

**New Program Proposal  
 Bachelor of Science in Criminology  
 Lander University**

**Summary**

Lander University requests approval to offer a program leading to the Bachelor of Science in Criminology to be implemented in Fall 2017. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	9/19/16	Not Applicable
Program Proposal Withdrawn	11/8/16	Lander University withdrew the proposal upon discussion with Academic Affairs Staff about content.
Comments and suggestions from CHE Staff discussed with the institution	11/21/16	Staff recommended revisions to or requested additional information about the following: the name and focus of the degree program; assessment of student need for the program; specific program objectives; state and/or local employment data; expected employment opportunities; projected enrollment; and the proposal curriculum chart.
Revised Program Proposal Received	12/1/16	Not Applicable
ACAP Consideration	1/26/17	<p>The representative from Lander University introduced the proposal, explained the program would complement others that address security issues, and noted the institution's online degree completion program in Criminal Justice Management was closed in May 2016. However, Criminology would utilize the expertise of the former program's faculty and build on the current cluster of security related programs which include degree minors in Criminal Justice, Homeland Security, and Cybersecurity.</p> <p>ACAP members discussed the program's design as a B.S. instead of a B.A. degree and the representative explained its curriculum would offer students more analytical and research perspectives than a B.A., and that the research methods and quantitative reasoning courses are workforce-readiness advantages for completers.</p> <p>In response to inquiry about the proposed program's impact on the extant Sociology bachelor's degree, the Lander representative stated that the strategic separation of the programs allows students to focus on their specific programs of study and encourages program uniqueness. ACAP members asked if other programs with minors in criminal justice were researched. The representative</p>

Stages of Consideration	Date	Comments
		<p>stated the other programs reviewed were more conceptual and institutional with a criminal justice and law enforcement focus.</p> <p>Commission staff asked about Board of Trustees approval, which the representative confirmed. Staff then inquired about the low number of credit hours per headcount in the projected enrollment chart. The representative explained the chart would be revised.</p> <p>In response to a question about a MOA with Piedmont Technical College, the representative stated the institutions are in discussion, working closely together to provide program details and advise students about courses required for successful transfer. When asked about external assessment data, the representative stated the proposed degree program will include employment, alumni, and Education Testing Services (ETS) assessment data.</p> <p>After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.</p>
<p>Comments and suggestions from CHE staff sent to the institution</p>	<p>2/1/17</p>	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> <li>• Determine the appropriate CIP code 450401 (Criminology) or 430103(Crim. Justice/Law Enforcement Admin);</li> <li>• List internship sites and provide possible examples;</li> <li>• Provide specific program objectives;</li> <li>• Revise the employment opportunities listed and only include occupations that do not require additional education. Include all other occupations listed in the narrative section that follows;</li> <li>• Identify the sources of the employment data; and</li> <li>• Review the cost chart to ensure inclusion of all the costs associated with implementing the proposed program;</li> </ul> <p>And that the proposal be revised to address the following as discussed at ACAP:</p> <ul style="list-style-type: none"> <li>• The rationale for the program as a B.S. instead of a B.A.;</li> <li>• The Board of Trustee approval date;</li> <li>• The effect the proposed program will have on the sociology program in the assessment of need section;</li> <li>• The project enrollment chart for accuracy;</li> <li>• Articulation discussions with Piedmont Technical College;</li> <li>• A rationale and anticipated course assignment for adjuncts;</li> <li>• The specific facility that will be used for the program; and</li> <li>• Information about external assessments.</li> </ul>
<p>Revised Program Proposal</p>	<p>2/10/17</p>	<p>The revised proposal satisfactorily addressed the requested revisions.</p>

CAAL  
3/9/2017  
Agenda Item 2f

**Recommendation**

Staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Bachelor of Science in Criminology to be implemented in Fall 2017.



### **Background Information**

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Lander's mission is to offer "high-demand and market-driven programs" within a "rich liberal arts environment to produce highly qualified and marketable graduates." The purpose of the proposed B.S. in Criminology is to produce students who can use their knowledge for successful careers related to law, law enforcement (corrections, policing, etc.), criminology, government service, homeland security, or social service agencies with prevention programs for at-risk youth or working with populations having criminal behaviors.

If approved, Lander would be the first public institution in South Carolina with a bachelor's degree in Criminology. The only other Criminology degree is offered at Coker College, a private institution.

Whereas the traditional view of a criminal justice degree has been to orient students toward a career in law enforcement (policing, corrections, etc.), Lander's proposed curriculum incorporates criminal justice and criminology with an emphasis on critical thinking and analysis, the foundations of criminology. Therefore, all of the upper-level courses in the proposed program focus on criminology while the lower-level courses offered focus on criminal justice.

Lander's proposed program provides a wide range of academic and career preparation in order to allow students to develop the analytical and research skills necessary for the broad range a career choices related to criminology. These choices would be determined by a student's academic and career interests—whether law, law enforcement, social services, or government service, including the burgeoning field of homeland security. Lander's proposal is also explicit in creating bridges to other disciplines, such as Political Science and Sociology in order to better prepare students for careers related to areas of law, social services, and government service.

Due to curricular developments in other departments at Lander, students would be encouraged to explore courses in Computer Information Systems and Chemistry as well since these areas have developed a CIS 243: Cybersecurity course and CHEM 101: Introduction to Criminalistics and Forensic Science respectively. Thus, the proposed curriculum for the B.S. in Criminology seeks to enable students to take advantage of course offerings across the institution.

Lander's criminology major seeks to create critical thinkers who can analyze the subject of security from multiple perspectives and within local, state, national, and international contexts—all increasingly blurred in today's globalized world. For example, the National Sheriffs' Association's Global Center for Public Safety has an Institute for Homeland Security, an indication of how a contemporary framing of criminology links to other areas. Lander's proposed curriculum seeks to train leaders to be adaptable to today's challenges and have experience in identifying connections across academic disciplines, an orientation that government departments, law enforcement agencies, and professional organizations (such as the National Sheriffs' Association, American Correctional Association, and International Association of Chiefs of Police) promote among their members. The curriculum is, therefore, designed to give those students who wish to pursue a law enforcement career a head start in the ability to think broadly about criminology, thereby instilling leadership potential. In other

words, this proposed major is not intended for those persons who only wish to become a law enforcement officer and attend the South Carolina Criminal Justice Academy.

Lander's proposed B.S. in Criminology would provide core classes, including Ethics, that are emphasized in the field. Lander's program would also require an Internship in order to build students' application skills and career readiness. Neither an Ethics course nor an Internship are required in many similar programs across South Carolina.

Classes at Lander will train critical thinking professionals and expose them to current policy changes and debates within the discipline. Lander's Current Policy Issues in Criminology is a core course in the proposed program that illustrates the dynamic nature of the field because different topics can be showcased in each offering. The curriculum is also structured so that ties to Political Science and Sociology are not hidden, but explicit and valued—a distinct difference when compared to some similar programs. Lander believes that enabling students to better understand governmental institutions, law, and social variables that shape society is imperative for future professionals. The curriculum would, therefore, expose students to the relevant subjects shaping criminology such as intergovernmental relations, risk assessment, terrorism, homeland security, and emergency management. Therefore, Lander's curriculum seeks to provide a liberal arts approach to help students integrate these disciplines and become better critical thinkers, communicators, and ethical professionals.

The events of recent years—terrorism, use of force by police, and race relations—remind us of the importance of criminology and have helped to shape this proposal. The liberal arts orientation of Lander's proposed program means that students will be able to think broadly and deeply about issues in this important field of study.

This proposal is for a B.S. rather than a B.A. in Criminology because the curriculum requires two mathematics classes from Lander's General Education curriculum as well as a 300-level research methods within the major that is primarily quantitative in nature. Within Lander's context, the discipline of Criminology more closely aligns with a B.S. rather than a B.A. classification. Lander's faculty also believe that the increased quantitative data available to criminologists and Lander students' own skills necessitate the B.S. rather than B.A. classification.

List the program objectives. (2,000 characters)

The proposed program seeks to create:

- (1) knowledgeable, critical thinkers who are adaptable in the dynamic field of Criminology  
Core classes will build students' necessary knowledge and two criminological theory courses as well as policy-oriented classes will build critical thinking skills so that students can see problems and solutions from multiple perspectives and understand security issues at local, state, national and global levels.
- (2) professionals who are ready to succeed in careers or graduate school programs;  
A required internship will include evaluations by the student, faculty member, and internship workplace supervisors to ensure that the student has learned professional work habits, responsibilities, and behaviors.
- (3) graduates who understand the range of careers open to them.

The liberal arts orientation of this program and dynamic nature of its courses (such as Current Policy Issues in Criminology) in means that the proposed program is designed to enable students to succeed in their chosen career path from their coursework, internship, and capstone experience—a course that requires a career-oriented portfolio.

The proposed program aims to create professionals who can think broadly and deeply about issues of security, threats, and protection. The needed disciplinary knowledge will be provided in the program's core courses as well as in the different categories of courses that expose students to areas of the field and related disciplines. The objective is to train students who seek careers within criminology (as analysts and researchers), the legal field, law enforcement and corrections, or government officials in agencies associated with criminal justice and criminology. Critical thinking is a key objective of the program so that students can stay up-to-date with their chosen area of study and have the research and communication skills to remain current, adaptable, and prepared for a rapidly changing world with new emerging threats. Assignments in core courses will employ the learning process of instructional scaffolding so that students build both a deeper level of knowledge and critical thinking skills over time.

Through coursework and a required Internship, the proposed program seeks to create self-motivated individuals who have healthy work habits and can work in teams, accept responsibility and learn from experiences, and are able to set appropriate goals within a professional environment. These “soft skills” are needed by employers across many fields according to *The Wall Street Journal* and other publications of record about the American business community. In fact, the South Carolina Department of Commerce's website includes the 2010 report “Hiring, Retention and Training: Employers' Perspectives on Trade and Soft Skills in South Carolina” that also concurs with this conclusion. The required Internship will be a part of Lander's experiential learning program, Experience Your Education (EYE), and will help to build communication and collaboration skills as well as enhance analytical skills through problem-solving in real-world situations. The Internship may also expose students to how governmental departments interact with one another as well as with agencies outside of government.

To illustrate the importance of the required Internship to this program, the list of recent placements below shows how experiential learning supports multiple career paths:

- *Organizations working with at-risk youth:* Community Initiatives, Greenwood YMCA, La Puerta Community Center, Sterling Community Center
- *Private companies dealing with legal issues:* Advanced Private Investigation
- *Non-profit organizations:* Beyond Abuse (sexual abuse victims); Connie Maxwell Children's Home; Meg's House (victims of domestic violence)
- *Private law firms:* Aaron Taylor Law Firm; Hawthorne Merrill; Powers Law Firm
- *Local Law Enforcement Agencies:* Anderson Police Dept.; Greenwood County Sheriff's Dept., Laurens Police Dept.; Ware Shoals Police Dept.
- *State Agencies:* South Carolina Department of Juvenile Justice; South Carolina Department of Probation, Pardon, & Parole; South Carolina Department of Social Services; State Law Enforcement Division (SLED); Eighth Circuit Solicitor's Office
- *Federal Agencies:* U.S. Department of Justice – Washington, D.C.

In addition, analytical skills that can be gained through an internship are illustrated through a current student's internship with the Ware Shoals Police Department to assist with a grant application.

Therefore, the proposed curriculum also will produce graduates who are prepared to take advantage of the range of careers open to them—in criminology as analysts (within the

arena of non-profits, government agencies, or corrections), within law enforcement and corrections (as officers or investigators and later supervisors), within the legal field (as attorneys or paralegals), or as government officials. The curriculum explicitly exposes students to these areas in different ways and provides the conceptual foundation for students to further their interests. An Internship will test their readiness for one possible career choice, and a Capstone Experience that will require them to write about their own preparation for and understanding of different career possibilities.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Lander University has offered a B.S. in Sociology with an emphasis in Criminal Justice for many years and 95 students were in this program in fall 2016. Lander students have a long-standing and continual interest in criminal justice and criminology, so a new B.S. in Criminology would meet student demand for this major.

The B.S. in Criminology would also allow Lander to better improve its B.S. in Sociology program by separating Criminology and Sociology courses to allow the Department of Political and Social Sciences to re-frame Sociology and orient it toward Lander's minors in Non-profit Management and in Human Services. Thus, the Sociology program will become more aligned with the interests of students who wish to pursue a career related to non-profit organizations or social service agencies than those most interested in criminology, law enforcement, the law, and security issues within government agencies.

Many criminology students pursue law school. According to the Law School Admissions Council, a major in criminal justice was the third most popular major of undergraduates applying to law school in 2015-2016. The number of attorneys in South Carolina has increased 15.7% since 2006 according to the American Bar Association (ABA), a statistic which means that there are also more jobs for paralegals and legal assistants. Lander's Criminology major will prepare students to fill these positions.

Although a paralegal certificate can be received from a two-year institution, attorneys and the Vice President for Membership of the South Carolina Upstate Paralegal Association (SCUPA) note that increasing numbers of paralegals—particularly at larger law firms—have four-year degrees. In fact, this SCUPA official estimates that 70% of SCUPA members have bachelor degrees. As attorneys rely on paralegals for help in writing correspondence with clients and courts, persons with four-year degrees have better writing skills and, in general, more organizational skills to assist attorneys. With instructional scaffolding used to give students more writing assignments over time, Lander believes we would help students achieve these goals.

The South Carolina Criminal Justice Academy reports that there are 16,000 police officers in the state, but most do not have four-year degrees. A 2006 journal article notes that only two South Carolina police departments require a four-year degree. A University of South Carolina report noted almost a decade ago that the state has “fallen far behind national norms in its commitment to basic law enforcement training” (Rojek, et al., 2007). This report argued that, as South Carolina grows in population and economic development pursuits, it must seek new ways to provide for public safety. Ten years later, this statement is even more appropriate with

questions about the future of policing procedures, infrastructure concerns, and more attention to policing and community relations, particularly with minority populations.

The field of law enforcement also includes the South Carolina Department of Juvenile Justice, South Carolina Department of Corrections, and South Carolina Department of Probation, Parole and Pardon Services. With a total offender population of these three divisions exceeding 68,000, there will be a continued need for employees. State and federal agencies also have specialty divisions (drug court, domestic violence court, offender reentry programs, half-way houses and transitional living facilities). The minimum educational requirement of a four-year degree is necessary for most of these positions, so the proposed program is being positioned to contribute to meeting this higher-education need.

In addition, changes to the South Carolina's prison system supervised by the Department of Corrections and the Department of Juvenile Justice are currently being addressed within the South Carolina General Assembly. These changes reflect best practices in the field, such as increased professionalism of the state's employees in these departments. A four-year degree in Criminology would prepare graduates to engage in these policy employment opportunities, as well as work directly with these populations and the communities where they reside. In other words, any changes made by the state legislature would only enhance the need for persons with a B.S. in Criminology.

According to the South Carolina Department of Public Safety, violent crime in the state has increased 9.5% since 1975. Our state ranks first in deadly violence against women, fourth in gun homicide, and has the third worst rate of aggravated assault. South Carolina also had 10 law enforcement officers murdered between 2005 and 2014.

Greenwood County has a high crime rate that is usually one of the highest in the Upstate. In fact, Upstate Alliance reports that Greenwood County had the highest crime rate in 2011 at 690.9 (number of crimes/ population x 10,000), and City-Data.com shows that this local crime rate remains high: 563.9 in 2014. Thus, more work is needed to better understand and prevent crime, and, arguably, more law enforcement professionals are needed at the state and local level. Recent national and state-level conversations remind us that better training for law enforcement personnel is desired.

South Carolina's population also continues to grow. From 2000 to 2010, the state had the tenth highest population growth in the country. The United States Census estimates that the population of South Carolina will grow by over 1.1 million people between 2000 and 2030. This means that South Carolina is ranked #19 in population growth. In particular, the South Carolina Upstate has a nearly 30% population growth rate over the past 20 years to 1.37 million people. However, only 25.4% of the Upstate population has a baccalaureate degree or higher according to Upstate Alliance. This is a similar statistic for the entire state (U.S. Census).

A 2010 *Police Quarterly* article shows that police officers with some college experience are less likely to use force than those who have never attended college (Frej, 2014). This was reaffirmed in a 2015 *Journal of Criminal Justice Education* article. Maria Haberfeld of John Jay College of Criminal Justice notes that "education gives you a certain perspective on life and sometimes demystifies certain biases and concepts or preconceived notions about people, situations, and how to handle situations" (Frej, 2014). Michigan State University criminologist William Terrill argues that degree programs that address social issues and train police to think more critically have many benefits, such as being viewed with legitimacy by the public. Research in 2015 also found that officers with a four-year degree had a lower rate of citizen

complaints against them. Other research shows that there are fewer disciplinary actions against college-educated officers (Eastern Kentucky University, 2016).

The field of policing now needs people who understand the increasing ties to national and global threats. The subjects of homeland security and counter-terrorism are now a part of policing, especially since many large cities' police departments have their own counterterrorism units. Thus, a B.S. in Criminology is very beneficial and would provide analytical skills needed to combat the security threats in our globalized world.

Lander's B.S. in Criminology would help to meet South Carolina's future needs in law, law enforcement, and government policy analysts. For example, if the South Carolina General Assembly or local police departments mandated a four-year degree as a requirement for law enforcement positions--as called for by the American Bar Association and presidential commissions (Burns, 2010)—Lander would be poised to meet the expected demand.

### **Employment Opportunities**

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs, New Jobs, and Employment Projection by 2024 in the United States</b>	<b>Expected Number of Jobs, New Jobs, and Employment Projection by 2024 in South Carolina</b>	<b>Data Sources</b>
Correctional officers and bailiffs	474,800 jobs 17,900 new jobs 4% increase	280 jobs	U.S. Department of Labor's Occupational Outlook Handbook, <a href="http://www.bls.gov/ooh/">www.bls.gov/ooh/</a> and U.S. Department of Labor's <a href="http://www.careerinfonet.org">www.careerinfonet.org</a>
Police, detectives, and criminal investigators	806,400 jobs 33,100 new jobs 4% increase	13,710 jobs	
Probation officers and correctional treatment specialists	91,700 jobs 3,300 new jobs 4% increase	640 jobs	

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The U.S. Department of Labor provides national-level and state-level data about criminology and criminal justice careers. National-level data is important because Lander graduates should have the skills to gain employment in any place of their choosing. South Carolina's growing population also means that these numbers apply more to our state than other areas of the country that are not growing or growing at a slower rate. State-level data does not always group jobs in the same way as national data such that correctional officers are not in the same category with bailiffs at the state level. And state-level data is not always available for some career categories.

Nationally, the Occupational Outlook Handbook (OOH) is the best source for data. The information provided below comes from this source, unless otherwise noted.

The OOH's category of Protective Service Occupations (police, correctional officers, security guards) and this is expected to grow by 4% from 2014 to 2024, creating 153,900 jobs.

The OOH's Community and Social Service Occupations (probation officers, correctional treatment specialists, etc.) are expected to grow 10% and create 257,700 jobs.

The OOH says that there are currently 94,900 substance abuse and behavioral disorder counselors in the United States. By 2024, another 21,200 new jobs will be created and there is a 22% projected increase. Within South Carolina, there are 710 such jobs and there is a 12.4% projected increase.

The OOH says that there are currently 649,300 social workers in the United States. By 2024, 74,800 new jobs for social workers is projected. Within South Carolina, there are 5,810 jobs for social workers and there is expected to be a 3.8% increase by 2024.

The OOH's Legal Occupations (attorneys and paralegals) are expected to grow by 5% and result in 64,600 new jobs by 2024. When broken down, this includes 43,800 new jobs for attorneys and 21,200 new jobs for paralegals and legal assistants. Within South Carolina, there are 7,670 jobs for attorneys and 5,800 jobs for paralegals and legal assistants. All three

types of careers have a projected increase of 6% growth by 2024.

The OOH does not provide a good grasp of government jobs—particularly new areas—so it is important to recognize that the U.S. Department of Homeland Security (DHS) has grown to 230,000 employees. The U.S. government’s continued focus on homeland security efforts will mean more job opportunities at DHS and other federal agencies.

South Carolina’s links to tourism (the state’s number one industry) and international trade (the Port of Charleston is the fourth largest U.S. container port) mean that increased scrutiny of goods, services, and people would impact S.C. in the realm of homeland security more than other places in the country. In fact, the Charleston Regional Development Alliance reports that nearly all of the agencies within both the U.S. Department of Defense and the U.S. Department of Homeland Security are present within its area.

The percentage of U.S. government employees under 30 years old dropped to 6.6% by 2015, opening the door for more hiring in the future. This is compounded by the fact that retirements by “baby boomers” in the next few years should pave the way for many job openings as well.

The South Carolina Department of Commerce reports that 17% of employment in our state is within government agencies. Since criminology majors may find careers in a variety of local-, state-, and national-level agencies, this is an important statistic. Upstate Alliance, the regional economic development alliance that Greenwood County is within, says there are 93,408 government jobs in 2017 (15.4% of the total) in Upstate South Carolina alone.

As previously mentioned, many positions within state and federal agencies have specialty divisions that require a bachelor’s degree and changes to the state’s corrections and juvenile justice system may increase these requirements on their positions.

Some of the South Carolina agencies related to criminology are among the largest departments. For example, the South Carolina Department of Corrections has 5,700 employees and is likely to grow. The South Carolina Department of Juvenile Justice has 1,400 employees.

NOTES: Access to the National Association for College and Employers (NACE) Job Outlook Survey was attempted, but it is only available to members. Lander is not a member institution.

Investigations into other regional economic development alliances in South Carolina (the Central South Carolina Alliance, Economic Development Partnership, Northeastern Strategic Alliance, and Southern Carolina Regional Development Alliance) did not produce additional employment data and projections related to this proposal.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

Lander University has offered a B.S. in Sociology with an emphasis in Criminal Justice for many years.

Approval of this Proposal for a B.S. in Criminology would be followed by a termination of the emphasis in Criminal Justice because the new B.S. would significantly expand the coursework offered in Criminology that has been in place with the emphasis. Faculty members who have been teaching classes for the emphasis in Criminal Justice would teach coursework for the new B.S. in Criminology.

**List of Similar Programs in South Carolina**

NOTE: These are listed in alphabetical order by institution name.

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B.A., Criminal Justice  and  B.C.J., Bachelor of Criminal Justice	Anderson University	Similar core classes: Introduction, Policing, Corrections, Research Methods, Introduction to Sociology and Introduction to American Government are recommended. Elective courses include courses such as Constitutional Law and Terrorism.  Anderson's Bachelor of Criminal Justice program includes elective courses in homeland security, political science, and sociology.	Anderson does not have core classes in Courts, Juvenile Delinquency, Ethics, or Internship. Although Anderson requires Criminology, it is a 100-level course rather than an upper-level course, so theories and application of them are likely not as much an objective of the Anderson program. Anderson requires Criminal Law and Criminal Investigation as well as Judicial Process instead.  Anderson's Bachelor of Criminal Justice program is 100% online. Anderson's Criminal Justice programs with a concentration in homeland security / emergency preparedness or a concentration on law enforcement are also offered online. Present and future law enforcement professionals are the target audience for these programs, although Anderson says it targets both first-time students as well as working professionals.
B.S., Criminal Justice	Benedict College	Similar core classes: Introduction, Courts, Corrections, Juvenile Delinquency, Criminology, Research Methods, and Internship. Benedict recommends that its students take State and Local Government and Introduction to Public Administration.	Benedict's Criminology course is at the 200-level, whereas Lander's is at the 400-level. Ethics is not a core class at Benedict. Benedict offers concentrations in Corrections, Court System, and Law Enforcement and therefore its curriculum targets careers in law enforcement only. There is no global focus within Benedict's classes.
B.S., Criminal Justice	Bob Jones University	Similar core classes: Introduction, Policing, Juvenile Delinquency, Ethics, Criminology, and Internship. State and Local Government is an elective course for Criminal Justice, as it is at Lander.	Corrections is not a core course at Bob Jones; however, Criminal Law and Constitutional Law are core courses at Bob Jones.
B.S., Criminal Justice	Charleston Southern University	Similar core classes: Introduction, Policing, Corrections, Criminology, Research Methods, and Ethics. Criminology theory is at 400-level, as at Lander.	Juvenile Delinquency is not a required course at Charleston Southern and both the Policing and Corrections courses are at 300-level. A Criminal Justice writing lab is a core course at Charleston Southern. The required Policing course is about

			policing and law enforcement practices, not policing and community relations, as at Lander. No Internship is required at Charleston Southern.
B.A., Criminal Justice	The Citadel	Similar core classes—Introduction, Policing, Corrections, and Criminology. Homeland Security courses are offered in The Citadel’s “cluster A”. Introduction to American Government is required, as at Lander. Students must take 9 hours of courses from disciplines such as Political Science and Sociology. Some Citadel choices have a global focus. The Citadel offers Cybersecurity courses, as at Lander.	Neither courses in Research Methods, Ethics, or an Internship are required, as at Lander. Criminology is at 200-level (not a 400-level), Policing at 300-level, and Corrections at 300-level at Citadel (not at 200-level). U.S. History is required at The Citadel, whereas Lander provides a choice.
B.A., Criminal Justice	Clayton University	Similar core classes: Introduction, Criminology, Corrections, Research Methods. As General Education courses, Clayton requires both Introduction to American Government and Introduction to Sociology.	Clayton splits Probation and Parole into a separate class from Corrections. Clayton’s core also includes Criminal Law, Comparative Systems of Justice, and Terrorism. Neither Ethics nor a Policy class is included in Clayton’s core classes. Clayton’s curriculum seems more targeted toward careers in law enforcement than Lander’s.
B.A. and B.S., Justice Studies	Clemson University	Similar core classes include Introduction to Sociology (or Social Problems), a statistics course in Mathematics, a Criminal Justice System course, Criminology (theory), a Policing course, and a Corrections course. Clemson wants to give students a possible path toward public policy. Lander’s program would also give that option, but include more emphasis on political process and institutions in its proposed curriculum.	The interdisciplinary nature of the Clemson program means that it is framed like Lander’s, but Clemson is more oriented toward sociology (particularly its upper-level courses) whereas Lander’s program would have links to both sociology and political science. Clemson’s program does not envision students pursuing law school and is more oriented toward social justice than Lander’s program. It also has a leadership concentration that is not included in Lander’s program. Clemson’s policing and corrections courses are at the 400-level (not the 200-level) and are the “Sociology of Policing” and the “Sociology of Corrections,” so the emphasis is on a sociological framing, rather than a Criminal Justice orientation. Clemson seeks to train students for policy positions, but points toward social justice initiatives through governmental or non-governmental actors rather than political or legal understandings of the policy process.

B.S., Criminology	Coker College	Lander's program cross-lists some classes as both Criminal Justice and Sociology. Coker does this for most of its classes in its program.	<p>Criminology is a part of Coker's Adult Degree Program as well as Coker's bridge program with Northeastern Technical College. Coker only has 18 hours of core requirements—Intro to Criminal Justice or Intro to Sociology, Criminology, and 6 hours of Research Methods. So, missing requirements compared to Lander include Courts, Corrections, Delinquency, Ethics, Internship, and Capstone. Introduction to Criminology at Coker is cross-listed as Introduction to Sociology, so they do not offer separate introductory courses.</p> <p>Coker's program is different from Lander's program because Coker has most of its criminology classes cross-listed with Sociology such that it does not have a stand-alone Introduction to Criminology course.</p> <p>NOTE: Coker's current catalog only lists a B.S. in Criminology degree, so it no longer offers a degree with the following names: Corrections, Criminal Justice, or Law Enforcement Administration.</p>
B.A., Criminal Justice	Columbia College	Similar core classes: Introduction, Courts, Corrections, Criminology, Research Methods, and Ethics.	Columbia College's program is 100% online. All Criminal Justice courses are at the 300- or 400-level, including the Introduction to Criminal Justice course. Juvenile Delinquency is not a required course. Columbia College's program seems tailored toward law enforcement professionals only and its program requires one "leadership course" as a requirement and only one class with a global focus. No Internship is required.
B.A., Criminal Justice	Limestone College	Similar core classes: Introduction, Courts, Corrections, Juvenile Delinquency, and Research Methods. 9 hours of Sociology or Political Science (or Business Administration or Psychology) courses included in program.	Offered as online degree (and in traditional format). No Ethics course or an Internship are required by Limestone, but Criminal Procedure is a core course. Corrections and Courts classes at 300-level. Limestone does not have as many Political Science or Sociology offerings (no separate majors in these disciplines) nor as many upper-level Criminology courses as Lander would offer. Program seems more oriented toward law

			enforcement professionals only. No classes with a global focus.
B.A., Criminal Justice	Morris College	Similar core classes: Introduction, Corrections, Criminology, Juvenile Delinquency, Criminal Justice Internship, and Research Methods. Introduction to American Government is also required.	All of Morris' core classes are at the 300- or 400-level. Morris does not require Ethics nor any specific Policy classes in its curriculum. Introduction to Sociology is not required by Morris and the program does not have a global focus.
B.S., Criminal Justice	South Carolina State University	Similar core classes: Introduction, Criminology, Ethics, and Research Methods. SC State's Field Experience in Criminal Justice is similar to Lander's Internship. A course in either Political Science or Economics as well as a course in Sociology is required (but specific courses in Political Science and Sociology are not required, as at Lander).	Different required classes at South Carolina State include: Criminal Justice and the African American Experience, a separate Probation and Parole course [distinct from Corrections], and an Applied Psychology for Law Enforcement class. South Carolina State's Courts and Corrections courses are at the 300-level.
B.S., Criminal Justice	South University	Similar core classes: Introduction, Courts, Corrections, Juvenile Delinquency, Criminology, and Ethics. Some courses with a global focus are offered—both as a core (Comparative Criminal Justice Systems) and as electives (Terrorism).	South offers its Criminal Justice program online and on its Columbia, SC campus. Neither a Research Methods course, Introduction to American Government, nor an Internship are required at South. Criminal Law and Procedures is a core course at South.
B.S., Criminal Justice Studies	Southern Wesleyan University	Similar core courses: Introduction, Corrections, Policing, and Research Methods. Introduction to Sociology is a required course at Southern Wesleyan.	Courts, Juvenile Delinquency, Criminology, Ethics, and Internship are not core classes at Southern Wesleyan. Health and Fitness for Criminal Justice, Criminal Law, and Criminal Investigation are core classes at Southern Wesleyan but not Lander. Southern Wesleyan's learning outcomes include applying one's own religious faith to a Criminal Justice perspective to promote justice and the curriculum seems more targeted toward future law enforcement professionals. No global focus within Southern Wesleyan's courses.
B.A., Criminology and Criminal Justice	University of South Carolina, Columbia	Similar core classes—Introduction, Corrections, Policing, Courts, and Juvenile Delinquency. USC's core Sociology of Crime course would be similar to Lander's requirement of one upper-level Sociology course for Criminal Justice. Many upper-level courses on women and race are similar to Lander's upper-level offerings.	Criminology, Ethics, and Internship are not core courses at USC. Lander does not have Criminal Procedure and Criminal Law as core classes, but this is covered in other courses. Future law enforcement officers will have to attend the South Carolina Criminal Justice Academy and would get criminal procedure knowledge there. Future attorneys would get a year of coursework in

			criminal law in law school. Thus, Lander’s program would provide information about criminal procedure and law, but does not think these separate classes are needed. Lander would have more Political Science courses for institutional knowledge and comprehension about security from both Political Science and Sociology classes as well as requiring a current Policy course. Neither Introduction to American Government nor Introduction to Sociology are required at USC.
B.S., Criminal Justice	University of South Carolina, Upstate	Similar core classes—Introduction, Corrections, Policing, Courts, a 300-level Research Methods course, upper-level Criminology, and upper-level Ethics course is required.	Upstate has a 100-level writing lab. Juvenile Delinquency is not a core course. One course is required from disciplines such as Political Science or Sociology, not several as at Lander. Neither Introduction to American Government nor Introduction to Sociology are required at Upstate.
B.S., Criminal Justice	Vorhees College	Similar core classes: Introduction, Courts, Corrections, Juvenile Delinquency, Criminology. Introduction to American Government is required.	Vorhees aims its program at non-traditional students and requires a Minorities in Criminal Justice class. A separate Probation and Parole course [distinct from Corrections] is offered by Vorhees. A 400-level U.S. Constitution course is a core at Vorhees and its Ethics course is framed within social science, not Criminal Justice and Criminology specifically. Introduction to Sociology is not required at Vorhees.

**Description of the Program**

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017	95	1140	88	1056	---	---
2018	105	1260	97	1164	---	---
2019	115	1380	106	1272	---	---
2020	125	1500	115	1380	---	---
2021	135	1620	124	1488	---	---

NOTE: The proposed program does not require students to take courses during summer terms, so summer enrollment is left blank. We do, however, envision offering courses for the proposed program in the summer terms.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

- Yes
- No

If yes, explain. (1000 characters)

Are there any special articulation agreements for the proposed program?

- Yes
- No

If yes, identify. (1000 characters)

There are no program-specific articulation agreements between Lander and other institutions apart from those that apply to all academic programs.

Faculty from Lander’s Department of Political and Social Sciences had several conversations with faculty members from Piedmont Technical College (PTC) during 2015-2016. These involved discussing ways in which students studying criminal justice at PTC could transition to Lander, both in terms of what general education courses should be taken at PTC as well as what courses could transfer into Lander’s major programs. Lander faculty are currently reviewing the PTC catalog to better articulate how PTC coursework would transfer into Lander’s B.S. in Criminology. Plans include meetings with PTC faculty so that specific articulations can be explored. Transfer student advisers within Lander’s Academic Success Center are also being involved in these discussions.

Lander’s Vice President for Enrollment and Access Management has confirmed the figures on the table above with the understanding that they are a part of the university’s strategic plan since Criminology has been identified as one of Lander’s signature programs by President Richard Cosentino.

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category – **please see curriculum by category**

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

CAAL  
 3/9/17  
 Agenda Item 2f

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 5</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

<b>Curriculum by Category</b>			
<b>Required General Education Courses</b>		<b>12 hrs.</b>	
MATH 101: Survey of Mathematics		3 hrs.	Offered every term
MATH 211: Introduction to Statistical Methods I		3 hrs.	Offered every term
POLS 101: American National Government		3 hrs.	Offered every term
SOCI 101: Introduction to Sociology		3 hrs.	Offered every term
<b>Core Courses</b>		<b>31 hrs.</b>	
CJ 101: Introduction to Criminal Justice		3 hrs.	Offered every semester
Any 2 of the following 3 courses:		6 hrs.	
CJ 210: Corrections, Probation, and Parole (3 hrs.)			Offered each spring
CJ 214: American Criminal Justice System (3 hrs.)			Offered each fall
CJ 250: Community Relations and Policing (3 hrs.)			Offered each fall
SOCI 202: Social Problems		3 hrs.	Offered each spring
CJ 309: Juvenile Delinquency		3 hrs.	Offered each fall
CJ 350: Ethics in Criminal Justice and Criminology		3 hrs.	Offered even falls
CJ 390: Current Policy Issues in Criminology		3 hrs.	Offered odd springs
SOCI 398: Methods of Social Research		3 hrs.	Offered every term
CJ 403: Criminological Theory		3 hrs.	Offered each spring
CJ 490: Criminal Justice and Criminology Internship		3 hrs.	Offered every term
CJ 499: Capstone Experience		1 hr.	Offered every fall
<b>Two Public Administration or Law courses</b>		<b>6 hrs.</b>	
POLS 217: Introduction to Public Administration		3 hrs.	Offered each spring
POLS 386: State and Local Government		3 hrs.	Offered each fall
POLS 308: Introduction to Law		3 hrs.	Offered every third semester
POLS 311: Constitutional Law		3 hrs.	Offered every third semester
POLS 312: Civil Rights & Civil Liberties		3 hrs.	Offered even falls
POLS 313: Judicial Process		3 hrs.	Offered odd falls
SOCI 326: Society and Law		3 hrs.	Offered as needed
<b>One Security course</b>		<b>3 hrs.</b>	
CIS 243: Cybersecurity		3 hrs.	Offered each fall
CJ 391/ POLS 391: Homeland Security		3 hrs.	Offered as needed
POLS 325: International Conflict and Terrorism		3 hrs.	Offered as needed
POLS 445: American Foreign Policy		3 hrs.	Offered each fall
SOCI 389: Cultures of Violence		3 hrs.	Offered every third semester

SOCI 397: Sociology of Risk	3 hrs.	Offered as needed		
<b>One Sociological course</b>		<b>3 hrs.</b>		
SOCI 301: Race and Ethnic Relations	3 hrs.	Offered even falls		
SOCI 322: Sociology of Mental Health	3 hrs.	Offered every third semester		
SOCI 328: Sociology of Gender	3 hrs.	Offered every third semester		
SOCI 331: Deviance and Social Control	3 hrs.	Offered as needed		
SOCI 399: Sociological Theory	3 hrs.	Offered each fall		
CJ 371/ SOCI 371: Special Topics in Sociology or Criminal Justice	3 hrs.	Offered as needed		
<b>Other General Education and University Requirement classes</b>		<b>34-40 hrs.</b>	NOTE: 6 hrs. of foreign language may already have been sufficed	
<b>General Electives</b>		<b>27-33 hrs.</b>		
<b>NOTE:</b> Students will be encouraged to consider taking CHEM 101: Introduction to Criminalistics and Forensic Science as a general elective. It cannot serve to satisfy the General Education laboratory science requirement because this 3 hr. course has no laboratory.				

\* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required      122

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
CJ 101: Introduction to Criminal Justice (new course)	Introduction to the discipline of criminal justice, its concepts, institutions, processes, and theories, as well as an exploration of the relationships between communities and criminal justice agencies. (Behavioral Science General Education) Three semester hours.
CJ 210: Corrections, Probation, and Parole (modification of existing course)	This course explores the broad spectrum of the systems, processes, and people that constitute the field of corrections and examines the history of emergence and development of prisons and jails, probation, parole, and community-based corrections. Cross-listed with SOCI 210. Prerequisites: CJ 101, POLS 101, and SOCI 101. Three semester hours.
CJ 214: American Criminal Justice System (modification of existing course)	This course examines law enforcement systems and the practice of courts, police discretion, and the methods of dealing with suspects. Emphasis on criminal justice processes and the implication of criminal law in society. Cross-listed with SOCI 214. Prerequisites: CJ 101, POLS 101, and SOCI 101. Three semester hours.
CJ 250: Community Relations and Policing (modification of existing course)	This course exposes students to the historical and current perspectives of the role of police in American society. Critical and controversial issues in modern policing will be explored. Cross-listed with SOCI 250. Prerequisites: CJ 101, POLS 101, and SOCI 101. Three semester hours.
CJ 271: Topics in Sociology or Criminal Justice (modification of existing course)	Exploration of topics and issues not currently included in the criminal justice or sociology curriculum. This course is designed as an experimental course covering in-depth studies of interest. May be taken for additional credit as topic changes. Cross-listed with SOCI 271. Prerequisites: CJ 101, POLS 101, and SOCI 101 or departmental approval. One to three semester hours.
CJ 309: Juvenile Delinquency (modification of existing course)	The causes of juvenile delinquency, its extent and the variations in the laws, treatment of the delinquent and the significance of such factors as changing cultural patterns and teenage cultures. Prerequisites: CJ 101 and 3 additional hours of CJ coursework as well as SOCI 202. Three semester hours.
CJ 350: Ethics in Criminal Justice and Criminology (new course)	This course addresses current and future ethical and moral issues facing criminal justice and criminology. It includes exploration of how these issues are influenced through political and social policies as well as personal values. Prerequisites: CJ 101 and 3 additional hours of CJ coursework as well as SOCI 202. Three semester hours.
CJ 371: Special Topics in Sociology or Criminal Justice (modification of existing course)	Exploration of topics and issues not currently included in the criminal justice or sociology curriculum. This course explores emergent areas within sociology or criminology as informed by theory. May be taken for additional credit as topic changes. Cross-listed with SOCI 371. Prerequisites: CJ 101, POLS 101, and SOCI 101 or departmental approval. One to three semester hours.
CJ 390: Current Policy Issues in Criminology (new course)	This course examines policy issues in contemporary criminology. Instructors may focus on one or more topics such as: addictions, alcohol and drugs, cybersecurity, domestic violence, gambling, human trafficking, victims and victimization, alternatives to incarceration, policing practices and procedures, and court rulings. May be taken for additional credit as topic changes. Prerequisites: CJ 101 and 3 additional hours of CJ coursework as well as SOCI 202. Three semester hours.
CJ 391: Homeland Security (modification of existing course)	This course is a survey of the actors, processes, and issues involved in areas of homeland security, such as anti-terrorism, emergency management, and analysis of hazards. It also examines the benefits and problems

	related to homeland security policy in the United States. Junior/senior status recommended. Cross-listed with POLS 391. (Global Issues/Nonwestern Studies General Education). Three semester hours.
CJ 403: Criminological Theory (modification of existing course)	Criminological theories of delinquency and crime with special emphasis upon the character extent and causes of crime, criminal law, court and penal systems and programs for crime prevention. Prerequisites: CJ 309. Three semester hours.
CJ 490: Criminal Justice and Criminology Internship (modification of existing course)	An advanced workshop for future professionals in the field of criminal justice and criminology. The main objective of this course will be the application of selected basic concepts. This course is intended as a professionalization building experience for students in the Criminology program. This course may be repeated for an additional three hours credit with approval of the department chair. Prerequisites: At least a "C" in SOCI 398. Students must also have a Lander GPA of at least 2.0 to take this course. Three to nine semester hours.
CJ 499: Capstone Experience (modification of existing course)	This course is designed to be one of the last classes a student takes and is structured to help students apply their knowledge and skills after graduation. Topics to be covered include a review of major topics, concerns, and paradigms in criminology, discussion of the role of criminal justice and criminology professionals in society today, and strategies for putting a criminology degree to work in a post-collegiate context. Prerequisites: At least a "C" in CJ 309. One semester hour.
SOCI 331: Deviance and Social Control (modification of existing course)	This course concerns the sociology of deviance and social control at both individual and organizational levels of society. Theories of deviance, different forms of deviance, mechanisms of social control, and how deviant behavior is related to questions of power, identity, and systems of race, class, and gender stratification, will all be addressed. Prerequisite: SOCI 202. Three semester hours.
SOCI 389: Cultures of Violence (new course)	The use of violence as a cultural and political weapon dates back over 2000 years. This course explores key foundational topics by defining types of violence, introducing the history and causes of violence, as well as discussing environments of violence (domestic, global, religious, etc.), tactics, targets, and counterterrorism. Contemporary information regarding ethnic violence, emerging terrorist movements, and social media and violence are also included. Junior/senior status recommended. (Global Issues/Nonwestern Studies General Education). Three semester hours.
SOCI 397: Sociology of Risk (new course)	This course provides students with the skills to analyze risk at different levels of social reality, helping students to better manage risk in their own lives and communities. Philosophical and theoretical perspectives on the nature of risk, key debates in the field of risk studies, and how specific populations around the world are differentially vulnerable to risk will be addressed. Junior/senior status recommended. (Global Issues/Nonwestern Studies General Education.) Three semester hours.
SOCI 398: Methods of Social Research (modification of existing course)	An introduction to the logic and conduct of social research, relationships between theory and empirical evidence; formulation of hypotheses; conduct and analysis of field research; research design; techniques for data collection and analysis. Prerequisites: SOCI 101 with "C" or better; MATH 211 or BA 225 with "C" or better; and nine additional hours in criminal justice or sociology with "C" or better. Students must also have a Lander GPA of at least 2.0 and permission of the instructor to take this course. <i>Three semester hours.</i>

**NOTES:** CJ 210, CJ 214, CJ 309, CJ 403, CJ 490, SOCI 331, and SOCI 398 are all modifications of previously offered courses at Lander. SOCI 389 and SOCI 397 were previously offered as special topics courses.

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor of Political Science	Full-Time	POLS 101: American National Government (every summer, 3 hours) POLS 325: International Conflict and Terrorism (every summer and as needed, 3 hours), POLS 391: Homeland Security (offered as needed, 3 hours), POLS 445: American Foreign Policy (every fall, 3 hours)	B.A., Government and Economics, Wofford College; M.A., International Relations, University of Warwick; Ph.D., Political Science, University of South Carolina	Department Chair
Lecturer of Criminal Justice and Sociology	Full-Time	CJ 309: Juvenile Delinquency (every fall, 3 hours), CJ 390: Current Policy Issues in Criminology (odd springs, 3 hours), CJ 403: Criminology (every spring, 3 hours), CJ 490: Criminal Justice and Criminology Internship (every term, 3 hours), SOC 101: Introduction to Sociology (even falls, 3 hours), SOC 202: Social Problems (every spring, 3 hours), SOC 271: Social Stratification (spring 2018, 3 hours), SOC 322: Sociology of Mental Health (spring 2019, 3 hrs), SOC 328: Sociology of Gender (fall 2019, 3 hrs), CJ 371: Women, Crime, and Criminal Justice (summer 2018, 3 hours)	B.S., Social Work, Houston Baptist University; M.S.W., Social Work, University of Houston; Coursework completed for Ph.D. in Human Services/ Emphasis in Criminal Justice, Walden University (prospectus for doctoral dissertation defended and being written, but not completed)	Licensed Master Social Worker (LMSW); experience working as a correctional officer for the Texas Department of Corrections and for the S.C. Department of Corrections and the S.C. Department of Juvenile Justice
Visiting Assistant Professor of Criminal Justice <sup>1</sup>	Full-Time	CJ 101: Introduction to Criminal Justice (every term, 3 hours), CJ 210: Corrections, Probation, and Parole (every spring, 3 hrs),	B.A., Criminal Justice, University of Illinois at Springfield; M.A., Criminology and Criminal Justice, Southern Illinois	

<sup>1</sup> The Department's Tenure and Promotion Committee recommended in February 2017 that the Visiting Assistant Professor of Criminal Justice have his status changed to a tenure-track position for 2017-2018 and that his title become Assistant Professor of Criminology.

		<p>CJ 214: American Criminal Justice System (every fall, 3 hours),  CJ 250: Community Relations and Policing (every fall, 3 hours),  CJ 350: Ethics in Criminal Justice and Criminology (odd falls, 3 hours),  CJ 390: Current Policy Issues in Criminology (odd falls, 3 hours),  CJ 499: Capstone Experience (every fall, 1 hr.);  SOCL 301: Race and Ethnic Relations (even falls, 3 hours),  SOCL 331: Deviance and Social Control (spring 2019, 3 hours),  CJ 371: Crime, Myths, and Moral Panic (fall 2018, 3 hours)</p>	<p>University;  Ph.D., Criminology and Criminal Justice, Southern Illinois University</p>	
Professor of Sociology	Full-Time	<p>SOCL 101: Introduction to Sociology (every term, 3 hours),  SOCL 326: Society and Law (offered as needed, 3 hours);  SOCL 331: Deviance and Social Control (offered as needed, 3 hours);  SOCL 397: Sociology of Risk (offered as needed, 3 hours);  SOCL 399: Sociological Theory (offered each year, 3 hours)</p>	<p>B.A., Social Sciences, University of South Florida;  M.S., Sociology, Florida State University  Ph.D., Sociology, Florida State University</p>	
Professor of Anthropology	Full-Time	<p>SOCL 389: Cultures of Violence (every third semester, 3 hours),  SOCL 398: Methods of Social Research (every term, 3 hours)</p>	<p>B.S., Anthropology, University of Idaho;  M.A., Anthropology, University of Idaho;  Ph.D., Anthropology; University of Kansas</p>	
Associate Professor of Political Science	Full-Time	<p>POLS 101: American National Government (every term, 3 hours);  POLS 386: State and Local Government (every fall, 3 hours)</p>	<p>B.S., Secondary Education: Political Science, Clemson University;  M.A., Political Science, University of North Carolina at Chapel Hill;  Ph.D., Political Science, University of North Carolina at Chapel Hill</p>	

CAAL  
 3/9/17  
 Agenda Item 2f

Adjunct Faculty	Part-Time	POLS 308: Introduction to Law (every summer, and as needed, 3 hours) POLS 311: Constitutional Law (as needed, 3 hours), POLS 312: Civil Rights & Civil Liberties (as needed, 3 hours), and/or POLS 313: Judicial Process (as needed, 3 hours)	Any person hired would have a J.D. (Juris Doctor) degree	Adjunct faculty members would be attorneys.
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NOTE: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

An FTE faculty at Lander University is 24 hours per year.

As noted in the Curriculum by Category table, the B.S. in Criminology will require 122 credit hours. Subtracting General Education and University Requirements, this leaves 49 credit hours of coursework to be delivered by 6 faculty members. Clearly, the Department has more than enough capacity to support this major in Criminology.

There is already a staff member and administrator in place to support this major.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
3.0	.25	.25

### **Faculty / Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The Program Coordinator has been awarded a course release each semester to help supervise the program.

No full-time faculty members have a Juris Doctor degree and have experience practicing law. Therefore, adjunct faculty will be hired, as needed, to offer the Political Science law-related classes: POLS 308: Introduction to Law, POLS 311: Constitutional Law, POLS 312: Civil Rights & Civil Liberties, and POLS 313: Judicial Process. Although political scientists have taught POLS 308 and POLS 311, the Department believes it best for practicing attorneys to teach POLS 312 and POLS 313, particularly given South Carolina's history with civil rights and the specifics of judicial process issues as related to South Carolina law and its courts. The plan is to offer one law-related course each fall and spring taught by an adjunct.

A new tenure-track Assistant Professor of Political Science has been hired for the 2017-2018 academic year to teach public administration, homeland security, and emergency management courses. This faculty member will teach some of the Political Science courses that are a part of the proposed B.S. in Criminology, particularly POLS 101: American Government, POLS 217: Introduction to Public Administration, POLS 386: State and Local Government, and POLS 391: Homeland Security. This line replaces a faculty member who left in summer 2016.

Due to Dr. Lucas McMillan's promotion to Dean, College of Behavioral and Social Sciences, his teaching load is reduced, effective fall 2017. Adjuncts will help to cover classes during 2017-2018. A new full-time political scientist will be hired for 2018-2019. Thus, there is a larger expenditure in faculty salaries beginning in 2018-2019.

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Lander's Larry A. Jackson Library subscribes to a variety of online and print resources that would support a major in Criminology. As previously noted, Lander has had an Emphasis in Criminal Justice for many years.

In addition to core resources, such as *Academic Search Complete*, library holdings include:

***Criminal Justice Abstracts with full text:*** *This online database of bibliographic records and full-text peer reviewed articles focuses on content in criminology, criminal justice, corrections and prisons, criminal investigations, forensic sciences and investigation, substance abuse and addiction, probation and parole. Complete full-text journal coverage from over 320 journals and magazines is included in the resource.*

***SocINDEX with full text:*** *This online database of 900 full-text journals and magazines and more than 850 full-text books offers comprehensive coverage of sociology, encompassing all sub-disciplines and closely related areas of study. Subject areas include criminology, criminal justice, ethnic and racial studies, social psychology, sociological theory, violence, substance abuse, and other addictions.*

***International Security & Counter-Terrorism Reference Center (ISCTRC):*** This online database provides scholarly writings with expert commentary from a variety of organizations, agencies and publishers and timely reviews of developments across the international political, military, economic, social and technical spectrum. Content includes nearly 3,000 full-text items from a variety of sources.

**Book and film collections:** The print holdings of the library contain 1,287 titles on criminal justice and Lander has a database of electronic books called *eBrary* with 2,148 books about the subject. The library also subscribes to a database of documentary films called *Films on Demand*, which contains 1,030 films on the topic of criminal justice.

**Newspaper resources:** The library offers online newspaper resources that could be useful to criminal justice students, such as full access to *The New York Times*. The library also offers a full-text digital collection of 1,200 newspapers from the database *Newspaper Source Plus*.

**Government resources:** Jackson Library is a partial government documents depository. Our holdings contain publications of the U.S. Department of Justice and its sub-units. While many publications are now offered electronically, the library still has a paper documents collection.

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Lander has an Academic Success Center (ASC) that offers a Peer Tutoring Program free of charge to students. This service is linked to many courses within the Department at present and will be utilized with the new Criminology major.

In addition, the University hired three professional advisers in summer 2016 (in addition to the ASC staff already in place) that assists first-year students with advising issues. Full-time faculty serve as secondary advisors for these students and primary advisers for sophomore, junior, and senior students. These advising services are already covered as costs and the expectations for faculty to serve as advisers is already been established.

Lander also has a Wellness Center (disability services, counseling center, and health services) available to students as well as a Student Affairs division (student activities, etc.) that are established and ready to serve students.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new instructional equipment is needed for the proposed program.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Existing facilities, classrooms within the Marion Carnell Learning Center, provide adequate space for this academic program.

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	\$0	\$0	\$0	\$0	\$0	\$0
Faculty and Staff Salaries <sup>2</sup>	\$68,042	\$113,042	\$113,042	\$113,042	\$113,042	\$520,210
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$500	\$500	\$500	\$500	\$500	\$2,500
Library Resources	\$0	\$500	\$500	\$1,000	\$1,000	\$3,000
Other*	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$68,542</b>	<b>\$114,042</b>	<b>\$114,042</b>	<b>\$114,542</b>	<b>\$114,542</b>	<b>\$525,710</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$1,016,500	\$1,123,500	\$1,230,500	\$1,337,500	\$1,444,500	\$6,152,500
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds*	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding*	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$1,016,500</b>	<b>\$1,123,500</b>	<b>\$1,230,500</b>	<b>\$1,337,500</b>	<b>\$1,444,500</b>	<b>\$6,152,500.00</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>\$947,958</b>	<b>\$1,009,458</b>	<b>\$1,116,458</b>	<b>\$1,223,958</b>	<b>\$1,329,958</b>	<b>\$5,656,790</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

<sup>2</sup> See "Faculty and Administrative Changes" on page 26.

### **Budget Justification**

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

### **Reallocation of Existing Funds**

Faculty currently teaching in the B.S., Sociology with an emphasis in Criminal Justice will be reassigned to provide courses in the new B.S. in Criminology program.

### **Evaluation and Assessment**

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The process of program assessment will be multifaceted and is designed to evaluate all aspects of the proposed program. Assignments and exams from several core courses in the program, multiple evaluations of internship experiences, results from the Educational Testing Service (ETS) criminal justice exam, and exit surveys for graduating seniors will be the primary components of this comprehensive program assessment plan.

Data from these measures will be analyzed annually by the Program Coordinator to identify strengths and those areas that may need modification. Feedback from the summary data will be provided to both teaching faculty as well as internship supervisors to improve the overall goal of providing students with meaningful connections between their coursework and application of knowledge through an internship experience. Data will help promote communication between internship supervisors and teaching faculty and enable the program to make modifications to better train criminology professionals.

The program objective of professionalism will be primarily assessed in CJ 490: Criminal Justice and Criminology Internship. Evaluations by the student, faculty member, and internship workplace supervisor will be part of this course to ensure that the student has built skills of professionalism in terms of work habits, responsibility, and behavior. Feedback between all three parties will enable the program to ensure that students are best equipped for a career in a dynamic field. The CJ 499: Capstone Experience course will also help to prepare students to enter the professional world through assignments such as different types of resumes and information from Lander's Office of Career Services.

Another program objective is knowledgeable students with critical thinking skills so that they can see problems and solutions from multiple perspectives—such as views from law enforcement officers, citizens, and attorneys—and come to understand how local and global distinctions have decreased. This objective also means that students will be able to recognize security issues at local, state, national, and global levels and understand complex ethical and legal issues that criminology professionals face. This will be assessed in the following courses: CJ 309: Juvenile Delinquency, CJ 390: Current Policy Issues in Criminology, CJ 403: Criminological Theory, CJ 490: Criminal Justice and Criminology Internship, and CJ 499: Capstone Experience. The ETS exam will be administered as part of CJ 499: Capstone Experience.

Faculty members teaching core classes in the major will supervise all measures of assessing knowledge and critical thinking skills. Current faculty members have developed a series of assignments based upon scaffolding so that students move from introductory skills, to development of skills, to mastery of skills so that students' conceptual and theoretical knowledge as well as their research and writing skills will be enhanced over time. This scaffolding of the program's objectives of knowledge and critical thinking will be measured through exit surveys of graduating seniors in CJ 499: Capstone Experience.

The final program objective of the program is to create graduates who understand the range of careers open to them. The liberal arts orientation of this program and its dynamic nature of courses such as Current Policy Issues in Criminology means that the proposed program is designed so that students can succeed in their chosen career path (or paths) from their coursework, internship experience, and capstone experience. The final course in the program, CJ 499: Capstone Experience, will push students to define why they have a foundation to succeed in different career trajectories through the creation of resumes and a career-oriented portfolio.

The Department plans to contact alumni of the Criminology project for the first five years and administer

CAAL

3/9/17

Agenda Item 2f

alumni surveys in order to better ascertain the strengths and weaknesses of the program—both in its curricular design that seeks to create knowledgeable and critical thinkers as well as its goal to produce graduates with professionalism and understand about the range of careers open from studying Criminology. The current hope is that we can get a response rate of 50% or more with these surveys so that we can find responses to be a valid sampling of feedback from graduates of the program.

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate knowledge and understanding of concepts, processes, and institutions	The Department plans to use the Educational Testing Service (ETS) exam for the field of criminal justice for graduating seniors. Core classes in the curriculum will also have exams and assignments that measure knowledge and understanding.
Demonstrate the ability to think critically	This will be measured by assignments in CJ 350: Ethics in Criminal Justice and Criminology and CJ 403: Criminological Theory.
Demonstrate written and oral communication skills	This will be measured by writing assignments and oral presentations in both CJ 309: Juvenile Delinquency and CJ 390: Current Policy Issues in Criminology.
Demonstrate the ability to apply concepts and theories	This will be measured by assignments in both CJ 490: Criminal Justice and Criminology Internship and CJ 499: Capstone Experience.

Student learning will be evaluated to get a comprehensive view of the proposed program's areas of strength and those areas that need modification. Students will be evaluated through assignments and exams in a number of core classes, as listed above. Many of these assignments will have students evaluated on their ability to communicate well in writing or orally (grammar and presentation skills) and their ability to apply information and think critically (e.g. apply concepts and theories, make evaluations about improvements in process and policy). Students will also be evaluated by faculty members and workplace supervisors as part of their CJ 490 internship.

Knowledge and understanding – This will be assessed by the Educational Testing Service (ETS) exam for criminal justice for graduating seniors. Throughout the curriculum—particularly in core classes at the 100-, 200-, 300-, and 400-level—exams and other writing assignments will also measure knowledge and understanding within the framework of scaffolding students' knowledge over time. This objective seeks to ensure that students develop the necessary vocabulary and conceptual depth to understand the actors, processes, and institutions within criminal justice and criminology. These institutions, governmental and non-governmental, interact in many ways. Recent events remind us that law enforcement personnel must interact with the media and that alerting the public to safety concerns is a vital role today.

Critical thinking – This will be primarily assessed through assignments in CJ 350: Ethics in Criminal Justice and Criminology and CJ 403: Criminological Theory. Recognition of the ethical dimensions of issues that criminologists and criminal justice professionals face will increase critical thinking skills, so assignments in CJ 350 will also be used to measure students' critical thinking skills. This objective helps to create students that can see issues from multiple perspectives and recognize dimensions of problems and solutions at local, state, national, and global levels, governmental and non-governmental (business, non-profit, etc.) points of view, and within legal and non-legal frameworks.

Written and oral communication – This will be primarily assessed in writing assignments (research papers, reports, memos) and oral presentations in CJ 309: Juvenile Delinquency and CJ 390: Current Policy Issues in Criminology. This objective is needed because criminology careers (attorneys, law enforcement officers, criminologists, or government officials) require persons to communicate with colleagues as well as

with the general public, either in writing or through an oral presentation.

Application of concepts and theories – This will primarily be assessed by assignments in CJ 490: Criminal Justice and Criminology Internship and CJ 499: Capstone Experience. These assignments will help to measure students' ability to apply criminological theories. These skills will create law enforcement personnel that are more equipped to handle the challenges of their duties; analysts, government officials, and non-profit leaders that are more experienced in understanding intersectionality; or attorneys that better understand and adapt in legal and political processes.

CAAL  
3/9/17  
Agenda Item 2f

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.