New Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):
Example: PHL 361 RH

Course Title: Juvenile Justice System
Abbreviated Course Title (≤ 30 chars): JJSystem
First Semester to be Offered: Spring 2013
Submitted by: David Eitle
994-5253
david.eitle@msu.montana.edu
Submitter’s Contact Info: Phone, Email:
Instructor: Sara Rasch
Sociology & Anthropology
College: Letters and Science

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process.

APPROVALS

Submitter
9-6-12

Department Head
9-6-12

Chair, College Curriculum Comm.

Dean

Chair, Core Subcommittee (if app.)

Chair, CPC

Assoc. Provost

Date

Date

Date

Date

Date
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

http://www.mus.edu/Qtools/CCN/ccn_default.asp

- If a course exists with at least 70% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
- If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course paperwork.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

<table>
<thead>
<tr>
<th>Requested Rubric, Course Number, Core Designation (if needed):</th>
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</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td></td>
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<tr>
<td>Credits:</td>
<td></td>
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<tr>
<td>Department Offering Course:</td>
<td></td>
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<tr>
<td>College:</td>
<td></td>
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<tr>
<td>Is there an “equivalent” course in the MUS System?:</td>
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<tr>
<td>Learning Outcomes for the proposed new course:</td>
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<tr>
<td>SOCI 335</td>
<td></td>
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<tr>
<td>Juvenile Justice System</td>
<td></td>
</tr>
<tr>
<td>Sociology &amp; Anthropology</td>
<td></td>
</tr>
<tr>
<td>Letters and Science</td>
<td></td>
</tr>
</tbody>
</table>

☐ Yes ☐ No

1) Understand the evolution of the policies and practices of the juvenile justice system
2) Be able to identify the historical, economic, and social factors/changes that triggered changes in the juvenile justice system
3) Understand and be able to articulate the objectives of juvenile policing and adjudication
4) Recognize the rational behind specialized correctional, prevention, and intervention programs for juveniles
5) Have knowledge of state of the art scholarship that evaluates the programs, policies, and initiatives that comprise juvenile justice operations in America
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Requested Rubric, Course Number, Core Designation (if needed):

Course Title (for Catalog):
Course Title (for Schedule of Classes, \textbf{30 characters, max.}):
First Semester to be Offered:
Instructor’s Banner ID (last 4 digits only):
Department Offering Course:
College:

Is the requested course number available? (x4155 to check):
Frequency of course offering:
Semester(s) offered (check all that apply):
Summer Options (check all that apply):

Credits by mode of instruction:
- Lecture:
- Seminar:
- Independent Study:
- Lab/Studio:
- Recitation/Discussion:

\textbf{TOTAL CREDITS:} \underline{3}

Primary Mode of Delivery:
- Face-to-face
- Internet/Web-based
- Interactive Video
- Audio and/or Video Tape

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):
Assigned Time(s):
Assigned Building:
Assigned Room:
Capacity (room capacity, or enrollment “cap”):

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

An analysis of the juvenile justice system in the United States, including the historical development of policies and practices. The role of various social agencies in defining, preventing, and responding to delinquency will also be considered, primarily from a sociological perspective.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOCI 335</td>
<td>Juvenile Justice System</td>
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<td></td>
<td>JJ System</td>
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<td></td>
<td>Spring 2013</td>
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<tr>
<td>Sociology &amp; Anthropology</td>
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<td></td>
</tr>
</tbody>
</table>

SOCI 101 or SOCI 221
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.
New Undergraduate Course Narrative  
Montana State University  
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

> SOCI 335, no core designation

2. Course Title

> Juvenile Justice System

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> This upper-division course will encourage students to analyze the systems and procedures for handling delinquent youth in the United States. Students will examine the origins and transformation of juvenile justice, including the ideologies that have influenced the policies, practices, and programs that characterized juvenile justice in America. Students will be exposed to issues associated with policing, adjudicating, sentencing, and reforming juveniles. Analyses will utilize criminological/sociological scholarship, including explanations of delinquency, evidence regarding the nature and extent of delinquency, studies of juvenile justice procedures, and evaluation research on delinquency prevention and intervention programs.

While this course does include an examination of juvenile delinquency and the explanations proffered to understand such behavior, the most important contribution to the sociology/criminology curriculum is in demonstrating the importance of understanding juvenile justice (including its policies, procedures, and consequences) from the perspective of a social scientist, who employs theory, methods, and evidence to understand, evaluate, critique, and ultimately, transform juvenile justice system practices.

In summary, upon completion of this course, students will be able to:

1) Understand the evolution of the policies and practices of the juvenile justice system.
2) Be able to identify the historical, economic, and social factors/changes that triggered changes in the juvenile Justice system
3) Understand and be able to articulate the purpose and objectives of juvenile policing and adjudication
4) Recognize the rationale behind specialized correctional, prevention and intervention programs for juveniles
5) Have knowledge of state of the art scholarship that evaluates the programs, policies, and initiatives that comprise juvenile justice operations in America

These understandings of the juvenile justice system will be acquired through class lecture, academic journal articles, and several textbooks that highlight the issues specific to the juvenile justice system in America.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> Grades will be determined by 3 exams, six short essays, and attendance/participation points.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

I. Defining the Problem of Juvenile Delinquency
   a. This unit will identify the historical development of juvenile justice in the United States and will define the scope of juvenile delinquency. In addition, causes of delinquency and prevention program models will be examined.

II. Policing Juveniles and Juvenile Court Procedures
   a. This unit is focused on the police and court practices that are particularly important to juvenile justice. These practices include, but are not limited to, police discretion, due process, adjudication procedures and sentencing.

III. Juvenile Corrections
   a. The last unit for this course will describe the many challenges that face the criminal justice system in regards to juvenile justice. Responses to the special needs of juveniles include residential programs and custodial institutions.

6. List required texts or other required references.


7. What are the estimated enrollment and student credit hour (SCH) production?
   [SCH = (enrollment * credits)]

> This course will be designed for 40 students. The SCH production will be equal to 120.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?
> It is necessary to cap this course at 40 students to ensure that the instructor can analyze and give adequate response paper feedback to each student throughout the semester. Constructive feedback will help students improve their academic writing skills. Additionally, there are physical space limitations on classrooms that restrict class size.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> No.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> The instructor will determine the successful attainment of learning objectives by evaluating student comprehension through exams and writing assignments. If the learning objectives are met, students should be able to critically analyze juvenile justice system concepts in their response papers. Additionally, the department has implemented an assessment plan that can be used to evaluate learning objectives that are included in this course. Finally, the department head will review the course, its delivery, and any outcome evidence with the instructor after the semester to determine the relative success of the course.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> The instructor of this course recently came from the University of Montana Sociology Department where she was mentored by colleagues with extended experience in juvenile justice and juvenile delinquency. In addition, the course instructor, Sara Rasch, was a teaching assistant and invited lecturer for Juvenile Delinquency and Juvenile Justice System courses at UM. Rasch also contributed to a paper on juvenile substance abuse risk factors using the National Survey of Drug Use and Health.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No.

13. Justify the level of course offering.

> Students in this course are required to critically analyze and write about academic journal articles. This level of analysis is typical of 300 level courses. In addition, this course has been offered at the University of Montana for a number of years at the 300 level.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?
> Yes. This course will interrelate with several other courses in our curriculum. The current criminal justice system oriented courses in the department are mostly focused on adult crime. Juvenile Justice System will complement these classes to provide students with a more comprehensive portrait of how justice in America is defined, implemented, and adjudicated.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> No

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> Class meets a growing demand and is necessary to deliver the burgeoning criminology option to students. Since SCH production is only 120, will likely have little impact on other programs.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> n/a

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> This course will serve both majors and non-majors. Students in social work, psychology and other majors that require contact with juveniles will benefit by learning about the issues addressed in Juvenile Justice System. The course will not need to be adjusted to accommodate these other disciplines. Understanding juvenile delinquency and the juvenile justice system is universal across disciplines as psychological, social, and environmental factors are addressed.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> See addendum. (end of proposal)

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided
by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> The instructor of this course will use articles from electronic journal databases, such as web of knowledge, to provide articles that illustrate concepts that are covered in class.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

> Proposed model syllabus is attached
SARA SHAPIRO RASCH, M.A.
507 Flathead Ave
Bozeman, MT 59718
406-531-3925
sara.rasch@montana.edu

EDUCATION


RESEARCH INTERESTS
Criminal justice system processes, research project management, policy formation, program evaluation, court process outcome analysis, sociology of law, domestic violence, DUI policy and drug courts.

RELEVANT WORK EXPERIENCE
August 2012- present: Hired by Montana State University as a Visiting Instructor in the Sociology and Anthropology Department. Duties included course design and instruction for three classes, two of which are upper division courses, advising and working with other department faculty to resurrect an internship program.

August 2011- August 2012: Hired by the University of Montana as an adjunct instructor for Introduction to Criminology. Duties include course design, teaching, and maintaining student records. I am responsible for teaching the foundation of Criminological study to 160 students.

Summer 2010- Summer 2011: Retained by the Missoula Office Planning and Grants to analyze sentence requirements and outcomes for offenders who have been convicted of partner/family member assault. Research looks at offender trajectories using aggregate data to see where offenders are filtered out of the criminal justice system, as well as characteristics of offenders found guilty of future partner family member assault.

Spring 2010- Spring 2011: Participated in a research project which looked at success predictors for those on pre-trial release for domestic violence charges. Data was collected by combing case files for relevant data. The analysis resulted in a report for Missoula Correctional Services.

Fall 2009-Spring 2010: Primary research assistant on a project working with the Social Work department to interview those with multiple felony DUI convictions who were currently committed to the Montana Department of Corrections. The research looked to explain if and why current DUI laws seem to be ineffective in deterring people from drinking and driving. In addition, the research explored alternative laws that would deter people from drinking and driving. Though focus groups were the focus of this project, it was also
necessary to use my skills in quantitative data analysis through SPSS, graph and table construction, and report writing. In addition, my public speaking skills were strengthened by presenting the results of this study.

Summer 2009- Fall 2009: Participated in organizational meetings for the pending Missoula DUI court.

**PUBLICATIONS OR PRESENTATIONS**


Campbell, Kim and Sara Shapiro. “Towards sentence completion: An analysis of PFMA offender pathways through the Missoula municipal court system.” To be presented at the University of Montana Graduate and Faculty Research Conference. April 24, 2011.


Shapiro, Sara. “Assessing Montana’s Multiple Offender Drunk Drivers for Prevention Ideas.” The University of Montana Graduate Student & Faculty Research Conference, Missoula, MT: April 24, 2010.


**INVITED LECTURES**


**MEDIA COVERAGE**


Scott, Tristan. “Tougher laws, better treatment being explored to combat DUIs.” *Missoulian:* March 6, 2010.

Further coverage provided by the following news outlets is available upon request: KPAX, Helena Independent Record, and the University of Montana Science Magazine.

**TEACHING EXPERIENCE/STUDENT MENTORING**

Summer 2012-Present: Visiting Instructor at Montana State University for Criminal Justice System, Sociology of Corrections, and Crime, Justice and Media

Fall 2011 – Summer 2012: Adjunct Instructor at the University of Montana for Introduction to Criminology (four sections), Criminal Justice System (three sections), and Social Statistics

Spring 2011: Teaching Assistant for Sociology of Corrections, Juvenile Delinquency and Introduction to Sociology

Fall 2010: Teaching assistant for Social Statistics

Spring 2010: Teaching Assistant for Law and Society and Juvenile Delinquency

Spring 2010: Student Athlete Tutor

Fall 2009: Teaching Assistant for Juvenile Justice System and Introduction to Criminology

Spring 2009: Preceptor for Criminal Justice System

Fall 2008: Preceptor for Social Statistics
SKILLS
Academic lecture experience • public speaking experience • grade keeping • Statistical Package for the Social Sciences proficiency • Microsoft Word • Microsoft Excel • Microsoft PowerPoint • professional communication • multi-tasking • problem solving • data quality evaluation • research design and implementation

HONORS AND AWARDS
Spring 2011: 4.0 Graduate school GPA
Fall 2010: 4.0 Graduate school GPA
Spring 2010: 3.9 Graduate school GPA
Fall 2009: 4.0 Graduate school GPA
Fall 2009 - Spring 2011: Teaching Assistantship, University of Montana
Spring 2009: High Honors Graduation, University of Montana
Fall 2008: 4.0 GPA List, University of Montana
Fall 2006, Fall 2007, Spring 2008, Spring 2009: Dean’s List, University of Montana
Juvenile Justice System  
MWF 1:10 – 2:00 pm

Instructor: Sara S. Rasch  
Email: sara.rasch@montana.edu  
Phone: 994-5251  
Office: Wilson Hall 2-118  
Office Hours: Monday and Wednesday 11:30 am – 1:00 pm; and by appointment

Course Description and Learning Objectives
This is an upper-division course that will encourage students to analyze the systems and procedures for handling delinquent youth in the United States. Students will study the origins and transformation of juvenile justice, including the sweeping change and reorientation that characterize contemporary policies, practices, and programs. Each part of juvenile justice systems will be examined: policing encounters with youth, juvenile court proceedings, and correctional programs. Analysis will draw upon criminological literature, including theoretical explanations of delinquency, findings on the nature and extent of delinquency, studies of juvenile justice procedures, and evaluation research on delinquency prevention and intervention programs. Students will gain understanding of juvenile justice through reading, discussion, and lecture.

In summary, upon completion of this course, you will:
1) Understand the evolution of the policies and practices of the Juvenile Justice System.
2) Be able to identify the types of social change that triggered changes in the Juvenile Justice System.
3) Understand the purpose and objectives of juvenile policing and adjudication.
4) Recognize the rationale behind specialized correctional, prevention and intervention programs for juveniles.

Course Requirements
Students’ final grades will be based on the following components; class participation, reflective journal entries and exercises, and exams.

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/class participation</td>
<td>80</td>
</tr>
<tr>
<td>Response Papers (6)</td>
<td>120</td>
</tr>
<tr>
<td>Exams (3) @ 100 pts</td>
<td>300</td>
</tr>
</tbody>
</table>

Plus/minus grading will be used in this class. Based on the number of points achieved, final grades will be assigned as follows:

**Grading Scale (500 points possible)**

- A = 465 and greater
- A- = 450-464
- B+ = 440-449
- B = 415-439
- B- = 400-414
- C+ = 390-399
- C = 365-389
- C- = 350-364
- D+ = 340-349
- D = 300-339
- F = 299 and lower
Attendance/Class Participation
Students are required to attend class and actively participate in discussions. The instructor will randomly take attendance 10 times (50 total points) throughout the semester, and will track level of participation daily (30 total points available). Each class absence will result in a loss of five attendance points. In the event that you miss a class meeting, it is your responsibility to get notes from a classmate.

Response Papers
Throughout the semester, you will be asked to respond to a series of questions on a specified reading assignment. We will discuss the reading in class a week before the assignment is due and you will then respond individually to an essay question. You may not write this response paper in collaboration with any other student.

The due date for these response papers is indicated on the course schedule and should be 2-3 pages in length, typed and double-spaced. Organization, development, citations, and writing style (clarity, grammar, mechanics, and punctuation) will be considered in scoring your essay. Each essay is each worth 20 points for a total of 120 possible essay points.

Exams
There will be three exams. Each exam is worth 100 points. No make-up exams will be permitted unless there is an emergency situation and you contact me within 24 hours of the exam date. The third exam will be given during finals week. Each of the following units will have an associated exam:

I. Defining the Problem of Juvenile Delinquency
II. Policing Juveniles and Juvenile Court Procedures
III. Juvenile Corrections

Expectations of Students

Preparation
Students are required to review the readings before class. This is a participation-based class; therefore, everyone must be prepared for discussion. Failure to prepare for each class period can result in a deduction of attendance/participation points.

Desire2Learn:
This course will require you to use of MSU’s desire to learn (D2L) program. For this course, the following components will be delivered by (or be supported by) D2L: syllabus, course schedule, grades, all handouts, etc.

Academic misconduct
Section 400 of the Montana State University Conduct Code defines academic misconduct and outlines associated penalties. To summarize, academic misconduct includes, but is not limited to, cheating, falsification, tampering and plagiarism.

Pay special attention to the definition of plagiarism. According to the MSU Student Conduct Code (2012): “Presenting the work of another as one's own without proper acknowledgment. Examples of plagiarism include submitting as one's own work the work of another student, ghost writer or commercial writing service; directly quoting from a source without acknowledgment; paraphrasing or summarizing another's work without acknowledging the source; or using facts, figures, graphs, charts
or information without acknowledging the source. Plagiarism may occur orally or in writing and may involve computer programs and files, research designs, distinctive figures of speech, ideas and images or any other information that belongs to another person and is not acknowledged as such. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.”

Academic misconduct can result in discipline up to suspension from MSU. For more information, see the student conduct code at: http://www2.montana.edu/policy/student_conduct/

**Student-instructor communication**
To protect privacy, the instructor of this course is only able to communicate to students by office phone, during office hours, or by university email. Do not attempt to contact the instructor on her personal cell phone.

**Cell phone and laptop policy**
Cell phones are to be turned off and put away when class starts. Laptops are acceptable for note taking; however, students may not use their laptop for non-academic activities during class time. Texting and inappropriate laptop usage will result in a loss of 5 attendance points.

**REQUIRED TEXTS**


This syllabus is a modified version of a Juvenile Justice System Course Syllabus by James Burfeind (2010). Permission granted for reproduction.
September 6, 2012

To Whom It May Concern:

I am writing this letter to express my formal support for Sara Rasch, a teaching instructor hired this fall by our department, to teach the new proposed course “Juvenile Justice System.” Sara is an experienced instructor at our sister university, the University of Montana, where she taught a number of courses in the sociology/criminology curriculum. She is already being embraced by our students for her zeal and passion for teaching, and while this will be a new course prep for her, she has both the experience and the training to provide the expertise necessary to deliver this course effectively. She has had both the graduate course work and research experience (including her contributions to a published paper on juvenile substance abuse risk factors) necessary to create and provide such a course to our students. Indeed, her training and experience are the reasons that we hired her away from the University of Montana! I have little doubt that Sara will deliver a strong course that will be well received by students.

Sincerely,

David Eitle
Professor and Department Head
Sociology and Anthropology
Montana State University
Addendum to New Course application-SOCI 335 Juvenile Justice System

#19. The new resources devoted to this course are largely confined to instruction costs. Sara Rasch, the NTT faculty member who will teach this course in the spring (if approved) will prepare and deliver the course as part of her existing teaching workload (as specified in her contract). The expansion of course offerings for the criminology option is consistent with the Department & College plan (approved by the provost and the Board of Regents) to initiate the criminology option in the sociology major, with the expectation that there would be a marked increase in student FTEs associated with the growth of the criminology option. Indeed, this class serves to help fill the demand for course offerings that satisfy the criminology option. A corrections course is typically a fundamental course offering of most criminology/criminal justice program curriculums. Finally, it is possible, even probable, that our new TT hire in sociology will teach this course in the future (it is one of the priority teaching areas in our job listing).