

Version Date: July 2, 2014

NEW ACADEMIC PROGRAM PROPOSAL

Program Title	Criminal Justice, Law and Society
College	Arts and Sciences
School and/or Department	School of Social Sciences / Sociology
Credential Awarded	BA
Instruction Location(s)	Forest Grove
Proposer(s) Name	Sarah Phillips
Proposer(s) Contact Info	x 2853 or phillips@pacificu.edu
Date Submitted	July 2, 2014
Date of Final Approval (Board of Trustees Approval)	

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1. APPROVAL AND IMPLEMENTATION TIMELINES

A. Approval Process Checklist and Timeline

Group or Body to Review or Approve	Date Received, Reviewed, Endorsed or Approved	Completed
Initial Meetings with Support Areas- see full list in Appendix A	August 2014	
Department- to approve	September 2013	September 2013
School or Program- to approve	September 2013	September 2013
College Curriculum Committee- to approve	October 2013	March 2014
Provost's Council	July 2014	July 2014
President's Cabinet- for preliminary go ahead	July 2014	July 2014
University Curriculum Committee- to endorse to Faculty Senate		
Implementation Review Committee- to endorse to University Council	August 2014	
College- to approve	March 2014	April 2014
Other Colleges (if applicable)		
University Council- to receive		
Staff Senate- to review		
Undergraduate Student Senate (informational only)		
Graduate Student Senate (informational only)		
Faculty Senate- to receive		
University Council- to approve		
Faculty Senate- to approve		
President's Cabinet – to approve		
Board of Trustees- to approve		
Implementation Team- to finalize logistics		
NWCCU- for regional accreditation		
Professional accrediting bodies (as applicable)		

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B. Implementation Process Timeline

For proposals intending to recruit new students for a fall semester, it should be kept in mind that the recruitment process ideally begins approximately 24 months **prior** to enrollment of the first student, which requires program details to be available early for marketing and recruitment efforts. See [Frequently Asked Questions](#) for more information.

The Criminal Justice, Law and Society (CJLS) major, minor and all CJLS courses have been proposed and approved via the existing process for the approval of new majors within the College of Arts and Sciences, during the 2013-2014 year. As per the newly adopted program review process, the Office of Provost and Office of Dean have elected to have the new major move through the IO process as well.

It is our intent to have the new major move through the IO process during the 14-15 year and to become available to students in CAS starting in Fall 2015.

We have already developed web and marketing text/content with MarCom, which is ready to be deployed upon approval. We would expect to advertise for a term faculty member in January 2015 with a teaching start date of August 2015.

The Admissions Office is aware of the new major and we are already seeing students interested in the major. I met with 9 prospective students who were interested in the CJLS major in the spring of 2014. We have put these students and our marketing materials on hold until the completion of IO process.

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2. EXECUTIVE SUMMARY

A. Provide a brief, high level summary of the salient facts, purpose, plan, benefits, risks, etc.

The Criminal Justice, Law and Society (CJLS) major is an interdisciplinary major housed in the School of Social Sciences. The CJLS major draws on existing coursework available in the social sciences and humanities and adds a small number of courses focused specifically on criminology and criminal justice in the United States. The CJLS major makes use of the new Practicum Coordinator within the School of Social Sciences. Students completing the CJLS major would graduate with a BA.

Criminology is often an arm of sociology programs within universities. Colleges and universities that espouse a more liberal-arts orientation tend to create programs such as the one proposed here that broaden the scope of the program from a more narrow focus on crime and crime control to a focus on the role of social control, social policy and law in society. As such, these broader programs draw upon the insights or more traditional social science and humanities disciplines while still preparing students who wish to pursue a more applied or career-oriented pathway through college.

Students who graduate with this sort of major embark on a variety of career paths, so the program can be attractive to a variety of students, not just those bound for law school. Pacific attracts students who want to help others and a CJLSA major can be a good path to work in advocacy organizations, public policy institutions, education, international affairs, and government.

Given that students move into such a diverse array of career paths from this sort of major, it is difficult to give very accurate employment projections. The Bureau of Labor Statistics suggests that the employment of probation officers and “corrections treatment specialists” is expected to grow 18% by 2020. Growth in other areas, such as law is slower. Growth in police is on par with average employment growth. Growth for political scientists and sociologists generally is around 8%.

The Consortium of Undergraduate Law and Justice Programs (CULJP) is an organization dedicated to interdisciplinary undergraduate programs such as the one we are proposing. Their website includes a number of member colleges: <http://culjp.sharepointsite.net/Consortium%20Members.aspx>. CJLS majors are relatively common even in liberal arts settings. Kenyon’s website, for example, notes: “Kenyon's Law and Society Concentration is an acknowledgment of the increasing importance within the best liberal-arts institutions of programs that emphasize the study of law, legal institutions, and the legal profession.” Locally, PSU has an undergraduate Criminology and Criminal Justice major. The PSU program is not interdisciplinary and is narrowly focused on criminology. University of Portland has a Criminal Justice track to their Sociology major. Linfield College has an interdisciplinary Law, Rights and Justice minor housed in their Political Science Department. Lewis and Clark and Willamette have law schools and offer law and justice related coursework through the law schools and not at the undergraduate level.

Typically, CJLS majors are large and well-enrolled. According to data from the Cooperative Institutional Research Program, criminology is the second most popular of the social science majors (psychology is the first) nationally. It is our expectation that the CJLS major will attract additional students to Pacific who would otherwise attend a larger state school offering criminology.

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The intent of the CJLS major is to build recruitment of students to the social sciences while strengthening existing programs. The major has been designed to build enrollments in existing courses and departments within the School of Social Sciences and depends upon very few new/additional courses. Criminal justice courses can be taught either by faculty with PhDs in Criminal Justice or by faculty with PhDs in Sociology with a specialization in Criminal Justice (for example, Sarah Phillips has taught criminology, delinquency, juvenile justice and criminal procedure courses for the University of Minnesota, Yale University and Pacific). In order to offer maximum flexibility in teaching, we expect to hire a faculty member with expertise in sociological methods including quantitative methods/statistics, an area where we regularly need to hire additional teaching adjuncts. We would hire a full-time, term faculty member for the first 3 years of the program in order to see if enrollments warrant the creation of a permanent TT position. The School of Social Sciences Internship Coordinator, although primarily assigned to public health practicums, has a background in the justice system and is prepared to oversee CJLS practicums as well.

Should the major fail to enroll, a term faculty member can be let go. If the faculty member is tenure track, she/he could be absorbed by the sociology department where student demand could easily warrant additional courses especially since we intend to hire somebody capable of teaching quantitative methods/statistics.

Budget summary: The cost of the CJLS major can vary depending upon student interest. If student interest is low, we can launch the major with a few adjunct taught courses (i.e. approximately \$20,000). We can then adjust upwards as the major gains traction. The budget prepared for this IO has assumed a robust level of student interest and is conservative (i.e. high) in budgeting costs associated with the program. At this level of interest, budget projections show that the program would be profitable for the University in the 3rd year.

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3. FAST FACTS

A. Summary of Start Dates (month and year)

1. Faculty Hires: One FT term faculty member
Month: Advertise Jan 2015, Start August 2015
Year: 2015
2. Staff Hires: none
Month: NONE
Year: NONE
3. Marketing/Advertising
Month: October or ASAP
Year: 2014
4. Student Recruitment
Month: Begun
Year: 2013
5. Student Registration
Month: July/Summer
Year: 2015
6. Classes
Month: August
Year: 2015

B. [Academic Schedule/Calendar](#)

1. What is the length of the program?
 - a. Semesters/terms: typical UG major
 - b. Months: NA
2. Will the curriculum be delivered in semesters/terms?
 Yes No
 - a. If other than through semesters/terms, please explain
NA
3. Will students be allowed to begin only in fall or during any semester/term?
 Fall only Any semester/term
4. During which semesters/terms will instruction be offered?
Fall, Winter, Spring
5. Anticipated term of first enrollment (term and year)
Term: Fall
Year: 2015

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6. For each of the following semesters list the class start and end dates broken out by cohort
 - a. Fall: CAS schedule
 - b. Winter: CAS schedule
 - c. Spring: CAS schedule
 - d. Summer: CAS schedule
7. If all cohorts will not follow identical calendars, please explain
CAS calendar

C. Credits/Tuition/Fee Amounts and Billing Methods - NA: follow CAS policies

1. How many credits will equal full-time status?
Enter information here

2. Is tuition charged per credit or per term?
 Per credit Per term

3. What is the tuition charge?
 - a. Per credit: Enter information here
 - b. Per term: Enter information here
 - c. Per audit: Enter information here

Explain any variations or exceptions: Enter information here

4. List any program fees (do not include university fees)
Enter information here
5. At what credit level is overload tuition charged?
Enter information here
6. Is this program available at reduced tuition for degree seekers of another Pacific program?
 Yes No
7. Could students simultaneously seek degrees in other Pacific schools or programs?
 Yes No

D. Program Summary

8. What type of degree or certificate will students receive upon completion of the program?
BA
9. What major(s) and/or concentration(s) will students earn?
Major: Criminal Justice, Law and Society
Minor: Criminal Justice
10. Is this an undergraduate, graduate, post-bac, or professional program? (Check all that apply.)

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- Undergraduate
- Graduate
- Post-bac
- Professional

11. Will non-degree students be allowed to enroll?

- Yes No

12. If this is a graduate or professional program, can undergraduate students enroll?

- Yes No

- a. If yes, under what conditions?
Enter information here

13. Teaching Modality/Instructional Method

- On-campus only Online only On-campus and Online

E. Headcount Numbers and Type

1. Complete the following 5-year projection - NA – students are recruited along with any/all FG Undergraduates

Students declare majors at the end of their sophomore years. This means that although students will be enrolled in CJLS classes in the first two years, we are not likely to see actual declared majors until late in the second year.

2. Who is your recruitment target audience?

General undergraduate applicant pool. Criminology tends to be particularly popular with male students. The CJLS major is intended to enhance general undergraduate recruitment into CAS.

UG Admissions reports that criminology has consistently been among the majors that recruiters find prospective students requesting.

Like Public Health or Exercise Science, Criminology appeals to career-oriented students who prefer to obtain a more career focused education within a liberal arts context.

F. Yearly Projections

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(Input into yellow highlighted cells only)

Description	Year 1 FY 14/15	Year 2 FY 15/16	Year 3 FY 16/17	Year 4 FY 17/18	Year 5 FY 18/19	5 Yr Totals
# of Students	0	5	7	9	11	
# of Faculty (FTE)	1	1	1	1	1	
# of Staff (FTE)	0	0	0	0	0	
Total Revenues	\$ -	\$ 102,138	\$ 147,283	\$ 195,045	\$ 245,540	\$ 690,006
Expenses:						
Payroll	\$ 91,000	\$ 108,680	\$ 111,183	\$ 140,127	\$ 139,751	\$ 590,741
Other	\$ 14,090	\$ 10,240	\$ 10,547	\$ 20,864	\$ 11,190	\$ 66,931
Budget Pool	\$ 14,000	\$ 3,090	\$ 8,183	\$ 9,778	\$ 3,377	\$ 38,428
Capital	\$ 5,000	\$ -	\$ -	\$ 5,000	\$ -	\$ 10,000
Total Expenses	\$ 124,090	\$ 122,010	\$ 129,913	\$ 175,769	\$ 154,318	\$ 706,100
Net Income (before Overhead)	\$ (124,090)	\$ (19,872)	\$ 17,370	\$ 19,276	\$ 91,222	\$ (16,094)
Cumulative NI	\$ (124,090)	\$ (143,962)	\$ (126,592)	\$ (107,316)	\$ (16,094)	

4. BUSINESS PLAN DESCRIPTION

A. Objective and Purpose: How does this program fit with the university's mission and vision?
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[Enter information here](#)

1. Include the following and label sections with the following headings:

- a. Background Information

The Criminal Justice, Law and Society (CJLS) major is an interdisciplinary major housed in the School of Social Sciences. The CJLS major draws on existing coursework available in the social sciences and humanities and adds a small number of courses focused specifically on criminology and criminal justice in the United States. The CJLS major makes use of the new Practicum Coordinator within the School of Social Sciences. Students completing the CJLS major would graduate with a BA.

Criminology is often an arm of sociology programs within universities. Colleges and universities that espouse a more liberal-arts orientation tend to create programs such as the one proposed here that broaden the scope of the program from a more narrow focus on crime and crime control to a focus on the role of social control, social policy and law in society. As such, these broader programs draw upon the insights or more traditional social science and humanities disciplines while still preparing students who wish to pursue a more applied or career-oriented pathway through college.

- b. Overview of the Program

The CJLS proposal includes a typically-sized undergraduate major within CAS, of approximately 52 credits and a typically-sized minor of 20 credits. A CJLS major does not require external, individual accreditation and functions like other interdisciplinary majors within the college. See “course of study” section below for a complete description of the major.

The CJLS major emphasizes critical thinking, inquiry and analysis, in keeping with the College curricular goals. Statistics and quantitative reasoning skills are required of all students. The skills courses required within the major emphasize the clear expression and communication of ideas. The skills courses and the required practicum require students to engage the world as informed and active citizens.

- c. Primary Beneficiaries of the Proposal

The primary beneficiaries of the proposal is the College of Arts and Sciences and the programs within the School of Social Sciences. To remain financially sound, the College must always look for new ways to attract students from a generally shrinking pool of potential students. Majors like CJLS appeal to a job/career oriented student and allow us

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to offer a new program with very minimal investment by drawing upon our extant social sciences offerings.

Because the faculty member hired would be a sociologist and a member of an already existing department within social sciences, no new department need be created, further emphasizing efficiencies.

- d. Potential fit with and/or impact on other schools or programs in the university (if so, indicate if you have consulted with the faculty)

This major may increase the demand upon social research methods and social statistics. The faculty member hired would be expected to contribute to teaching in these courses. The major may also require more frequent offerings of some of the core offerings, depending on demand, such as PHIL 315, POLS 325, 326, etc. This has been discussed in a CAS faculty meeting and the cost of possible adjunct courses is included in the budget.

e. Future Outlook

Students who graduate with this sort of major embark on a variety of career paths, so the program can be attractive to a variety of students, not just those bound for law school. Pacific attracts students who want to help others and a CJLSA major can be a good path to work in advocacy organizations, public policy institutions, education, international affairs, and government.

Given that students move into such a diverse array of career paths from this sort of major, it is difficult to give very accurate employment projections. The Bureau of Labor Statistics suggests that the employment of probation officers and “corrections treatment specialists” is expected to grow 18% by 2020. Growth in other areas, such as law is slower. Growth in police is on par with average employment growth. Growth for political scientists and sociologists generally is around 8%.

B. Measurements of Success: Describe specific measurements that will be used to determine the success of the business plan and a timeline for each of the measurements.

Success will be measured by the number of declared CJLS majors and minors and CJLS majors’ success in obtaining either employment or graduate program admission upon graduation.

5. EDUCATIONAL OFFERINGS

A. Academic Rigor and Learning Outcomes

1. How many credits are required for the degree?
Same as CAS

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2. What is the standard for determining a credit?
Same as CAS
3. What are the student learning outcomes associated with this program? (see also section 7.E., consultation with OIRA).

Pacific's CJLS program is a broad-based, generalist approach to criminal justice studies. The academic goals of the CJLS program are to promote critical thinking about issues of crime and justice and to teach research and analysis skills. Students will be able to communicate and advocate effectively regarding issues of criminal justice, law and society.

B. Course of Study

NOTE: Highlighted courses are new courses for this major. All others are currently existing courses in CAS.

Major in Criminal Justice, Law and Society (CJLS)

CJLS 101	Introduction to Law and Society	4
CJLS 200	Criminal Justice	4
SOC 266	Deviance	4
PSJ 215	Conflict Mediation	2
PHIL 315	Philosophy of Law	4
POLS 325	Constitutional Law	4
POLS 326	Civil Liberties	4
SOC 304	Criminology	4
SOC 300	Methods of Social Research	4
SOC 301	Social Statistics	4
CJLS 380	CJLS Practicum	4
CJLS 491	Senior Capstone 1	2
CJLS 492	Senior Capstone 2	2

(46 core credits)

Choose One Course (2 credits) from the following skills courses:

Meda 101 Fundamentals of Speaking	2
Meda 109 Intro to Communication Design	2
PSJ 105 Introduction to Civic Engagement	2
OL 107 Wilderness First Responder	2
OL 207 Introduction to Outdoor Leadership	2
APTH 272 Performance as Witness	2

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Choose One Course (4 credits) from the following courses that explore diversity in the contemporary USA:

Hist 245 Race in Modern America	4
Hist 465 Civil Rights Movement	4
Span 325 Mexican-American Cultural Exploration	4
Pols 227 Civil Rights Movement	4
Soc 208 Race: Inequality and Identity	4
Soc 360 Critical Race Theory	4
GSS 201 Introduction to Gender and Sexuality Studies	4
	(52 credits total)

Requirements of the minor:

CJLS 101	Introduction to Law and Society	4
CJLS 200	Criminal Justice	4
POLS 325	Constitutional Law	4
POLS 326	Civil Liberties	4
SOC 304	Criminology	4

(20 credits total)

C. Curricular Requirements (Course Sequence and Descriptions)

See above. Course descriptions are attached.

Catalog Copy for the Major:

The major in Criminal Justice, Law and Society explores complex issues of crime, justice and social policy from a multi-disciplinary perspective. Students will explore the theory and philosophy of law and justice in the United States and grapple with the challenges of the pursuit of justice in our complicated and quickly changing social environment. Students pursuing the major in Criminal Justice, Law and Society may pursue careers in social policy, criminal justice, law enforcement, juvenile justice, corrections, law, federal and state agencies and organizations. The CJLS major is also excellent preparation for graduate work in law, political science, sociology, social work, criminology, public administration, education and other academic disciplines.

D. Admission Prerequisites

1. List admission prerequisites
Same as CAS

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2. What state or national exams are required?
Same as CAS

3. Is there a specific English language proficiency required of applicants to your program (regardless of immigration status/citizenship) and how can students demonstrate their proficiency?
Same as CAS

E. Approaches to Developing Intellectual Skills, Creative Capabilities, Methods of Inquiry, and Career Preparation for Students

The major combines traditional in-class learning as well as required skill-building course work and requires that each student complete a field placement to build career-ready skills.

F. Pedagogical Methods

Consistent with best practices for teaching within CAS

G. Synthesizing Learning

Students are required to complete CJLS 380 a practicum placement in the field which allows students to synthesize learning from individual classes while applying that learning in the field.

H. Culminating Learning Experience (capstone, thesis, dissertation, etc.)

Students complete a senior capstone consistent with other CAS majors.

I. Student FTE Enrollment

1. Complete the following table with the anticipated number of students (FTE) for the first five years of the program (note: totals should match totals in the Fast Facts Yearly Projections)

FTE Student Enrollment

Fiscal Year (FY)	Fall	Winter	Spring	Summer	FY Total
Year One					0
Year Two					5
Year Three					7
Year Four					9
Year Five					11

J. Assessment of Learning and Teaching: While much of the assessment cannot be formulated until faculty members are hired, please indicate any tentative plans that you have at this point regarding the following issues. (See also section 7.E., consultation with OIRA)

1. Assessing student learning
Papers and exams consistent with CAS best practices.

2. Documenting student and program success, including the student learning outcomes listed in 5.A.3 above
Successful completion of the major including the senior capstone and practicum experiences that are designed as integrative and culminating experiences.

3. Assessing faculty instruction

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Consistent with CAS policies, faculty are evaluated by students at the conclusion of every class. As part of the School of Social Sciences, CJLS faculty will also participate in our peer review of teaching program. Faculty participate in regular college faculty review processes.

4. Ongoing development, evaluation, and revision of curriculum
Social sciences programs review and evaluate their curriculum for necessary updates and revisions on an annual basis.

K. Personnel (personnel salary information in Section 7.O. Human Resources)
--

1. List and describe each position (not employee or faculty name) that will be involved in the successful operation of the plan. For each position include hiring requirements (i.e. scholarship), and information about support and recruiting. Indicate if any position will be held by a current employee.
 - a. Administrator(s)
 - i. NA
 - b. Faculty
 - i. One term then, dependent upon student demand, one tenure track faculty member. Faculty member will be held to regular established tenure and promotion standards within CAS.
 - c. Staff
 - i. The proposal includes funds to increase the time of the current School of Social Sciences Internship Coordinator to accommodate the additional demands of overseeing the CJLS students.
 - d. Student Workers – includes regular student workers, interns, fellowships, etc.
 - i. Student workers are shared with all of the School of Social Sciences as per current operating procedures.

6. OUTSIDE FUNDS DEVELOPMENT

A. Describe how outside university funds will be obtained and used to help supplement or pay for the plan's implementation or ongoing financial needs
--

1. Fundraising
None
2. Grants
There are substantial Federal and State resources available to programs dealing with questions of national and domestic security. We will not be competitive for these funds until we have a program up and running.
3. Other sources
None

7. RISK MANAGEMENT

A. Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with potentially major items such as student enrollment, hiring key personnel, negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

This is a very low-risk proposal. Because of the challenge and expense of hiring Criminal Justice PhD faculty, we anticipate hiring Sociology PhD trained faculty. This is perfectly acceptable at the undergraduate level and allows us bring in faculty where we already have student demand. See exit strategy below in case of low student enrollment.

8. EXIT STRATEGY

A. Steps and Timeline for Plan Termination

1. Outline the steps that would be taken and a general timeline if the decision was made to terminate the plan.

The progress of the CJLS major should be evaluated at year three, prior to the hire of a tenure-track position. If it appears that the major has failed to attract students, this would be a natural termination point. We could hire adjuncts to teach out any necessary courses and close the major.

Alternately the major could be rolled into sociology as is the case in some schools. The major could be adjusted according to the teaching abilities of current faculty and taught that way. (For example, both Adam Rafalovich and Sarah Phillips have teaching backgrounds in criminology).

2. Identify key benchmarks for implementing the exit strategy.
Key benchmarks will be the number of enrolled majors at year three and year five.

9. BUDGET PLAN

A. The budget plan consists of a series of budget templates made up of four Excel spreadsheets in one Excel file and one narrative template in a Word file. Links to the templates are below. Directions for completing them are available in [Frequently Asked Questions](#)

1. [Excel File](#)
2. [Budget Plan Narrative template](#) (Word)

10. ACCREDITATION

A. Professional Accreditation

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1. Does this program require professional accreditation(s)?
 Yes No
 - a. If yes, list the name of the accrediting body
 - b. If yes, provide a timeline for the accreditation process and indicate where the program is in the process

B. Accreditation Standards - NA

1. What are the accreditation standards?
2. What is the plan for meeting the accreditation standards?
3. What is the timeline for meeting the accreditation standards?

C. NWCCU: If the new program you are proposing constitutes a substantive or minor change, a request must be sent to the Northwest Commission on Colleges and Universities (NWCCU) for approval. Click here for the [current standards](#).

1. Do you anticipate this proposal will be a substantive change request or minor change request?
 Substantive Change Minor Change
2. If substantive, please note NWCCU requires the completion and submission of the following form at least one month prior to submission of the change request. **Please work with the Provost's Office to submit materials to NWCCU.**
3. Does this proposal seek approval to establish a branch campus or additional location where 50% or more of a program is offered?
 Yes No
 - a. If yes, please provide the following information (required by NWCCU)
 - i. Student Services
 1. Capacity of student service to accommodate the change
 2. Implications of the change for services to the rest of the student body
 - ii. Physical Facilities
 1. Provision for physical facilities and equipment
 - iii. Library and Information Resources
 1. Adequacy and availability of library and information resources
 - iv. Faculty
 1. Analysis of the faculty and staff needed
 2. Educational and professional experience qualifications of the faculty members relative to their individual teaching assignments
 3. Anticipated sources or plans to secure qualified faculty and staff

APPENDIX A- Support Services

A. Support Areas

Proposal teams are **REQUIRED** to contact each of the areas listed below as you develop a proposal for a new program. As you meet with these areas they will assist you in accurately completing the following sections with the information needed for successful implementation of the new program.

Related support areas have been grouped together and we recommend meeting with each group initially rather than individual departments. Please be aware, it may be necessary to meet with some departments multiple times or individually in addition to the group meetings depending on the needs of your program. **The “Date of Meeting” section in the following table should be completed after each of these meetings.** In addition to the support areas listed below, contact the Office of Legal Affairs as needed.

Recruiting Services	Contact Person	Phone Ext.	Date of Meeting
Admissions - Undergraduate - Graduate - International	Karen Dunston Jon-Erik Larsen Derrick Alex	x2713 x7221 x2841	
Marketing & Communications	Tammy Spencer	x2784	
Enrollment Services	Contact Person	Phone Ext.	Date of Meeting
Advising	Gretchen Potter	x2246	
Institutional Research	Juliette Stoering	x1480	
Financial Aid	Mike Johnson	x2871	
Registrar	Anne Herman	x2777	
Student Services	Contact Person	Phone Ext.	Date of Meeting
Student Life	Will Perkins	x2120	
Facilities and Academic Support Services	Contact Person	Phone Ext.	Date of Meeting
Facilities	Harold Roark	x3060	
Library	Marita Kunkel	x1401	
University Information Services	Jim Fleming	x1510	
Financial Services	Contact Person	Phone Ext.	Date of Meeting
Budget Office	Susan Pedersen	x2017	
Business Office	Rene Vanzant	x2231	
Personnel Services	Contact Person	Phone Ext.	Date of Meeting
Human Resources	Troy Strass	x2882	
International Services	Contact Person	Phone Ext.	Date of Meeting
International Initiatives	Steve Prag	x1563	
International Student Services	Megan Serenco	x1562	

RECRUITING SERVICES

B. Admissions (including International Admissions)

1. Describe the relevant curriculum of competitors (you might include examples of curriculum and course sequences), tuition, and other fees. Include at least all competitors in Oregon and

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Washington. If possible, include the number of applicants and acceptance rates (a consultant might procure this information or it might be obtained by contacting other programs directly). CJLS students are not recruited as distinct group of students, they will be recruited along with all other undergraduates to the College of Arts and Sciences.

2. Who is responsible for the recruitment of students (undergraduate admissions, graduate and professional admissions, international, or other, if other please explain)? How many are you expecting to have recruited for the first class? Where do you see these students coming from?
Undergraduate Admissions
3. How/to whom do students apply?
Undergraduate Admissions, to CAS
4. Will international applicants be eligible to enroll in this program? If yes, will international students be offered conditional admission?
Same as admission to CAS
5. When and how will marketing messages and recruitment materials be made available to prospective students and those who might be working to support their recruitment? Will there be a need for web-based information or other marketing support?
Same as CAS
6. If health related, does the [Advantage Program](#) apply?
No
7. Do we currently, or will we at some point, have a pathway program at the undergraduate level for the program being proposed (i.e. Communication Sciences & Disorders minor to Speech and Language Pathology or Audiology, etc.)
Not currently – perhaps to forensic psych in the future.
8. Does the Admissions Office anticipate this program will require additional admissions staff
 Yes No
 - a. List the FTE required
9. Admissions Office Comments
Enter information here

C. Marketing and Communications

1. How many students will you need in the recruitment funnel to achieve your new student deposit goals and what is that goal?
Recruited as part of CAS recruitment
2. Describe your ideal prospective student, including where they will come from (demographics, geographical, degree, age range, etc., include international if applicable)
Same as CAS (ideally, super smart)

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3. What marketing and communications channels have been successful for you in similar programs or in your experiences?
Website
4. Share your thoughts on the current market and what marketing strategy you would be interested in exploring.
Fact sheet and Webpages for the major/minor
5. How would you see us differentiating ourselves from the competition and how would you see us developing a specific “niche?”
This is a criminology major offered in a liberal arts setting, but otherwise, we are not proposing a program that is particularly distinct.
6. Does your new program have a marketing budget and if so what is the actual marketing budget?
See budget spreadsheet
7. Would you like assistance developing an advertising and marketing plan?
Yes.
8. What new web content will you need for your new program? (list all by content type, about, meet the director, classes, program description, admissions pages, etc.)
Webpage and listing consistent with other majors and minors in CAS
9. What type of imagery best describes your new program?
Crime/law enforcement
10. What marketing materials will you need and when will you ideally need them? (admissions and academics)
Webpage and fact sheet
11. Will a member of your team write the content for materials needed and/or will you need assistance if available from MarCom (web, brochure, fact sheet, flier, etc.)? Marketing & Communications sometimes has the ability to assist, including writing the copy or reviewing and editing.
Already written.
12. In addition to costs for new print materials what advertising are you considering to promote your program?
Undetermined
13. Does Marketing & Communication anticipate this program will require additional Marketing & Communication staff ?
 Yes No
a. List the FTE required
14. Marketing & Communications Comments
Enter information here

ENROLLMENT SERVICES

D. Advising Office

1. What is the process for academic advising (understanding the requirements related to their programs of study and receiving timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies) for future, incoming, and current students?
Same as current CAS process.
2. Who will be responsible for academic advising for each of the following groups of students; future, incoming, and current?
Same as current CAS process.
3. Will a specific advisor be assigned to each student?
Sarah Phillips to start until a TT faculty member is available.
4. Who will be responsible for publishing the proposed program's advising information including but not limited to advising requirements, responsibilities, graduation requirements, and transfer policies?
Sarah Phillips
5. Does the Advising Office anticipate this program will require additional advising staff ?
 Yes No
 - a. List the FTE required : Advising needs an additional 1.0 FTE. Not all of that position depends upon the CJLS major, of course. This proposal includes the start of funding for this position.
6. Advising Office Comments
The Advising Center approves the new major in concept but has concerns regarding increased demands on an already short-staffed office. Based on conversations I have previously had with transfer students who did not come to Pacific, I believe the transfer student interest in this major would increase our entering transfer student numbers. New transfer students impact the Advising Center's workload dramatically due to needs for both pre-admissions advising and more demanding post admissions advising. An office of one advisor and ½ a support person can no longer meet the growing demands for advising services prompted by such new programs as Public Health, Music Therapy and along with the proposed Criminal Justice program.

E. Institutional Research

1. Will program representatives need access to various reporting channels, such as viz.ir? List any costs; setting up access to these channels requires permissions and in some cases incurs costs to the program (e.g., purchasing additional seats for Tableau server).
Sarah Phillips already has access to these data channels.
2. What are the program's assessment plans, including plans for documenting student learning outcomes as listed in 5.A.3 above? (OIRA can facilitate the new program's assessment plan

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and its connection to broader institutional processes such as program review, strategic planning, mission themes and objectives, and institutional accreditation. The earlier that OIRA is included in this planning the better it can support the program's efforts.)

Same as current practice in CAS

3. What are the program's general data analytic needs? (OIRA compiles information from a variety of data sources and has knowledge of additional ones. Discussing the new program's data needs allows OIRA to identify useful sources of information and incorporate the program's needs into upcoming data collection efforts.)
Same as current practice in CAS
4. Does the Institutional Research Office anticipate this program will require additional IR staff
 Yes No
 - a. List the FTE required
5. Institutional Research Office Comments
Enter information here

F. Financial Aid

1. Do you want your students to be able to apply for federal, state, and need-based institutional financial aid?
 Yes No
2. If instruction will be online, describe how it will be both synchronous and asynchronous.
 NA
3. Provide the details of any funded and unfunded institutional scholarships and grants to be awarded to students. Include projected tuition discount rate (total institutional aid awarded divided by gross tuition revenue). Include international students as they are not eligible for federal, state, and need-based financial aid opportunities.
 Same as CAS
4. If instruction will occur at a new campus or site, state address
 NA
5. If instruction will take place both on-campus and online, please indicate the percentage of instruction time for each

100	On-campus %
0	Online percentage %
6. Does the Financial Aid Office anticipate this program will require additional financial aid staff
 Yes No
 - a. List the FTE required
7. Financial Aid Office Comments

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[Enter information here](#)

G. [Registrar](#)

1. Will students register individually or as a cohort?
 Individually Cohort
2. Is online registration desired?
Yes, same as CAS
3. What grades/grading scheme will be used?
Same as CAS
4. In which commencement will students participate?
 May August
5. When do you anticipate the first graduate?
May 2017
6. Will honors be awarded?
 Yes No
 - a. Which? CAS Honors system
 - b. At what threshold? CAS honors system
7. What course prefix is desired?
CJLS
8. What numbering scheme is desired?
100 to 499
9. What Classification of Instructional Program ([CIP Code](#)) is suggested.
45.04 (criminology)
10. Does the Registrar's Office anticipate this program will require additional Registrar's Office staff
 Yes No
 - a. List the FTE required
11. Registrar's Office Comments
[Enter information here](#)

STUDENT SERVICES

H. [Student Life](#)

1. Do you anticipate your targeted students to utilize the following services?

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- a. Counseling Center Yes No
 - b. Health Center Yes No
 - c. Learning Support Services Yes No
 - d. Student Activities Yes No
 - e. Outback/Voyages Yes No
 - f. Graduate Student Services Yes No
2. Will your students potentially reside in on-campus housing?
Yes, same as all CAS students
 3. Do you anticipate your students will use on-campus parking?
Yes, same as all CAS students
 4. Does Student Life anticipate this program will require additional student life staff
 Yes No
 - a. List the FTE required
 5. Student Life Comments
Enter information here

FACILITIES AND ACADEMIC SUPPORT SERVICES

I. Facilities

1. List existing spaces that will be used (include classroom, lab, clinic, office, studio, storage, etc.)
Regular classroom space on FG campus
2. List furniture and equipment needs (include costs for maintenance, licensing, etc.) and indicate if costs are one-time or ongoing
Furniture for one faculty office
3. Are there construction plans for the new program?
No
4. What are the critical program construction and start dates?
NA
5. Does Facilities anticipate this program will require additional facilities staff

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Yes No

a. List the FTE required

6. Facilities Comments

[Enter information here](#)

J. Libraries and Educational Technology Services

1. Have you worked with the university librarian or designee to develop a Library Budget Plan for your program? (This involves assessment of current resources and evaluation of needed information resources.)

Not yet.

2. Is the plan developed in conjunction with the Libraries reflected in the Budget Plan Template?

There is a limited library budget in the budget plan template.

3. If your program is located at one of our “satellite” campuses (such as Eugene or Woodburn), have you consulted with the university librarian or designee about how research and instruction services will be provided?

NA

4. Have you consulted with the director of educational technology and curricular innovation or designee to determine

a. How are courses going to be delivered?

NA

b. What educational technology/instructional design support will you need?

NA

c. Are costs of any plan developed in conjunction with the director or designee is included in the Budget Plan Template?

NA

5. Does the Library anticipate this program will require additional staff for library or educational technology services?

Yes No

a. List the FTE required

6. Library Comments:

Library Resources to Support the Major in Criminal Justice

Databases - Traditional

- Use: identification of articles on criminal justice topics
- What we currently have to support the Criminal Justice major:
 - Criminal Justice package from ProQuest (formerly Criminal Justice Periodical Index)

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- Criminal Justice package from Gale.
- Google doc CJ Library Resources - Databases - Traditional Tab
 - I have listed the most common CJ databases. I indicated whether we had the database. If we did not I indicated a price for subscribing. There are some I am still waiting \$.
- Recommendations: no additional database needed

Journals:

- We have access to a large number of criminal justice journals. Our publisher ejournal packages are rich sources for CJ titles. A few titles are available through aggregators (EBSCO & Gale) most without an embargo. On one list of core CJ journals (N=18) we have access to all but 1 title.
- Google doc CJ Library Resources - Journals Core
 - Core List
 - I compiled from various sources & added our holdings
 - NCJRS Journals
 - this is a list of the titles indexed/included in the NCJRS database. I have not added all of our holdings
- Recommendations: no additional journal subscriptions needed. - but review list of cancelled journals to be sure.

Handbooks

Criminal Justice publishes literature in handbooks of various types.

- Google doc CJ Library Resources - Handbook
- I list the more common handbooks, their prices, and our holdings. This is not a current list just one that shows scope of titles & their publishers Sage, Gles, etc.
- Recommendations:
 - purchase of handbooks on list (2013 & earlier)- \$2,000
 - electronic format
 - purchase new handbooks each year (2014-) \$1,000
 - electronic format
 -

Monographs

- We have not systematically collected material in CJ. It is a popular major in many Alliance institutions so I believe our “one collection” policy will benefit students/faculty at Pacific. However, we also need to contribute our share as well.
- Still need to do: avg cost per book & # of books published each year.
- Recommendations
 - Purchase 2013 & earlier (backlist) - \$2,000
 - this does not include the handbooks listed above
 - Purchase each year \$2,000

Databases - non-Traditional

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- We should consider subscriptions to three “databases”. These are not the traditional citation/abstract databases but instead are creative compilations. These are akin to the Literature Reference Center.
- Google doc CJ Library Resources - Databases Other
- **Oxford Bibliographies: Criminology**
 - oxfordbibliographies.com/obo/page/criminology
 - “*Oxford Bibliographies in Criminology* is a much-needed online guide to the essential literature across the various subfields of criminology. It combines the best features of a high-level encyclopedia and a traditional bibliography in a style tailored to meet the needs of today’s online researchers. Each article, written and reviewed by top scholars in the field, is rich with citations and annotations, expert recommendations, and narrative pathways to the most important works for virtually all areas of criminology.”
 - Annual subscription - \$550.00; Perpetual Access Purchase: \$4400.00 (one time purchase of ?)
- **Oxford Handbooks Online: Criminology and Criminal Justice**
 - oxfordhandbooks.com/page/criminology
 - Contents (full text) of 14 Oxford handbooks. that constitute over 260 signed and peer reviewed articles, each providing a survey of the latest scholarship in a specific area of research. Articles are sortable for versatile browsing, and the full text of each article is searchable.
 - Annual subscription - \$1,060 (access to all content); Perpetual - \$2,425 (all content & we keep our purchased content)
-
- Sage may have an CJ handbooks package - I can look into this

Overall recommended purchases

	First Year	2nd Year	
Oxford Handbooks Online: Criminology and Criminal Justice	\$1,040/yr	\$1,040/yr + 6% inflation	subscription
Oxford Bibliographies: Criminology	\$550/yr	\$550/yr + 6% inflation	subscription
Handbooks - pre-2014	\$2,000		purchase
Handbooks - each year	\$1,000	\$1,000 + 6% inflation	purchase

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Monographs - pre 2014	\$2,000		purchase
Monographs - each year	\$2,500	\$2,500 + 6% inflation	purchase
Total	\$9,090	\$5,090 + 6% inflation	

K. University Information Services (UIS)

1. What are the wired and wireless infrastructure needs for the program?
NA
2. What are the computer needs for the program?
One computer for the faculty member.
3. What are the telephone needs for the program?
One telephone for the faculty member.
4. What are the copying, faxing and printing needs for the program?
Same for all CAS faculty
5. Will there be new software needed for faculty and staff in the new program?
No
6. Will there be new clinical software needs or Software as a Service applications needed for the program?
No
7. Will new classrooms be needed for the program? (Smart classrooms?)
No
8. What are the audio/visual needs for the program?
Typical classroom set up on FG campus.
9. Will you need after hours support from UIS for your students or faculty?
No
10. Does UIS anticipate this program will require additional UIS staff?
 Yes No
 - a. List the FTE required

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11. University Information Services Comments
[Enter information here](#)

FINANCIAL SERVICES

L. [Budget Office](#)

1. Will there be start-up funds for faculty to do research? If so, include in the budget and describe here. Not until a tenure track faculty member is hired. Start up funds are included in the budget template.
2. Please identify the expenses in the financial plan that are one-time vs. ongoing. Moving, search and start-up funds are one time.
3. Does the Budget Office anticipate this program will require additional Budget Office staff?
 Yes No
 - a. List the FTE required
4. Budget Office Comments
[Enter information here](#)

M. [Business Office](#)

1. Describe the billing cycle (determined in conjunction with the Business Office)
Same as CAS
2. If the program has a clinic, explain the billing system (developed in conjunction with UIS). Include all accepted methods of payment
NA
3. Does the Business Office anticipate this program will require additional Business Office staff ?
 Yes No
 - a. List the FTE required
4. Business Office Comments
[Enter information here](#)

PERSONNEL SERVICES

N. [Human Resources](#)

1. Salary ranges are determined by HR. State the date you met with Human Resources to complete the position detail in the budget spreadsheet for each position being hired.
No meeting yet.

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- Complete the following table with the requested information for each position being hired (to be completed in conjunction with HR, add additional rows as needed)

Position	Anticipated Hire Date	Faculty, Staff, or Administrator	Title	Rank	FTE	Salary Range	Variables	Scheduled Months Worked (i.e. 9 of 12)
Term Fac	Aug 2015 start	Faculty	Asst Prof	Assistant or Instructor	1	43,000 – 45,000	degree	9
TT Fac	Aug 2018 start	Faculty	Asst Prof	Assistant	1	55,000 to 60,000	Experience and market demand	9

- Will you be recruiting internationally as well as domestic?
 Yes No
- Are any of the salaries funded through grants?
 No
- Does Human Resources anticipate this program will require additional Human Resources staff
 Yes No
 - List the FTE required
- Human Resources Office Comments
[Enter information here](#)

INTERNATIONAL SERVICES

O. International Programs
--

- Does your program need to have a [petition](#) filed on its behalf to the Student & Exchange Visitor Program in order for non-citizens in need of immigration sponsorship to enroll?
 I don't think so.
- Does the proposed campus for your program have [government approval](#) for international students?
 Yes
- Does your program anticipate partnering with any institutions overseas for either the [direct enrollment](#) or [exchange of students](#)?
 No
- Does your program anticipate sending Pacific students outside the US for any educational or work placement/clinical experience?

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No

5. Does your program require off-campus clinical experience or employment (compensated or not)?
Yes – students do a practicum, but it is not paid.
 - a. Are required off-campus clinical training or work experience placements determined by program faculty/staff or by national match process?
Determined by the Social Sciences Internship Coordinator
6. Will your program offer any sort of provisional or restricted admission to students who are academically qualified in all areas other than English proficiency?
Same as CAS policy
7. (If Applicable) Does your program's state licensing board require any particular immigration status in order for students to study in your program?
NA
8. Does International Programs anticipate this program will require additional IP staff?
 Yes No
 - a. List the FTE required
9. International Programs Comments
[Enter information here](#)

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APPENDIX B- SUMMARY OF FEEDBACK

Contact the Administrative Aid to University Governance king@pacificu.edu with questions about completing the Summary of Feedback. For each group that reviews this document a summary of feedback must be included. Inserting relevant sections of minutes is recommended.

1. Department
None
2. School or Program
None
3. College Curriculum Committee
None
4. President's Cabinet
Initial review, July 2014, told to move ahead, budget not approved yet.
5. University Curriculum and Standards Committee
Include a copy of the Curriculum and Standards Committee Report to the Faculty Senate
6. Implementation Review Committee
Include a copy of the Implementation Review Committee Report to the University Council
7. College
Approved new major. Request to see IO proposal. Scheduled for September faculty meeting
8. Other Colleges (if applicable)
Enter information here
9. University Council
Enter information here
10. Staff Senate
Enter information here
11. Faculty Senate
Enter information here

Pacific University
Budget Plan Revenues and Expenditures Summary for Proposed Investment Opportunity

A	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
1	Only input into yellow highlighted cells as applicable. Don't change other cells.										Formula Cells -- Do not change green cells.										
2																					
3	Area (Dept/College): CAS- SSS																				
4	Initiative Name: Criminal Justice, Law and Society major/minor																				
5	Year 1 FY 2015/16				Year 2 FY 2016/17				Year 3 FY 2017/18				Year 4 FY 2018/19				Year 5 FY 2019/20				5 Yr Total
6	Date: 07/2/2014 - 3% annual increases																				
7	REVENUES																				
8			3.0%		3.0%		3.0%		3.0%		3.0%										
9			38,510																		
10	0		39,665		5		40,855	204,276	7		42,081	294,566	9		43,343	390,090	11		44,644	491,080	1,380,013
11	0		39,665		0		40,855		0		42,081		0		43,343		0		44,644		-
12	0		39,665		0		40,855		0		42,081		0		43,343		0		44,644		-
13	0		39,665		0		40,855		0		42,081		0		43,343		0		44,644		-
14	Sub-total Undergrad Tuition				5 0		204,276		7 0		294,566		9 0		390,090		11 0		491,080		1,380,013
15	Financial Aid - Undergrad (assumes 50%)																				
16			39,665				40,855				42,081				43,343				44,644		-
17			39,665				40,855				42,081				43,343				44,644		-
18			39,665				40,855				42,081				43,343				44,644		-
19	Sub-total Grad Tuition				0 0		-		0 0		-		0 0		-		0 0		-		-
20	Financial Aid - Grad (enter as a negative number)																				
21	Contra Tuition Revenue - Stdnt Gov't (FY 14/15 = \$75) (enter as negative)																				
22	Contra Tuition Revenue - Recreation Fee (FY 14/15 = \$66) (enter as negative)																				
23			39,665				40,855				42,081				43,343				44,644		-
24			39,665				40,855				42,081				43,343				44,644		-
25			39,665				40,855				42,081				43,343				44,644		-
26	Sub-total PhD Tuition				0 0		-		0 0		-		0 0		-		0 0		-		-
27	Financial Aid - PhD (enter as a negative number)																				
28	Contra Tuition Revenue - Stdnt Gov't (FY 14/15 = \$75) (enter as negative)																				
29	Contra Tuition Revenue - Recreation Fee (FY 14/15 = \$66) (enter as negative)																				
30	Fees																				
31	Clinic																				
32	Other																				
34	0	0			5	0		102,138	7	0		147,283	9	0		195,045	11	0		245,540	690,007
35	EXPENDITURES																				
36	Salary and Wages -- to save costs, consider sequencing the positions or have mid-year hires; complete the Payroll Positions spreadsheet to show payroll details																				
37	Faculty:																				
38	1.0		45,000	1.0			46,350	1.0			47,741	1.0			60,000	1.0			61,800	260,891	
39	0.0			0.0			15,000	0.0			15,000	0.0			20,000	0.0			25,000	75,000	
40	0.0			0.0				0.0				0.0				0.0					-
41	Clinical Faculty																				
42			15,750				21,473				21,959				28,000				30,380	117,562	
43	Start Up Costs:																				
44			5,000												5,000					10,000	
45	Other faculty payroll expenses																				

Pacific University
Budget Plan Revenues and Expenditures Summary for Proposed Investment Opportunity

A	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
1	Only input into yellow highlighted cells as applicable. Don't change other cells.										Formula Cells -- Do not change green cells.										
2																					
3	Area (Dept/College): CAS- SSS																				
4	Initiative Name: Criminal Justice, Law and Society major/minor																				
5																					
46	Staff (All Non-Faculty):																				
47	0.0		5,000	1.0			5,150	1.0			5,304	1.0			5,463	1.0			5,464	26,381	
48	0.0		-	0.0			-	0.0			-	0.0			-	0.0			-	-	
49	0.0		10,000	0.0			10,300	0.0			10,609	0.0			10,927	0.0			11,255	53,091	
50			5,250				5,408				5,570				5,737				5,852	27,815	
51			5,000				5,000				5,000				5,000					20,000	
52	Start Up Costs:																				
53	Moving or other expenses (one time expenses)																				
54	Other staff payroll expenses																				
56	1.0		91,000	2.0			108,680	2.0			111,183	2.0			140,127	2.0			139,751	590,740	
57																					
58	Other (ongoing and one-time expenses):																				
59	Contractual Services																				
60	Lease or Rental Contracts																				
61			9,090				5,090				5,243				5,400				5,562	30,385	
62			5,000				5,150				5,305				5,464				5,628	26,546	
63	Research Start Up Funds																				
64																					
65																					
67			14,090				10,240				10,547				20,864				11,190	66,930	
68																					
69	Budget Pool (ongoing and one-time expenses):																				
70	General Supplies & Services:																				
71			5,000												5,000					10,000	
72			1,500				1,545				1,591				1,639				1,688	7,964	
73			500				515				530				546				563	2,655	
74			1,000												1,500					2,500	
75	Repairs & Maintenance																				
76			5,000								5,000									10,000	
77			1,000				1,030				1,061				1,093				1,126	5,310	
78																					
79																					
80																					
82			14,000				3,090				8,183				9,778				3,377	38,428	
83																					
84	Capital Outlay - (items costing \$5,000 or more):																				
85	Operating Capital--funded by normal operating funds:																				
86			5,000												5,100					10,100	
87	Capital improvements--remodels, renovations, etc.																				
88	Capital Reserve - to repair/replace Capital items in the future																				
90			5,000				-				-				5,100				-	10,100	
92	Total Expenditures																				
94	Gross Margin (Net Rev & Exp)																				
95			(124,090)				(19,872)				17,371				19,177				91,223	(16,192)	
96			#DIV/0!				-19%				12%				10%				37%	-2%	
97	Indirect Cost Allocation (20% of Non-Capital Expenses)																				
99			23,818				24,402				25,983				34,154				30,863	139,220	
99			(147,908)				(44,274)				(8,612)				(14,977)				60,359	(155,411)	
100			#DIV/0!				-43%				-6%				-8%				25%	-23%	
101																					
102	Cumulative Overall Net Margin																				
			(147,908)				(192,182)				(200,794)				(215,771)				(155,411)		