



COTTEY COLLEGE

New Program Proposal – Cottey College

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Cottey College
Program Title: Criminology
Degree/Certificate: Bachelor of Arts and Bachelor of Science tracks
Options: Bachelor of Arts and Bachelor of Science tracks
Delivery Site(s): Residence site
CIP Classification: 450401

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory highered.mo.gov/ProgramInventory/search.jsp

Implementation Date: Spring 2017
Cooperative Partners: Click here to enter text.

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

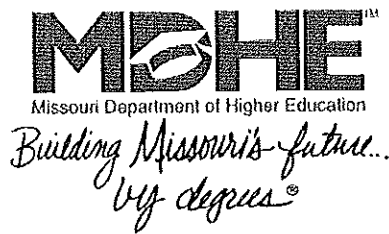
Chioma Ugochukwu, VPAA June 30, 2017

Name/Title of Institutional Officer	Signature	Date
Sarah Quick, Ph.D.		June 30, 2017

Sarah Quick, Ph.D.	417-667-8181, ext. 2269
Person to Contact for More Information	Telephone

STUDENT ENROLLMENT PROJECTIONS

Year	1	2	3	4	5
Full Time	4	6	10	14	20
Part Time	0	0	0	0	0
Total	4	6	10	14	20



Please provide a rationale regarding how student enrollment projections were calculated:
We used student survey data and considered enrollments in similar programs (the woman writers track of our B.A. in English and the women's studies concentration in the B.A. in liberal arts).

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

Criminology and criminal justice have both grown as majors at the undergraduate level, some programs offered as standalone options at the associate's and baccalaureate's levels and others offered as concentrations or minors within sociology programs or as majors in joint sociology and criminology or criminal justice departments. The American Sociology Association assigned a task force to research and compare these varying types of programs, and they concluded that the more collaborative the better. As they wrote, "...sociology, criminology and criminal justice have much common ground, and much to gain through collaboration. Sociology as a discipline is enriched by research on crime and the criminal justice system, one of society's major institutions. Criminology and criminal justice gain from the theoretical insights and methodological advances of sociology" (ASA 2010:7). Interesting, according to the Bureau of Labor and Statistics, sociology postsecondary teachers indicate only slight future growth, whereas the numbers of criminal justice and law enforcement postsecondary teachers are expected to grow by over 20% in the next ten years. Expressed demand for the program Anecdotally, a few Cottey students expressed an interest in criminal justice or criminology as a major to me personally, and the president publicly mentioned that criminal justice has been suggested to her. Prospective and current students have not been asked to consider criminology or criminal justice specifically as programs they would consider at Cottey until recently. Nevertheless, in the Spring 2011 survey on current students and their interest in future degree programs, one student suggested criminal justice within the "other" category. In the most recent survey of current Cottey students Spring 2016, criminology was an option for students to consider: it was the top first and second choice for students interested in new degrees, 49.5% of students answering the question putting it as either their first or second choice. Besides the recently expressed interest of students, there are a number of compelling reasons to consider this program from the broader national context. For one, police departments have been trying to recruit higher amounts of women since the late 1960s alongside efforts towards recruiting people of color. While many studies show the significant benefits of having women officers in departments (See National Center for Women & Policing 2003; Spillar 2015); the percentage remains relatively low, between 7 and 25%. Second, the criminal justice system is a source of intense debate in the national news. Prospective students are likely aware that this system has been critiqued as flawed with several proposals for reform. This attention, while negative, provides a potentially captive audience, especially since policing or working directly within the criminal justice system is only one potential route that criminology graduates could follow.

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PROGRAM STRUCTURE

A. Total credits required for graduation: 120

B. Residency requirements, if any: _____

C. General education: Total credits: 39-43

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
FWS 101	3	First Year Writing Seminar
WRI 102	3	College Writing 2
Two Writing Intensive courses	6	May be taken in the major
MAT 103	3	College Algebra or higher
Science lecture and lab	4-5	AST/BIO/CHE/PHY options
Fine Arts Division	3	Select courses from the Fine Arts Division
Humanities Division	3	Select courses from the Humanities Division
Foreign Language	6-8	Two courses in same language
Social Science Div.	3	Select courses from Social Sciences Division
Wellness requirement	2-3	Dance/PE Activity courses (2 credits) OR Theory/Activity PHE 139 Lifetime Fitness Concepts (3 credits)
Women, Gender, and Sexuality Studies	3	May be taken as part of another requirement



D. Major requirements: B.A. degree Total credits: 45-46

Course Number	Credits	Course Title
SOC 101	3	Introductory Sociology
MAT 112	3	Statistics
CRM 201	3	Criminology
CRM 2XX	3	The Criminal Justice System
CRM 3XX	3	A Criminology course from an established list
A Research Methods Course chosen from the following: 3-4 credits total		
IDS 317	4	Qualitative Research Methods
INR 320	3	Quantitative Research Methods in the Social Sciences
PSY 310	3	Research Methods in Psychology I
PSY 311	3	Research Methods in Psychology II
CRM 4XX	3	Senior Capstone in Criminology
Criminal justice, law, and ethics emphasis: Choose three from the following for 9 credits total		
PHI 205	3	Ethics
INR 340	3	International Law
INR 355	3	Terrorism
POL 131	3	Public Administration
POL 141	3	Public Policy
Social Sciences emphasis: Choose four from the following (at least one must be 300+ level) for 12 credits total		
ANT/WGS 151	3	Introduction to Cultural Anthropology
ANT/IDS 291	3	Language and Culture
ECO 201/202	3	Principles of Economics 1 or 2
PSY/SOC 232	3	Social Psychology
PSY 308	3	Psychology of Child and Adolescence Development
PSY 350	3	Abnormal Psychology
PSY 335	3	Drugs and Behavior
PSY 420	3	Counseling Psychology
PSY 430	3	Conflict Resolution
SOC/WGS 203	3	Family and Society
SOC/WGS 235	3	Race, Class, and Gender
INR/SOC 330	3	Poverty and Inequality
Women's leadership emphasis: Choose one from the following for 3 credits		
WLS/WGS 102	3	Foundations in Leadership
WGS 110	3	Introduction to Women's Studies
WLS 205	3	Social Justice and Civic Engagement
WLS/IDS 330	3	Leadership for Social Change
WLS/IDS 350	3	Team Leadership and Group Dynamics

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Major requirements: B.S. degree Total credits: 48-51

Course Number	Credits	Course Title
SOC 101	3	Introductory Sociology
MAT 112	3	Statistics
CRM 201	3	Criminology
CRM 2XX	3	The Criminal Justice System
CRM 3XX	3	A Criminology course from an established list
A Research Methods Course chosen from the following: 3-4 credits total		
IDS 317	4	Qualitative Research Methods
INR 320	3	Quantitative Research Methods in the Social Sciences
PSY 310	3	Research Methods in Psychology I
PSY 311	3	Research Methods in Psychology II
CRM 4XX	3	Senior Capstone in Criminology
Criminal justice, law, and ethics emphasis: Choose three from the following for 9 credits total		
PHI 205	3	Ethics
INR 340	3	International Law
INR 355	3	Terrorism
POL 131	3	Public Administration
POL 141	3	Public Policy
Social Sciences emphasis: Choose three from the following (at least one must be 300+ level) for 9 credits total		
ANT/WGS 151	3	Introduction to Cultural Anthropology
ANT/IDS 291	3	Language and Culture
ECO 201/202	3	Principles of Economics 1 or 2
PSY/SOC 232	3	Social Psychology
PSY 308	3	Psychology of Child and Adolescence Development
PSY 350	3	Abnormal Psychology
PSY 335	3	Drugs and Behavior
PSY 420	3	Counseling Psychology
PSY 430	3	Conflict Resolution
SOC/WGS 203	3	Family and Society
SOC/WGS 235	3	Race, Class, and Gender
INR/SOC 330	3	Poverty and Inequality
Investigation and data analysis emphasis: choose three from the following for 9-11 credits		
Research Methods	3-4	An above listed methods courses not taken as a core requirement
BUS 211	3	Principles of Financial Accounting
CHE 110	4	Introduction to Forensics Chemistry/Lab
CSC 201	3	Introduction to Programming
CSC 212	3	Data Structures
ENV 270	3	Intro to GIS and Geospatial Technology
ENV 310	3	Mastering GIS (Geographic Information Systems)

E. Free elective credits:

For B.A. degree: 31-36 For B.S. degree: 26-33 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Capstone – 3 credits.

G. Any unique features such as interdepartmental cooperation:

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PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Cottey College
Program Name Criminology
Date 6/5/2017

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

No special preparation required.

- Characteristics of a specific population to be served, if applicable.
Because Cottey College is a women’s college, this program will be serving female students. This population has long been seen as one that the criminal justice sector should increase although females in this workforce remain at lower than optimum levels.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
The full time faculty teaching in this program would have a Ph.D. in sociology with an emphasis in criminology or a Ph. D in criminology degree. Any other part time faculty teaching criminology courses in this program would be required to have at least 18 credit hours in criminology, criminal justice, or sociology.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
Full time faculty would teach the majority of the courses in this program, likely 75-80%.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Full time faculty would be expected to mentor students as advisors and in the field, most specifically for the capstone course. They would be expected to attend conferences in the discipline, ideally promoting student participation as well.



3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
Currently, eight of the 99 of the first year students who have deposited for this fall have stated an interest in this major. In addition, two students already at Cottey have declared this as their major. Likely, not all will decide to make criminology their major, but we project that between five to ten will each year. We estimate that between 20 and 30 students would be majoring in criminology by the end of five years.
- Percent of full time and part time enrollment by the end of five years.
Since Cottey is primarily a residential campus, 85-90% of the students would be full time and 10-15% would be part time.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Going forward from 2016-17: 15 at three years; 25 at five years
- Special skills specific to the program.
The program goals for the program stem from the following of Cottey College's student learning outcomes. Each student will demonstrate the ability to: 1) apply and critique the major theories relevant to the nature, extent, cause, and prevention of crime (thinks critically); 2) articulate, both orally and in writing, basic research and well-reasoned arguments, grounded in evidence (communicates effectively); 3) use the skills and methods in criminology research in collecting and interpreting qualitative and quantitative data as well as conducting basic forensic investigations or crime analysis (solves problems); 4) recognize the diverse social and cultural contexts that influence legal institutions and crime (respects diversity); 5) work with others in a team situations such as required in lab research, crime prevention, corrections, penal institutions, etc. (collaborates successfully).
- Proportion of students who will achieve licensing, certification, or registration.
Not applicable
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
Not applicable



- Placement rates in related fields, in other fields, unemployed.
Placement in related fields – 60%, in other fields – 20%
- Transfer rates, continuous study.
Pursuing Master's Degree or Law School the first year after graduation – 15%

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

While there is an academic certification review process that the Academy of Criminal Justice Sciences (ACJS) has recently provided, no criminology programs are listed as certified and very few criminal justice programs for that matter (see http://www.acjs.org/page/Cert_Programs). Because the ACJS is not an accrediting body, programs voluntarily elect to become certified for a fee. At the early stages of the program, since accreditation will have to comply with the Higher Learning Commission's guidelines regardless, becoming certified through the ACJS would be burdensome. At a later date if the ACJS becomes more of a standard for the field, then the program could reinvestigate whether this certification process would be beneficial.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.
Student surveys will be
- Expected satisfaction rates for employers, including timing and method of surveys.
Cottey students are from across the country and around the world. While the College makes considerable efforts to stay in contact with our alumnae, determining employer satisfaction rates is new for the College. We plan to develop an electronic survey for employers.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

This degree will emphasize critical thinking as well as a more interdisciplinary approach to criminology based on Cottey College's liberal arts model. Students will, therefore, learn that perspectives on the solutions to crime as well as penal and justice outcomes may vary depending on each discipline's history and research methods as well as the different theories within them. Furthermore, based on their own interests and ideas towards specific careers, they will be able to select from a number of course options. Cottey is known for its emphasis



on experiential learning, which this program will also promote. Students will gain direct experience in how to investigate and analyze criminological questions, especially in those courses that require practice in doing research.

In addition, students will actively participate in everyday practices of professionals through internships or service-learning projects within specific courses as well as in their senior capstone. Criminology requires the intense study of particular social problems within a complex system of inter-related institutions towards the ultimate aim of creating individual and group change. This approach parallels Cottey's mission to develop "contributing members of a global society through a challenging curriculum and a dynamic campus experience." Furthermore, the threads of social responsibility, global awareness, and women's leadership would run through this curriculum; and criminology majors could definitely benefit from Cottey's emphasis on women's leadership through the LEO program as well as the Serenbetz Institute.