

**MEMORANDUM**

TO: Don Crowley, Faculty Secretary  
Randall Teal, Chair

FROM: Chuck Staben, President 

DATE: January 26, 2016

SUBJECT: General Policy Report #62

In response to your memo of January 12, 2016, and pursuant to *Faculty-Staff Handbook* (FSH) section 1420, I hereby approve the items presented in the policy report attached to your memo as follows:

**APPROVED WITHOUT COMMENT:**

UCC Catalog Changes:

- **FS-16-020** (UCC-16-022b): CLASS – Sociology - Criminology – distance
- **FS-16-024** (UCC-16-022f): CLASS – Public Administration – distance
- **FS-16-025** (UCC-16-020): LAW – Masters of Law (LL.M.)

## **GENERAL POLICY REPORT #62**

**December 16, 2015**

The items listed below (approved by Faculty Senate) will be considered to have the necessary faculty approval unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate by January 8, 2016. As a rule, if no petition is received within 14 days, the report will be submitted to the president for approval and transmittal to the regents, if regents' action is required. In this case the 14 days has been extended due to the winter break. If a petition is received, the report will be referred to the Faculty Senate. On referred items, Faculty Senate may: (1) affirm the action and report it to a meeting of the university faculty, (2) amend the action and report it to a meeting of the university faculty, or (3) rescind the action.

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

- FS-16-020 (UCC-16-022b): CLASS – Sociology - Criminology – distance
- FS-16-024 (UCC-16-022f): CLASS – Public Administration – distance
- FS-16-025 (UCC-16-020): LAW – Masters of Law (LL.M.)

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

Questions can be directed to Don Crowley, Faculty Secretary by phone at 885-6151 or via email at [crowley@uidaho.edu](mailto:crowley@uidaho.edu) or Randall Teal, Faculty Senate Chair, at [rteal@uidaho.edu](mailto:rteal@uidaho.edu).

## Idaho State Board of Education

### Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	September 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	CLASS
Name of Department(s) or Area(s):	Sociology and Anthropology

**Program Identification for Proposed New, Modified, or Discontinued Program:**

Title:	Sociology, Criminology emphasis		
Degree:	BS		
Method of Delivery:	Distance delivered		
CIP code (consult IR /Registrar)	45.1101		
Proposed Starting Date:	Fall 2016		
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/>	<input type="checkbox"/> Statewide Responsibility

**Indicate whether this request is either of the following:**

- |   |  |
|---|--|
| <input type="checkbox"/> New Program/major                    | <input type="checkbox"/> Expansion of an Existing Program            |
| <input type="checkbox"/> New Off-Campus Instructional Program | <input type="checkbox"/> Discontinuance of an Existing Program       |
| <input type="checkbox"/> Contract Program/Collaborative       | <input checked="" type="checkbox"/> Other : Adding delivery modality |
| <input type="checkbox"/> Consolidation of an Existing Program |  |

College Dean (Institution) _____	Vice President for Research ( <b>as applicable</b> ) _____
Date	Date
Graduate Dean ( <b>as applicable</b> ) _____	State Administrator, SDPTE ( <b>as applicable</b> ) _____
Date	Date
Chief Fiscal Officer (Institution) _____	Academic Affairs Program Manager _____
Date	Date
Chief Academic Officer (Institution) _____	Chief Academic Officer, OSBE _____
Date	Date
President _____	SBOE/OSBE Approval _____
Date	Date

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

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

This is a proposal to establish a distance delivered bachelor's degree in sociology with an emphasis in criminology ("soc-crim"). While the University of Idaho currently offers a B.A./B.S. degree in soc-crim to residential students, there is potentially regional and state-level demand for a distance delivered criminology degree among three groups: (1) *Adult learners and criminal justice professionals* looking to advance their careers by earning a bachelor's degree; (2) *Students with an A.A. in criminal justice* who would like to finish a bachelor's degree; and, (3) *Place-bound students in Idaho and the Pacific Northwest with affective ties to the University of Idaho* but whose life circumstances prevent them from attending school in Moscow, Idaho. It will not replace any existing program.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

Offering the sociology-criminology emphasis via distance delivery expands the availability of one of the most popular majors on campus. In practical terms it will also serve an identified need for citizens employed in Idaho's law enforcement and correctional agencies and place-bound students who would like to finish their degrees or build off of their Associates degree. Learning outcomes for the program are the same as identified for students pursuing a sociology degree and particularly align with University learning outcomes #1 (learn and integrate), #2 (think and create) and #5 (practice citizenship)

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The distance program will not require specialized accreditation. There is no nationally or regionally recognized body that accredits Soc/crim programs. Program evaluation would be conducted as part of regular departmental review of majors and minors.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

New courses will not be added to the curriculum, what is being created is the distance delivery of existing courses. List below identifies existing courses that will need to be developed for distance delivery.

1	SOC411	Social Data Analysis
2	SOC331	Criminological Theory
3	SOC 311	Development of Social Theory
4	SOC332	Punishment & Society
5	SOC334	Police and Social Control
6	SOC420	Sociology of Law

7	SOC439	Inequalities in the Justice System
8	SOC330	Juvenile Delinquency
9	SOC427	Racial and Ethnic Relations
10	SOC335	Terrorism, Justice, and Society
11	SOC336	Comparative Justice Systems
12	SOC427	Racial and Ethnic Relations
13	SOC333	White Collar Crime
14	SOC338	Regulation of Vice

5. Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Credit hours required	36
Credit hours in institutional general education or core curriculum:	32
Credit hours in required electives:	52
<b>Total credit hours required for degree program:</b>	<b>120</b>

6. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

Senior Capstone is required for the degree. The capstone is Soc. 401 Justice Policy issues

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

There are currently no other public or non-profit universities in Idaho that that offer a completely distance delivered bachelor's degree in criminology or criminal justice.

**Degrees/Certificates offered by school/college or program(s) within disciplinary area under review**

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	AA, BA, BS, MA	Criminal justice	
CSI	AA	Criminal Justice	
CWI	AA	Criminal Justice	
EITC		None	
ISU	AA/Cert	Criminal justice	
LCSC	BA, BS	Justice Studies	
NIC	AA	Criminal Justice	

UI	BA,BS	Sociology-Criminology	
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**8. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

Enrollment projections are based on two methodologies. First, an online survey of 20 police and correctional agencies/divisions in the state. Second, in-depth interviews with the criminal justice program coordinators at each of the state's community colleges. Information in Appendix B summarizes the findings

**9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current (2014)	Year 1 Previous	Year 2 Previous	
BSU							
ISU							
LCSC							
UI	148	152	152	26	44	27	
CSI							
CWI							
EITC							
NIC							

Note: graduation numbers are for soc/crim only. All soc. Majors graduating during the same time period are 59, 79, 67.

**10. Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No, the expectation is that by offering the degree via distance delivery we are making the program available to new audiences that cannot otherwise be served.

**11. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

The Bureau of Labor Statistics (BLS) estimates that protective services jobs (e.g., jobs in law enforcement, corrections, and other justice-related services) will grow by 7.9% in the U.S. between 2012-2022 with approximately 1.1 million job openings created through growth and replacement needs. Labor market growth in

protective services industry jobs is projected to be slightly stronger in Idaho. In 2012, there were 12,958 protective service jobs in Idaho with a projected 10-year growth estimate of 9.8% over ten years (to 14,222 jobs). The BLS estimates that Idaho will see an average of 506 yearly job openings in this field due to occupational growth and replacement.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
<b>Local (Regional)</b>	Not available	Not available	Not available
<b>State</b>	506	506	506
<b>Nation</b>	110,000	118,690	128,067

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

Estimates are based on Bureau of Labor Statistics, *Employment by major occupational group, 2012 and projected 2022*. Retrieved from: [http://www.bls.gov/emp/ep\\_data\\_occupational\\_data.htm](http://www.bls.gov/emp/ep_data_occupational_data.htm) and Idaho Department of Labor, *Idaho 2012-2022 Long Term Occupational Projections*. Retrieved from: <http://lmi.idaho.gov/projections>.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The proposed change provides enhanced opportunities for people throughout the state to either further their education or complete degrees. Such opportunities contribute to the Board of Education's goal of raising the percentage of Idahoans completing their college degree.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The proposed change is intended to meet employment needs but it is also intended to provide learning opportunities for place-bound citizens in an area of considerable student demand.

- 12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

The proposed program is distance-education delivery. The University of Idaho uses the Blackboard (BbLearn) course management system for distance delivered courses. It is accessible to students who have access to the internet

- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas.** *This question is not applicable to requests for discontinuance.*

The proposed program contributes to the university's mission through expanded delivery of a degree program that is of value to the state's citizens and contributes to goals 1, 2 and 3 in the strategic plan. It is a program that that makes access to our sociology/criminology degree available to citizens throughout the state, training students for careers in law enforcement, corrections, and other justice-related fields.

14. Describe how this request fits with the institution’s vision and/or strategic plan. *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1 objective A, build adaptable curricula	Program is creating new delivery of curricula to reach a broader segment of Idaho’s population. Proposal makes a high demand program available to a significant place-bound population
Goal 2, Objective B: Strengthen Partnerships	A distance program will build connections with many law enforcement agencies in the state needing additional training for employees as well as foster connections with community colleges throughout the state.

15. Is the proposed program in your institution’s 5-year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes \_\_\_\_\_ No  x

If not on your institution’s 5-year plan, provide a justification for adding the program.  
This is not a new program request. It is a request to add program modality.

16. Explain how students are going to learn about this new program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

Students will be recruited to the program from two places, the state’s community college system and through the state’s law enforcement and correctional agencies. As noted above faculty have already been in contact with both entities. As program is implemented there will be an accompanying advertising campaign specifically targeting those audiences.

17. Program Resource Requirements. Using the Excel spreadsheet provided by the Board office indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**a. Personnel Costs**

**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Year 1

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
New assistant professor	62,000	1.0	270	18
New assistant professor	62,000	1.0	270	18

Year 2

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
New assistant professor	62,000	1.0	540	38
New assistant professor	62,000	1.0	540	38

Year 3

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
New assistant prof	62,000	1.0	594	42
New assistant prof	62,000	1.0	594	42

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

### Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Half time program manager/advisor will work with department faculty to manage the advising/support needs of the added students in the program.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Half time advisor	20,000	.5	100%

### b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Travel funding will support faculty and/or advisor travel to community colleges throughout the state, both for ongoing recruitment and to continue to build at seamless 2+2 transition. It is also expected that travel will periodically be necessary to visit law enforcement and correctional agencies.

Materials funding will support/develop advertising and promotional materials for the program.

Additional support for program development can be covered by the web fees generated by the courses being

offered. Given the scope of the expansion it is expected that there will be unanticipated expenses associated with starting such a program.

**c. Capital Outlay**

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

\$2000.00 is requested as ongoing support for the program and increased student demand for access to online resources.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Through online access to journals

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Funds are requested to purchase laptop computers for the two faculty and staff/advisor.

**d. Revenue Sources**

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There will be no reallocation of existing state appropriations. An initial startup allocation will be provided internally, and thereafter the revenue generated by the program will be sufficient to cover expenses.

Students will be charged the regular distance tuition and fees as approved by the SBOE annually. In addition, students will pay the regular \$35.00 per credit online course fee.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

There will be no funding from other sources.

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

- (5) Provide estimated fees for any proposed professional or self-support program.

N/A

## **Appendix A: Sociology Curriculum/Criminology Emphasis**

Sociology (B.A. or B.S.)

Required course work includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree and the following courses (electives must be approved by the student's advisor):

Anth 100 Introduction to Anthropology (3 cr)

Soc 101 Introduction to Sociology (3 cr)

Soc 311 Development of Social Theory (3 cr)

Two of the following (6 cr):

Soc 411 Quantitative Social Science Methods (3 cr)

Soc 413 Qualitative Social Science Methods (3 cr)

Stat 251 Statistical Methods (3 cr)

Related fields (e.g. anthropology, economics, environmental science, geography, history, political science, psychology, statistics, and women's and gender studies) (12 cr)\*

One of the following (3 cr):

Soc 423 Sociology of Prosperity: Social Class and Economics in the 21st Century (3 cr)

Soc 424 Sociology of Gender (3 cr)

Soc 427 Racial and Ethnic Relations (3 cr)

Soc 439 Inequalities in the Justice System (3 cr)

One of the following (3 cr):

Soc 340 Social Change & Globalization (3 cr)

Soc 341 Science, Technology, and Society (3 cr)

Soc 343 Power, Politics, and Society (3 cr)

Soc 465 Environment, Policy, and Justice (3 cr)

\*Note: Must be approved by student's advisor

Select one of the following emphases:

A. Criminology

Soc 260 Intro to Deviance and Crime (3 cr)

Soc 331 Criminology Theory (3 cr)

Soc 461 Capstone: Justice Policy Issues (3 cr)

One of the following (3 cr):

PolS 467 Constitutional Law (3 cr)

PolS 468 Civil Liberties (3 cr)

PolS 469 The Judicial Process (3 cr)

- Soc 420 Sociology of Law (3 cr)
- Selected upper-division emphasis electives (12 cr):
- Soc 315 Community Service Learning (1-4 cr, max 4)\*\*
- Soc 325 Family, Violence, and Society (3 cr)
- Soc 330 Juvenile Delinquency (3 cr)
- Soc 332 Sociology of Punishment (3 cr)
- Soc 333 Elite and White Collar Crime (3 cr)
- Soc 334 Police and Social Control (3 cr)
- Soc 335 Terrorism, Society and Justice (3 cr)
- Soc 336 Comparative Criminal Justice Systems (3 cr)
- Soc 337 Violence and Society (3 cr)
- Soc 338 Regulation of Vice (3 cr)
- Soc 339 Crime and the Media (3 cr)
- Soc 344 Urban Sociology (3 cr)
- Soc 345 Extremism and American Society (3 cr)
- Soc 403 Workshop (cr arr)
- Soc 404 Special Topics (cr arr)
- Soc 420 Sociology of Law (3 cr)
- Soc 439 Inequalities in the Justice System (3 cr)
- Soc 450 Dynamics of Social Protest (3 cr)
- Soc 465 Environment, Policy, and Justice (3 cr)
- Soc 498 Internship (1-6 cr, max arr)\*\*
- Soc 499 Directed Study (cr arr)\*\*

Courses to total 120 credits for this degree

\*\*Note: A maximum of 3 credits may be earned in Soc 315, Soc 498, and Soc 499, respectively

## Appendix B: survey data summary

In order to estimate the level of demand for a distance delivered criminology degree program, sociology faculty distributed a brief online survey to a purposive sample of twenty police and correctional agencies/divisions in Idaho. Eleven of the twenty agencies completed the survey (55% response rate).

The first section of the survey asked the respondents about their agency's education-related hiring requirements and support for higher education. Eight of the eleven respondents indicated that only a high school diploma or its equivalent is required for newly hired officers (see Table 1). Many of the agencies, however, reported that their department encourages its officers to complete additional education beyond the minimum standards (8 of 11). Just under half of the agencies provide direct financial benefits (e.g., tuition reimbursement) to officers who pursue education beyond the minimum requirements. In addition, several respondents from departments that do not offer direct financial incentives indicated that their agencies provide strong indirect incentives, such as giving officers with four-year degrees extra points on competitive promotional exams, which makes it more likely that they will achieve higher salaries through promotion.

**Table 1: Agency Support for Continuing Officer Education**

Question	Number	Percent
What are the minimum educational requirements to be hired as a sworn officer in your department (excluding P.O.S.T. certification)?		
High School Diploma	8	73%
Associate of Arts (60 credit hours)	3	27%
Bachelor's Degree	0	0%
Does your department encourage its officers to complete additional education beyond the minimum hiring requirements?		
Yes	8	73%
No	3	27%
Does your department offer financial incentives for officers or staff to pursue additional education beyond the minimum hiring requirements?		
Yes	4	36%
No	7	64%

The second section of the survey included several questions that were designed to allow us to generate rough estimates of the number of officers who might be interested in taking distance delivered criminology courses. The first question in this section asked the respondents to estimate number of officers in their department who might be interested in taking distance delivered classes. The second question asked them to report the total number of officers working for their department. Altogether, the respondents reported that the agencies employed a total of 2,560 officers (see Table 2). At the same time, the respondents estimated that 443 officers across the

eleven agencies would be interested in taking distance delivered classes in criminology, resulting in an estimated 17% of the officers working for the responding agencies who might be interested in enrolling in a distance delivered criminology program. If we project that percentage on to the Idaho's population of 12,958 individuals working in the State's protective services occupations, then we can estimate that approximately 2,203 individuals working in this field in Idaho may consider enrolling in a distance delivered program in criminology. Of course, that figure is a rough estimate and only represents a possible pool of individuals who might be interested in enrolling in a distance criminology program. However, if marketing and outreach efforts can draw in 2% of that pool on a yearly basis, then the distance program could expect to enroll a minimum of 44 criminal justice professionals per year in the program.

In their written comments at the end of the survey, several respondents indicated that two common barriers prevent officers from enrolling in university programs. First, their non-traditional work schedules make it difficult to enroll in traditional or blended classes. Second, several respondents noted that distance classes tend to be too expensive. We believe that these issues create an opportunity for the University of Idaho. First, the current per credit cost for the UI is lower for in-state students than our potential market competitors. Second, the distance soc-crim program will build in the flexibility that working criminal justice professionals need to complete their degrees.

**Table 2: Agency Estimates for Officers Interested in Taking Distance Delivered Classes**

<b>Estimates</b>	<b>Number</b>
Total number of officers working for the eleven responding agencies/divisions?	2,560
<i>Estimated</i> number of officers interested in taking online criminology classes?	443
<b><i>Estimated</i> percentage of officers interested in taking online criminology classes?</b>	<b>17%</b>
Total Idaho employment in protective services occupations (2012)	12,958
<b><i>Estimated</i> number of individuals working in Idaho's protective services occupations that may consider enrolling in an online criminology program</b>	<b>2,203</b>

The final section of the agency survey asked the respondents to identify the types of courses and skills that officers might look for in a distance delivered criminology program. Overall, the respondents indicated that the classes and skills that officers are looking for as similar to the classes and skills already emphasized in the residential soc-crim program. For example, the most commonly mentioned classes included juvenile delinquency, policing, corrections, constitutional law, criminal law, and deviance (see Table 3). In addition, the kinds of skills most frequently mentioned by the respondents are the same types of skills that the residential program currently emphasizes (i.e., critical thinking, writing, problem-solving, and communication skills) and which will be built into the

distance delivered degree. Taken as a whole, this indicates to us that the distance criminology program will have the characteristics that should be attractive to criminal justice professionals looking to complete a four-year degree.

**Table 3: Reported Desired Classes and Skills Training in a Four-Year Criminology Program**

Desired Classes	Desired Skills
Juvenile Justice*	Critical Thinking
Policing*	Communication/Verbal Skills
Constitutional Law*	Writing
Criminal Law*	Problem Solving
Research/Crime Analysis*	Research and Analysis Skills
Corrections*	Leadership Skills
Deviance*	
Drugs/Alcohol/Vice Crime*	
Leadership	
Mental Health and Crime	
Interpersonal Communication	
Cultural Competency	
Conflict Management	

Table Notes: An asterisk indicates a class already offered through the UI's residential criminology program.

### Interviews with Community College Criminal Justice Program Coordinators

One of the other important potential sources of demand for a distance delivered criminology program in the Idaho comes from students enrolled in two-year criminal justice programs who would like to complete a four-year degree. To gauge the potential market demand among Idaho community college students, sociology faculty completed phone interviews with the faculty coordinators for the criminal justice programs at Idaho's three community colleges—the College of Western Idaho (CWI), the College of Southern Idaho (CSI), and the Northern Idaho College (NIC).

All three coordinators were strongly supportive of the idea of a four-year criminology program at the University of Idaho and each coordinator indicated that they believed there would be strong demand among their students for the program. After consulting with their respective offices for institutional research, the coordinators provided the following figures. There are over 1,000 students enrolled in two-year criminal justice programs in the state (485 at CWI, 290 at CSI and 240 at NIC). A little over 100 students graduated out of these programs in 2014 (50 at CWI, 30 at CSI and 23 at NIC). Each college contact estimated that about one-half (50%) of all students were interested in a 4-year distance program in criminology, criminal justice or justice studies. From this estimate, we can roughly infer that an additional 50 graduates from a 2-year program in the state would be interested in a distance 4-year degree program in 2014.

**PROGRAM RESOURCE REQUIREMENTS**

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

<b>I. PLANNED STUDENT ENROLLMENT</b>									
		<b>FY</b>	<b>2017</b>	<b>FY</b>	<b>2018</b>	<b>FY</b>	<b>2019</b>	<b>Cumulative Total</b>	
		<b>FTE</b>	<b>Headcount</b>	<b>FTE</b>	<b>Headcount</b>	<b>FTE</b>	<b>Headcount</b>	<b>FTE</b>	<b>Headcount</b>
A. New enrollments		38	50	76	100	84	110	198	260
B. Shifting enrollments		0	0	0	0	0	0	0	0
<i>budgeting assumptions: Student count based on 60 percent full time students (12 credits) and 40 percent part time students (6 credits)</i>									
<b>II. REVENUE</b>									
		<b>FY</b>	<b>2017</b>	<b>FY</b>	<b>2018</b>	<b>FY</b>	<b>2019</b>	<b>Cumulative Total</b>	
		<b>On-going</b>	<b>One-time</b>	<b>On-going</b>	<b>One-time</b>	<b>On-going</b>	<b>One-time</b>	<b>On-going</b>	<b>One-time</b>
1. Appropriated (Reallocation)								\$0.00	\$0.00
2. Appropriated (New)								\$0.00	\$0.00
3. Federal								\$0.00	\$0.00
4. Tuition		\$267,540.00		\$535,080.00		\$588,588.00		\$1,391,208.00	\$0.00
5. Student Fees		\$27,300.00		\$54,600.00		\$60,060.00		\$141,960.00	\$0.00
6. Other (Specify)*		\$33,600.00		\$67,200.00		\$73,920.00		\$174,720.00	\$0.00
	<b>Total Revenue</b>	<b>\$328,440.00</b>	<b>\$0.00</b>	<b>\$656,880.00</b>	<b>\$0.00</b>	<b>\$722,568.00</b>	<b>\$0.00</b>	<b>\$1,707,888.00</b>	<b>\$0.00</b>
<i>Distance Tuition Rates used: 3185 FT &amp; 318.50 per credit</i>									
<i>*Distance education fee \$35.00/credit. Budgeting assumptions based on 60 percent full time students (12 cr.) and 40 percent part time students (6 cr.)</i>									
<b>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</b>									
<b>One-time is defined as one-time funding in a fiscal year and not part of the base.</b>									

III. EXPENDITURES									
	FY	2017	FY	2018	FY	2019	Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
<b>A. Personnel Costs</b>									
1. FTE	2.0		2.0		2.0		6.00	0.00	
2. Faculty	\$124,000.00		\$124,000.00		\$124,000.00		\$372,000.00	\$0.00	
3. Administrators							\$0.00	\$0.00	
4. Adjunct Faculty							\$0.00	\$0.00	
5. Instructional Assistants							\$0.00	\$0.00	
6. Research Personnel							\$0.00	\$0.00	
7. Support Personnel	\$20,000.00		\$20,000.00		\$20,000.00		\$60,000.00	\$0.00	
8. Fringe Benefits	\$47,024.00		\$47,024.00		\$47,024.00		\$141,072.00	\$0.00	
9. Other:							\$0.00	\$0.00	
<b>Total FTE Personnel and Costs</b>	<b>\$191,024.00</b>	<b>\$0.00</b>	<b>\$191,024.00</b>	<b>\$0.00</b>	<b>\$191,024.00</b>	<b>\$0.00</b>	<b>\$573,072.00</b>	<b>\$0.00</b>	
support personnel: 1/2 time advisor/program manager for online students									
	FY	2017	FY	2018	FY	2019	Cumulative Total		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
<b>B. Operating Expenditures</b>									
1. Travel	\$5,000.00		\$5,000.00		\$5,000.00		\$15,000.00	\$0.00	
2. Professional Services							\$0.00	\$0.00	
3. Other Services							\$0.00	\$0.00	
4. Communications							\$0.00	\$0.00	
5. Utilities							\$0.00	\$0.00	
6. Materials and Supplies	\$3,000.00		\$3,000.00		\$3,000.00		\$9,000.00	\$0.00	
7. Rentals							\$0.00	\$0.00	
8. Repairs & Maintenance							\$0.00	\$0.00	
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00	
10. Miscellaneous							\$0.00	\$0.00	
<b>Total Operating Expenditures</b>	<b>\$8,000.00</b>	<b>\$0.00</b>	<b>\$8,000.00</b>	<b>\$0.00</b>	<b>\$8,000.00</b>	<b>\$0.00</b>	<b>\$24,000.00</b>	<b>\$0.00</b>	

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$2,000.00		\$2,000.00		\$2,000.00		\$6,000.00	\$0.00
2. Equipment	\$0.00	\$4,500.00	\$0.00		\$0.00		\$0.00	\$4,500.00
<b>Total Capital Outlay</b>	<b>\$2,000.00</b>	<b>\$4,500.00</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$6,000.00</b>	<b>\$4,500.00</b>
<b>D. Capital Facilities Construction or Major Renovation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>E. Indirect Costs (overhead)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL EXPENDITURES:</b>	<b>\$201,024.00</b>	<b>\$4,500.00</b>	<b>\$201,024.00</b>	<b>\$0.00</b>	<b>\$201,024.00</b>	<b>\$0.00</b>	<b>\$603,072.00</b>	<b>\$4,500.00</b>
<b>Net Income (Deficit)</b>	<b>\$127,416.00</b>	<b>-\$4,500.00</b>	<b>\$455,856.00</b>	<b>\$0.00</b>	<b>\$521,544.00</b>	<b>\$0.00</b>	<b>\$1,104,816.00</b>	<b>-\$4,500.00</b>

## Idaho State Board of Education

### Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	October 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	Department of Political Science

**Program Identification for Proposed New, Modified, or Discontinued Program:**

Title:	Online Master of Public Administration Program		
Degree:	Master of Public Administration		
Method of Delivery:	Distance Delivered		
CIP code (consult IR /Registrar)	44.0401		
Proposed Starting Date:	Fall 2016		
Indicate if the program is:	X	Regional Responsibility	Statewide Responsibility

**Indicate whether this request is either of the following:**

- |  |  |
|--|--|
| <input type="checkbox"/> New Graduate Program            | <input type="checkbox"/> Contract Program/Collaborative  |
| <input type="checkbox"/> New Doctoral Program            | <input checked="" type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program<br><b>(new learning modality)</b> |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program  |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program  |

College Dean (Institution) _____	Vice President for Research ( <b>as applicable</b> ) _____
Date _____	Date _____
Graduate Dean ( <b>as applicable</b> ) _____	Academic Affairs Program Manager _____
Date _____	Date _____
Chief Fiscal Officer (Institution) _____	Chief Academic Officer, OSBE _____
Date _____	Date _____
Chief Academic Officer (Institution) _____	SBOE/OSBE Approval _____
Date _____	Date _____
President _____	
Date _____	

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

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The Department of Political Science currently offers the Master of Public Administration degree at the University of Idaho. The program trains practitioners for local governments and has a secondary focus on small, rural communities and economic development to better serve Idaho. We propose expanding the program through online delivery. Our intention is to reach more place-bound practitioners in Idaho's local governments.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The objectives of the program are to provide training and continuing education for practitioners in Idaho's local governments. Dr. Brian Ellison has interviewed city supervisors throughout the state that have asked for more training and development for town employees. Students in the program will gain analytical and methodological skills that will contribute to effective decision making in local governments, gain broader and timely knowledge and skills in human resource management and government budgeting, gain expanded knowledge and appreciation for economic development programming in small governments, and gain expanded knowledge and appreciation for problems of rural communities.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accredits Master of Public Administration programs. NASPAA provides model curriculums, assessment tools, a seven-year accreditation review process, and other academic and administrative resources for MPA programs. We intend to seek NASPAA accreditation for the online program.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

POLS 504 (3 credit hours): Problems in Rural Governance. This course focuses on special problems that are unique to communities and towns in rural environments. These include issues related to communication, political participation, economic and social resiliency, grant writing, education, economic development, and others.

All additional courses needed to complete the program have been prepared for distance delivery. The periodicity with which these courses would be offered via distance delivery will be responsive to the curricular needs of the students who matriculate through the distance program.

Special Note: A research project is currently underway that will develop the information needed to support this course and the program. The project focuses on the issues and needs faced by Idaho's rural and remote communities, and surveys public employees in 200 towns and 44 counties. A secondary objective of the project is develop a number of pedagogical resources for the program that directly reflect problems and needs in Idaho.

5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?

Credit hours required:	30 credit hours
Credit hours required in support courses:	3 credit hours
Credit hours in required electives:	No electives
Credit hours for thesis or dissertation:	3 Field Research
<b>Total credit hours required for completion:</b>	<b>36 credit hours</b>

6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

The program is designed for in-service students; that is, students currently employed in either the public or private sector. Students must meet University of Idaho requirements for graduate admissions. But the program, per accrediting agency guidelines, is open to all students with a bachelor's degree from an accredited college or university. The students will complete a 3-hour course – POLS 559 Field Based Research – that will serve as the program capstone. There is not a thesis option.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

**Degrees/Certificates offered by school/college or program(s) within disciplinary area under review**

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU	MPA	Public Administration	General PA, Environment and Natural Resources, State and Local Government
CSI			
CWI			
EITC			
ISU	MPA	Public Administration	State, Local and Nonprofit Administration, Environmental Administration, Public Health Administration
LCSC			
NIC			
UI	MPA	Public Administration	Local Government: <u>No MPA program in the state or the nation focuses on rural and remote local governance.</u>

**8. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

The program will be limited to cohorts of 25 students; a new cohort will begin every fall. This means that by year two the program will have a continuous enrollment of 50 students. Since this will be the only MPA program in the US with a rural local governance focus, we believe that expanding to other Rocky Mountain States with similar demographics will support our enrollment projections.

**9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU	62	49	49	21	20	22	
ISU	19	16	18	9	5	5	
LCSC							
UI	7	9	14	2	7	8	
CSI							
CWI							
EITC							
NIC							

**Special Note:** Prior to Fall 2013 there was no active effort to recruit or maintain students in the MPA program due to lack of personnel. A new chair of political science was hired in Fall 2013 who built an MPA Advisory Committee and redesigned, in partnership with several local governments in Idaho, the MPA program. Curriculum changes for the MPA program with a local focus were completed in AY 2014-2015. The first semester of the redesigned MPA program is Fall 2015.

**10. Will this program reduce enrollments in other programs at your institution?** If so, please explain.

No. The online MPA program will be delivered to place bound, in service students. The on-campus MPA program is designed to serve pre-service students; that is, students without work experience and that require an internship for program completion.

**11. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions that require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

The Master of Public Administration is a general management degree that emphasizes public management and policy. As a general management degree, like the Master of Business Administration, it provides training that is appropriate for the private sector, especially in functions that are compliance oriented, such as human resources management, auditing, regulatory compliance, etc. According to the Idaho Department of Labor, by 2020 management positions will increase by 13.7%, business and financial operations positions by 14%, community and social service positions by 16.9%, life, physical, and social science positions by 9.2%.

	Year 1	Year 2	Year 3
<b>Local (Regional)</b>	121	146	161
<b>State</b>	1020	1122	1234
<b>Nation</b>	5119	5631	6194

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C.**

Estimates are based on data from the Idaho Department of Labor ([https://idahoworks.gov/ada/skillmatch/jobseeker\\_sm/jbs\\_searchresults\\_dsp.cfm?searchForm=true](https://idahoworks.gov/ada/skillmatch/jobseeker_sm/jbs_searchresults_dsp.cfm?searchForm=true)) and the web site Monster (<http://www.monster.com>). Job categories were based upon the US Department of Labor's categories that relate to job positions that usually require an MPA. The positions are: local government analyst, program coordinator, program assistant/manager, policy analyst, statistician, research associate, marketing/PA specialist, and city manager/administrative officer.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The program is specifically designed to help local government practitioners enhance and develop their skills in economic development.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale?

The primary goal of this program is to provide education that would serve employment and professional development needs of currently employed individuals.

**12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

The proposal is for an on-line Master of Pubic Administration program. The technology and training needed to support the program is current at the University of Idaho.

**13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

The On-line MPA program is in direct support of the SBOE strategic plan in that: 1) A Well Educated Citizenry – it provides more access to Idaho citizens to opportunity in higher education; and 2) Innovation and Economic Development – it improves innovation and creativity, promotes economic growth, increases efficiency.

**14. Describe how this request fits with the institution's vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Teaching and Learning	The online MPA program gives the university the opportunity to meet critical objective in teaching and learning: expanding professional education, developing increased opportunities for underserved communities, and increasing access to local learners.
Scholarly and Creative Activity	Increasing Interdisciplinary Scholarship: Public administration is the interdisciplinary study of government. We are also building this program on an empirical foundation that is lacking in public administration in the nation.
Outreach and Engagement	The redesign of the Master of Public Administration program was based on an outreach model. We have local government partners associated with the program that have pledged internship and scholarship support. In that context, the MPA online proposal is intended to help the University of Idaho, CLASS, and the Department provides meaningful outreach to Idaho's towns.
Community Culture	One of the most interesting findings from current scholarship on local government is that cultural tolerance has a significant impact on economic development; that is, the more culturally tolerant the community the more economically successful. That message will be built in to the coursework for this program.

**15. Is the proposed program in your institution's Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes  No

If not on your institution's Five-Year plan, provide a justification for adding the program.

The Master of Public Administration program is well established at the University of Idaho. The request is to offer the program online. Hence it would not appear on the institution's five-year plan.

**16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

The program will be marketed through direct contact with local governments, county governments, and the University of Idaho Extension Offices. Students will come from local municipal and county government across Idaho.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

N/A

18. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**a. Personnel Costs**

**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Brian Ellison, Professor	\$109,278	2 courses/yr.	750	83
Manoj Shrestha, Associate Professor	\$ 59,202	2 courses/yr.	750	83
Juliet Carlisle, Assistant Professor	\$ 58,282	1 course/yr.	375	42
New PA Faculty Member 1	\$70,000	2 courses/yr.	750	83
New PA Faculty Member 2 (year 2)	\$70,000	2 courses/yr.	500	56
Patrick Wilson, Professor	\$80,479.30	1 course/yr.	375	42
UI Faculty Member		1 course/yr	375	42
Practitioner		1 course/yr.	375	42
Field Based Research	\$4,000	1 course/yr.	300	33

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

**Administrative Expenditures**

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Brian Ellison, Chair, Professor, Director	\$109,278	.10	10,700

Two new tenure track professors of public administration will be required to deliver the program. One will be hired in year 1, and the second will be hired in year 2. In addition, a 0.25 FTE temporary lecturer (adjunct faculty) will be required for field based research, and 0.1 FTE effort of the Director is included for program administration and oversight.

**b. Operating Expenditures**

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

There will be costs for faculty members to receive online course development training. Those will be minimal after the program begins. There may also some travel costs, membership dues to NASPAA (after accreditation), and some recruiting materials.

In addition, the program will incur a liability to other UI units for not charging the per credit online course fee. This expense is included in the budget, calculated at the current \$35.00 per credit rate times 18 credits per academic year for the specified number of students.

**c. Capital Outlay**

None

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The library at the University of Idaho provides excellent resources for study and research in public administration. It provides support to the current MPA program on campus.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

Library faculty estimates that personnel support for the program will be \$2,000 annually.

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

University libraries across the country are increasingly providing materials in a digital format. Students in the on line program can search the library for materials, which will be delivered digitally. It should be noted that on campus students receive materials in the same way.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost), which must be obtained to support the proposed program.

None.

**d. Revenue Sources**

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There will be no reallocation of existing state appropriations. An initial startup allocation will be provided internally, and thereafter the revenue generated by the program will be sufficient to cover expenses.

We propose a different funding plan. The SBOE has given institutions permission to set unique fee schedules for programs that are entirely distance delivered. For the online MPA, we propose to charge each student a fee of \$7,500 per year, and students would not be charged the UI's per credit online course fee (currently \$35.00). This is a substantial discount from the regular graduate tuition and fees and is a strong incentive for students to join the program. All students will be enrolled full-time (9 credits per semester).

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

N/A

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

There are no grants, special fees, or contracts needed to fund the program.

- (5) Provide estimated fees for any proposed professional or self-support program.

There are no other fees associated with this program.

## APPENDIX A

### **POLITICAL SCIENCE AND PUBLIC AFFAIRS RESEARCH GRADUATE DEGREE PROGRAMS**

Candidates must fulfill the requirements of the College of Graduate Studies and of the Department of Political Science and Public Affairs Research. See the College of Graduate Studies section for the general requirements applicable to each degree.

**Master of Arts. Major in Political Science.** General College of Graduate Studies M.A. requirements for application must be followed. Applicants must also submit three letters of recommendation and a 300-500 word statement of purpose directly to the Department of Political Science.

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

Practitioner involvement in this program provides students with a more relevant and practical education than that found in more traditional programs. Academic faculty members work closely with local government professionals to deliver courses and professional development opportunities. In addition to internships, all students are required to complete a practicum designed to deliver the skills needed in professional communication and employment.

The program requires 36 hours of coursework and offers two tracks. The internship track is designed for students who have little or no public administration experience while the in-service track is designed for working professionals who seek to strengthen their leadership skills. Internship track students complete a 3 to 6-hour internship to gain hands-on experience in the governance of local government and communities. In-service students must complete 3 hours of [PoIS 559](#) Field Based Research in lieu of the internship.

Both tracks share a core curriculum of 18 hours:

[PoIS 555](#) Seminar in Administrative Theory (3 cr)

[PoIS 557](#) Governmental Budgeting (3 cr)

[PoIS 558](#) Research Methods for Local Government and Community Administration (3 cr)

[PoIS 560](#) Public Administration Practicum (3 credits taken 1 credit per semester)

[PoIS 572](#) Local Government Politics and Administration (3 cr)

[PoIS 575](#) Public Personnel Administration (3 cr)

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

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

**PROGRAM RESOURCE REQUIREMENTS**

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

I. PLANNED STUDENT ENROLLMENT									
		FY	2017	FY	2018	FY	2019	Cumulative Total	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		25	25	50	50	75	75	150	150
B. Shifting enrollments		0	0	0	0	0	0	0	0

II. REVENUE									
		FY	2017	FY	2018	FY	2019	Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)								\$0.00	\$0.00
2. Appropriated (New)								\$0.00	\$0.00
3. Federal								\$0.00	\$0.00
4. Tuition		\$187,500.00		\$375,000.00		\$562,500.00		\$1,125,000.00	\$0.00
5. Student Fees								\$0.00	\$0.00
6. Other (Specify)								\$0.00	\$0.00
	<b>Total Revenue</b>	<b>\$187,500.00</b>		<b>\$375,000.00</b>		<b>\$562,500.00</b>		<b>\$1,125,000.00</b>	<b>\$0.00</b>
<i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i>									
<i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>									

III. EXPENDITURES									
		FY	2017	FY	2018	FY	2019	Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>									
1. FTE		1.35		2.35		2.35		6.05	0.00
2. Faculty		\$70,000.00		\$140,000.00		\$140,000.00		\$350,000.00	\$0.00
3. Administrators		\$10,928.00		\$10,928.00		\$10,928.00		\$32,784.00	\$0.00
4. Adjunct Faculty		\$4,000.00		\$4,000.00		\$4,000.00		\$12,000.00	\$0.00
5. Instructional Assistants								\$0.00	\$0.00
6. Research Personnel								\$0.00	\$0.00
7. Support Personnel								\$0.00	\$0.00
8. Fringe Benefits		\$26,837.00		\$48,957.00		\$48,957.00		\$124,751.00	\$0.00
9. Other:								\$0.00	\$0.00
<b>Total FTE Personnel and Costs</b>		\$111,765.00	\$0.00	\$203,885.00	\$0.00	\$203,885.00	\$0.00	\$519,535.00	\$0.00

		FY	2017	FY	2018	FY	2019	Cumulative Total	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>									
1. Travel		\$1,000.00		\$1,000.00		\$1,000.00		\$3,000.00	\$0.00
2. Professional Services								\$0.00	\$0.00
3. Other Services		\$1,000.00		\$500.00		\$500.00		\$2,000.00	\$0.00
4. Communications								\$0.00	\$0.00
5. Utilities								\$0.00	\$0.00
6. Materials and Supplies		\$2,000.00		\$2,000.00		\$2,000.00		\$6,000.00	\$0.00
7. Rentals								\$0.00	\$0.00
8. Repairs & Maintenance								\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale								\$0.00	\$0.00
10. Miscellaneous: Online course fee for students		\$15,750.00		\$31,500.00		\$47,250.00		\$94,500.00	\$0.00
<b>Total Operating Expenditures</b>		\$19,750.00	\$0.00	\$35,000.00	\$0.00	\$50,750.00	\$0.00	\$105,500.00	\$0.00

	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$2,000.00		\$2,000.00		\$2,000.00		\$6,000.00	\$0.00
2. Equipment							\$0.00	\$0.00
<b>Total Capital Outlay</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$6,000.00</b>	<b>\$0.00</b>
<b>D. Capital Facilities Construction or Major Renovation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>E. Indirect Costs (overhead)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL EXPENDITURES:</b>	<b>\$133,515.00</b>	<b>\$0.00</b>	<b>\$240,885.00</b>	<b>\$0.00</b>	<b>\$256,635.00</b>	<b>\$0.00</b>	<b>\$631,035.00</b>	<b>\$0.00</b>
<b>Net Income (Deficit)</b>	<b>\$53,985.00</b>	<b>\$0.00</b>	<b>\$134,115.00</b>	<b>\$0.00</b>	<b>\$305,865.00</b>	<b>\$0.00</b>	<b>\$493,965.00</b>	<b>\$0.00</b>

## Idaho State Board of Education

### Proposal for Graduate and Doctoral Degree Program

Date of Proposal Submission:	October 13, 2015
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Law
Name of Department(s) or Area(s):	

**Program Identification for Proposed New, Modified, or Discontinued Program:**

Title:	Master of Laws (LL.M.)		
Degree:	Master of Laws (LL.M.)		
Method of Delivery:	Live, in person		
CIP code (consult IR /Registrar)	22.0101		
Proposed Starting Date:	Summer 2016 (for Fall 2016 enrollment of the first students)		
Indicate if the program is:	Regional Responsibility	<input checked="" type="checkbox"/>	Statewide Responsibility

**Indicate whether this request is either of the following:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative                           |
| <input type="checkbox"/> New Doctoral Program            | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program       |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program   |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

College Dean (Institution) _____	Date	Vice President for Research ( <b>as applicable</b> ) _____	Date
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Graduate Dean ( <b>as applicable</b> ) _____	Date	Academic Affairs Program Manager _____	Date
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Chief Fiscal Officer (Institution) _____	Date	Chief Academic Officer, OSBE _____	Date
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Chief Academic Officer (Institution) _____	Date	SBOE/OSBE Approval _____	Date
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President _____	Date
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**Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance.**

This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

- 1. Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The proposed Master of Laws (LL.M.) degree is tied to the Juris Doctor (J.D.) degree at the College of Law in that every class but two needed to operate the LL.M. is already offered regularly through the J.D. curriculum. Through this program proposal, the University of Idaho is requesting a policy change to the Idaho State Board of Education, Governing Policies and Procedures, Section III. Postsecondary Affairs, Subsection Z. Delivery of Postsecondary Education – Planning and Coordination of Academic Programs and Courses. With the addition of the degree LL.M for the major Law, we request this degree designation be added to the University of Idaho table for state-wide program delivery.

The LL.M. program will operate closely parallel to the existing J.D. program. For example, an LL.M. student will take the same Business Organizations course as the J.D. students. All of the classes in the LL.M. program will be shared with the J.D. program except two new courses called Introduction to American Law and Legal Education, and Legal Writing and Research for LL.M. Students. They will be new courses taught initially as 901 seminars. The Introduction course will be required for all international students in the LL.M. program and the Legal Writing course will be required for all students in the Democracy, Justice & American Legal System emphasis. The integration of the LL.M. students into the J.D. classroom environment for all other courses allows for the efficient allocation of law school resources to the new program. The integration also provides the opportunity to reap the educational benefits of direct interaction between J.D. and LL.M. students studying in the same academic environment.

- 2. List the objectives of the program.** The objectives should address specific needs the program will meet. They should also identify and the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

The LL.M. degree will start with four emphasis areas that align with our J.D. curricular strengths at the College of Law: Democracy, Justice & the American Legal System; Natural Resources & Environmental Law (NREL); Business Law & Entrepreneurship (BLE); and Litigation and Alternative Dispute Resolution (LADR). The LL.M. is a graduate law degree, and all incoming students would be required to have a first degree in law (in this country that is a J.D. degree, but in many others it is a Bachelor's degree). The LL.M. program will primarily recruit lawyers from foreign countries and provide approximately 9 to 12 months of instruction in Moscow at the University of Idaho.

This degree will provide significant value to the LL.M. students that enroll. The goal of the program is to strengthen the foreign lawyers' knowledge of various aspects of American law,

especially for those seeking to sit for a bar exam in states that permit it. For foreign and domestic students looking to specialize in one of our J.D. emphasis areas, the program allows them to chart out a focused area of study in the field of their choice. For international lawyers, this knowledge and the accompanying degree are designed to advance the careers of lawyers working abroad or doing business with American companies, governments, and organizations. The degree also prepares recipients to participate in rule of law development efforts in their home countries.

It is expected that most LL.M. degree recipients will return to influential legal, academic, and business positions in their home countries after completion of their study. The degree affiliation of these lawyers with the University of Idaho and their experience living in Idaho could play a positive role in their encouraging future foreign investment in this state, tourism, and greater diplomatic understanding. The LL.M. degree also qualifies some of the graduates to hold positions in the judiciary and certain government legal positions, another potential point of influence and connection for the University and state internationally. The graduates of our LL.M. program also support the University of Idaho's internationalization efforts and offer the College of Law an immediate international network of alumni.

- 3. Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

The American Bar Association is the accrediting body for law schools nationwide. The College of Law is required to receive the ABA's acquiescence in order to start an LL.M. program. The acquiescence process takes just a couple of months and does not require a site inspection. The ABA primarily wants to ensure that "the additional degree program will not detract from a law school's ability to maintain a sound J.D. degree program."

In addition to the quality assessment of the program by the ABA, the College of Law will ensure the quality of the program through the admissions process. To be considered for the LL.M. program, an applicant must have a J.D. (Juris Doctor) from an accredited U.S. law school or a first law degree (J.D., LL.B. or the equivalent) from a foreign law school. Admission to the LL.M. program is competitive. In evaluating applications, the Committee takes into consideration the applicant's grades and rank in his or her law school and other university studies, letters of recommendation, occupational interests, professional and personal accomplishments, and other factors. The program is designed for intellectually curious and thoughtful candidates who come from a variety of legal systems and backgrounds and who have demonstrated an intent to return to their country to contribute to academia or the legal profession. The College is equally interested in applicants pursuing careers in law teaching and research, government service, the judiciary, international organizations, non-governmental organizations and private practice.

The following items are required as part of the application process:

- Non-refundable \$50 application fee
- LL.M. Application (through LSAC or in hard copy directly)

- Law School Admission Council Credential Assembly Service (CAS) Report (if applying through LSAC, if not then all materials should be sent directly to the College of Law)
- Transcripts from former institutions indicating an already awarded Bachelor’s degree in law
- CV/Resume
- Personal Statement - Not to exceed 3 pages and includes your reasons for wanting to study law and your reasons for wanting to study law at the University of Idaho.
- Letters of Recommendation - At least 2 are required and it is strongly recommended that at least one letter come from a post-secondary professor whose class you have taken if possible.
- A detailed addendum of explanation if any question on the CHARACTER AND FITNESS section is answered “Yes.”
- An Employment Addendum if Question 16 is answered “No.”
- A TOEFL, IELTS or other score if you were educated outside of the U.S., your native language is not English, and you have received no educational instruction in English.

An Admissions Committee made up of faculty and staff at the College of Law will review the above materials to determine admission into the LL.M. program.

- 4. List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

All of the classes in the LL.M. program will be shared with the J.D. program except two new courses called Introduction to American Law and Legal Education, and Legal Writing and Research for LL.M. Students. They will be new courses taught initially as 901 seminars. The Introduction course will be required for all international students in the LL.M. program and the Legal Writing course will be required for all students in the Democracy, Justice & American Legal System emphasis.

- 5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required:	2 credits
Credit hours required in support courses:	
Credit hours in required electives:	22 credits
Credit hours for thesis or dissertation:	
<b>Total credit hours required for completion:</b>	<b>24 credits</b>

**6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.**

The LL.M. program is primarily geared to foreign lawyers, thus the students will likely all be international. If students are interested, they may arrive earlier than the start of this course and access the University of Idaho’s American Language and Culture Program. Applicants must receive a satisfactory score on the TOEFEL, IELTS or other English language proficiency exam, but the opportunity to participate in the American Language and Culture Program will be made available to all as English will be their second language. The University’s English language satisfaction options are as followed:

- TOEFL: 550 on the paper test or 79 on the internet test
- IELTS: Minimum score of 6.5
- UI American Language and Culture Program: With a Level 6 Pass
- Earned degree at an accredited institution OR successfully completed upper level college courses, both taught and evaluated in English

**7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.**

**Degrees/Certificates offered by school/college or program(s) within disciplinary area under review**

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU			
CSI			
CWI			
EITC			
ISU			
LCSC			
NIC			
UI			

No other program exists in Idaho either at a public or private institution. There are no similar programs in the region either (within 250 miles of Moscow). Gonzaga University used to have an LL.M. but now will recognize 30 credits of foreign coursework to the J.D. degree instead. The J.D. degree is the only option at Gonzaga. The University of Montana, Seattle University, and Concordia University also do not have LL.M. degrees. Lewis and Clark has LL.M. degrees in Animal Law and Environmental Law. Willamette has LL.M degrees in Dispute Resolution, Transnational Law and a General concentration geared toward international students. The University of Washington has numerous LL.M. degrees in a variety of subjects. UW and Willamette thus appear to be the closest regional competitor with an LL.M. degree emphasis focused on international students. UW currently charges out of state and international students

\$45,024 per year and Willamette charges \$39,355. Our current out of state and international student tuition is \$30,010, making us the most cost-conscious choice.

Looking a bit farther away, the University of Oregon has LL.M. concentrations in Environmental and Natural Resources Law, Business Law and American Law, but Eugene is 450 plus miles away from Moscow. Just a bit further away, the University of Utah offers an Environmental and Natural Resources LL.M. and Brigham Young University has an LL.M. in American Law for international students. Given the focus of the former and the religious affiliation of the latter, these two programs also do not seem to be much in the way of competition for students.

- 8. Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as **Appendix B**. *This question is not applicable to requests for discontinuance.*

The law school anticipates that initial enrollment in the program will be modest and will grow as the reputation of the program spreads internationally. The College of Law anticipates an initial enrollment of 5 to 10 LL.M. students in the first couple of years with enrollment increasing by the fourth year of the program to approximately 10 to 15 students annually. If interest in the program grows beyond those projections, the College will reevaluate whether additional faculty and staff resources are needed to handle the growth and whether we want to increase at all.

The estimates for the number of students to enroll come from the law school's study of other LL.M. programs at American law schools. Typically the LL.M. programs at schools with J.D. degree programs of approximately 300 to 400 students will enroll 10 to 20 students in their LL.M. program each year. The law school will initially reallocate administrative time of the Deans to launch the program by traveling to countries in Asia, Europe, and Latin America to establish relationships with potential students. Deans Adams and Dodge have run programs like this at other institutions and are familiar with the avenues to recruit potential students. The LSAC also now runs an LL.M. Credential Service, which allows law schools to generate reports of potential LL.M. students and market to them electronically. Significant in person travel will be needed at first, but as the program grows the travel will phase into a regular pattern

**9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current (2016)	Year 1 Previous (2017)	Year 2 Previous (2018)	Current	Year 1 Previous	Year 2 Previous	
BSU							
ISU							
LCSC							
UI	5	8	10				
CSI							
CWI							
EITC							
NIC							

**10. Will this program reduce enrollments in other programs at your institution? If so, please explain.**

The J.D. program’s enrollment will not be impacted by the addition of an LL.M. program. The JD program courses are not impacted with the addition of an LL.M. program. There is space available in nearly every class. JD enrollment is a separate process for a different type of applicant. The LL.M. program requires a first law degree in your home country where the JD program is the first law degree in this country. So they are two different populations of potential students. If anything, having a more diverse and internationally minded student body could increase enrollment in the J.D. program in that it is attractive to some applicants.

**11. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

	Year 1	Year 2	Year 3
Local (Regional)	0	0	0
State			

Nation			
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- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

The LL.M. program is focused on international students who plan to return to their home countries. Under the F-1 visa regulations, students must intend to return after the program but are given up to 12 months of optional practical training to work legally in the United States.

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

It is expected that most LL.M. degree recipients will return to influential legal, academic, and business positions in their home countries after completion of their study. The degree affiliation of these lawyers with the University of Idaho and their experience living in Idaho could play a positive role in their encouraging future foreign investment in this state, tourism, and greater diplomatic understanding. The graduates of our LL.M. program also support the University of Idaho's internationalization efforts and offer the College of Law an immediate international network of alumni. The benefits of internationalization through the LL.M. also include increased scholarly opportunities for faculty on the international level.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The primary needs met are for students who will take the LL.M. degree to their home country and enjoy the professional benefit of an advanced law degree received in the United States. While those students are enrolled, the University and College benefit from their presence and engagement on campus and in the classroom.

- 12. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.** *This question is not applicable to requests for discontinuance.*

The College of Law maintains locations in Moscow and Boise. Students in the LL.M. program may enroll in courses taught in Boise via distance education to Moscow. All of those courses are taught live and interactive, like a traditional classroom environment, except that the professor is in the other location. All that said, all of the required courses are currently taught live in Moscow. Only optional elective courses for the degree might employ this method of delivery.

- 13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.** *This question is not applicable to requests for discontinuance.*

The addition of an LL.M. program is consistent with the following State Board of Education and University of Idaho strategic plan goals:

SBOE Goal 1: A Well Educated Citizenry, Objective D Quality Education and UI Goal 1: Teaching and Learning, Objective A and B - The LL.M. program will also be a significant benefit to our approximately 350 J.D. students. Our J.D. students will have the opportunity to meet

**March 16, 2012**

**Page 8**

experienced lawyers from other countries, learn about the system of laws in those countries, and expand their knowledge of other cultures and legal systems. In an increasingly global legal market it is imperative that American law students gain exposure to and knowledge of legal systems throughout the world.

SBOE Goal 2: Innovation and Economic Development, Objective 3 Economic Growth and UI Goal 3: Outreach and Engagement Objective B – The LL.M. program will bring a new population of international students to the University and state. These students live in Idaho for a year, pay tuition, and contribute to the overall economy. The connections formed through this economic growth can lead to individual and institutional partnerships that bring Idaho to the attention of people worldwide.

UI Goal 4: Community & Culture, Objective A – Because the LL.M. program is focused on international students, the University stands to benefit from their uniquely diverse contributions in and out of the classroom. This program helps the University build on the recruitment of a diverse student body and strategically assists with the President’s stated desire for more international students on campus.

**14. Describe how this request fits with the institution’s vision and/or strategic plan.** *This question is not applicable to requests for discontinuance.*

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1: Teaching and Learning	Program students are already attorneys and the LL.M. degree will enhance their learning of the US legal system while contributing to J.D. students’ exposure to global legal concepts.
Goal 3: Outreach and Engagement	Program will permit the University and College to increase international connections through students and eventually alums.
Goal 4: Community and Culture	Program will recruit international students to enroll at UI thus increasing the diversity of the student body and contributing to the international student population.

**15. Is the proposed program in your institution’s Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes  X  No  \_\_\_\_\_

If not on your institution’s Five-Year plan, provide a justification for adding the program.

16. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). *For requests to discontinue a program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?*

The College of Law will take J.D. promotional pieces and emails, like the viewbook and prospective student emails, and repurpose them with LL.M. specific information. The primary recruiting tool will be an LL.M. viewbook about the College, Moscow, and the degree program. The LL.M. CRM resource will also be used to communicate with prospective students electronically.

A complete plan, similar to what is done for the J.D. program, will be developed in fall 2015. Recruiting events around the world are available through EducationUSA, QS World Grad School Fair, embassy presentations, online college fairs, and more. The College will also maximize our recruiting efforts by making sure COGS and IPO have materials about the LL.M. program for when they do international recruitment. Efforts will be made to use faculty relationships to schedule campus visits to present to undergraduate law students abroad.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

Not applicable.

18. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**a. Personnel Costs**

**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Jeffrey Dodge, Associate Dean and Associate Clinical Professor of Law	\$118,000	10% time	2	10
Temp. Lecturer - Legal Writing & Research to	\$6,000	1 3 credit class	3	8-10

LLM Students				
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Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

### Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program
Carole Wells, Director of Admissions	\$65,000	5% time	Handles the administrative aspects of the application process.
Cindy Hollenbeck, Marketing & Communications Manager	\$45,000	5% time	Handles the marketing and communications collateral development.

### b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

No additional operating expenditures are needed to run this program beyond an approximate \$15,000 annual travel budget to recruit internationally for the program.

### c. Capital Outlay

#### (1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success. The LL.M. program will draw upon the already existing law libraries in Moscow and Boise for resources. No additional resources will be needed to support the program.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program. No additional costs are needed for the LL.M. program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

#### (2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program. No additional costs are needed for the LL.M. program.

**d. Revenue Sources**

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

No additional costs are needed for the LL.M. program. Current College of Law resources will be used to start and maintain the program except for the addition of a part time, temporary instructor (adjunct) to teach the legal writing and research course.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable.

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

- (5) Provide estimated fees for any proposed professional or self-support program.

LL.M. students will pay the current non-resident tuition and fees rate, the same as J.D. students from out of state or abroad. That rate includes a College of Law professional fee, which will apply to LL.M. students as well. The rates are broken down and included in the budget spreadsheet.

**ATTACHMENT A**  
**CURRICULUM DETAILED ON PAGES 5 to 8**

March 9, 2015 – Revised April 13, 2015 – Approved by College of Law Faculty May 6, 2015

To: College of Law Curriculum Committee and Faculty

From: Mark Adams, Dean and Professor of Law and Jeffrey A. Dodge, Associate Dean for Students & Administration and Associate Clinical Professor of Law

Subject: Proposal to Establish an LL.M. Degree

The University of Idaho College of Law administration proposes the creation of an LL.M. (Masters of Law) degree program to begin in Summer 2016. The LL.M. degree will start with four emphasis areas that align with our J.D. curricular strengths at the College of Law: Democracy, Justice & the American Legal System; Natural Resources & Environmental Law (NREL); Business Law & Entrepreneurship (BLE); and Litigation and Alternative Dispute Resolution (LADR). The LL.M. is a graduate law degree, and all incoming students would be required to have a first degree in law, in this country that is a J.D. degree, but in many others it is a Bachelors degree. The LL.M. program will primarily recruit lawyers from foreign countries and provide approximately 9 to 12 months of instruction in Moscow at the University of Idaho.

**Ideal Proposal Time Frame**

- March 9, 2015 – Proposal to the Chair of the College of Law Curriculum Committee
- March 2015 – Curriculum Committee Reviews Proposal at Two Meetings
- April 1, 2015 – Proposal Memo Discussed at the College of Law Faculty Meeting and Voted On (if ready)
- May 6, 2015 – Proposal Memo Voted on by College of Law Faculty (if not in April)
- May 2015 – Complete Idaho State Board of Education Proposal for Graduate and Doctoral Degree Form (Attachment A) and Baccalaureate and Graduate Degree Programs Budget Template (Attachment B) to Reflect Faculty Approval; Submit SBOE Forms to the Provost's Office; and Begin ABA Acquiescence Questionnaire to Start a Non-J.D. Degree (Attachment C)
- Summer 2015 – Develop Marketing Materials for Use After ABA and SBOE Approvals
- July 2015 – ABA Acquiescence Questionnaire Due to the ABA
- September 2015 – UCC and Faculty Senate Approval
- September 2015 – ABA Accreditation Committee Meeting to Review for Acquiescence
- December 2015 – Proposal Before the State Board of Education for Approval
- January to May 2016 – Attend Recruiting Events, Initiate Marketing and Process Applications; Enroll Students and Issue Student Visa Documents
- August 2016 – Enroll First Class of LL.M. Students

**Justification**

This degree will provide significant value to the LL.M. students that enroll. The goal of the program is to strengthen the foreign lawyers' knowledge of various aspects of American law, especially for those seeking to sit for a bar exam in states that permit it. For foreign and

domestic students looking to specialize in one of our J.D. emphasis areas, the program allows them to chart out a focused area of study in the field of their choice. For international lawyers, this knowledge and the accompanying degree are designed to advance the careers of lawyers working abroad or doing business with American companies, governments, and organizations. The degree also prepares recipients to participate in rule of law development efforts in their home countries. A thesis option will provide an opportunity for LL.M. recipients to prepare for academic positions, but is not required nor available for every emphasis.

The LL.M. program will also be a significant benefit to our approximately 350 J.D. students. Our J.D. students will have the opportunity to meet experienced lawyers from other countries, learn about the system of laws in those countries, and expand their knowledge of other cultures and legal systems. In an increasingly global legal market it is imperative that American law students gain exposure to and knowledge of legal systems throughout the world.

The LL.M. program will operate closely parallel to the existing J.D. program. For example, an LL.M. student will take the same Business Organizations course as the J.D. students. All of the classes in the LL.M. program will be shared with the J.D. program except two new courses called Introduction to American Law and Legal Education and Legal Writing and Research for LL.M. Students. They will be new courses taught initially as 901 seminars. The Introduction course will be required for all international students in the LL.M. program and the Legal Writing course will be required for all students in the Democracy, Justice & American Legal System emphasis. The integration of the LL.M. students into the J.D. classroom environment for all other courses allows for the efficient allocation of law school resources to the new program. The integration also provides the opportunity to reap the educational benefits of direct interaction between J.D. and LL.M. students studying in the same academic environment.

It is expected that most LL.M. degree recipients will return to influential legal, academic, and business positions in their home countries after completion of their study. The degree affiliation of these lawyers with the University of Idaho and their experience living in Idaho could play a positive role in their encouraging future foreign investment in this state, tourism, and greater diplomatic understanding. The graduates of our LL.M. program also support the University of Idaho's internationalization efforts and offer the College of Law an immediate international network of alumni. (See Attachment D - LSAC data that shows the gender and county of origin for fall 2013 applied and enrolled LL.M. students)

### **Competition**

There are no similar programs in the state or local region (within 250 miles of Moscow). Gonzaga University used to have an LL.M. but now will recognize 30 credits of foreign coursework to the J.D. degree instead. The J.D. degree is the only option at Gonzaga. The University of Montana, Seattle University, and Concordia University also do not have LL.M. degrees. Lewis and Clark has LL.M. degrees in Animal Law and Environmental Law. Willamette has LL.M. degrees in Dispute Resolution, Transnational Law and a General concentration geared toward international students. The University of Washington has numerous LL.M. degrees in a variety of subjects. UW and Willamette thus appear to be the closest regional competitor with an LL.M. degree emphasis focused on international students. UW currently charges out of state and international students \$45,024 per year and Willamette charges \$39,355. Our current out of state and international student tuition is \$30,010, making us the most cost conscious choice.

Looking a bit farther away, the University of Oregon has LL.M. concentrations in Environmental and Natural Resources Law, Business Law and American Law, but Eugene is 450 plus miles away from Moscow. Just a bit further away, the University of Utah offers an Environmental and Natural Resources LL.M. and Brigham Young University has an LL.M. in American Law for international students. Given the focus of the former and the religious affiliation of the latter, these two programs also do not seem to be much in the way of competition for students.

### **Program Demand and Productivity**

The law school anticipates that initial enrollment in the program will be modest and will grow as the reputation of the program spreads internationally. The College of Law anticipates an initial enrollment of 5 to 10 LL.M. students in the first couple of years with enrollment increasing by the fourth year of the program to approximately 10 to 15 students annually. If interest in the program grows beyond those projections, the College will reevaluate whether additional faculty and staff resources are needed to handle the growth and whether we want to increase at all.

The estimates for the number of students to enroll come from the law school's study of other LL.M. programs at American law schools. Typically the LL.M. programs at schools with J.D. degree programs of approximately 300 to 400 students will enroll 10 to 20 students in their LL.M. program each year. The law school will initially reallocate administrative time of the Deans to launch the program by traveling to countries in Asia, Europe, and Latin America to establish relationships with potential students. Deans Adams and Dodge have run programs like this at other institutions and are familiar with the avenues to recruit potential students. The LSAC also now runs an LL.M. Credential Service, which allows law schools to generate reports of potential LL.M. students and market to them electronically. Significant in person travel will be needed at first, but as the program grows the travel will phase into a regular pattern.

### **Administration & Faculty**

The administrators involved are: Dean, Associate Dean for Students & Administration, Associate Dean for Faculty, Assistant to the Deans, Director of Admissions, Director of Academic Success, and Assistant Dean for Career Development. It is currently expected that the Associate Dean for Students & Administration will serve as the Faculty Director of the LL.M. program and lead the recruitment and enrollment strategies. The Associate Dean role will be reviewed to permit the addition of these responsibilities. Advising of the students will fall to faculty the students are working with to meet their curricular goals in emphasis areas. The Faculty Director, with the support and assistance of interested faculty, will teach the introductory course in an intensive fashion in August before schools starts each year. The administration will evaluate how best to offer Legal Writing and Research for LL.M. students with the faculty resources available or a qualified adjunct professor.

### **Application for Admission Requirements**

To be considered for the LL.M. program, an applicant must have a J.D. (Juris Doctor) from an accredited U.S. law school or a first law degree (J.D., LL.B. or the equivalent) from a foreign law school. Admission to the LL.M. program is competitive. In evaluating applications, the Committee takes into consideration the applicant's grades and rank in his or her law school and other university studies, letters of recommendation, occupational interests, professional and personal accomplishments, and other factors. The program is designed for intellectually curious and thoughtful candidates who come from a variety of legal systems and backgrounds and who

have demonstrated an intent to return to their country to contribute to academia or the legal profession. The College is equally interested in applicants pursuing careers in law teaching and research, government service, the judiciary, international organizations, non-governmental organizations and private practice.

The following items are required as part of the application process:

- Non-refundable \$50 application fee
- LL.M. Application (through LSAC or in hard copy directly)
- Law School Admission Council Credential Assembly Service (CAS) Report (if applying through LSAC, if not then all materials should be sent directly to the College of Law)
- Transcripts from former institutions
- CV/Resume
- Personal Statement - Not to exceed 3 pages and includes your reasons for wanting to study law and your reasons for wanting to study law at the University of Idaho.
- Letters of Recommendation - At least 2 are required. You may choose whomever you wish to write on your behalf. However, it is strongly recommended that at least one letter come from a post-secondary professor whose class you have taken if possible.
- A detailed addendum of explanation if any question on the CHARACTER AND FITNESS section is answered “Yes.”
- An Employment Addendum if Question 16 is answered “No.”
- A TOEFL, IELTS or other score if you were educated outside of the U.S., your native language is not English, and you have received no educational instruction in English.
- Thesis Proposal (Optional) – Include a summary of the type of research you hope to complete at the University of Idaho. The proposal should indicate if there are faculty you hope to work with on the research.

### **Bar Examination Opportunities for Graduates**

This program is intended to give foreign lawyers knowledge of American law that will enhance their careers in their home country. The degree program’s emphasis on Democracy, Justice & the American Legal System will be marketed as a track that would allow students to take a bar exam and become licensed to practice law in the U.S. The other emphasis areas will not qualify students. While Idaho is not a state they would be able to practice in, there are other states, like New York and California, that would recognize this degree as qualifying for the bar examination. The College of Law will provide career counseling, resume review, and guidance to LL.M. students as they pursue their degree and prepare to return to their home country.

### **Curriculum**

To earn the LL.M. degree, students will be required to successfully complete a minimum of 24 credits and maintain a 2.0 or higher. The students will begin with a late summer course called Introduction to American Law and Legal Education (2 credits). The 24-credit requirement is in line with other LL.M. programs around the country. If students are interested, they may arrive earlier than the start of this course and access the University of Idaho’s American Language and Culture Program. Applicants must receive a satisfactory score on the TOEFL, IELTS or other English language proficiency exam, but the opportunity to participate in the American Language and Culture Program will be made available to all as English will be their second language. The University’s English language satisfaction options are as followed:

- TOEFL: 550 on the paper test or 79 on the internet test
- IELTS: Minimum score of 6.5
- UI American Language and Culture Program: With a Level 6 Pass
- Earned degree at an accredited institution OR successfully completed upper level college courses, both taught and evaluated in English

The Introduction to American Law and Legal Education course will introduce the LL.M. students to the various structures and sources of American law. This will include topics such as: the civil law and common law systems, the United States Constitution, the branches of government, statutes, and regulations, and the expectations at U.S. law schools. The course will draw on the rich resources of our faculty, local attorneys, and regional court systems through guest speakers and field trips.

The LL.M. students will otherwise be able to enroll in classes already offered at the law school to complete their remaining 24 credits. The rules for an F-1 student visa require they be enrolled full time. The students who enroll in, for example, the summer of 2016 are thus expected to complete the program in May 2017.

The law school will also offer a limited number (maximum 5) of LL.M. students the option of completing a thesis project. An applicant for the LL.M. program will have to apply to be admitted to the program under the “thesis option.” This will give the law school the ability to assess whether the student has the ability to complete a substantial written project during the academic year. A faculty member would need to agree in advance to work on the thesis paper with the student over the year, so a thesis plan is expected at the time of application. The faculty advisor for the thesis will guide the LL.M. students in the development of their topic, help them to identify other faculty members that may provide assistance, and monitor the student’s progress towards completion of the thesis. Students in the thesis option will be required to enroll in a 2-credit directed study course in the spring, which will count toward the 24 credits need to receive the LL.M. degree.

Finally, the law school will provide additional opportunities for LL.M. students to learn about the American legal system through invitations to events such as faculty colloquia and symposia, conferences, court hearings, Bellwood and more.

### **Emphasis Curriculum**

The LL.M. degree will have four curricular emphasis areas to start and can be added to over time. Aside from the Democracy, Justice & the American Legal System emphasis, the curriculum will line up with the expectations of students in the J.D. emphasis areas, but be compressed to account for the short time frame students are enrolled in the LL.M. All international students, regardless of emphasis area, must take Introduction to American Law and Legal Education (2 credits). The emphasis area requirements then split off as followed. As a note of caution, at the time this memo was prepared this portion had not been vetted by the emphasis area faculty, but is being sent to them for review and feedback. Below is a first attempt to translate the emphasis expectations in the J.D. program to a one-year LL.M. degree. Students who need to complete a substantial writing paper or thesis can do so in a paper course or under the supervision of a faculty member in a directed study.

***Democracy, Justice & the American Legal System***

In this emphasis area, students are required to take the following classes:

- Legal Writing and Research for LL.M. Students (2 or 3 credit separate writing course)
- Professional Responsibility

While it is recommended they take as many of these courses as possible, students must also complete at least six credits of bar exam-tested coursework in the following subjects:

- |                             |                        |
|-----------------------------|------------------------|
| • Advanced Torts            | • Evidence             |
| • Business Associations     | • Family Law           |
| • Civil Procedure I & II    | • Native American Law* |
| • Conflict of Laws          | • Property             |
| • Constitutional Law I & II | • Property Security    |
| • Contracts                 | • Sales                |
| • Criminal Law              | • Torts                |
| • Criminal Procedure        |                        |

\*Native American Law can satisfy requirements for the LL.M. degree, but cannot be counted by students seeking to sit for a bar exam.

***Natural Resources and Environmental Law***

In this emphasis area, students are required to take the following classes:

- Administrative Law
- Environmental Law or Introduction to Natural Resources Law

Students are also expected to take at least 10 credits of natural resources and environmental law courses from the following list:

- |  |  |
|--|--|
| • Environmental Law                            | • Native American Natural Resource Law   |
| • Environmental Policy                         | • Natural Resource Law Seminar   |
| • Interdisciplinary Methods in Water Resources | • Water Law I  |
| • International Environmental and Water Law    | • Water Law II   |
| • Introduction to Natural Resources Law        | • Water Law Practicum  |
| • Land Use Law and Planning                    | • Water and Energy Policy Seminar  |
| • Law, Science, and the Environment            | • Wildlife Law and Policy  |
| • Lawyering Process                            | • Up to 3 credits may be satisfied by non-law graduate courses with approval of both the NREL LL.M. emphasis advisor |

***Business Law and Entrepreneurship***

In this emphasis area, students are required to take the following classes:

- Business Associations
- Contracts

- Property Security or Sales

Students are also expected to take 9 credits of additional business law and entrepreneurship courses from the following list:

- Accounting for Lawyers
- Administrative Law
- Advanced Torts
- Antitrust
- Bankruptcy
- Consumer Law
- Copyrights
- Corporate Taxation
- Cyberlaw
- Introduction to Intellectual Property
- Mass Media Law
- Negotiable Instruments
- Partnership & LLC Taxation
- Patents
- Property Security (if not taken as a required course)
- Real Estate Transactions
- Sales (if not taken as a required course)
- Securities Regulation
- Suretyship and Guaranty
- Taxation
- Trademarks & Trade Dress
- White Collar Crime
- Workplace Law

### ***Litigation and Alternative Dispute Resolution***

In this emphasis area, students who want a general law focus are required to take the following classes:

- Administrative Law
- Negotiation and Appropriate Dispute Resolution
- Civil Mediation or Family Mediation

Students must then take at least 6 additional credits from the list below:

- Constitutional Law I
- Constitutional Law II
- Evidence
- Lawyering Process
- Remedies

In this emphasis area, students who want a criminal law focus are required to take the following classes:

- Criminal Law
- Criminal Procedure
- Negotiation and Appropriate Dispute Resolution
- Civil Mediation or Family Mediation

Students must then take at least 3 additional credits from the list below:

- Advanced Criminal Procedure
- Advanced Topics in Criminal Procedure
- Constitutional Law I
- Constitutional Law II
- Evidence
- White Collar Crime

In this emphasis area, students who want a family law focus are required to take the following classes:

- Family Law
- Negotiation and Appropriate Dispute Resolution
- Family Mediation

Students must then take at least 7 additional credits from the list below:

- Children and the Law
- Community Property
- Wills, Trusts & Estates
- Constitutional Law II
- Domestic Violence and the Law

Students in this emphasis area are required to compete in either the mediation or negotiation intermural competition held annually.

### **Grading**

Unlike many of the J.D. students, English will not be the first language of LL.M. students. They also will not have an advanced understanding of the common law system as they usually come from civil law countries. The legal writing and research skills in those countries are markedly different. It is very common for LL.M. students to be more direct than analytical. Their writing is more about the rule and conclusion than articulating the issue and applying the facts. Civil law systems are, in short, more focused on the rules than the argument. These facts, coupled with the reality that LL.M. students are here to learn more about the common law systems, develop their legal English skills, and grow academically in a shorter time than J.D. students, it is important for their grading assessment to also be different and not directly comparative. We suggest we grade LL.M. students with the following guidance:

- A – Very Good – Excellent Performance
- B - Good – Performance Above Average
- C - Pass – Performance Worthy of Credit
- D or F – Fail – Performance Unworthy of Credit

It is important to note that because LL.M. and J.D. students are not comparable in terms of performance in classes, they will not be ranked together either. LL.M. students will not have a class rank, just a GPA and their degree.

### **Recruiting and Marketing Strategy**

The College of Law will take J.D. promotional pieces and emails, like the viewbook and prospective student emails, and repurpose them with LL.M. specific information. The primary recruiting tool will be an LL.M. viewbook about the College, Moscow, and the degree program. The LL.M. CRM resource will also be used to communicate with prospective students electronically.

A complete plan, similar to what is done for the J.D. program, will be developed in summer 2015. Recruiting events around the world are available through EducationUSA, QS World Grad School Fair, embassy presentations, online college fairs, and more. The College will also maximize our recruiting efforts by making sure COGS and IPO have materials about the LL.M. program for when they do international recruitment. Efforts will be made to use faculty relationships to schedule campus visits to present to undergraduate law students abroad.

### **Enrollment Goals & Credit Hours**

Below is a breakdown of the anticipated enrollment in the LL.M. program and the anticipated credit hours needed to support the program each year. The number of credit hours are being provided to show that the impact of these additional students on the seats in classes. In spring 2015 alone, the capacity in University of Idaho College of Law classes was well over 1,000 hours in Moscow.

<b>Year</b>	<b>Enrollment</b>	<b>Annual Credit Hours</b>
2016-17	5	120
2017-18	10	240
2018-19	10	240
2019-20	15	360
2020-21	15	360

### **Budget Considerations**

For the most part, operating the LL.M. program utilizes the resources already available through our J.D. program. The following details the known costs to initiate such a program:

ABA Application for Acquiescence - \$6,000

Marketing Materials – Design, Print & Mail - \$10,000

Recruitment Abroad - \$15,000 the first year and \$10,000 annually thereafter

Library Resources - \$2,000

General Supplies and Materials - \$2,000

The above costs do not include faculty or staff labor to recruit, enroll and support the new LL.M. program. On the revenue side, each international student pays out of state tuition, which this year is \$30,010. Many schools offer nominal scholarships to show interest in their admitted students, but with our lower tuition, we may not have to. For each student we enroll, we get their total professional fee, approximately \$85K for 10 students and they will go into our overall enrollment, helping our centrally allocated budget. If we only enroll five students in the initial year of the program, our revenue will still exceed our expenses. When we are able to enroll closer to 10 students each year (more or less in some years) the financial gain will far exceed the expenses needed to maintain the program. Operating the LL.M. program will thus not take away financially or resource wise from the J.D. program.

**College of Law**

**Proposed Catalog Changes**

**Effective Term (unless otherwise noted) = Summer 2016**

1. Create the following program

**Master of Law (LL.M.)**

Required course work includes the College of Law requirements and the following:

Law 857 Introduction to American Law and Legal Education (2 cr)

And one of the following emphases:

**A. Democracy, Justice & the American Legal System**

Law 856 Legal Writing and Research for LL.M. Students (3 cr)

Law 962 Professional Responsibility (3 cr)

Bar exam-tested Electives (6 cr):

Law 805 Civil Procedure and Introduction to Law (3 cr)

Law 806 Civil Procedure II (3 cr)

Law 807 Property (4 cr)

Law 809 Torts (4 cr)

Law 812 Criminal Law (3 cr)

Law 813 Contracts (4 cr)

Law 816 Constitutional Law I (4 cr)

Law 851 Advanced Torts (2-3 cr)

Law 905 Constitutional Law II (3 cr)

Law 919 Business Associations (4 cr)

Law 924 Sales (3 cr)

Law 925 Property Security (3 cr)

Law 949 Native American Law (3 cr)\*

Law 950 Evidence (3 cr)

Law 953 Criminal Procedure (3 cr)

Law 960 Conflict of Laws (2 cr)

Law 963 Family Law (3 cr)

**Courses to total 24 credits for this degree**

**B. Natural Resources and Environmental Law**

Law 907 Administrative Law (3 cr)

One of the following (3 cr):

Law 947 Environmental Law (3 cr)

Law 948 Introduction to Natural Resources Law (3 cr)

Natural Resources and Environmental Law Electives (10 cr):

Law 855 Water Law Practicum (2-3 cr)

Law 906 Natural Resources Law Seminar (3 cr)

Law 934 Land-Use Law and Planning (3 cr)

Law 937 Wildlife Law and Policy (3 cr)  
 Law 938 International Environmental and Water Law (3 cr)  
 Law 939 Law, Science, and the Environment (2 cr)  
 Law 942 Water Law I (1-2 cr)  
 Law 946 Water and Energy Policy Seminar (2 cr)  
 Law 947 Environmental Law (3 cr)  
 Law 948 Introduction to Natural Resources Law (3 cr)  
 Law 951 Environmental Policy (3 cr)  
 Law 969 Water Law II (2 cr)  
 Law 971 Lawyering Process Seminar (2 cr)  
 Law 979 Native American Natural Resource Law (3 cr)  
 WR 506 Interdisciplinary Methods in Water Resources (3 cr)  
 Up to 3 credits may be satisfied by non-law graduate courses with approval of both the NREL  
 LL.M. emphasis advisor

**Courses to total 24 credits for this degree**

**C. Business Law and Entrepreneurship**

Law 813 Contracts (4 cr)  
 Law 919 Business Associations (4 cr)

One of the following (3 cr):

Law 924 Sales (3 cr)  
 Law 925 Property Security (3 cr)

Business Law and Entrepreneurship Electives (9 cr):

Law 851 Advanced Torts (2-3 cr)  
 Law 854 Corporate Taxation (2-3 cr)  
 Law 903 Introduction to Intellectual Property (3 cr)  
 Law 907 Administrative Law (3 cr)  
 Law 908 Workplace Law (4 cr)  
 Law 910 Antitrust (3 cr)  
 Law 911 Principles of Suretyship (2 cr)  
 Law 918 Cyberlaw (2-3 cr)  
 Law 920 Securities Regulation (3 cr)  
 Law 921 Accounting for Lawyers (2 cr)  
 Law 922 Trademarks and Trade Dress (2 cr)  
 Law 923 Negotiable Instruments, Bank Collections and Deposits, and Other Payment Systems (3 cr)  
 Law 924 Sales (3 cr)  
 Law 925 Property Security (3 cr)  
 Law 926 Bankruptcy (3 cr)  
 Law 927 Partnership and LLC Taxation (2-3 cr)  
 Law 930 Taxation (3-4 cr)  
 Law 931 Patents (2 cr)  
 Law 980 Copyrights (2-3 cr)  
 Law 984 Real Estate Transactions (2-3 cr)  
 Law 989 Mass Media Law (2 cr)  
 Law 990 Consumer Law (3 cr)  
 Law 992 White Collar Crime (3 cr)

**Courses to total 24 credits for this degree**

**D. Litigation and Alternative Dispute Resolution**

One of the following tracks:

**General Track**

Law 907 Administrative Law (3 cr)

Law 917 Negotiation and Appropriate Dispute Resolution (3 cr)

One of the following (3 cr):

Law 912 Civil Mediation (2 cr)

Law 913 Family Mediation (2 cr)

Litigation and Alternative Dispute Resolution Electives (6 cr):

Law 816 Constitutional Law I (4 cr)

Law 905 Constitutional Law II (3 cr)

Law 950 Evidence (3 cr)

Law 971 Lawyering Process Seminar (2 cr)

Law 952 Remedies (3 cr)

**Criminal Law Track**

Law 812 Criminal Law (3 cr)

Law 917 Negotiation and Appropriate Dispute Resolution (3 cr)

Law 953 Criminal Procedure (3 cr)

One of the following (3 cr):

Law 912 Civil Mediation (2 cr)

Law 913 Family Mediation (2 cr)

Criminal Law Elective (3 cr):

Law 816 Constitutional Law I (4 cr)

Law 901 Advanced Criminal Procedure (3 cr)

Law 901 Advanced Topics in Criminal Procedure (3 cr)

Law 905 Constitutional Law II (3 cr)

Law 950 Evidence (3 cr)

Law 992 White Collar Crime (3 cr)

**Family Law Track**

Law 913 Family Mediation (2 cr)

Law 917 Negotiation and Appropriate Dispute Resolution (3 cr)

Law 963 Family Law (3 cr)

Family Law Electives (7 cr):

Law 905 Constitutional Law II (3 cr)

Law 941 Wills, Estates, and Trusts (3 cr)

Law 945 Community Property (2 cr)

Law 964 Children and the Law (2-3 cr)

Law 995 General Practice/Domestic Violence & Sexual Assault Clinic (1-3 cr, max 6)

Students are required to compete in either the mediation or negotiation intermural competition held annually.

**Courses to total 24 credits for this degree**

*\*Law 949 Native American Law (3 cr) can satisfy requirements for the LL.M. degree, but cannot be counted by students seeking to sit for a bar exam.*

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

**I. PLANNED STUDENT ENROLLMENT**

	FY	<u>2016</u>	FY	<u>2017</u>	FY	<u>2018</u>	<b>Cumulative Total</b>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	<u>5</u>	<u>5</u>	<u>8</u>	<u>8</u>	<u>10</u>	<u>10</u>	<u>23</u>	<u>23</u>
B. Shifting enrollments	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

**II. REVENUE**

	FY	<u>2016</u>	FY	<u>2017</u>	FY	<u>2018</u>	<b>Cumulative Total</b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)							<u>\$0.00</u>	<u>\$0.00</u>
2. Appropriated (New)							<u>\$0.00</u>	<u>\$0.00</u>
3. Federal							<u>\$0.00</u>	<u>\$0.00</u>
4. Tuition		<u>\$111,130.00</u>		<u>\$177,808.00</u>		<u>\$222,260.00</u>	<u>\$0.00</u>	<u>\$511,198.00</u>
5. Student Fees		<u>\$45,040.00</u>		<u>\$72,064.00</u>		<u>\$90,080.00</u>	<u>\$0.00</u>	<u>\$207,184.00</u>
6. Other (Specify)							<u>\$0.00</u>	<u>\$0.00</u>
<b>Total Revenue</b>	<u>\$0.00</u>	<u>\$156,170.00</u>	<u>\$0.00</u>	<u>\$249,872.00</u>	<u>\$0.00</u>	<u>\$312,340.00</u>	<u>\$0.00</u>	<u>\$718,382.00</u>

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*

**III. EXPENDITURES**

	FY	<u>2016</u>	FY	<u>2017</u>	FY	<u>2018</u>	<b>Cumulative Total</b>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE							0.00	0.00
2. Faculty							\$0.00	\$0.00
3. Administrators	11800		11800		11800		\$35,400.00	\$0.00
4. Adjunct Faculty	6000		6000		6000		\$18,000.00	\$0.00
5. Instructional Assistants							\$0.00	\$0.00
6. Research Personnel							\$0.00	\$0.00
7. Support Personnel	5500		5500		5500		\$16,500.00	\$0.00
8. Fringe Benefits	5884.8		5884.8		5884.8		\$17,654.40	\$0.00
9. Other:							\$0.00	\$0.00
<b>Total FTE Personnel and Costs</b>	<u>\$29,184.80</u>	<u>\$0.00</u>	<u>\$29,184.80</u>	<u>\$0.00</u>	<u>\$29,184.80</u>	<u>\$0.00</u>	<u>\$87,554.40</u>	<u>\$0.00</u>

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel		\$15,000.00		\$10,000.00		\$10,000.00	\$0.00	\$35,000.00
2. Professional Services							\$0.00	\$0.00
3. Other Services							\$0.00	\$0.00
4. Communications		\$5,000.00		\$5,000.00	\$2,000.00		\$2,000.00	\$10,000.00
5. Utilities							\$0.00	\$0.00
6. Materials and Supplies		\$2,000.00					\$0.00	\$2,000.00
7. Rentals							\$0.00	\$0.00
8. Repairs & Maintenance							\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale							\$0.00	\$0.00
10. Miscellaneous - Scholarships		\$25,000.00		\$25,000.00		\$30,000.00	\$0.00	\$80,000.00
<b>Total Operating Expenditures</b>	\$0.00	\$22,000.00	\$0.00	\$15,000.00	\$2,000.00	\$10,000.00	\$2,000.00	\$47,000.00

	FY		FY		FY		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources		\$2,000.00					\$0.00	\$2,000.00
2. Equipment							\$0.00	\$0.00
<b>Total Capital Outlay</b>	\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Indirect Costs (overhead)</b>								
<b>TOTAL EXPENDITURES:</b>	\$29,184.80	\$24,000.00	\$29,184.80	\$15,000.00	\$31,184.80	\$10,000.00	\$89,554.40	\$47,000.00
<b>Net Income (Deficit)</b>	-\$29,184.80	\$132,170.00	-\$29,184.80	\$234,872.00	-\$31,184.80	\$302,340.00	-\$89,554.40	\$671,382.00

## Applications by Law School Region as of 17AUG2015

**ATTACHMENT B(2)**

<b>LLM Applications as of 17 August 2015</b>		
<b>Law School Region</b>	<b>Number</b>	<b>Pct Chg from Prev Year</b>
Far West (FW)	6,813	+0.53%
Great Lakes (GL)	4,390	+2.05%
Midsouth (MS)	6,372	+7.27%
Midwest (MW)	637	+27.15%
Mountain West (MT)	273	-4.21%
New England (NG)	3,168	+9.92%
Northeast (NE)	9,625	+1.02%
Northwest (NW)	595	+14.64%
South Central (SC)	961	+3.56%
Southeast (SE)	1,214	+38.11%
<b>TOTAL</b>	<b>34,048</b>	<b>+4.63%</b>

**ATTACHMENT B(3)**

## Gender and First Law Degree Country 2013 Report

COUNTRY	GENDER	APPLICANTS	MATRICULANTS
Afghanistan	Male	1	0
Albania	Female	2	0
Albania	Male	4	0
Algeria	Male	1	0
Argentina	Female	14	2
Argentina	Male	18	5
Armenia	Female	5	2
Armenia	Male	2	0
Australia	Female	57	14
Australia	Male	45	7
Austria	Female	7	1
Austria	Male	5	1
Azerbaijan	Female	2	1
Azerbaijan	Male	2	1
Bahrain	Female	1	0
Bangladesh	Female	2	0
Bangladesh	Male	4	0
Barbados	Female	4	0
Belarus	Female	5	1
Belarus	Male	2	1
Belgium	Female	25	12
Belgium	Male	31	14
Benin	Female	1	0
Benin	Male	1	0
Bolivia	Female	4	1
Bolivia	Male	3	3
Bosnia and Herzegovina	Female	2	0
Brazil	Female	134	46
Brazil	Male	118	46
Bulgaria	Female	2	0
Bulgaria	Male	1	1
Burkina Faso	Male	2	0
Burundi	Female	1	0
Burundi	Male	2	0
Cambodia	Female	3	0
Cameroon	Female	6	2
Cameroon	Male	24	10
Canada	Female	48	8
Canada	Male	38	7
Chad	Male	1	1
Chile	Female	20	6
Chile	Male	67	16
China	Female	882	338
China	Male	367	147
Colombia	Female	53	11
Colombia	Male	43	11
Congo	Male	1	0
Congo Democratic Republic of the	Female	1	0

### **ATTACHMENT B(3)**

#### Gender and First Law Degree Country 2013 Report

<b>COUNTRY</b>	<b>GENDER</b>	<b>APPLICANTS</b>	<b>MATRICULANTS</b>
Congo Democratic Republic of the	Male	3	1
Costa Rica	Female	7	2
Costa Rica	Male	3	1
Cote d Ivoire	Male	2	1
Croatia	Female	1	1
Croatia	Male	2	0
Czech Republic	Female	2	1
Czech Republic	Male	1	0
Denmark	Female	3	0
Denmark	Male	4	2
Dominican Republic	Female	15	5
Dominican Republic	Male	8	2
Ecuador	Female	8	1
Ecuador	Male	21	8
Egypt	Female	7	1
Egypt	Male	18	4
El Salvador	Male	4	2
Eritrea	Female	1	0
Eritrea	Male	2	1
Estonia	Female	1	0
Ethiopia	Female	11	0
Ethiopia	Male	15	4
Finland	Female	4	2
Finland	Male	2	1
France	Female	128	45
France	Male	72	25
Gambia	Male	1	0
Georgia	Female	4	0
Georgia	Male	7	0
Germany	Female	45	14
Germany	Male	60	19
Ghana	Female	6	0
Ghana	Male	11	1
Greece	Female	14	3
Greece	Male	18	6
Guatemala	Female	2	2
Guatemala	Male	6	1
Haiti	Female	1	0
Haiti	Male	2	0
Honduras	Male	1	0
Hong Kong	Female	10	3
Hong Kong	Male	7	0
Hungary	Female	5	2
Hungary	Male	2	0
Iceland	Female	5	3
Iceland	Male	3	1
India	Female	214	49
India	Male	120	26

### **ATTACHMENT B(3)**

#### Gender and First Law Degree Country 2013 Report

<b>COUNTRY</b>	<b>GENDER</b>	<b>APPLICANTS</b>	<b>MATRICULANTS</b>
Indonesia	Female	11	3
Indonesia	Male	26	8
Iran, Islamic Republic of	Female	26	9
Iran, Islamic Republic of	Male	18	3
Iraq	Female	1	1
Iraq	Male	13	3
Ireland	Female	14	7
Ireland	Male	12	1
Israel	Female	31	14
Israel	Male	32	9
Italy	Female	32	10
Italy	Male	50	18
Jamaica	Female	3	0
Jamaica	Male	2	0
Japan	Female	85	32
Japan	Male	216	105
Jordan	Female	6	1
Jordan	Male	14	1
Kazakhstan	Female	7	2
Kazakhstan	Male	5	1
Kenya	Female	8	1
Kenya	Male	6	0
Korea, Democratic Republic of (North)	Female	1	0
Korea, Republic of (South)	Female	97	31
Korea, Republic of (South)	Male	181	97
Kosovo	Male	1	0
Kuwait	Female	4	0
Kuwait	Male	2	0
Kyrgyzstan	Female	1	0
Kyrgyzstan	Male	3	1
Lebanon	Female	8	2
Lebanon	Male	13	5
Lesotho	Female	1	0
Liberia	Female	3	0
Liberia	Male	6	3
Libya	Female	1	0
Libya	Male	1	0
Lithuania	Female	2	0
Lithuania	Male	1	0
Luxembourg	Female	1	1
Macao	Female	6	2
Macao	Male	3	2
Macedonia, The Former Yugoslav Republic Of	Female	3	1
Macedonia, The Former Yugoslav Republic Of	Male	1	0
Malawi	Female	1	0
Malawi	Male	1	0
Malaysia	Female	2	1
Malaysia	Male	1	1

### **ATTACHMENT B(3)**

#### Gender and First Law Degree Country 2013 Report

<b>COUNTRY</b>	<b>GENDER</b>	<b>APPLICANTS</b>	<b>MATRICULANTS</b>
Malta	Male	1	0
Mexico	Female	75	27
Mexico	Male	111	34
Moldova, Republic of	Female	4	1
Moldova, Republic of	Male	1	0
Mongolia	Female	3	0
Mongolia	Male	6	1
Morocco	Male	1	1
Nepal	Male	4	0
Netherlands	Female	8	2
Netherlands	Male	9	2
New Zealand	Female	6	3
New Zealand	Male	10	3
Nicaragua	Female	1	0
Nicaragua	Male	1	1
Niger	Male	1	0
Nigeria	Female	68	14
Nigeria	Male	63	13
Norway	Female	5	3
Norway	Male	1	0
Oman	Male	1	1
Pakistan	Female	5	1
Pakistan	Male	17	0
Panama	Female	7	4
Panama	Male	11	4
Papua New Guinea	Female	1	0
Papua New Guinea	Male	1	0
Paraguay	Female	4	3
Paraguay	Male	4	1
Peru	Female	29	7
Peru	Male	24	10
Philippines	Female	20	4
Philippines	Male	23	8
Poland	Female	11	2
Poland	Male	7	1
Portugal	Female	7	2
Portugal	Male	5	1
Qatar	Female	3	1
Qatar	Male	2	1
Romania	Female	9	2
Romania	Male	4	1
Russian Federation	Female	66	28
Russian Federation	Male	25	4
Rwanda	Male	1	0
Saudi Arabia	Female	76	17
Saudi Arabia	Male	204	39
Senegal	Male	2	0
Serbia	Female	2	1

### **ATTACHMENT B(3)**

#### Gender and First Law Degree Country 2013 Report

<b>COUNTRY</b>	<b>GENDER</b>	<b>APPLICANTS</b>	<b>MATRICULANTS</b>
Serbia	Male	4	1
Singapore	Female	6	1
Singapore	Male	2	1
Slovakia	Female	2	0
Slovakia	Male	3	0
Slovenia	Female	1	0
Slovenia	Male	1	0
South Africa	Female	33	5
South Africa	Male	15	1
Spain	Female	28	5
Spain	Male	21	8
Sri Lanka	Male	1	0
Sudan	Male	3	0
Swaziland	Male	1	0
Sweden	Female	14	6
Sweden	Male	7	2
Switzerland	Female	40	12
Switzerland	Male	46	16
Syrian Arab Republic	Female	3	0
Syrian Arab Republic	Male	1	0
Taiwan	Female	72	25
Taiwan	Male	61	17
Tajikistan	Male	1	0
Tanzania, United Republic of	Female	2	0
Tanzania, United Republic of	Male	4	0
Thailand	Female	65	21
Thailand	Male	37	13
Togo	Male	1	0
Tunisia	Female	1	0
Turkey	Female	37	9
Turkey	Male	22	4
Uganda	Female	12	1
Uganda	Male	4	0
Ukraine	Female	22	4
Ukraine	Male	9	3
United Arab Emirates	Female	4	0
United Arab Emirates	Male	8	3
United Kingdom	Female	211	54
United Kingdom	Male	159	39
United States of America/Territories	Female	520	116
United States of America/Territories	Male	812	183
Uruguay	Female	3	1
Uruguay	Male	2	0
Uzbekistan	Female	2	1
Uzbekistan	Male	8	0
Venezuela, Bolivarian Republic of	Female	11	2
Venezuela, Bolivarian Republic of	Male	15	4
Vietnam	Female	7	1

### **ATTACHMENT B(3)**

Gender and First Law Degree Country 2013 Report

<b>COUNTRY</b>	<b>GENDER</b>	<b>APPLICANTS</b>	<b>MATRICULANTS</b>
Vietnam	Male	3	1
Zambia	Male	1	0
Zimbabwe	Male	1	0
<b>Total</b>		<b>7215</b>	<b>2140</b>