toward program requirements. Finally, twelve of the Cognate Courses listed for the CCJ Program could be taken at CCRI and transferred to URI. We would foresee that CCRI would develop a program transfer plan for the CCJ Program once approved and implemented.

D4. Describe any cooperative arrangements with institutions offering similar programs. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)

None.

D5. If external affiliations are required, identify providing agencies (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)

None.

D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).

Regional tuition may be available to students in VT and NH under the NEBHE program.

E.   **PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

An Academic Map and Summary of Credits are attached as Appendices.

a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog. In keeping with each institution's timetable for completion of student outcomes assessment, each institution should provide an assessment plan detailing what a student should know and be able to do at of the program and how the skills and knowledge will be assessed. For example, if a department brings forth a new program proposal but that department is not slated to have its student outcomes assessment completed until 2008, the program could be approved but with the provision that the department return no later than 2008 and present to the Academic and Student Affairs Committee its student outcomes for that particular program.

All courses currently exist. See attached Appendices for course list and descriptions.

b. Required courses in area of specialization and options, if any

There are no separate specializations.

c. Course distribution, if any, within program, and general education requirements

Students in the CCJ Program will take 3 core CCJ courses, 1 research methods course, 6 CCJ electives, and the appropriate courses to meet the University's General Education requirements.

d. Total number of free electives available after specialization and general education requirements are satisfied

Students will have approximately 17 electives to complete (for a total of 51 credits). However, this could be accomplished in a variety of ways.

e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.

Students must complete a total of 120 credits to graduate. This is the amount of credits currently required for other social science programs at URI (Sociology/Anthropology, Political Science, Psychology, Economics, Gender and Women's Studies, Philosophy, etc.).

f. Identify any courses that will be delivered or received by way of distance learning (Refer to *www.ribghe.org/publicreg.htm* for the *Standards for Distance Learning in the Rhode Island System of Public Higher Education*.)

SOC 230 and SOC/PSC 274 (which will be cross-listed with CCJ) are currently approved to be taught online and are always offered during summer session and sometimes offered during fall and spring. GWS 370 and 401 are also taught online during the regular and summer sessions. In addition, several of the Foundation Course are also offered in an online format (ECN 201, GWS 150, and SOC 100).

E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.

There are no certificate/licensing requirements.

E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.

See B1 or below (E4).

E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

a. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) requirements for each program

Goal 1: Students will know the criminal justice system and understand the application of the law.
   Outcome 1.1: Demonstrate knowledge of constitutional law as it applies to criminology and criminal justice.
   Outcome 1.2: Locate and interpret research related to discrimination within the criminal justice system.
Goal 2: Students will understand the causes of crime and criminal behavior and the social and systematic response mechanisms.
   Outcome 2.1: Explain the correlates and causes of different forms of criminal behavior and victimization.
   Outcome 2.2: Identify and evaluate theoretically informed treatment modalities for offenders.
Goal 3: Students will use scholarly evidence to inform policy development and practice within the criminal justice system.
   Outcome 3.1: Summarize and interpret research in criminology and criminal justice.
   Outcome 3.2: Evaluate policy using theoretically informed research.

b. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

See above. Also, each course syllabus contains clear behavioral objectives that reflect one or more of the program outcomes and also clear descriptions of the methods of evaluation for the course.

F. **FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program**

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions.

The implementation of the program will require 7 FTE.

The Program Director will be a full time tenure-track faculty who allots 50% of his/her time to coordination of the CCJ program and 50% of his/her time to teaching. This could either be a new position or a reassignment of a current position.

Two additional full-time tenure-track faculty positions, devoting 100% of their time to the CCJ program, would need to be created.

In addition, a full-time tenure-track position in Political Science, with an interest in criminology or criminal justice, would need to be created (contributing one-third time to CCJ), as would a full-time tenure-track position in Gender & Women's Studies, Psychology, or Economics, again with an interest in criminology or criminal justice (also contributing one-third time to CCJ).

With respect to existing faculty contributions to the program, four tenure-track faculty from Sociology will contribute one-third of their time to the CCJ program. In addition to the previously mentioned new positions, Political Science, Psychology, Gender & Women's Studies, and Economics will each contribute 1-2 additional courses per year (faculty TBD).

F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.

To avoid increasing the advising required for the participating departments (SOC, PSC, PSY, ECN, and GWS), a full time CCJ professional advisor position will need to be created. This will be a new position. This position will play an integral role in the success of our students' progression through the program, as their paths will need to be monitored to guarantee successful achievement in all of the student learning outcome areas. Furthermore, the need for multiple professional advisors may become necessary depending on the growth of the program.

A new full-time secretary will also be needed. This could be a new position or a reassignment.

F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. (Include the salary and benefits information on the budget form that can be found at _www.ribghe.org/publicreg.htm_.)

See budget justification.

F4. Provide assurance that the institution's chief academic officer has worked with the director of human resources (or equivalent) in the development of the faculty and staff projections and estimates and that they agree on the adequacy of the estimates.

G.   STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.

G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions.

According to the Dean of Admissions, every year a substantial number of high school students inquire about a "criminal justice" program at URI. Because we do not offer a criminal justice program _per se_, some of these students look elsewhere. Other students, having done some digging, have realized that they have the ability to take courses in this area under the current BS in Sociology program, however they often consider themselves "criminology" or "criminal justice" majors and believe that their diploma will say the same. Neither of these is the case.

The proposed program will add a named degree/major in criminology and criminal justice, solving the above-mentioned problems. In addition, it is believed that students wishing to transfer into a CCJ program will now have the option to do so. Furthermore, with the adoption of the Common Application by the Admissions Office, students will now be able to search for a named program in CCJ at URI.

We currently have roughly 70 new students come into the BS in Sociology program each year. We estimate that with the named major in CCJ, that number will grow to 80 in the first year, with an additional 10% each year after that. In addition, we expect that the majority of the current BS in Sociology students will transfer into the new program, as well as some students from other majors, and that we will see roughly 10-15 students in each subsequent year transfer from other programs into the new CCJ program.

G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. (Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the budget form, which can be found at _www.ribghe.org/publicreg.htm_.)

See budget justification.

G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.

Students will receive advising assistance at University College, via the professional advisor for the CCJ program, until they have earned 30 credits and have a 2.0 cumulative GPA. Once they have met those requirements, they will be transferred into the College of Arts & Sciences and will continue to meet with the CCJ professional advisor on an as needed basis. They will also be able to seek out advice from faculty teaching in the program about career and graduate/professional school opportunities.

G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.

There are no additional requirements for this program beyond the standard admissions requirements of URI. Students graduating from the College of Arts & Sciences must complete 120 credits, 42 of these at the 300+ level or higher, and must achieve a 2.0 cumulative GPA.

G5. Indicate available funds for assistantships, scholarships and fellowships. (Include this information on the budget form, which can be found at _www.ribghe.org/publicreg.htm_.)

None.

H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.

H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.

It will be administered as an interdisciplinary program within the College of Arts & Sciences.

H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.

Dean of Arts & Sciences – 5%
Associate Dean of Arts & Sciences – 5%
Director of CCJ Program – 50%

H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. (Include this information on the budget form, which can be found at _www.ribghe.org/publicreg.htm_.)

See budget justification.

I. INSTRUCTIONAL RESOURCES: The instructional resources should be sufficient in quantity, quality and timeliness to support a successful program.

I1. Estimate the number and cost of relevant print electronic and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies, the standards of the Association of College and Research Libraries, and/or any other recognized measures of general library adequacy in terms of collections, staff, space and operations.

None. All courses currently exist.

I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment and supplies) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.

See response to I1 above.

I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions.

(Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

See budget justification.

I4. Provide assurance that the institution's chief academic officer has worked with appropriate library and other staff in the development of the assessments and estimates regarding instructional resources and they are in agreement on the adequacy of estimates.

Not applicable as no additional resources are required.

J.   **FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support a successful program.**

J1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statues.

The number and type of general assignment classrooms is sufficient to accommodate the expected increase in demand generated by the program. Additional office space may be required for new faculty, as well as the Program Director and professional CCJ advisor (although the latter two positions could be housed in an office suite, along with a secretary). We believe that the office space required is already available on campus (vacant office space or the reassignment of some existing space).

J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.) [Note: the RIBGHE's Facilities Committee is responsible for approving lease, purchase or other agreements and ensuring that the facility meets all building, fire and health codes and ADA requirements.]

Not applicable.

J3. Estimate the annual additional expenditures for new program facilities and capital equipment. (Include this information on the budget form, which can be found at www.ribghe.org/publicreg.htm.)

See budget justification.

J4. Indicate whether the needed facilities are included in the institution's master plan.

Not applicable.

J5. Provide assurance that the institution's chief academic officer has worked with the facilities director (or equivalent) in the development of assessments and estimates regarding facilities and capital equipment and that they agree on the adequacy of estimates.

K.   FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.

K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.

See budget justification.

K2. Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.

NOTE: Excel budge forms, which are self-calculating, may be downloaded from the RIOHE website at *www.ribghe.org/publicreg.htm*. Contact RIOHE's Academic and Student Affairs division for assistance in completing the forms.

See budget justification.

K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).

See budget justification.

K4. Provide assurance that the institution's chief academic officer has worked with budget director and controller in the development of the financial projections and that they agree on the adequacy of the estimates.

L.   EVALUATION: Appropriate criteria for evaluating the success of a program should be development and used.

L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

The program will be evaluated by its ability to attract new majors, formative and summative outcome assessments now being prepared for all University programs by the Office of Student Learning Outcomes Assessment and Accreditation, the ability of graduates to obtain their desired employment within the criminal justice system or other related agencies, and the percentage of graduates accepted for advanced study in graduate and professional schools. In addition, the program will complete

course evaluations (using IDEA evaluations) and modifications will be made where necessary. This process will be directed and implemented by the CCJ Program Director.

L2. Describe and quantify the program's criteria for success.

Graduation Rates: These rates will be evaluated once the first full class of program participants has completed their four-year cycle and every year after that for subsequent classes. Reevaluation of program elements will be completed as needed.

Employment/Graduate & Professional Acceptance: The Program Director will be responsible for initiating a survey for students to complete upon graduation, and at one and five years post-graduation. Data on employment and progress/completion of graduate or professional degrees will be collected in these surveys.

L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.

Not applicable.

L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.

The CCJ Program Director will be responsible for putting together the Assessment Report, working with the Office of Student Learning Outcomes Assessment and Accreditation, and providing feedback and evaluation summary data to the CCJ participating faculty. Faculty are held accountable for making improvements in their courses based on recommendations from the Assessment Report and the CCJ Program Director.

Summary of Credits for BA Degree in Criminology and Criminal Justice (CCJ)

Major Courses:

Core Courses (230, 274, 476)	9 credits
Research Methods (ECN 306, PSC 310, PSY 200, or SOC 301)	3-4 credits
Criminology Electives	3-12 credits
Criminal Justice Electives	3-15 credits
Major Courses Total	**30-34 credits**

General Education Courses:

Foundation Courses	6-9 credits
Other General Education	31-34 credits
General Education Total	**40 credits**

General Elective Courses:

Could include:

- Cognate Courses (from suggested list)
- Secondary Major
- Minor Area of Study
- Free Electives

General Elective Total	**46-50 credits**

Credits Required to Graduate	**120 credits**

Criminology and Criminal Justice Program (CCJ)
Course List and Descriptions by Department
Denotes course with prerequisites

Chemistry

CHM 391 - Forensic Science Overview (1-3)
A seminar/discussion group designed to introduce students to the areas and issues in Forensic Science. Students seeking a forensic science minor should attend this weekly seminar two semesters.

CHM 392 - Introduction to Criminalistics
A class designed to introduce students to the basic areas and issues in forensic science in criminalistics.

Criminology and Criminal Justice

CCJ/SOC 230 - Crime and Delinquency
Survey of the extent, distribution, trends and costs of delinquency and crime in the United States; examination of selected types of crime and delinquency; policy implications.

CCJ/SOC 274 (H) - The Criminal Justice System
The American system of criminal justice, general processing of cases, principal actors, study of theories of criminal law, and pretrial detention and sentencing.

*CCJ/SOC 476 - Policy Issues in Criminal Justice ***
Examination of current and proposed criminal justice policies in light of social science theory and research, including capital punishment, community policing, gun control, intermediate sanctions, legalization of drugs, mandatory sentencing, privatization of prisons, restorative justice.

Economics

*ECN 306 - Introduction to Research ***
Development of supplementary skills needed to carry out economic research. Topics include: 1) widely used computer operating systems, 2) economic data sources, 3) elementary mathematical and statistical techniques, and 4) library research methods.

Gender & Women's Studies

GWS 365 – Sexual Violence *
Analysis of sexual violence, abuse, and exploitation. The history and politics of society's recognition of trauma and development of approaches to recovery. The psychological, social, and political harm of sexual violence to victims and society.

GWS 370 - Sex Trafficking *
Focuses on the commercial sexual exploitation and slavery of women and girls and the impact on their health, rights, and status in society.

GWS 401 - Human Trafficking and Contemporary Slavery *
Focuses on contemporary human trafficking and slavery, including sex trafficking, bonded labor, forced labor, child soldiers, and domestic servant slavery.

Political Science

PSC 310 - Introduction to Research (4)
The core scope and methodology course for all political science majors. Topics covered include: history of political science, evaluation of its current character, and the extent to which politics can be studied scientifically.

PSC 371 - The Constitution and the Supreme Court (4)
The historical role of the Constitution and the Supreme Court in American democracy. Analysis of leading constitutional decisions regarding governmental powers and civil rights and liberties.

PSC 388 - The American Legal System (4)*
Political and social analysis of the American legal system, particularly at trial court and street levels, and roles of participants in that system with court observation.

PSC 472 - Civil Liberties (4)*
The problem of human freedom examined in the context of the fundamental rights guaranteed to individuals by the American Constitution. Emphasis on religious liberty, freedom of expression, racial equality, fair criminal procedures, and the protection of personality and privacy.

Psychology

PSY 200 - Quantitative Methods (4)*
Basic concepts and techniques of quantification in psychology. Emphasis on application of certain descriptive and inferential statistical tools in the analysis of psychological measurement of behavior. Practical applications using computer programs may be undertaken and/or other lab exercises.

PSY 254 - Behavior Problems and Personality Disorders *
Evaluation of the more serious behavioral disorders as found in the major forms of character disorders, psychoneuroses, and psychoses. Theories of causation, development and effects of anxiety and defense mechanisms, and interpretation of symptoms and methods of treatment.

PSY 465 - Introduction to Crisis Intervention *
Interventions for various types of emergencies including substance abuse and functional or organic disorders.

PSY 466 - Child Sexual Abuse *
Current theorizing regarding the causes of sexual abuse of children will be presented, as well as the short- and long-term effects of such abuse. Management of problems will be followed, from disclosure through current state-of-the-art practices in treatment. Issues in prevention, court cases, and investigation will be reviewed.

Sociology

SOC 300 - Topics in Sociology (when relevant) *
Critical study of selected topics. Subject will vary according to the expertise and availability of instructors.

SOC 301 - Methods of Research *
Scientific method in sociological research; emphasis on the development of the ability to construct and evaluate data-based arguments; topics include the nature of evidence, research design, principles and techniques of sampling, data collection and interpretation.

SOC 330 - Police in Democratic Societies *
Examines the development of policing, its structures and functions, police discretion and accountability, and current innovations. Focus on the United States with comparisons to other countries.

SOC 331 - Punishment and Corrections *

An overview and analysis of societal reactions to crime with emphasis on American society. Purposes of criminal sanctions, probation and parole, jails and prisons, capital punishment and its effect.

SOC 332 - Juvenile Justice *

A comprehensive look at the juvenile justice system in the United States. Topics include police work, pretrial procedures, court and correctional systems, treatment programs, and issues of inequality.

SOC 370 - Theories of Crime and Delinquency *

Historical development of criminological theory; examination of the major sociological and social psychological theories of crime, criminality and delinquency; evaluation of competing theories.

SOC 403 - Gender, Crime and Justice *

Gender differences in the extent and nature of crime and delinquency; sociological explanations of the gender differences in crime and delinquency; gender differences in formal and informal social control.

SOC 410 - Race, Crime and Justice *

Examination of the involvement of selected racial and ethnic groups in crime, both as victims and offenders; disparity and discrimination in the criminal justice system.

SOC 420 - Family Violence *

Surveys the extent, distribution, trends, and costs of physical, emotional, and economic forms of family violence at individual, dyadic, and cultural levels.

SOC 450 - White Collar Crime *

An examination of white collar crime; its types, causes, consequences, and legal and public policies designed to control it. Topics include occupational, corporate, political and human rights crimes.

Criminology and Criminal Justice (CCJ), Academic Map

College of Arts and Sciences

The BA degree in CCJ is an interdisciplinary program that allows students to concentrate their studies on criminology and the criminal justice system while taking courses from a variety of academic departments. Coursework stresses an empirically and theoretically based understanding of crime, criminal behavior, corrections, the workings of the criminal justice system at local, state, and federal levels, as well as how laws are created, interpreted and enforced. The broad general education component of the degree makes graduates especially well-qualified to begin careers in criminal justice-related fields or to pursue additional study.

Year 1 – Semester 1
Foundation Course – ECN 201/GWS 150/PHL 212/PSC 113(4)/PSY 113/SOC 100
Gen Ed – Could be a 2nd Foundation Course
Gen Ed
Gen Ed
Gen Ed
URI 101

Year 1 – Semester 2
SOC/CCJ 230 or SOC/PSC/CCJ 274
Gen Ed
Gen Ed
Gen Ed
Gen Ed

Year 2 – Semester 3
SOC/CCJ 230 or SOC/PSC/CCJ 274
Gen Ed
Gen Ed
Gen Ed
Elective/Foundation Course

Year 2 – Semester 4
Gen Ed
Gen Ed
CCJ Elective #1
Elective
Elective

Year 3 – Semester 5
Research Methods – ECN 306/PSC 310(4)/PSY 200(4)/SOC 301
CCJ Elective #2
CCJ Elective #3
Elective
Elective

Year 3 – Semester 6
CCJ Elective #4
CCJ Elective #5
Elective
Elective
Elective

Year 4 – Semester 7
SOC/PSC/CCJ 476
CCJ Elective #6
Elective
Elective
Elective

Year 4 – Semester 8
Elective
Elective
Elective
Elective
Elective

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: Criminology and Criminal Justice

Degree Type: Bachelor of Arts

Proposer: Jill Doerner (SOC) and Leo Carroll (SOC)

Department(s): Sociology & Anthropology, Political Science, Psychology, Economics, and Gender & Women's Studies

College(s): Arts & Sciences

Part 1. Briefly describe program.

Recently the Department of Sociology & Anthropology unanimously voted to eliminate the BS degree in Applied Sociology and its option in Criminology and Criminal Justice (CCJ). In its place we propose to develop a multi-disciplinary Major Program of Study in CCJ.

The CCJ option in the BS degree was initiated in 2006 in response to requests from the University administration to develop programs that would attract students. In that regard, the program has been a phenomenal success: we now have approximately 300 majors. However, instructional resources have not kept pace with the growth in enrollments. Only two tenure-track positions have been added since 2006 and these, together with the three pre-existing positions, support both the BS and the BA degree programs (the BA has approximately 100 majors). This resulting workload is simply not sustainable and the lack of balance in load (numbers of students taught and the number of advisees) within the Department is generating considerable tension.

The proposed major would help to alleviate this problem within Sociology by distributing the workload among several Departments, while at the same time offering students a wider variety of courses from which to choose. It would, moreover, be in keeping with the nature of CCJ, which is multi-disciplinary. However, for this program to be offered it would require additional resources, not just in Sociology, but the contributing programs as well. This includes new tenure-track lines (a minimum of three), as well as a Program Director, administrative support, and advising resources (i.e., professional advisors). An outline of the proposed program is presented below. Permission to include the core and elective courses listed has been secured from the departments (Political Science, Psychology, Economics, and Gender & Women's Studies) and others may be added as the full proposal is developed.

Foundation Courses

Prerequisites to most required core or elective courses. Not for credit in major but strongly recommended as General Education and/or free electives.

> ECN 201 - Principles of Economics: Microeconomics
> GWS 150 - Introduction to Gender & Women Studies
> PSC 113 - Introduction to American Politics
> PHL 212 - Ethics
> PSY 113- General Psychology
> SOC 100 - General Sociology

Core Courses (9 credits)

Required of all Majors. A new CCJ course code will be created to house the core courses for this major. Courses marked with an asterisk have one or more prerequisites

> CCJ/SOC 230 - Crime and Delinquency (3)
> CCJ/SOC 274 - The Criminal Justice System (3)
> CCJ 4XX - Seminar in Criminology and Criminal Justice (3)*

Research Methods (3-4 credits)

One course selected from the following. If students are double majors with ECN, PSC, PSY, or SOC, this course will be accepted for the CCJ major, but the credits will need to be made up in another category.

> ECN 306 - Introduction to Research (3)*
> PSC 310- Introduction to Research (4)
> PSY 200- Quantitative Methods (4)*
> SOC 301 - Methods of Research (3)*

Criminology Elective (3-9 credits)

At least one but no more than three courses selected from among the following:

> GWS 365 - Sexual Violence (3)
> GWS 370 - Sex Trafficking (3)
> GWS 401 - Human Trafficking and Contemporary Slavery (3)
> PSY 254- Behavior Problems and Personality Disorders (3)*
> PSY 466- Child Sexual Abuse (3)*
> SOC 300 - Topics in Sociology (when relevant) (3)*
> SOC 370 - Theories of Crime and Delinquency*
> SOC 403 - Gender, Crime and Justice (3)*
> SOC 410 - Race, Crime and Justice (3)*
> SOC 420 - Family Violence (3)*
> SOC 4XX - White Collar Crime (3)*(This course is currently being developed into a permanent course)

Criminal Justice Elective (3-12 credits)

At least one but no more than three courses selected from among the following:

> CHM 391 - Forensic Science Overview (1-3)
> CHM 392 - Introduction to Criminalistics (3)
> PSC 371 - The Constitution and the Supreme Court (4)
> PSC 472- Civil Liberties (4)*
> PSC 388- The American Legal System (4)*
> PSY 465- Introduction to Crisis Intervention (3)*
> SOC 300 - Topics in Sociology (when relevant) (3)*
> SOC 330 - Police in Democratic Societies (3)*
> SOC 331 - Punishment and Corrections (3)*
> SOC 332 - Juvenile Justice (3)*
> SOC 403 - Gender, Crime and Justice (3)*
> SOC 410 - Race, Crime and Justice (3)*
> SOC 476 - Issues in Criminal Justice Policy (3)*

Cognate Courses

Courses recommended as free electives or for general education, where possible, because they provide depth to knowledge and skills relevant to criminology and criminal justice. Not cross-listed with CCJ and do not count for credit in the major. Courses marked with an asterisk have one or more prerequisites

AAF 150 - Introduction to African American History
AAF 356 - Black Urban History
AAF 372 - African Americans and the Legal System
BCH 242 - Human Genetics and Human Affairs
BIO 105- Biology for Daily Life
COM 361 - Intercultural Communication*
COM 422 - Communication and Conflict Intervention*
ECN 386 - Race, Class and Gender*
HDF 201 - Life Span Development II
HDF 310 - Adolescent Growth and Development*
HDF 434 - Children and Families in Poverty*
HIS 328 - The Holocaust
LIB 120 - Introduction to Information Literacy
MTH 108 - Topics in Mathematics*
MTH 111 - Precalculus*
MTH 141 - Introductory Calculus*
PHL 101 - Critical Thinking
PHL 217 - Social Philosophy
PHL 314 - Ethical Problems in Society and Medicine*
PHL 318 - Power/Justice: Contemporary Critical Philosophies*
PSC 330 - State and Local Government*
PSC 369 - Legislative Process and Policy Development*
PSC 466 - Urban Problems*
PSY 232 - Developmental Psychology*
PSY 275 - Alcohol Use and Misuse*
PSY 333 - Psychology of Social Behavior*
PSY 361 - Learning*
PSY 381 - Physiological Psychology*
SOC 240 - Race and Ethnic Relations
SOC 242 - Sex and Gender
SOC 336 - Social Inequality*
SOC 413 - Gender Inequality*
SOC 428 - Institutional Racism*
SOC 452 - Class and Power*
STA 220 - Statistics in Modern Society
STA 308 - Introductory Statistics*
STA 409 - Statistical Methods in Research I*
STA 412 - Statistical Methods in Research II*

Part 2. How does the program connect to the mission of the University and the strategic themes and goals of the Academic Plan?

As a public land grant institution, the University has a particular responsibility to contribute to the well-being of the community. That well-being includes both its safety and the equitable application of the law. Providing our students with a solid liberal arts education that addresses issues such as the causes of crime, the treatment of offenders, and how laws are created, interpreted and enforced is central to our mission. The proposed program contributes to the fulfillment of that mission, and does so in a way that emphasizes interdisciplinary teaching and learning.

Part 3. Signatures

Proposer: _____ Date: 10/27/14

Chair(s): _____ Date: 10/27/14

Chair(s): _____ Date: 10/27/14

Chair(s): _____ Date: 10/27/14

Chair(s): _____ Date: 10/29/14

Chair(s): _____ Date: 10-30-14

Dean(s): _____ Date: 11-3-14

JCAP Review Committee Response: Date: _____

_X_ We urge you to move the proposal forward for further development

_____ We urge you to re-consider the proposed program

Comments:
  They recommend that you:
  Identify tracks within the degree (based on career opportunities)
  Consider a 3 + 2 BA-MA program built on the possible tracks
  Consider an online post-baccalaureate certificate (12 cr.) possibly as a "seed" of an MA degree
  Be strategic about anticipated personnel needs; match personnel with growth of numbers of students
  Include Literature and Writing
  Clearly define the administrative structure: will faculty have joint appointments in their home department and in this program?
  Develop an MOU outlining the contributions (numbers of courses) each department would provide

THE UNIVERSITY OF RHODE ISLAND

New Program Proposal Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

Each new program that is being proposed must have clearly articulated program learning goals (Section B1 of the new program proposal) and student learning outcome statements linked to curriculum and course experiences/requirements (Section E3/E4a of the new program proposal). The Plan also requires each program to create an assessment timeline (Section E4b of the new program proposal) indicating a commitment to assess outcomes during the two-year assessment cycle (noting when and how learning outcomes assessment is planned).

Program Information:

Program:	Criminology & Criminal Justice (CCJ)
Academic year proposal submitted:	2015-2016
Degree(s):	BA in CCJ
Department Chair:	N/A
Program Director:	To be Hired
Accredited Program:	☒**No** ☐**Yes, next accreditation report due:**

Program Goals:
(Section B1 of the proposal)

Goals should relate to the mission of the department, college, and university in which the program resides. These broad, general statements encompass what it means to be an effective program. Goals are evaluated by measuring specific student learning outcome statements related to the individual goal: what the program expects students to know and be able to do upon completion of the program.

# 1	Students will know the criminal justice system and understand the application of the law.
# 2	Students will understand the causes of crime and criminal behavior and the social and systematic response mechanisms.
# 3	Students will use scholarly evidence to inform policy development and practice within the criminal justice system.

(Add lines as necessary.)

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

1

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

Curriculum Mapping1:
(Section E3/E4a of
the proposal)

Success in achieving goals is evaluated directly or indirectly by measuring specific learning outcomes related to the goal. Across the top of the matrix, list courses and other requirements for the program, ordered from left to right in the usual chronological sequence. Down the side of the matrix, list programmatic student learning outcomes associated with goals. Using the **Map Key** below, indicate the degree to which an outcome will be taught and/or assessed in relevant courses.

Program: BA in Criminology and Criminal Justice

MAP KEY
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized

Student Learning Outcomes (Competencies) by Goal :
Statements of observable, measurable results of the educational experience that
linked to overarching broader program goals and must be detailed and meaningfu

		CCJ/SOC 230	CCJ/SOC/PSC 274 (can incl. Honors section)	GWS 365	GWS 370	GWS 401	PSY 254	PSY 466	SOC 370	SOC 403	SOC 410	SOC 420	SOC 450	ECN 306, PSC 310, PSY 200, or SOC 301
Outcome 1.1	Demonstrate knowledge of constitutional law as it applies to criminology and criminal justice.		I	I	I	I		R			R			
Outcome 1.2	Locate and interpret research related to discrimination within the criminal justice system.		I	R	R	E			R	R	E		R	
Outcome 2.1	Explain the correlates and causes of different forms of criminal behavior and victimization.	I		R	E	E	I	R	E	R		R	R	

Outcome	Description												
Outcome 2.2	Identify and evaluate theoretically informed treatment modalities for offenders.	I	I	I	I	I	I	R	R			R	R	
Outcome 3.1	Summarize and interpret research in criminology and criminal justice.	I		R	E	E	I		R	R	R	R	R	R
Outcome 3.2	Evaluate policy using theoretically informed research.	I	I	R	E	E			R	R		R	R	

Required Courses are shaded: CCJ 230, 274, and 476 (on page 3), as well as one research course (12-13 credits total).
Courses on page 2 represent **Criminology Electives (yellow)**, while courses on page 3 represent **Criminal Justice Electives (green)**.
~ Students are required to take at least one course from each elective area (6-7 credits).
~ The remaining elective credits may be taken from either list (12-14 credits).
~ No more than four courses can be taken in each elective area.

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Form update: 1/2015

3

THE UNIVERSITY OF RHODE ISLAND

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

Program: BA in Criminology and Criminal Justice

Course Numbers/Program Requirements:
In addition to specific course requirements, please include other requirements that may not be associated with a course number such as internships, service learning, portfolios, and thesis/dissertation proposals or defenses, and comprehensive exams for graduate programs.

MAP KEY
I = Outcome Introduced
R = Outcome Reinforced
E = Outcome Emphasized

Student Learning Outcomes (Competencies) by Goal[3]:
Statements of observable, measurable results of the educational experience that specify what a student is expected to know or be able to do throughout a program. Outcomes are linked to overarching broader program goals and must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.

		CHM 391	CHM 392	PSC 371	PSC 388	PSC 472	PSY 465	SOC 330	SOC 331	SOC 332	SOC 403	SOC 410	CCJ/ SOC/ PSC 476			
Outcome 1.1	Demonstrate knowledge of constitutional law as it applies to criminology and criminal justice.			R	R	R		E	E	R		R	E			
Outcome 1.2	Locate and interpret research related to discrimination within the criminal justice system.					R				R	R	E	E			
Outcome 2.1	Explain the correlates and causes of different forms of criminal behavior and victimization.						R			R	R		E			
Outcome 2.2	Identify and evaluate theoretically informed treatment modalities for offenders.						R		E	R			E			
Outcome 3.1	Summarize and interpret research in criminology and criminal justice.	I	I				R	R	R	R	R	R	E			
Outcome 3.2	Evaluate policy using theoretically informed research.							R	R		R		E			

Required Courses are shaded: CCJ 230, 274, and 476 (on page 3), as well as one research course (12-13 credits total).
Courses on page 2 represent **Criminology Electives (yellow)**, while courses on page 3 represent **Criminal Justice Electives (green)**.
~ Students are required to take at least one course from each elective area (6-7 credits).
~ The remaining elective credits may be taken from either list (12-14 credits).
~ No more than four courses can be taken in each elective area.

3 Goals were defined in Section B1 of the proposal, and can be referenced by number on pg. 2
For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

4

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

Assessment Timeline:
(Section E4b of the proposal)

Indicates when and how student learning will be assessed based on learning outcome statements and expectations. Refer to the curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes. Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome.
Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).
All goal areas should be assessed by at least one outcome during the 6-year plan.

Academic Reporting Year(s)	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	WHICH outcome(s) will you examine in each period? (Use number(s) from curriculum map, e.g. 1.1)	**WHERE** will you look for evidence of student learning (i.e., what course(s)/program requirements)? (Designate for each outcome noted.)	**WHAT** student work or other evidence will you examine in order to generate conclusions and recommendations? (Designate for each requirement noted.)	**HOW** will you look at the evidence; what means will you use to quantify the evidence? (Designate for each source of evidence noted.)
Assessment Reporting Period 1[1]: **Report due 2017-2019**	1.1	CCJ/SOC/PSC 274(H)	Casebooks/Case briefs. Summaries of the facts, legal questions, concurrences and dissents, and the legal reasoning of Supreme Court opinions that connect with course material.	An interdisciplinary team of faculty will develop a rubric that determines the ability of students to demonstrate knowledge and understanding of constitutional law.
Assessment Reporting Period 2: **Report due 2019-2021**	2.1 and/or 2.2	Option 1: SOC 370 (Outcome 2.1)	Final exams questions/papers asking students to evaluate the validity of theories in light of empirical evidence on crime and/or ask students to explain real incidents of crime from	An interdisciplinary team of faculty will develop a rubric that determines whether students can connect theoretical perspectives to patterns of criminal behavior

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

5

THE UNIVERSITY
OF RHODE ISLAND

New Program Proposal
Student Learning Outcomes Assessment Plan
(Accredited, Non-Accredited and Certificate Programs)

			various theoretical perspectives.	and victimization.
		Option 2: SOC 332 (Outcomes 2.1 and 2.2)	A literature review that examines criminal behavior among juvenile offenders and what treatment options have been shown to work best overall.	An interdisciplinary team of faculty will develop a rubric that determines whether students can explain patterns of behavior and then identify best practice solutions for treatment.
Assessment Reporting Period 3: Report due 2021-2023	3.2	CCJ/SOC/PSC 476	A policy paper that examines the pros and cons of a criminal justice policy using evidence-based research.	An interdisciplinary team of faculty will design a rubric that assesses the research presented, the evaluation of that research, the thoroughness of the policy-based discussion, and the ability of students to evaluate policy using theoretically informed research.

¹ Initial reporting year will depend on timeframe for program implementation and student cohort size.

For assistance, contact: Office of Student Learning, Outcome Assessment, and Accreditation: 874-9517; 874-9379
Form update: 1/2015

6

THE
UNIVERSITY
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Jill Doerner <jdoerner@uri.edu>

New Program Proposal: Assessment Plan for Criminology and Criminal Justice 2016

Elaine Finan <efinan@uri.edu>   Thu, Feb 18, 2016 at 9:48 AM
To: Jill Doerner <jdoerner@uri.edu>, Leo Carroll <lcarroll@uri.edu>
Cc: Marilyn Barbour <mbarbour@uri.edu>

Dear Jill and Leo,

Thank you for your diligence in preparing the Assessment Plan for the newly proposed major in Criminology and Criminal Justice. I support the attached Plan on behalf of the Office of Student Learning, Outcomes Assessment and Accreditation, and have provided highlights and feedback from our discussions below:

- The program has clearly articulated goals and student learning outcomes which are linked to curricular design. The program is structured with a high degree of flexibility within the course offerings to support the two tracks and the multidisciplinary nature of the major. Three program requirements are noted, and the cohesion of the curriculum is supported by a system of electives and prerequisites. This should prompt student participation in courses linked to multiple outcomes, providing multiple opportunities for the introduction and reinforcement of the six learning outcomes, and growth toward achievement before students take the capstone course. Future updates to the curriculum map should make this cohesion more evident.
- Clear within the proposal is the program's emphasis on advising which will create checkpoints to ensure students are prepared for the capstone requirement through adequate coverage of learning outcomes in courses. In the future, a transcript analysis could be invaluable to ascertain the typical pathways students travel in order to ensure curricular design supports learning gains on all outcomes.
- The assessment timeline is appropriate and will capture learning gains for each goal area within the first three assessment cycles. Of interest is Assessment Reporting Period 2 in which outcomes will be assessed in courses the program considers curricular midpoints for most majors in both tracks, and therefore could be considered as a potential future requirement(s) for the program.
- While the program noted that the current curricular design reflects the necessary flexibility of the two tracks within the program, they acknowledge that the focus of the program may need to shift as the program unfolds with new faculty hires bringing different expertise to the program, and with evidence from the assessment of learning outcomes guiding design and contributing to the success of the program.

Having reviewed and endorsed your Assessment Plan, I have included Marilyn Barbour in this email as Chair of the Learning Outcomes Oversight Committee (LOOC) for review and recommendation by LOOC. I have also alerted her to the timeline with which you are working.

Best of luck with the remaining steps of the proposal process.

Sincerely,

Elaine

Elaine Finan
Assistant Director
Division of Student Learning, Outcomes Assessment and Accreditation
Office for the Advancement of Teaching and Learning
University of Rhode Island, Edwards Hall
64 Upper College Road, Kingston, RI 02881
401-874-9503

STANDARD ACADEMIC PROGRAM CHANGES
BUDGET FORM: Page 1 of 3

Use this form for programs that can be pursued on a full-time basis or through a combination of full-time and part-time attendance

REVENUE ESTIMATES

	Year 1 20__		Year 2 20__		Year 3 20__		Year 4 20__	
Full-Time Tuition Rate: In-State	10,878		11095.56		11317.471		11543.8206	
Full-Time Tuition Rate: Out-State	26,444		26972.88		27512.338		28062.5844	
Mandatory Fees per Student	1,628		1660.56		1693.7712		1727.64662	
FTE # of New Students: In-State	54		55		53		54	
FTE # of New Students: Out-State	26		33		44		54	
# of In-State FTE Students transferring in from the institution's existing programs	188		8		7		6	
# of Out-State FTE Students transferring in from the institution's existing programs	92		4		5		6	
Tuition and Fees	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
First Year Students								
Tuition								
In-State	587,412	2,045,064	610,256	88,764	599,826	79,222	623,366	69,263
Out-of-State	687,544	2,432,848	890,105	107,892	1,210,543	137,562	1,515,380	168,376
Mandatory Fees	130,240	455,840	146,129	19,927	164,296	20,326	186,586	20,732
Second Year Students								
Tuition								
In-State			599,160	2,085,965	622,461	90,540	611,822	80,807
Out-of-State			701,295	2,481,505	907,907	110,049	1,234,754	140,313
Mandatory Fees			132,845	464,957	149,052	20,325	167,582	20,732
Third Year Students								
Tuition								
In-State					611,143	2,127,685	634,910	92,351
Out-of-State					715,321	2,531,135	926,065	112,250
Mandatory Fees					135,502	474,256	152,033	20,732
Fourth Year Students								
Tuition								
In-State							623,366	2,170,238
Out-of-State							729,627	2,581,758
Mandatory Fees							138,212	483,741
Total Tuition and Fees	1,405,196	4,933,752	3,079,790	5,249,010	5,116,050	5,591,099	7,543,703	5,961,291
Grants								
Contracts								
Other Revenues (specify)								
Total	1,405,196	4,933,752	3,079,790	5,249,010	5,116,050	5,591,099	7,543,703	5,961,291

Note: All of the above figures are estimates based on projections made by the institution submitting the proposal.

STANDARD ACADEMIC PROGRAM CHANGES
BUDGET FORM: Page 2 of 3

Use this form for programs that can be pursued on a full-time basis or through a combination of full-time and part-time attendance

EXPENDITURE ESTIMATES

	Year 1 20__		Year 2 20__		Year 3 20__		Year 4 20__	
	Additional resources required for progam	Expenditures from current resources	Additional resources required for progam	Expenditures from current resources	Additional resources required for progam	Expenditures from current resources	Additional resources required for progam	Expenditures from current resources
Personnel Services								
Administrators	95,000		96900		98838		100814.76	
Faculty	172,900	99990	176358	101989.8	179885.16	104029.596	183482.863	106110.188
Support Staff	100000		102000		104040		106120.8	
Others								
Fringe Benefits ____%	147,160	39996	150103.2	40795.92	153105.264	41611.8384	156167.369	42444.0752
Total Personnel	515,060	139,986	525,361	142,786	535,868	145,641	546,586	148,554
Operating Expenses								
Instructional Resources	30,000		31500		33075		34728.75	
Other (specify)								
Total Operating Expenses	30,000	-	31,500	-	33,075	-	34,729	-
Capital								
Facilities								
Equipment	18,900		0		0		0	
Other								
Total Capital	18,900	-	-	-	-	-	-	-
Net Student Assistance								
Assistantships								
Fellowships								
Stipends/Scholarships								
Total Student Assisstance								
Total Expenditures	563,960	139,986	556,861	142,786	568,943	145,641	581,315	148,554

Note: All of the above figures are estimates based on projections made by the institution submitting the proposal.

STANDARD ACADEMIC PROGRAM CHANGES
BUDGET FORM: Page 3 of 3

Use this form for programs that can be pursued on a full-time basis or through a combination of full-time and part-time attendance

BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM

	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
Total revenue	6,338,948	8,328,800	10,707,150	13,504,995
Total expenses	703,946	699,647	714,585	729,869
Excess/Defeciency	5,635,002	7,629,153	9,992,565	12,775,126

BUDGET SUMMARY OF EXISTING PROGRAM ONLY

	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
Total revenue	4,933,752	5,249,010	5,591,099	5,961,291
Total expenses	139,986	142,786	145,641	148,554
Excess/Defeciency	4,793,766	5,106,224	5,445,458	5,812,737

BUDGET SUMMARY OF NEW PROGRAM ONLY

	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
Total of newly generated revenue	1,405,196	3,079,790	5,116,050	7,543,703
Total of additional resources required for program	563,960	556,861	568,943	581,315
Excess/Defeciency	841,236	2,522,929	4,547,107	6,962,389

Note: All of the above figures are estimates based on projections made by the institution submitting the proposal.

Budget Justification

BA Degree in Criminology and Criminal Justice (CCJ)

Program Description: In keeping with the nature of the criminal justice process, the proposed program is a multi-disciplinary and would prepare students for entry-level positions in criminal justice and related fields, especially at the state and federal level, and would also prepare a smaller number for advanced study in graduate and professional programs. The program would require 30-34 credits in the major, and additional credits to meet the University's General Education requirements and the 120 credits needed for graduation from the College of Arts & Sciences.

Enrollment Estimates: Enrollment estimates were calculated using numbers from the current BS in Sociology program where we currently have approximately 350 majors. We graduate roughly 70 majors each year. Within this program, roughly two-thirds are in-state students and one-third are out-of-state students. We believe that these percentages will grow closer together as the program continues from year to year.

We currently have roughly 70 new students come into the BS in Sociology program each year. We estimate that with the named major in CCJ, that number will grow to 80 in the first year, with an additional 10% each year after that. In addition, we expect that the majority of the current BS in Sociology students (approximately 280) will transfer into the new program, as well as some students from other majors, and that we will see roughly 10-15 students in each subsequent year transfer from other programs at URI into the new CCJ program.

	New Students		Students Transferring within URI	
	In-State	*Out-of-State*	*In-State*	*Out-of-State*
Year 1	54	26	188	92
Year 2	55	33	8	4
Year 3	53	44	7	5
Year 4	54	54	6	6

Tuition Revenue Estimates: The cost of in-state tuition per student is currently $10,878, while out-of-state tuition is $26,444. Tuition estimates for subsequent years are based on a 2% increase (in line with the Consumer Price Index).

Fees: The cost for mandatory fees per student is currently $1,628. Again, fee estimates for subsequent years are based on a 2% increase.

Personnel Costs (new dollars):
- A rate of 40% was used to calculate fringe benefits. In addition, a 2% increase in salary/benefits was calculated for each subsequent year for all new positions.
- Program Director (hired year 1) to coordinate the program (50%) and teach courses in the CCJ curriculum (50%) @ $95,000 (plus $38,000 in fringe benefits). They will teach 3 courses per year.
- CCJ Faculty: Two full-time, tenure-track Assistant Professors will be hired (both in year 1) to contribute 100% of their time to the CCJ curriculum @ $130,000 (plus $52,000 in fringe benefits). They will each teach 6 courses per year.
- Additional Faculty: Two full-time, tenure-track Assistant Professors will be hired (both in year 1), one in Political Science and the other in either Economics, Psychology, or Gender & Women's Studies, to contribute 33% of their time to the CCJ curriculum @ $42,900 (plus $17,160 in fringe benefits). They will each teach 2 courses per year in the CCJ program and the remainder in their home department.
- Professional Advisor (hired year 1) to advise students in the CCJ program @ $55,000 (plus $22,000 in fringe benefits). Advising duties will include students in both University College and the College of Arts & Sciences.
- Secretary (hired year 1) to assist the faculty and staff in the CCJ program @ $45,000 (plus $18,000 in fringe benefits).

Personnel Costs (existing dollars): The Department of Sociology & Anthropology will contribute the following existing faculty, providing 33% of their time to the CCJ program. Each will teach 2 courses per year within the CCJ curriculum.
- Assistant Professor @ $21,120 (plus $8,448 in fringe benefits).
- Associate Professor @ $22,770 (plus $9,108 in fringe benefits).
- Two Advanced Associate Professors @ $56,100 (plus $22,440 in fringe benefits).

The total cost of these existing faculty positions is $99,990 (plus $39,996 in fringe benefits). Again, a rate of 40% was used to calculate fringe benefits and a 2% increase in salary/benefits was calculated for each subsequent year for all positions.

Operating Expenses: While the proposed program will not need additional Instructional Resources (library or computer resources for students), the program will require an operating budget. We propose $30,000 (with a 5% increase for each subsequent year).

Capital Expenses: These expenses include computer and printing equipment for the seven new positions (see above) and total $18,900.
- Desktop Computer @ $1,600 each for a total cost of $11,200.
- Laptop Computers @ $600 each for a total cost of $4,200.
- Printers @ $500 each for a total cost of $3,500.

Year 1: 2017-2018 (expected)

Justification: In year one, we expect that the majority of the current BS in Sociology majors will transfer into the new program, along with some students from other majors at URI (roughly 280 in total). In addition, we expect to have approximately 80 new students come into the CCJ program in the first year. Existing personnel include the four faculty from the Department of Sociology & Anthropology. New personnel include the Program Director, four new faculty (2 @ 100% and 2 @ 33%), a professional advisor, and a secretary. A net income of $5,635,002 is expected.

Enrollment

	New Students		Students Transferring within URI	
	In-State	*Out-of-State*	*In-State*	*Out-of-State*
Year 1	54	26	188	92

Total Revenue	**$6,338,948**

New Students
Tuition

In-State	$587,412
Out-of-State	$687,544
Fees	$130,240

Existing Students
Tuition

In-State	$2,045,064
Out-of-State	$2,432,848
Fees	$455,848

Total Costs	**$703,946**

Personnel
    Program Director
    Faculty
        4 Existing (33% each)
        4 New (2 @ 100%, 2 @ 33%)
    Professional Advisor
    Secretary
Operating Expenses
Capital Expenses

Net Income	**$5,635,002**

Year 2: 2018-2019 (expected)

Justification: In addition to the continuing students, we expect to have approximately 88 new students come into the CCJ program in the second year. We also expect to have a small number of students (approximately 12) transfer into the program from other majors at URI. Existing personnel include the four faculty from the Department of Sociology & Anthropology (all at 33%), the Program Director (100%), four other faculty (2 @ 100% and 2 @ 33%), a professional advisor (100%), and a secretary (100%). A net income of $7,629,153 is expected.

Enrollment

	New Students		Students Transferring within URI		Continuing Students
	In-State	*Out-of-State*	*In-State*	*Out-of-State*	*Total*
Year 2	55	33	8	4	280

Total Revenue $8,328,800

New Students
Tuition
      In-State $1,209,416
      Out-of-State $1,591,400
Fees $278,974

Existing Students
Tuition
      In-State $2,174,729
      Out-of-State $2,589,397
Fees $484,884

Total Costs $699,647

Personnel
      Program Director
      Faculty
          4 Existing (33% each)
          4 New (2 @ 100%, 2 @ 33%)
      Professional Advisor
      Secretary
Operating Expenses
Capital Expenses

Net Income $7,629,153

Year 3: 2019-2020 (expected)

Justification: In addition to the continuing students, we expect to have approximately 97 new students come into the CCJ program in the third year. We also expect to have a small number of students (approximately 12) transfer into the major from other majors at URI. Existing personnel include the four faculty from the Department of Sociology & Anthropology (all at 33%), the Program Director (100%), four other faculty (2 @ 100% and 2 @ 33%), a professional advisor (100%), and a secretary (100%). A net income of $9,992,565 is expected.

Enrollment

	New Students		Students Transferring within URI		Continuing Students
	In-State	*Out-of-State*	*In-State*	*Out-of-State*	*Total*
Year 3	53	44	7	5	280

Total Revenue	**$10,707,150**

New Students
Tuition

In-State	$1,833,430
Out-of-State	$2,833,771
Fees	$448,850

Existing Students
Tuition

In-State	$2,297,446
Out-of-State	$2,778,746
Fees	$514,906

Total Costs	**$714,585**

      Program Director
      Faculty
            4 Existing (33% each)
            4 New (2 @ 100%, 2 @ 33%)
      Professional Advisor
      Secretary
Operating Expenses
Capital Expenses

Net Income	**$9,992,565**

Year 4: 2020-2021 (expected)

Justification: In addition to the continuing students, we expect to have approximately 108 new students come into the CCJ program in the fourth year. We also expect to have a small number of students (approximately 12) transfer into the major from other majors at URI. Existing personnel include the four faculty from the Department of Sociology & Anthropology (all at 33%), the Program Director (100%), four other faculty (2 @ 100% and 2 @ 33%), a professional advisor (100%), and a secretary (100%). A net income of $12,775,126 is expected.

Enrollment

	New Students		Students Transferring within URI		Continuing Students
	In-State	*Out-of-State*	*In-State*	*Out-of-State*	*Total*
Year 4	54	54	6	6	280

Total Revenue	**$13,504,995**

New Students
Tuition

In-State	$2,493,464
Out-of-State	$4,405,826
Fees	$644,413

Existing Students
Tuition

In-State	$2,412,659
Out-of-State	$3,002,697
Fees	$545,937

Total Costs	**$729,869**

Personnel
  Program Director
  Faculty
    4 Existing (33% each)
    4 New (2 @ 100%, 2 @ 33%)
  Professional Advisor
  Secretary
Operating Expenses
Capital Expenses

Net Income	**$12,775,126**

LIBRARY IMPACT STATEMENT (New Program Proposal)
LIBRARIAN'S ASSESSMENT

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

Program: __*Criminology and Criminal Justice*_____

Department, College: _*Arts & Sciences* _____

Faculty Member: __*Jill K. Doerner*_____

Date returned to Faculty: __*January 15, 2016*

Librarian Completing Assessment: __*Joanna Burkhardt*_____

Collection Management Officer: __ *Joanna Burkhardt* _____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories, including supporting collections from HELIN. How much money is now allocated in the program area?

    The library has substantial monographic holdings in Criminology and Criminal Justice, with many current titles. The journal packages we currently subscribe to contain numerous relevant publications. The monographic allocation for Sociology/Anthropology is approximately $5,000. The costs for journals is not broken out be program/department.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

    There are no essential journals noted in the Faculty Questionnaire. All journals relevant to the previous program will support the new program.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

    No new library resources are required to support the program.

4. What information mastery sessions will be required for the students?

   Information Mastery sessions may be set up by the faculty teaching courses in this program, as their syllabi may require.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

   There are no new library costs associated with this program.

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Jill Doerner <jdoerner@uri.edu>

Fwd: CHM 391

Leo Carroll <lcarroll@uri.edu>   Fri, Nov 27, 2015 at 7:56 AM
To: Jill Doerner <jdoerner@uri.edu>

---------- Forwarded message ----------
From: **URI Chemistry Chair** <chair@chm.uri.edu>
Date: Tue, Nov 24, 2015 at 4:32 PM
Subject: Re: CHM 391
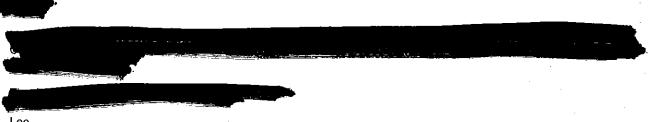To: Leo Carroll <lcarroll@uri.edu>

Leo,

The Chemistry Department would be happy to support the proposed Criminology/Criminal Justice by making CHM 391 and CHM 392 available as electives.

Bill

```
Dr. Bill Euler
Professor & Chair, Chemistry
University of Rhode Island
phone: 401-874-5090
fax: 401-874-5072
```

On 11/24/2015 4:07 PM, Leo Carroll wrote:

Leo--
Leo Carroll
Professor and Chairman
Department of Sociology and Anthropology
University of Rhode Island
Kingston, RI 02881
Ph: (401) 874-2587
email: lcarroll@uri.edu

avast!   This email has been checked for viruses by Avast antivirus software.
www.avast.com

--
Leo Carroll

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Jill Doerner <jdoerner@uri.edu>

Criminology & Criminal Justice Program Proposal

Richard McIntyre <mcintyre@uri.edu>   Thu, Nov 5, 2015 at 7:41 PM
To: Jill Doerner <jdoerner@uri.edu>

Ok, I read this this and am fine with signing off. I will have to get one of the people who teaches ECN 306 to do the curriculum map. I will lean on Art or Liam to do this over the weekend. Very sorry to be so delinquent on this.

r
[Quoted text hidden]
--
Richard McIntyre
Professor, Chair, Department of Economics
University of Rhode Island
807 Chafee Social Science Center
401-874-4126

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Jill Doerner <jdoerner@uri.edu>

Donna's Classes for CCJ

Rosaria Pisa <rpisa@uri.edu>
To: Jill Doerner <jdoerner@uri.edu>

Mon, Nov 23, 2015 at 4:55 PM

Hello Jill,

Leo let me know you need approval from me for Donna's CCJ courses. I certainly support this. Do you need a formal statement/letter from me or a signature?

Welcome back to the cold of NE, yikes!

Rosaria

--
Rosaria A. Pisa, Ph.D.
Director, Gender and Women's Studies
University of Rhode Island
317 Roosevelt Hall
Kingston, RI 02881
Tel. (401) 874-2482
wmsdir@etal.uri.edu
rpisa@uri.edu
http://www.uri.edu/artsci/wms/

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Jill Doerner <jdoerner@uri.edu>

CCJ Program Proposal Follow-Up

Brian Krueger <bkrueger@uri.edu>   Mon, Oct 12, 2015 at 10:03 AM
To: Jill Doerner <jdoerner@uri.edu>

Hi Jill,

I think I reached out to you via email a few weeks back about the PSC
courses and curriculum map. Just wanted to chat about the
requirements/curriculum map.

As for Dept approval, we did discuss it at the last PSC dept meeting.
The faculty voted and are supportive of the plan as long as the
conditions specified in the proposal are supported by URI funding.
This is a major commitment to join on to a large new major, as such
PSC is not supportive of anything less than the full commitment from
URI to make this work.

Because we currently have our own student and major demands and do not
have slack in PSC, the new full time PSC faculty hire would be a key
condition for us opening the PSC courses to the Criminal Justice
interdisciplinary major. In particular, the PSC methodology course is
currently at (or above) capacity as it stands today, so we would need
to add a full time member to PSC to offer more methods seats.   We
support the plan as written in that PSC will not supply CJ major
advising or the CJ program direction. We agree with the approach that
the PSC dept would commit to offering a set minimum of PSC classes
that count toward the CJ major, and would work closely with the CJ
program director, but that PSC would remain in control of the details
regarding who teaches these courses, as it may rotate between members
of the dept.

  -Brian

Brian S. Krueger
Professor & Chair
Department of Political Science
University of Rhode Island
203 Washburn Hall
Kingston, RI, 02881

Email: bkrueger@uri.edu (preferred contact method)
Web: http://www.uri.edu/artsci/psc/krueger.html
Office Phone: 401 874 4058
[Quoted text hidden]

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Jill Doerner <jdoerner@uri.edu>

Fwd: JCAP Response to CCJ

Leo Carroll <lcarroll@uri.edu>   Thu, Oct 29, 2015 at 9:50 AM
To: Jill Doerner <jdoerner@uri.edu>

---------- Forwarded message ----------
From: **Susan Boatright** <subhsubh@uri.edu>
Date: Thu, Oct 29, 2015 at 9:38 AM
Subject: Re: JCAP Response to CCJ
To: "lcarroll@uri.edu" <lcarroll@uri.edu>

I am writing in support of the CCJ program initiated by the URI Sociology and Anthropology Department, if appropriate resources are made available. Attached, please find syllabi for Psy200, Psy254, Psy465. The Psy466 syllabus will follow.

Su L. Boatright
Professor and Interim Chairperson
Psychology Department
University of Rhode Island
401-952-7303 (cell, preferred)
401-874-2193 (department office)

On Sat, Oct 24, 2015 at 1:28 PM, Su Boatright <subhsubh@uri.edu> wrote:
> Hi, Leo
>
> I looked for your email today when I returned from campus and did not even see the original one in my email accounts.
> Please send me the instructions for assisting you, su
>
> Sent from my iPad
>
> > On Dec 2, 2014, at 1:29 PM, Leo Carroll <lcarroll@uri.edu> wrote:
> >
> > Hi Everybody,
> >
> > I thought you might be interested in the JCAP response to our preprosal for a CCJ program. I received it yesterday. Jill and I plan to talk about the next steps and will be back in touch as soon as we've decided on those.
> > Thanks for your support.
> >
> > Best,
> > Leo
> >
> > --
> > Leo Carroll
> > Professor and Chairman
> > Department of Sociology and Anthropology
> > University of Rhode Island
> > Kingston, RI 02881
> > Office: Chafee 508
> > E-mail: lcarroll@uri.edu
> > Phone: (401) 874-2587/4135
> >
> >
> > ---
> > This email is free from viruses and malware because avast! Antivirus protection is active.
> > http://www.avast.com
> >