Program Review
Marshall University
March 2002

Date: October 23, 2003

Program: Master of Science degree in Criminal Justice, Marshall University

Date of Last Review: 1998

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

_____1. Continuation of the program at the current level of activity;

_____2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs);

XX 3. Identification of the program for further development (for example, providing additional college/institutional commitment);

_____4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See section E); or

_____5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

_______________________________________________________      __________________
Signature of person preparing the report:     Date:

_______________________________________________________      __________________
Signature of Program Chair:       Date:

_______________________________________________________      __________________
Signature of Academic Dean:       Date:

_______________________________________________________    __________________
Signature of Chair, Academic Planning Committee:    Date:

_______________________________________________________    __________________
Signature of the Provost and Senior Vice President for Academic Affairs:  Date:

_______________________________________________________    __________________
Signature of the President:       Date:

_______________________________________________________    __________________
Signature of Chair, Board of Governors:      Date:
M.S. in Criminal Justice

Marshall University

November 2003

Marshall University recommends retaining the M.S. degree in Criminal Justice and identifies this program for further development through additional college/institutional commitment. Marshall University’s M.S. in Criminal Justice is currently the only master’s program in Criminal Justice offered in the state of West Virginia, and it is a program that is well structured in educating students for a broad range of fields associated with this discipline. Criminal Justice is a field that is in high demand in society, and graduate students in the M.S. degree program are trained for roles in the legal system, corrections, security, criminology, law enforcement, victim services, criminal justice administration, education, research, data analysis, grant administration, and a host of other areas.

The M.S. in Criminal Justice serves high-demand areas and fields. The degree is designed to prepare students for further graduate work in Criminal Justice and for a broad range of career options in government, business and industry, and academics. With the recent focus on terrorism and Homeland Security, the need for Criminal Justice professionals is ever increasing at the local, state, federal, and international levels. Thus, the M.S. in Criminal Justice responds to this growing demand through a rigorous and highly regarded degree program that addresses a broad range of needs in the multiple focuses of the Criminal Justice field. The Criminal Justice department offers graduate courses in several areas of the discipline and combines a technological focus with the multiple modes of analysis in the Social Sciences. The M.S. provides students with a critical understanding of research methods and an awareness of the analytical skills essential to conducting higher levels of research in Criminal Justice and related disciplines. The types of qualitative and quantitative research experiences, combined with applications in technology, that the M.S. students receive enable them to develop interpretive and analytical skills that are highly valued in the work force. Their ability to analyze and interpret data and to relate their interpretations to a broad range of fields and social concerns enables them to make important contributions to institutions, businesses, and communities within the state, region, and nation.

The increased demand for Criminal Justice professionals as well as the numerous benefits to Marshall and the state provided by the M.S. program form the basis for the recommendation for increased institutional support. Currently, the Criminal Justice department has five full-time tenure-track faculty positions and must meet the needs of a B.A. and M.S. degree program as well as a joint M.S. degree program with Fairmont State College. The addition of at least two faculty positions and increased resources for instruction and faculty development would greatly benefit the advancement of this program, which is well positioned for the development of a doctoral program in Criminal Justice with the addition of these positions and resources. The M.S. degree in Criminal Justice is in high demand, and the program needs additional support in order to meet the demand and to continue to provide a high quality education to its students.
Signature of the Dean:

College of Liberal Arts Dean     Christina Murphy, Ph.D.     Date:
I. PROGRAM DESCRIPTION for: Criminal Justice, M.S.

Date of last Review: 1998

Marshall University’s Master of Science degree in Criminal Justice provides students with advanced theoretical, legal, and methodological training for research, teaching, and management careers in Criminal Justice. The program services to educate criminal justice professionals and prepare students for further advanced graduate work, legal studies, and scholarship. The Criminal Justice Department is committed to (1) providing students with the conceptual and research skills needed to undertake advanced analyses of the criminal justice system, (2) serving Criminal Justice professionals and others who are interested in pursuing professional careers in management and administration, (3) furnishing law enforcement, corrections, and court practitioners with knowledge of justice administration, theoretical perspectives of human behavior, policy analysis, and Criminal Justice theory, and (4) preparing social scientists to pursue careers in university and research settings.

The Master of Science degree in Criminal Justice requires the completion of 32 hours of coursework and writing a thesis, or completion of 36 hours of coursework and the passing of written and oral comprehensive examinations. The curriculum is structured around a set of core requirements that provide a broad foundation in criminological theory, research and statistics, and criminal law, as well as aspects of criminal justice policy, planning, and practice.

The Criminal Justice Department at Marshall sponsors two student organizations: the Omega Gamma Chapter of Alpha Phi Sigma, the National Criminal Justice Honor Society, and the Alpha Omega Chapter of the American Criminal Justice Association-Lambda Alpha Epsilon. The department sponsors an annual awards reception that designed to recognize scholarly and professional achievement.

There are currently five full-time faculty positions within the department. Faculty members within the Criminal Justice Department continue to be active in community service and research-related activities.

Beginning in the Fall 2001 semester, Marshall’s Criminal Justice Department began a joint Master of Science in Criminal Justice degree with Fairmont State College. For two years, Marshall delivered graduate-level classes on the campus of Fairmont State College. This year, graduate-level courses are being offered by both Marshall and Fairmont State College while Fairmont faculty work toward obtaining accreditation to offer its own Master of Science degree in Criminal Justice. A copy of the initial agreement between Marshall University and Fairmont State College, which was approved by the Higher Education Policy Commission in August, 2001, is included in Appendix D.

II. ACCREDITATION INFORMATION: None.

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with Mission.

The Academy of Criminal Justice Sciences (ACJS), an international organization established in 1963 to foster professional and scholarly activities in the field of Criminal
Justice, established minimum standards for Criminal Justice programs of higher education in January, 1998. The purpose of the minimum standards is to promote quality in criminal justice education. While ACJS does not accredit Criminal Justice departments at this time, the minimum standards are relevant to assessment of curriculum, faculty, students, and administration. In addition, if ACJS does begin the process of accreditation, Marshall should apply for accreditation of its graduate program. A copy of the ACJS minimum standards is attached to this report as Appendix A.

A. ADEQUACY.

1. Curriculum. With regard to graduate-level programs, the ACJS minimum standards state that “[g]raduate level programs are often more specialized in their focus and emphasis, and students from a variety of backgrounds often pursue graduate work in criminal justice.” Nevertheless, the minimum standards would require that students completing a graduate degree in Criminal Justice have an adequate understanding of five substantive areas: (1) criminal justice and juvenile justice professes (law, crime, and administration of justice); (2) criminology (the causes of crime, typologies, offenders, and victims); (3) law enforcement (police organization, discretion, subculture, and legal constraints); (4) law adjudication (criminal law, prosecution, defense, and court procedures and decision-making); and (5) corrections (incarceration, community-based corrections, and treatment of offenders).

The curriculum in the Criminal Justice Department is consistent with the ACJS standards. All students are required to complete 18 hours of core courses consisting of: CJ 602 (Law and Social Control); CJ 603 (Criminal Justice Planning); CJ 604 (Advanced Theory in Criminal Justice); CJ 655 (Research Methods in Criminal Justice); and CJ 656 (Applied Statistics in Criminal Justice).

CJ 655 (Research Methods in Criminal Justice) and CJ 656 (Applied Statistics in Criminal Justice) are a two-course sequence that must be completed by all students during the first academic year in the graduate program, or within the first 12 graduate credit hours completed by part-time students. Students can demonstrate “proficiency” by earning a grade of B or better on a Graduate Research Project. The Graduate Research Project involves the writing of an empirical research report while applying a specific research methodology and conducting elementary statistical analysis. The Graduate Research Project may also form the basis for a student’s thesis or future publication.

An area of concentration and electives designed to meet the individual needs of graduate students supplement the core courses. Students are required to select one concentration from the following five topical areas: (1) Applied Research and Evaluation; (2) Legal Issues; (3) Corrections Systems and Processes; (4) Theory of Criminal Behavior; and (5) Law Enforcement. Each area of concentration consists of 12 graduate credit hours. Elective courses should be chosen around a coherent theme that complements the student’s area of concentration. The Graduate Advisor or the department Chair must approve all coursework that constitutes each student’s concentration. Specific requirements are set forth in Appendix I.

The Criminal Justice Department maintains a “two C rule” whereby students cannot continue in the graduate program if they earn more than two grades of C or
lower in any graduate courses. Criminal Justice students who earn a third grade of C or lower will not be permitted to continue taking courses or to work on a thesis.

In addition to the joint program with Fairmont State College, the faculty within the Criminal Justice Department are currently exploring options for nontraditional delivery of graduate courses through Internet course delivery or other distance learning delivery systems.

2. Faculty. ACJS minimum standards provide the following requirements for graduate programs in Criminal Justice:

- Faculty teaching in bachelor’s and graduate programs must have an earned doctorate in Criminal Justice or a closely related discipline.
- Faculty composition should reflect the curriculum of the program and faculty should possess diversity in professional experience, research, and scholarship.
- Each faculty member teaching courses at the master’s level must hold the terminal degree in Criminal Justice or a related discipline.
- Full-time faculty should teach all core courses and there should be an adequate number of full-time faculty members to provide effective teaching, advising, and scholarly or creative activity, as well as participate in curriculum development, policy making, and institutional planning and governance.
- Full-time faculty should teach at least 80 percent of the program’s credit hours.
- Graduate programs must employ at least four qualified full-time graduate faculty members whose responsibilities include teaching in the program.
- Faculty performance should be evaluated on the basis of quality of teaching, research and writing, and service to the institution and/or community at large.

The Criminal Justice Department currently has five full-time faculty positions. This number represents an increase of one full-time, tenure-track position since the last program review. Three of those positions are currently filled with tenured or tenure-track faculty members. Two of those positions are filled with one-year temporary full-time faculty members. One tenured professor, Dr. Samuel L. Dameron, currently serves as the Associate Dean of the College of Liberal Arts, and teaches one course per semester for the department and serves as the department’s web master. The three tenured and tenure-track faculty members each have a terminal degree. One member has a Ph.D. in Criminal Justice, one has a Ph.D. in Adult Education with a cognate in Criminal Justice, and one has a J.D. With the exception of one-year temporary appointments, the composition of the faculty is consistent with the minimum standards of education. All tenured and tenure-track faculty members are fully admitted to the graduate faculty at Marshall.

While tenured and tenure-track faculty represent diversity in their respective areas of experience, research, and scholarship, there are core areas of the graduate curriculum not covered by tenured and tenure-track faculty. These include research methodology and corrections. The department is currently recruiting to fill the two
positions currently held by one-year temporary faculty members and will consider the specializations of applicants in attempting to fill these positions.

Because two full-time faculty positions are currently being filled with one-year temporary appointments, only 60 percent of the full-time faculty members possess a terminal degree; however, all 600-level courses are being taught by faculty with terminal degrees.

The Criminal Justice Department uses nine part-time faculty positions per academic year. In addition, full-time faculty members receive reassigned time, so that an additional five part-time faculty members are utilized each semester. The Associate Dean for the College of Liberal Arts receives nine hours of reassigned time per semester. The department Chair and the Graduate Advisor each receive three hours of reassigned time per semester. Release time for the department Chair is consistent with ACJS minimum standards. In the Fall 2003 semester, one adjunct faculty member has a Ph.D. Other adjunct faculty members are drawn from the community and each has a Master of Science degree and/or a law degree.

At the current level of full-time and part-time faculty, full-time faculty members deliver approximately 61% of courses offered on the Huntington campus in an academic year (fall and spring semesters only). Part-time faculty members deliver approximately 39% of courses offered in an academic year. This distribution is approximately equal to the full-time/part-time course delivery ratio at the time of the last program review, but is not in line with ACJS standards.

Marshall University Criminal Justice faculty members have also taught the courses for the joint Master of Science degree with Fairmont State College. Several courses in that degree program have been taught by Marshall and Fairmont State full-time faculty. One course was taught by a Fairmont State College full-time History faculty member. One course was taught by an adjunct faculty member who has a Ph.D.

Chronic problems of attracting and retaining qualified faculty members continue. For most of the time period of this review, at least one full-time faculty position was open. The student faculty ratio exceeds the ACJS recommended ratio of 30:1. In spite of the limited resources available to the department, faculty members have worked hard to retain the student-oriented approach to education that has become a hallmark of Marshall’s Criminal Justice Department.

Faculty data sheets for full and part-time faculty are contained in Appendix II.


ACJS minimum standards with regard to students provide the following:

- Entrance requirements should be the same or higher than admission requirements for all students at the college or university.
- Students should have input in the faculty evaluation process.
- Provisions should be made to meet the needs of students admitted to the program, including nontraditional, part-time, or evening students.
- Programs should conduct student outcome assessments as a measure of the quality of their programs.
- Programs should track alumni to assess the extent to which students are placed in desired positions.
a. Entrance Standards: Applicants must meet the entrance standards for the Marshall University Graduate College. Applications are then reviewed by the department. During the period of this review, admission standards have changed. The new standards are described below.

Admission to the Master of Science degree program in Criminal Justice is based on an assessment by a faculty member of the applicant’s academic achievements and promise as indicated by transcripts, scores on the Graduate Record Examination (GRE), the TOEFL for international students for whom English is not their primary language, two letters of recommendation (college instructors are preferred), and a personal statement. Students may be admitted and awarded either a “clear” admission or “provisional” admission status. Students awarded a provisional status must maintain at least a 3.0 grade point average in all coursework for up to 12 graduate credit hours in courses identified by the program faculty and approved by the graduate advisor. For provisional students, the first 12 graduate credit hours must include, at a minimum, 6 core course hours. All provisional students are required to meet with the Graduate Advisor or department Chair to devise an appropriate schedule for their first 12 graduate hours of study in the program.

For clear admission to the master’s degree program, the applicant should have:

- A baccalaureate degree (any major) from an accredited college or university;
- An undergraduate grade point average (GPA) of 3.0 or higher;
- A score in the 50th percentile or higher in each assessment area of the Graduate Record Examination;
- A score of 550 or higher on the TOEFL;
- A C or better in undergraduate statistics;
- A C or better in undergraduate research methods or equivalent course (documentation of course content may be required);
- Two letters of recommendation (college instructors preferred); and
- A personal statement.

In accordance with the Graduate Admissions Office at Marshall University, the department may admit a student as provisional after submission of all required application materials when he or she possesses a baccalaureate degree and shows academic promise but does not meet the criteria for clear admission.

b. Entrance Abilities. Marshall University’s Office of Institutional Research provided the following information about GRE scores and average undergraduate GPAs for entering graduate students in Criminal Justice and in the College of Liberal Arts.
<table>
<thead>
<tr>
<th>Semester</th>
<th>Number</th>
<th>Verbal Mean</th>
<th>Quantitative Mean</th>
<th>Analytical Mean</th>
<th>Undergraduate GPA Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 1998</td>
<td>10</td>
<td>435.00</td>
<td>407.50</td>
<td>526.25</td>
<td>3.03</td>
</tr>
<tr>
<td>Fall, 1999</td>
<td>5</td>
<td>346.67</td>
<td>430.00</td>
<td>493.33</td>
<td>2.91</td>
</tr>
<tr>
<td>Fall, 2000</td>
<td>12</td>
<td>395.71</td>
<td>415.71</td>
<td>477.14</td>
<td>3.32</td>
</tr>
<tr>
<td>Fall, 2001</td>
<td>8</td>
<td>406.00</td>
<td>460.00</td>
<td>490.00</td>
<td>.</td>
</tr>
<tr>
<td>Fall, 2002</td>
<td>11</td>
<td>438.00</td>
<td>448.00</td>
<td>495.56</td>
<td>3.51</td>
</tr>
<tr>
<td>Overall</td>
<td>46</td>
<td>415.15</td>
<td>431.51</td>
<td>498.67</td>
<td>3.11</td>
</tr>
<tr>
<td>CoLA Overall</td>
<td>610</td>
<td>452.08</td>
<td>456.59</td>
<td>509.18</td>
<td>3.07</td>
</tr>
</tbody>
</table>

The GRE mean scores are slightly lower than those recorded for the College of Liberal Arts; however, the mean undergraduate grade point average is slightly higher.

c. Exit Abilities. No licensure exam is administered to graduating Criminal Justice students at Marshall University; therefore, no such data are available. By completing comprehensive examinations or a thesis, students must demonstrate graduate level mastery of the following: grant writing, legal case analysis, applications of theory into practice, program evaluation (including task analysis), survey research, data analysis using computer software, preparing a research prospectus, and conducting a research project. Written and oral comprehensive exams are in four predetermined substantive areas: law, planning, theory, and research methods/statistics. A fifth area of concentration is selected by the student and approved by the student’s comprehensive committee.

The Office of Institutional Research has provided the following information about the number of graduates and the cumulative grade point average for graduates of the program over the last 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Cumulative Mean GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>7</td>
<td>3.75</td>
</tr>
<tr>
<td>1999</td>
<td>12</td>
<td>3.61</td>
</tr>
<tr>
<td>2000</td>
<td>8</td>
<td>3.58</td>
</tr>
<tr>
<td>2001</td>
<td>4</td>
<td>3.75</td>
</tr>
<tr>
<td>2002</td>
<td>11</td>
<td>3.57</td>
</tr>
<tr>
<td>Overall</td>
<td>42</td>
<td>3.61</td>
</tr>
</tbody>
</table>

4. Resources.

a. Financial. Most of the financial support for the Criminal Justice Department is state funding. Other support has come from off-campus student fees associated with the joint program with Fairmont State College. Financial support consists predominantly of salaries for full-time faculty, an administrative aide, part-time faculty, and graduate assistants. The Department currently employs five full-time faculty members, nine part-time faculty members, ten additional part-time faculty members associated with
reassigned time for full-time faculty members, and two graduate assistants. In addition, the department has received an annual current expense allotment. The allotment for 2002-03 was $9,423.00. This represents a decrease from the current expense allotment in the 1998-99 academic year, which was $11,775.00. Funds for faculty lines or departmental operating expenses may be cut as a part of the budget cut anticipated for the 2004-2005 fiscal year.

In addition to those funds, the department has administered funding for the joint Master of Science degree with Marshall and Fairmont State College over the last two years of the reporting period. This has included funding for part-time faculty pay for instructors, compensation for program coordinators at Marshall and Fairmont State, funding and tuition waiver for a full-time graduate assistant at Fairmont State College, and a current expense budget of $5,450.00 per year. The current expense budget has been reduced to $3,578.00 for the 2003-04 academic year as Fairmont State College has begun to share the expenses of the program.

b. Facilities. The Criminal Justice Department presently utilizes offices for five full-time faculty members, one administrative aide, two graduate assistants, and part-time faculty members. Classes are delivered in two classrooms. One room houses the Department’s library and the West Virginia Clearinghouse for Domestic Violence Information. The department currently uses eight microcomputers. Each full-time faculty member and the administrative aide is assigned one computer and printer. The remaining computers are for use by graduate assistants, part-time faculty, and students.

Library holdings are primarily located at the new Drinko Library and the Morrow Library on campus. All students have access to extensive literature in each area of concentration through Marshall’s library holdings and electronic databases. The addition of WESTLAW and Lexis/Nexis in 2003 has assisted students who want to complete research in the legal area. Faculty members have contributed several hundred volumes, journals, and research in various formats to a small, departmental library. The Criminal Justice library and Domestic Violence Clearinghouse holdings are catalogued on a computer database to assist access to these holdings.

5. Assessment Information.

a. Principal elements. The Criminal Justice Department’s assessment plan involves alumni surveys, graduating student interviews, employer feedback, annual faculty evaluation, and student evaluation of faculty. In an effort to facilitate continuous feedback from alumni, the department has initiated use of its web page to enable alumni to complete an alumni survey and to provide information to the department. The alumni web page is located at http://www.marshall.edu/criminal-justice/alumniinfo.htm.

During the summer of 2003, the alumni survey was posted on the department’s web page and is now available for continuous feedback by alumni. In the Fall of 2003, the department sent a postcard to alumni asking them to visit the web page and complete the alumni survey. To date, responses have been received from 111 alumni of the Criminal Justice Department, 30 of whom indicated that they had received a master of science degree in Criminal Justice at Marshall. Data from the survey are loaded by graduate assistants into the Statistical Package for Social Sciences (SPSS) for analysis. A copy of the alumni survey is provided in Appendix B.
The Criminal Justice alumni web page also provides an opportunity for alumni to share what they are doing and where they are employed. This option has been available for more than a year. Responses from alumni are retained and evaluated to determine whether those alumni who report are working in a field related to criminal justice, and to assess whether alumni have completed additional education programs. A copy of the alumni information page is provided in Appendix B. Partial results of the data analysis are contained in the 2003 Yearly Assessment of Student Outcomes Chart contained in Appendix D.

Through the Criminal Justice web page, alumni are also given the opportunity to have their email addresses posted by year of graduation, to facilitate contact among classmates. All alumni are encouraged to maintain contact with the department and its faculty, either directly or indirectly.

The Office of Program Review and Assessment administers Graduating Student Surveys. Results from this comprehensive survey are then shared with individual departments. The results for Criminal Justice students are reviewed by faculty to determine the level of graduating student satisfaction.

Graduate students are informally interviewed prior to their graduation for their ideas about strengths and weaknesses of the program, as well as any recommendations they might have for improving the program. These interviews occur at the conclusion of oral comprehensive examinations or the oral thesis defense. These comments are recorded and evaluated by the entire faculty.

The internship director maintains contact with internship agencies, many of whom are employers of department alumni. In addition, as alumni provide information about their employers and give permission to contact those employers, department faculty make contact with those employers by phone to receive feedback and recommendations.

b. Summary Information. Chart I Assessment Summary from year 2002-2003 is attached to the Appendices of this report. Assessment date for year 2003-2004 is not complete at this time.

c. Assessment Data is Used to Improve Program.

On the basis of student recommendation and faculty consideration, the minor requirement has been eliminated for graduate students. While students may obtain a minor, it is no longer required.

On the basis of recommendations from alumni and employers, graduate faculty have structured additional computer applications in assignments to assure that students are familiar with a number of computer software programs and applications.

On the basis of recommendations of students and employers, the faculty in the Criminal Justice department have developed areas of concentration for graduate students. Additional 600 level courses have been developed by faculty members to facilitate those areas of concentration and will be submitted for addition to the curriculum during the 2003-04 academic year. Thus, those courses should be available in the 2004-05 academic year.

On the basis of recommendations from employers, one of the new areas of concentration available for graduate students will be a concentration in Research and
Evaluation. It is anticipated that this option will be available in the 2004-05 academic year.

d. Graduate and Employer Satisfaction.

The College of Liberal Arts Dean’s Office administered a Graduating Student Assessment to students as they applied for graduation in the 1998-99 academic year. Forty-four of those students who completed the survey identified themselves as Criminal Justice students. Forty (91%) indicated that they were satisfied with the quality of their education.

The Office of Program Review and Assessment administered a Graduating Senior Survey to students as they applied for graduation in the 1999-2000 academic year. Twenty-eight surveys were completed by students who identified themselves as Criminal Justice students. Twenty-seven (96.4%) of those students indicated that they were satisfied with the quality of their education.

During the Fall 2002 semester, the Criminal Justice Department took advantage of the opportunity to send a separate survey with the longitudinal Graduate Survey sent to students one year and five years after graduation by Marshall’s Office of Program Review and Assessment. The department received 19 responses. Seventeen respondents (89%) indicated that they agreed with the statement that “the Criminal Justice program as a whole is an excellent program.” The same number indicated they were satisfied with the full-time faculty. All 19 respondents indicated they were satisfied with the course content and the overall quality of instruction in Criminal Justice. Responses to the Graduate Survey indicated that, overall, the alumni surveyed were satisfied with the quality of the Criminal Justice program and Marshall University.

Informal contacts from alumni through the department’s web page included 44 contacts from 35 different alumni. Each individual indicated that he or she was employed in the Criminal Justice field or the legal profession. Approximately one-half of those alumni had continued their education, either in law school or in an additional graduate program, after leaving Marshall.

Two unsolicited letters from employers over the time period of this Program Review were very complimentary of the department and its students. The Kentucky Police Corps indicated that Marshall is the only college or university outside of Kentucky from which they recruited. The Lexington-Fayette (KY) Police Department has administered its initial employment examination at Marshall University at least one time in each year of this program review. Marshall is the only location outside of Fayette County, Kentucky where that test is administered.

One unsolicited letter from an alumnus of the undergraduate and graduate program detailed how his coursework had been an asset to him in his position with the federal government. He also noted that Marshall’s Criminal Justice program had been commented on with approval by the supervisor who interviewed him for his current position. Numerous informal phone and email contacts from alumni to faculty have indicated that those alumni are pleased with the quality of the education they received at Marshall and that they were well prepared to enter a Criminal Justice profession or an additional program of higher education.
6. Previous Reviews. The last program review resulted in the following statement by the committee:

The Committee deferred action on this program. The Committee expressed concerns regarding the level of faculty resources in relation to high enrollment. A follow-up report is request [sic] by January 15, 2000 which addresses the need to develop a plan to manage or limit enrollment or to provide additional faculty.

Even prior to the last review, the department had initiated a plan designed to reduce the number of undergraduate majors. That policy is fully set forth in the Program Review for the Criminal Justice B.A. program. At the same time, the department raised its standards for admission to the Master of Science program.

The department’s response to the Committee detailed the new admission policies for the undergraduate and the graduate program. On April 26, 2000, the Committee stated:

The Committee accepted the follow up report regarding the level of faculty resources and enrollment. While noting that the Department has plans to initiate stricter admission requirements, the Committee strongly urges the institution to consider the addition of more faculty to meet the needs of a high-demand program.

This policy has resulted in a slight decrease in the number of graduate students in Criminal Justice on the Huntington campus.

The department received a new full-time, tenure-track faculty position beginning in the Fall 2000 semester.

7. Strength/Weaknesses. The department’s primary strength is in its commitment to students and excellence in education. Faculty members interact exceptionally well with students and work together to provide students with an excellent education. This commitment, in turn, enhances the department’s reputation when students graduate and enter the work force. The Alumni Survey supports the fact that students who graduate from the Criminal Justice program are properly educated and highly employable in criminal justice professions.

The department’s reputation in the field remains exceptionally positive. Faculty members have enhanced that positive reputation by discipline-appropriate research and extensive community service during this review period. Faculty members have also provided leadership within the West Virginia Criminal Justice Educators’ Association. Both faculty and alumni are visible in their professional capacities. That visibility reflects positively on the department and the university. Finally, graduates of the department have made significant, positive impact on the criminal justice community in this area and in a number of other areas nationally.

Approval in Fall 2003 to fill the two vacant tenure-track positions within the department indicates the continued support of the department by the University and the College of Liberal Arts, even during a time of budget cutbacks. The department does see this as a strength.
The primary weakness within the department at this time is a lack of continuity in the faculty. The turnover of full-time faculty members has contributed to this, as has the difficulty experienced attempting to recruit tenure-track faculty. Not only are faculty searches time-intensive endeavors, but students have not been able to enjoy the consistency and continuity a comparatively stable faculty could offer.

Related to faculty turnover are the issues of low faculty salary levels, the absence of faculty raises in the last year, and the absence of incentives for research or grant-related activities by faculty.

While the enrollment policy implemented in 1997 did succeed in reducing the number of undergraduate students, there is no indication that the demand for a major in Criminal Justice has diminished. With the approval in Spring 2003 of Criminal Justice courses for General Education (Social Sciences) credit within the College of Liberal Arts and with the influx of new majors since the restrictions on admissions to the major were discontinued in Fall 2002, it is anticipated that the department will again be faced with a high student/faculty ratio with the problems associated with such a ratio.

The joint Master of Science degree program with Fairmont State College has required significant administration time from the department chair and the administrative aide. Administration and faculty at Marshall and Fairmont State plan to review the program during the Fall 2003 semester to determine its viability and feasibility.

B. VIABILITY.

1. Off-Campus Classes. Under the joint degree program to deliver the Master of Science degree in Criminal Justice in cooperation with Fairmont State College, initiated in the fall 2001 semester, several graduate level courses have been offered at the Fairmont State College campus. Most of those courses have been taught by full-time faculty from Marshall University and Fairmont State College. Information about those classes is available in Appendix III.

2. Service courses. Graduate level courses in Criminal Justice serve primarily Criminal Justice majors. Any graduate student at Marshall may take graduate level Criminal Justice courses as elective courses or for a minor. Only one department, Forensic Science, requires a Criminal Justice course for graduate students. Those students must elect to take one of the following courses: CJ 312 – Criminal Investigation, CJ 322 – Criminal Law, or CJ 522 – Law of Evidence. Information about those classes is available in Appendix IV.

3. Articulation Agreements. Since Fall 2001, Marshall University and Fairmont State College have worked collaboratively to deliver a Master of Science degree in Criminal Justice to students in northern West Virginia. Under the terms of the agreement, Marshall delivered graduate-level courses at Fairmont during the 2001-02 and 2002-2003 academic years. Currently, Marshall and Fairmont State are each delivering graduate-level courses at Fairmont. Three students graduated from the program in May, 2003. It is anticipated that Fairmont State College will seek and receive accreditation from NCA to deliver a Master of Science degree in Criminal Justice in the near future. A copy of the articulation agreement is contained in Appendix D.
4. **Program Course Enrollment.** Program course enrollment over the last five years, which has been provided by the Office of Institutional Research, is described in Appendix V.

5. **Program Enrollment.** Program enrollment data over the last five years, as provided by the Office of Institutional Research, are contained in Appendix VI.

6. **Enrollment Projections.** Demand for graduate education in Criminal Justice has remained steady over the past five years. There is every reason to believe that the demand will continue into the foreseeable future. Marshall University remains the only institution within the State of West Virginia to offer a graduate degree in Criminal Justice. The articulation agreement with Fairmont State College to deliver the Master of Science degree on Fairmont State’s campus is an indication that the demand for graduate education in Criminal Justice continues throughout West Virginia. One factor in the continuing demand for this program is that a Master of Science degree is considered desirable by the West Virginia Supreme Court of Appeals, which hires and trains all probation officers in West Virginia, and by the federal government for its law enforcement employees.

**C. NECESSITY.**

1. **Advisory Committee.** The Criminal Justice Department does not have an advisory committee at this time.

2. **Graduates.** Alumni feedback indicates that graduates of the Master of Science degree program are highly employable within various areas of the Criminal Justice system, including local, state, and federal law enforcement positions; court administration; local state, and federal institutional corrections positions; community corrections; juvenile justice; victim services; and private and institutional security. Starting salaries range from $20,000 to $40,000 per year, with most Master of Science graduates finding employment at the higher end of the starting salary range.

3. **Job Placement.** The job placement rate for graduates of the Master of Science degree in Criminal Justice is quite high. Alumni surveys indicate that graduates of the program are highly satisfied with their employability as professionals in Criminal Justice and with the department’s preparation of them for employment. Employer feedback is also highly favorable. Most alumni are working as professionals in the Criminal Justice system.

**D. CONSISTENCY WITH MISSION.**

The Criminal Justice Department functions in a manner that is consistent with the stated mission of Marshall University. The Master of Science program in Criminal Justice promotes the mission of the University by providing high quality graduate education to students and by ensuring the integrity of curriculum through rigorous standards and high expectations for student learning and performance. Students in the program perform well while in the program and as professionals in the Criminal Justice
system after graduation. Faculty members within the Criminal Justice department have made and continue to make significant contributions through research and service to the community, state, and region.

IV. PROGRAM OF EXCELLENCE.

The Criminal Justice Department has not, to date, been designated as a Program of Excellence.
Appendix I

Required/Elective Course Work in the Program

Degree Program: Criminal Justice, M.S.
Person responsible for the report: Margaret Phipps Brown

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 602 – Law and Social Control</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 603 – CJ Planning</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 604 – Advanced Theory in CJ</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 621 – Advanced Criminal Law &amp; Procedure</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 655 – Research Methods in CJ</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 656 – Applied Statistics in CJ</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Elective hours 18

18

18

Professional society that may have influenced the program offering and/or requirements: Academy of Criminal Justice Sciences.
Appendix III
## Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, South Charleston Campus, or Satellite Campuses.) Please include the courses offered in the past 2 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Courses Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2001</td>
<td>Fairmont State College</td>
<td>CJ 601 – Seminar in CJ&lt;br&gt;CJ 604 – Advanced Theoretical Criminology</td>
<td>4</td>
</tr>
<tr>
<td>Summer, 2002</td>
<td>Fairmont State College</td>
<td>CJ 590 – CJ Internship</td>
<td>3</td>
</tr>
<tr>
<td>Fall, 2002</td>
<td>Fairmont State College</td>
<td>CJ 512 – Community Relations&lt;br&gt;CJ 532 – Correctional Institutions&lt;br&gt;CJ 655 – Research Methods in CJ</td>
<td>11</td>
</tr>
<tr>
<td>Summer, 2003</td>
<td>Fairmont State College</td>
<td>CJ 590 – Internship</td>
<td>4</td>
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</table>
APPENDIX IV

SERVICE COURSES

THE PROGRAM OFFERED NO SERVICE COURSES
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/ Elective</th>
<th>Year 1 1998-99</th>
<th>Year 2 1999-00</th>
<th>Year 3 2000-01</th>
<th>Year 4 2001-02</th>
<th>Year 5 2002-03</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>Su</td>
<td>Fa</td>
<td>Sp</td>
<td>Su</td>
<td>Fa</td>
</tr>
<tr>
<td>CJ 502</td>
<td>Seminar in Crime Prevention</td>
<td>Elective</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>1</td>
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<tr>
<td>CJ 504</td>
<td>Theoretical Criminology</td>
<td>Elective</td>
<td>7</td>
<td></td>
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<tr>
<td>CJ 510</td>
<td>Police Administration II</td>
<td>Elective</td>
<td>5</td>
<td></td>
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<td>2</td>
<td>3</td>
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<tr>
<td>CJ 512</td>
<td>Community Relations</td>
<td>Elective</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>12</td>
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<tr>
<td>CJ 513</td>
<td>Business and Industrial Security</td>
<td>Elective</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>2</td>
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<tr>
<td>CJ 521</td>
<td>Corrections and the Law</td>
<td>Elective</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>CJ 522</td>
<td>Law of Evidence</td>
<td>Elective</td>
<td>19</td>
<td>10</td>
<td>8</td>
<td>7</td>
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<tr>
<td>CJ 525</td>
<td>Juvenile Justice Administration</td>
<td>Elective</td>
<td>3</td>
<td>2</td>
<td>4</td>
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<tr>
<td>CJ 531</td>
<td>Criminal Rehabilitation</td>
<td>Elective</td>
<td>9</td>
<td></td>
<td>5</td>
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<tr>
<td>CJ 532</td>
<td>Correctional Institutions</td>
<td>Elective</td>
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<td>3</td>
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<tr>
<td>CJ 533</td>
<td>Correctional Administration</td>
<td>Elective</td>
<td>6</td>
<td>2</td>
<td>8</td>
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<tr>
<td>CJ 580</td>
<td>SpTp: Violence in the Family</td>
<td>Elective</td>
<td>8</td>
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<tr>
<td>CJ 580</td>
<td>SpTp: Profiling Violence</td>
<td>Elective</td>
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<tr>
<td>CJ 580</td>
<td>SpTp: Civil Litigation in Criminal Justice</td>
<td>Elective</td>
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<tr>
<td>CJ 580</td>
<td>SpTp: Civil Liability</td>
<td>Elective</td>
<td>7</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Type</td>
<td>Credits</td>
<td>Hours</td>
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<tr>
<td>CJ 581</td>
<td>SpTp: Terrorism in the 21st Century</td>
<td>Elective</td>
<td>12</td>
<td>5</td>
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<tr>
<td>CJ 581</td>
<td>SpTp: Gender Issues in Criminal Justice</td>
<td>Elective</td>
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<tr>
<td>CJ 581</td>
<td>SpTp: Female Offenders</td>
<td>Elective</td>
<td></td>
<td>6</td>
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<td>CJ 581</td>
<td>SpTp: Crime and Punishment in American History</td>
<td>Elective</td>
<td></td>
<td>7</td>
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<tr>
<td>CJ 582</td>
<td>SpTp: Rape and Sexual Violence</td>
<td>Elective</td>
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<tr>
<td>CJ 582</td>
<td>SpTp: Civil Liability</td>
<td>Elective</td>
<td></td>
<td>5</td>
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<tr>
<td>CJ 582</td>
<td>SpTp: Conflict Resolution</td>
<td>Elective</td>
<td>5</td>
<td>4</td>
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<tr>
<td>CJ 582</td>
<td>SpTp: Crime Scene Investigation</td>
<td>Elective</td>
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<tr>
<td>CJ 583</td>
<td>SpTp: Crime in the Family</td>
<td>Elective</td>
<td>25</td>
<td>2</td>
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<tr>
<td>CJ 583</td>
<td>SpTp: Instructor Development</td>
<td>Elective</td>
<td></td>
<td>6</td>
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<tr>
<td>CJ 583</td>
<td>SpTp: Violence in Corrections</td>
<td>Elective</td>
<td></td>
<td>6</td>
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</tr>
<tr>
<td>CJ 583</td>
<td>SpTp: Schools and the Juvenile Justice System</td>
<td>Elective</td>
<td></td>
<td>2</td>
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<tr>
<td>CJ 583</td>
<td>SpTp: Legal Analysis</td>
<td>Elective</td>
<td></td>
<td>5</td>
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<tr>
<td>CJ 583</td>
<td>SpTp: Victimology</td>
<td>Elective</td>
<td></td>
<td>5</td>
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<tr>
<td>CJ 583</td>
<td>SpTp: Relationship Violence</td>
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<tr>
<td>CJ 585-588</td>
<td>Independent Study</td>
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<tr>
<td>CJ 590</td>
<td>Internship</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>CJ 590</td>
<td>Law and Social Control</td>
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<td>2</td>
<td>6</td>
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<tr>
<td>CJ 601</td>
<td>Seminar in Criminal Justice</td>
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<tr>
<td>CJ 603</td>
<td>Criminal Justice Planning</td>
<td>Required</td>
<td>12</td>
<td>12</td>
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<td>CJ 603</td>
<td>Law and Social Control</td>
<td>Elective</td>
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<tr>
<td>CJ 603</td>
<td>Victimology</td>
<td>Elective</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Requirement</td>
<td>15</td>
<td>12</td>
<td>10</td>
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<td>6</td>
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<td>-------------</td>
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</tr>
<tr>
<td>CJ 604</td>
<td>Advanced Theory in Criminal Justice</td>
<td>Required</td>
<td>15</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>CJ 621</td>
<td>Advanced Criminal Law and Procedure</td>
<td>Required</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>CJ 655</td>
<td>Research Methods in Criminal Justice</td>
<td>Required</td>
<td>19</td>
<td>8</td>
<td>13</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>CJ 656</td>
<td>Applied Statistics in Criminal Justice</td>
<td>Required</td>
<td>17</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>15</td>
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<tr>
<td>CJ 679</td>
<td>Problem Report</td>
<td>Elective</td>
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<td>1</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>CJ 681</td>
<td>Thesis</td>
<td>Elective</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*CJ 602 (Law and Social Control) is a required course beginning in the Fall, 2003 semester.

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but DO NOT include individual names or the titles of the independent studies.
# Appendix VI
## Program Enrollment

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 1998</th>
<th>Year 2 1999</th>
<th>Year 3 2000</th>
<th>Year 4 2001</th>
<th>Year 5 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students Admitted</td>
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<td></td>
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</tr>
<tr>
<td>Principal Majors Enrolled</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2380 Criminal Justice, MS</td>
<td>39</td>
<td>3</td>
<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>GL 30 – MS Criminal Justice</td>
<td>1</td>
<td>23</td>
<td>23</td>
<td>28</td>
<td>30</td>
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<tr>
<td>(Option C:), etc.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Areas of Emphasis (i.e., education specialization majors)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minors**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total of Students Enrolled</strong></td>
<td>40</td>
<td>26</td>
<td>25</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Graduates of the program</td>
<td>7</td>
<td>12</td>
<td>8</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
Appendix A
Academy of Criminal Justice Sciences
Minimum Standards for Criminal Justice Education
Background

The Academy of Criminal Justice Sciences' Ad hoc Committee on Minimum Standards for Criminal Justice Education was formed in 1995 by ACJS President, Jay Albanese. Committee members were selected to represent the diversity of the Academy by gender, ethnicity, region, and level of criminal justice programs from community college to Ph.D. granting institutions. The committee members were: Timothy Flanagan, Sam Houston State University; Peter Kratcoski, Kent State University; Harvey McMurray, North Carolina Central University; Marilyn McShane, Northern Arizona University; Franklyn Taylor, Community College of Rhode Island; and Mittie Southerland, Chair, Murray State University.

These Standards are the result of two years of review, discussion and revision. Drafts were widely distributed through publication in ACJS Today and feedback from the membership was solicited. The standards reflect current college and university accreditation standards and a modification of the standards adopted in Fall 1994 by the Northeastern Association of Criminal Justice Sciences (NEACJS). The NEACJS standards were built on those outlined by the Joint Commission on Criminology and Criminal Justice Education and Standards published in Quest for Quality. Earlier efforts in North Carolina and by the Southern Criminal Justice Association also served to inform the development of these standards. The purpose of the ACJS standards is to promote quality criminal justice education.

Statement of Principle

The Academy of Criminal Justice Sciences has adopted these voluntary standards for the improvement of quality in criminal justice higher education. As such, these standards are intended to be applicable to:

- associate degree programs for which college transfer or continuation of students to a senior institution (matriculation) usually results
- undergraduate programs, and
- graduate programs

The standards are intended to provide the degree of flexibility necessary for continual development of the criminal justice field and for programs to remain responsive to changes in the environment.
These standards are adopted in acknowledgment of the accreditation process conducted by the regional Associations of Colleges and Schools. Regional accrediting agencies accredit the total institution and evaluate the work of criminal justice programs within those institutions. It is the intent of ACJS through the standards set forth in this document to supplement the accreditation process by providing guidance for the internal and external evaluation of criminal justice programs. The standards delineated herein may be used as the basis for self-evaluation by criminal justice programs, Academic Peer Review through the Academy of Criminal Justice Sciences, program review for regional accreditation, and to provide direction for new and developing programs.

This is not a professional accreditation document; however, through these standards ACJS establishes some common elements that should be present in all programs of criminal justice higher education and other elements which may be applicable to programs depending on their mission. ACJS recognizes that some programs are more elaborate or have more resources than others, these standards should be interpreted to establish the parameters of the field. Programs surpassing these standards should not be lulled into complacency by their accomplishment but should continue to lead the field to change.

ACJS supports the right of an institution and criminal justice program to pursue its established educational purpose; the right of faculty members to teach, investigate and publish freely; and the right of students to have opportunities for learning. However, the exercise of these rights must not interfere with the overriding obligation of the institution and program to offer its students a sound education leading to a degree.

All criminal justice programs should be held to the specific standards delineated by the regional accreditation authority for the institution to which they belong. Programs should be able to show evidence of educational effectiveness in instruction and also in research and public service where these are significant components of the institution and program’s statement of mission or purpose.

The standards delineated herein are designed to be applicable to degree programs carrying the label "criminal justice." Nevertheless, the standards can serve as guidance for other, more specialized, programs. The purpose and mission of a program and the nature of the institution in which it is housed should be the framework for interpreting and applying these standards.

**Representation with Regard to ACJS Standards**

Any promotional statement made by a program with regard to compliance with these minimum standards must be based on the results of the ACJS Academic Peer Review process or some other form of external peer review. The logo of the Academy of Criminal Justice Sciences is not to be used by any program or institution, except in regard to Institutional Membership.
Curriculum

1. The purpose of higher education programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form, as well as to instill a comprehensive knowledge of the field. Programs should strive not only to familiarize students with facts and concepts but, more importantly, teach students to use ethical behavior in applying this knowledge to related problems and changing fact situations. The development of critical thinking, communication skills, and the ability to conceptualize ideas should be a primary objective of all criminal justice courses.

2. The broad scope of criminal justice should be reflected in the baccalaureate curriculum, as should a balanced presentation of the issues of the field. Substantively, all programs should have required core courses that focus specifically on the areas below:

   a. Criminal justice and juvenile justice processes (law, crime, and administration of justice)

   b. Criminology (the causes of crime, typologies, offenders, and victims)

   c. Law Enforcement (police organization, discretion, subculture, and legal constraints)

   d. Law Adjudication (criminal law, prosecution, defense, and court procedures and decision-making)

   e. Corrections (incarceration, community-based corrections, and treatment of offenders)

   It is expected that most baccalaureate programs will have multiple courses to represent these, and other, issues, but these substantive areas provide minimum coverage of the field. Some programs may offer concentrations in some areas, depending upon composition of the student body and faculty expertise, but overspecialization, or exclusion, of any one of the five areas above should not occur at the undergraduate level. Baccalaureate students should be required to take at least one course in each of the substantive areas above.

   It is expected that associate degree programs will require a single course in some of the substantive areas above. The entire core should not be offered by the associate degree program. Articulation agreements should facilitate matriculation of students (see Curriculum #5 below).

   Graduate level programs are often more specialized in their focus and emphasis, and students from a variety of backgrounds often pursue graduate work in criminal justice.
Nevertheless, measures should be taken to insure that all students completing graduate degrees in criminal justice have an adequate understanding of the five substantive areas listed above. At the doctoral level, supplementary courses from other disciplines can be instrumental in providing an interdisciplinary basis for examining criminal justice issues. Doctoral programs are encouraged to provide such opportunities in their curricula.

3. All programs should strongly encourage or require cognate courses that develop the ability of students to process and apply information reliably. Cognates should also be designed to encourage students to be informed citizens, as they participate in the governmental process and consume criminal justice information. Whether cognates are required as part of the major requirement, or as part of the liberal arts requirement, should depend upon faculty expertise within the criminal justice program and on institutional priorities. These courses should include: research methodology, statistics, computer methods, government and politics, ethics, writing courses, public speaking, and logic. An understanding of social problems, human behavior, and policy should be developed through exposure to courses such as race and ethnic relations, social problems, psychology, and public management. Appreciation for these concepts and skills should also be part of criminal justice courses. Criminal justice courses should intentionally reflect issues of diversity.

4. Criminal justice programs should be part of a broadly-based degree program. No more than one-third of a student's graduation requirements at the associate and baccalaureate levels should consist of criminal justice courses. The remainder should be comprised of cognates, and other liberal arts courses, designed to prepare broadly educated students. Such preparation should include courses in humanities and fine arts, the social and behavioral sciences, and natural sciences and mathematics.

5. Associate and baccalaureate degree programs should coordinate their curriculum efforts in order to facilitate matriculation of students. The entire core should not be offered by the associate degree program. Two-year and four-year colleges and universities should enter into articulation agreements wherever possible to clarify academic expectations for both parties. These agreements should reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.

6. Internships provide a useful mechanism for students to assess their interest and apply their classroom knowledge in an area of criminal justice. All programs should have elective internship opportunities available to upper-level students. Measures should be taken to insure internships are meaningful, relevant, and related to educational objectives.

7. Criminal justice programs shall not offer collegiate courses nor award academic credit for vocational training courses designed for specific job preparation or advanced job training. These courses are characterized by training for specific job skills, rather than education involving conceptual learning.
Faculty

1. Faculty qualifications should be based on educational attainment, teaching ability, and commitment to higher education. Familiarity with the research literature is a requirement at all levels. Professional experience in the field of criminal justice is desirable for faculty at all levels. The commitment to conduct research is desirable for faculty in Bachelor's programs and required for teaching in graduate programs.

Minimum educational qualifications for faculty positions for those teaching in Bachelor's and graduate programs should be an earned doctorate in criminal justice, or closely related discipline. Those teaching in Associate's degree programs should possess a Master's degree in criminal justice, or closely related discipline. Faculty holding terminal degrees in the field of criminal justice should be sought wherever possible. Degrees must be from institutions accredited by the appropriate regional accrediting agency.

Programs may consider the J.D. degree combined with a Master's degree in criminal justice or closely related field and relevant professional experience as meeting the qualification for full-time academic appointment. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal educational qualifications. These special circumstances must include a combination of experience, scholarship, and professional involvement which has led to the individual being recognized by the academic community for his or her knowledge in the field of criminal justice.

The composition of the criminal justice faculty should reflect the curriculum of the program. Faculty specializations should be considered in recruitment and hiring decisions. Faculty diversity in professional experience, research, and scholarship is encouraged. Diversity of faculty by gender and ethnicity is also encouraged.

In the undergraduate major, at least 75 percent of the course credit hours taught must be taught by faculty holding the terminal degree, an earned doctorate, in criminal justice. Each faculty member teaching courses at the master's degree level must hold the terminal degree in criminal justice or a related discipline. All faculty members teaching courses at the doctor's degree level must hold the earned doctorate in criminal justice or a related discipline.

2. All programs should rely on full-time faculty to teach their core courses and to insure commitment, supervision, and availability to students. The number of full-time faculty members must be adequate to provide effective teaching, advising, and scholarly or creative activity, as well as appropriate to participate in curriculum development, policy making, and institutional planning and governance. Part-time faculty (including graduate assistants) should be used for no more than 20 percent of the program's credit hours. Part-time faculty should be used primarily as a supplement to full-time faculty. The credentials of part-time faculty should closely match those of full-time faculty. Programs should conduct annual teaching evaluations of part-time and adjunct faculty using the department's standard practice for evaluating teaching by non-tenured faculty.
3. *Staffing levels* of criminal justice programs should be equivalent to those of other academic programs at the institution. Generally, no more than one-third of the total credits required for the major should be offered by the same instructor.

Undergraduate programs should have a minimum of three full-time criminal justice faculty. For each graduate degree program, an institution must employ at least four qualified full-time graduate faculty members whose responsibilities include teaching in the program.

4. The *evaluation of faculty* performance should be based on quality of teaching, research and writing, and service to the institution and/or community at-large. Faculty performance should benefit the program and be directed toward the department's mission and goals. Teaching performance should be evaluated by both faculty peers and students through direct observation. Research should be evaluated in terms of how it is applied in the classroom and in its dissemination to the scholarly community. Service should be evaluated in terms of professional activity related to the educational and professional expertise of the faculty member.

**Students**

1. *Entrance requirements* for students in Criminal Justice programs should be the same or higher than admission requirements for all students at the college or university.

2. Students should have input in the *faculty evaluation* process. This input will normally take the form of teaching evaluations, but may include other input pertinent to faculty performance.

3. Provisions should be made to meet the *needs of students* admitted to the program. A program that accepts nontraditional, part-time, or evening students, for example, must make an explicit effort to offer courses and advisement services at appropriate times. Programs with traditional undergraduates should assure that demonstrable efforts are made at placement of their graduates. Students should be made aware of the hiring requirements of criminal justice agencies and entrance requirements for professional and graduate schools.

4. Programs should conduct student outcome assessments as a measure of the quality of their programs.

5. Programs should *track alumni* to assess the extent to which students are placed in desired positions. Surveys of graduates are a useful way to assess achievement of program goals. These should also serve as post-graduation customer satisfaction assessments. The information generated from these strategies should be used for recruitment of new students and placement of new graduates.

**Administration**
1. Programs in criminal justice should have a student-faculty ratio that is similar to other programs at the institution. There should be no more than 30 student majors for each full-time faculty member.

2. All programs should have, at minimum, a program director or coordinator who receives no less than the equivalent of one course reduction per term for program administration. Typically, criminal justice programs should hold independent status as an academic department.

When the criminal justice program is part of a multi-discipline department, the program should receive a fair proportion of the resources based on criteria such as the number of majors, credit hours produced, and number of full-time faculty members. The program should have independence and functional support for maintaining discipline integrity in matters pertaining to the criminal justice program. Criminal justice should be included in the department name.

2. *Library budgets and collections* for criminal justice book and periodical collections should provide for at least minimum coverage of field, and be tied to curriculum needs, student usage and program size. The library collection, acquisitions, and budget must be proportionate in both volume and funding to other programs at the institution.

3. *Class sizes* should average no more than 30 students to provide a forum for student-faculty interaction and exchange in the classroom. When this class size is not possible, provisions should be made for regular, smaller group meetings or discussions throughout the course. The development of critical thinking, writing, and oral communications skills takes place most effectively in this kind of classroom environment.

4. *Off-site* learning through electronic means or correspondence should be conducted in a fashion that maximizes student-faculty interaction. Real time interactive two-way audio and two-way video connections is an example of one strategy that can maximize such interaction for off-site learning. Workload adjustments should be made to compensate faculty for additional responsibilities incurred as a result of off-site instruction, including extended campus offerings. Off-site student responsibilities should be explicitly recognized in a faculty member's workload.

5. Provisions should be made to support faculty advisement by the institution. Both full-time and part-time faculty should have the physical space, and class-time schedule, necessary to hold office hours and meet with their students. Expectations and resources for faculty advisement should be stated explicitly by the institution.

6. The institution should have specific programs to support faculty research. These programs might include release time, financial incentives and support, facilities and equipment, and sabbatical leave. Expectations and resources for faculty research should be stated explicitly by the institution.
Appendix B
Criminal Justice Alumni Survey
Criminal Justice Alumni Information Page
Give Us Your Information Below

Click here to Fill Out the Alumni Survey

What would you like us to do with your information?

- Publish It
- Send a Newsletter
- Both
- Neither, Just Wanted to Keep in Touch

Tell us how to get in touch with you:
<table>
<thead>
<tr>
<th>Field</th>
<th>Input</th>
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</thead>
<tbody>
<tr>
<td>Name (Please Include Maiden)</td>
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<tr>
<td>E-mail</td>
<td></td>
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<tr>
<td>Telephone (Home)</td>
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<tr>
<td>Telephone (Work)</td>
<td></td>
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<tr>
<td>FAX</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Years Attended</td>
<td></td>
</tr>
<tr>
<td>MU Degree(s), Area of Concentration, Year Received</td>
<td></td>
</tr>
<tr>
<td>Other Degrees Received (Year)</td>
<td></td>
</tr>
<tr>
<td>Enter some information about yourself and what you have been doing since you left</td>
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</tr>
<tr>
<td>Comments or suggestions (especially to improve the department)</td>
<td></td>
</tr>
<tr>
<td>□ I would like my name and Email address posted on the Alumni Roster Page.</td>
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</tr>
<tr>
<td>□ I would appreciate a contact from a faculty member.</td>
<td></td>
</tr>
</tbody>
</table>

Submit Comments  Clear Form
Criminal Justice Alumni Survey

Give Us Your Demographic Information Below.

Your Age
- 21-25
- 26-30
- 31-39
- 40-49
- 50 and over

Your Gender
- Female
- Male

Your Race
- African American
- Asian
- Native American
- White
- Other

Are you
- Hispanic
- Non-Hispanic

Where did you reside most of your life before age 16?
- West Virginia
- Ohio
- Kentucky
- Other, Please specify State

Where do you reside now?

State
If you have relocated, please tell us why.
- For My Job
- For My Spouse's Job
- Family Reasons
- Other, Please Specify

If you did not graduate from MU, what years did you attend?

Did you receive a Bachelor's Degree from Marshall?
- Yes
- No

If you received a Bachelor's Degree from MU, in what year did you receive it?

What was your Area of Concentration?
- Corrections
- Law Enforcement
- Legal Studies
- Not Applicable

If you received a Master's Degree, in what year did you receive your MU Master's Degree?

Did you attend graduate or professional school after leaving MU?
- Yes
- No
What was the highest degree completed?
☐ Master's
☐ Doctorate
☐ Law Degree
☐ Other (Please specify)

Did you have an internship in your criminal justice program of study?
☐ Yes
☐ No
If you did an internship, please list the location

Was the internship helpful in preparing you for your career?
☐ Yes
☐ No

Please indicate your level of satisfaction with the following aspects of the Criminal Justice Department at Marshall University.

Course Content
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied
☐ Not Applicable

Difficulty of Courses
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied
☐ Not Applicable

Variety of Courses
☐ Very Satisfied  ☐ Satisfied  ☐ Neutral  ☐ Dissatisfied  ☐ Very Dissatisfied
☐ Not Applicable
Scheduling of Courses
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Internship
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Full-time faculty
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Part-time Faculty
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Overall quality of Instruction in Criminal Justice
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Criminal Justice Academic Advising
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Alpha Phi Sigma
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Lambda Alpha Epsilon
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable

Campus Watch
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied
- Not Applicable
Special Olympics Security
☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable

Career Fair
☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable

Awards Reception
☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable

Please indicate your agreement or disagreement with the following statements.

My CJ courses increased my understanding of conceptual bases of the criminal justice process.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My CJ courses increased my awareness of the practical realities of the criminal justice process.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My degree in Criminal Justice provided me with an excellent pre-professional education.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Please provide the following information.

Were any CJ Classes especially beneficial to you?
☐ Yes ☐ No

If yes, which ones?
Which courses would you recommend for Criminal Justice students now enrolled at Marshall University?

Were any CJ faculty especially helpful to you in your CJ education or in attaining important personal goals?

☐ Yes ☐ No

If yes, who?

Please indicate your degree of satisfaction with the following aspects of Marshall University which are outside the Criminal Justice Department.

Course Content of Non-CJ Courses.

☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable

Difficulty of Non-CJ Courses.

☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable

Variety of Non-CJ Courses

☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable

Scheduling of Courses

☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable

Overall Quality of Instruction in Non-CJ courses

☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable
Utility of Non-CJ Courses
☐ Very Satisfied ☐ Satisfied ☐ Neutral ☐ Dissatisfied ☐ Very Dissatisfied
☐ Not Applicable

Please indicate the level of your agreement or disagreement with the following statements about Marshall University and your academic career here.

I attended Marshall University to acquire a high quality Liberal Arts education.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

I attended Marshall University to acquire skills needed to get a good job.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

I attended Marshall University to acquire a college education at a moderate cost.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my critical thinking skills.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my ability to read and write effectively.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my oral communication skills.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my ability to use computers effectively.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

My education at Marshall enhanced my ability to conduct research effectively.
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
My education at Marshall enabled me to identify important personal goals.
☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

My education at Marshall increased my commitment to learning.
☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

My education at Marshall increased my understanding of methods of scholarly inquiry.
☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

My education at Marshall increased my understanding of and respect for persons of diverse backgrounds and cultures.
☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

My education at Marshall increased my social, emotional and physical development.
☐ Strongly Agree  ☐ Agree  ☐ Neutral  ☐ Disagree  ☐ Strongly Disagree

Please answer the following questions about your employment while a student and since graduation.

Did you work while attending Marshall?
☐ Yes  ☐ No

If yes, please indicate your employment ( you may choose more than one).

☐ Full-Time

☐ Part-time  Hours Per Week

☐ Work Study

☐ Graduate Assistant

Was your employment while attending Marshall criminal justice related?
☐ Yes  ☐ No

If yes, where were your employed?
If yes, what was your job title?

Are you now employed in a criminal justice related field?
☐ Yes  ☐ No

If yes, what is your job/title?

If no, why not?

Please provide the name and address of your employer.

May we contact your employer as part of our evaluation? Our only concern is whether your college experience helped prepare you for success on the job. We will not contact your employer without your permission.
☐ Yes  ☐ No

Please provide us with any comments, remarks or additional information you would like to provide concerning your education at Marshall University and/or the Criminal Justice Department at Marshall.
Thank you very much for your help with this survey. Please hit the submit button to send the information to us.
Appendix C
2003 Yearly Assessment of Student Outcomes Chart
## Chart I Assessment Summary

**Marshall University**

**Assessment of Student Outcomes: Component/Course/Program Level**

5 year summary

### Component Area/Program/Discipline:
Criminal Justice Department M.S.

### Date:
January 8, 2004

### Component / Course / Program Level

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical Thinking and problem solving skills at the master’s level in Criminal Justice</td>
<td>1. Margaret Phipps Brown and CJ faculty</td>
<td>1. Written and oral comprehensive examinations or thesis defense.</td>
<td>1. Number of students who successfully completed written and oral comprehensive examinations or defended a thesis.</td>
<td>1. In academic year 2002-2003, 4 of 5 students who took comprehensive examinations passed; 4 of 4 theses were successfully defended.</td>
<td>1. The CJ faculty will continue to monitor the performance of graduating students using these criteria.</td>
</tr>
</tbody>
</table>

2. Margaret Phipps Brown | 2. CJ Alumni Survey | 2. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey. | 2. Data collected during the Fall, 2003 semester indicates that 29 of 30 (97%) of respondents who completed a master of science degree in CJ agreed with the statement that their education at Marshall enhanced their critical thinking skills. | 2. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate. |
<table>
<thead>
<tr>
<th>2. Written communication skills at the master’s level in Criminal Justice.</th>
<th>1. Margaret Phipps Brown and CJ faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Margaret Phipps Brown</td>
<td>2. CJ Alumni Survey</td>
</tr>
<tr>
<td>1. Written and oral comprehensive examinations or thesis defense.</td>
<td>1. Number of students who successfully completed written and oral comprehensive examinations or defended a thesis.</td>
</tr>
<tr>
<td>2. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey who completed a master of science degree in CJ at Marshall.</td>
<td>1. In academic year 2002-2003, 4 of 5 students who took comprehensive examinations passed; 4 of 4 theses were successfully defended.</td>
</tr>
<tr>
<td>2. Data collected during the Fall, 2003 semester indicates that 27 of 30 (90%) of respondents who completed a master of science degree in CJ agreed with the statement that their education at Marshall enhanced their ability to read and write effectively.</td>
<td>1. The CJ faculty will continue to monitor the performance of graduating students using these criteria.</td>
</tr>
<tr>
<td>2. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
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</tr>
<tr>
<td>3. Oral communication skills at the master’s level in Criminal Justice</td>
<td>1. Margaret Phipps Brown and CJ faculty</td>
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<tr>
<td>2. Margaret Phipps Brown</td>
<td>2. CJ Alumni Survey</td>
</tr>
</tbody>
</table>
4. Computer/technology competence at the master’s level in Criminal Justice

1. Margaret Phipps Brown and CJ faculty

2. Margaret Phipps Brown

2. CJ Alumni Survey

1. Written and oral comprehensive examinations or thesis defense.

1. Number of students who successfully completed written and oral comprehensive examinations or defended a thesis.

1. In academic year 2002-2003, 4 of 5 students who took comprehensive examinations passed; 4 of 4 theses were successfully defended.


2. Data collected during the Fall, 2003 semester indicates that 19 of 30 (63%) of respondents who completed a master of science degree in CJ agreed with the statement that their education at Marshall enhanced their ability to use computers effectively.

1. The CJ faculty will continue to monitor the performance of graduating students using these criteria.

2. Additional computer based assignments have been structured into graduate level courses in Criminal Justice. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.
<table>
<thead>
<tr>
<th>5. Research skills at the master’s level in Criminal Justice</th>
<th>1. Margaret Phipps Brown and CJ faculty</th>
<th>1. Written and oral comprehensive examinations or thesis defense.</th>
<th>1. Number of students who successfully completed written and oral comprehensive examinations or defended a thesis.</th>
<th>1. In academic year 2002-2003, 4 of 5 students who took comprehensive examinations passed; 4 of 4 theses were successfully defended.</th>
<th>1. The CJ faculty will continue to monitor the performance of graduating students using these criteria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Margaret Phipps Brown</td>
<td>2. CJ Alumni Survey</td>
<td>2. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey who completed a master of science degree in CJ at Marshall.</td>
<td>2. Data collected during the Fall, 2003 semester indicates that 27 of 30 (90%) of respondents who completed a master of science degree in CJ agreed with the statement that their education at Marshall enhanced their ability to research effectively. 24 of 30 (80%) agreed with the statement that their education at Marshall had increased their understanding of methods of scholarly inquiry.</td>
<td>2. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate</td>
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<td>6. Prepare Criminal Justice students for a leadership position as a professional in Criminal Justice or a related discipline.</td>
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<tr>
<td>1. Margaret Phipps Brown and CJ faculty</td>
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<tr>
<td>2. Margaret Phipps Brown</td>
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<table>
<thead>
<tr>
<th>1. Written and oral comprehensive examinations or thesis defense.</th>
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</thead>
<tbody>
<tr>
<td>1. Number of students who successfully completed written and oral comprehensive examinations or defended a thesis.</td>
</tr>
<tr>
<td>1. In academic year 2002-2003, 4 of 5 students who took comprehensive examinations passed; 4 of 4 theses were successfully defended.</td>
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<tbody>
<tr>
<td>2. Data collected during the Fall, 2003 semester indicates that 24 of 29 (83%) of respondents who completed a master of science degree in CJ agreed with the statement that their education at Marshall provided them with an excellent pre-professional education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. CJ Alumni Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
</tr>
</tbody>
</table>

<p>| 1. The CJ faculty will continue to monitor the performance of graduating students using these criteria. |</p>
<table>
<thead>
<tr>
<th>7. Prepare Criminal Justice students who want to continue their educations for doctoral or law school.</th>
<th>1. Margaret Phipps Brown and CJ faculty</th>
<th>1. Written and oral comprehensive examinations or thesis defense.</th>
<th>1. Number of students who successfully completed written and oral comprehensive examinations or defended a thesis.</th>
<th>1. In academic year 2002-2003, 4 of 5 students who took comprehensive examinations passed; 4 of 4 theses were successfully defended.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2. Margaret Phipps Brown</td>
<td>2. CJ Alumni Survey</td>
<td>2. Acceptable level of satisfaction indicated by respondents to Criminal Justice Alumni Survey who completed a master of science degree in CJ at Marshall</td>
<td>2. Data collected during the Fall, 2003 semester indicates that 7 of 26 (27%) of respondents who completed a master of science degree in CJ indicated that they had attended additional graduate or professional school after Marshall.</td>
<td>2. Since the CJ Alumni Survey is now online, data will be collected on an ongoing basis. CJ faculty will carefully review data for indications that change is appropriate.</td>
<td></td>
</tr>
<tr>
<td>8. Provide master’s level content knowledge in Criminological Theory, Research Methodology, Planning, Criminal Law and Procedure, and one area of concentration.</td>
<td>1. Margaret Phipps Brown and CJ faculty</td>
<td>1. Written and oral comprehensive examinations or thesis defense.</td>
<td>1. Number of students who successfully completed written and oral comprehensive examinations or defended a thesis.</td>
<td>1. In academic year 2002-2003, 4 of 5 students who took comprehensive examinations passed; 4 of 4 theses were successfully defended.</td>
<td>1. The CJ faculty will continue to monitor the performance of graduating students using these criteria.</td>
</tr>
</tbody>
</table>
Appendix D
Agreement for Joint Master of Science
Degree in Criminal Justice
Marshall University and Fairmont State College
Introduction

Traditionally, the Master of Science degree in Criminal Justice has been used to prepare graduate students with backgrounds in the liberal arts, science, business, or other professional fields for supervisory level positions in the Criminal Justice profession and/or doctoral level study in Criminal Justice or Criminology. Within the Master of Science degree, students are provided with both academic content and problem solving skills. As a result, graduates of this program are well prepared for leadership and supervisory roles within the profession of Criminal Justice.

The intent of the proposed program is to expand quality graduate education in Criminal Justice (CJ) throughout the state of West Virginia by providing a reasonable alternative to prospective students who are unable to attend classes at Marshall University’s Huntington or South Charleston campuses. Marshall University has had the only graduate level degree (Master of Science) in Criminal Justice in West Virginia. This proposal describes a model through which Marshall University and Fairmont State College may collaboratively deliver the Master of Science in Criminal Justice at Fairmont State College. The ultimate objective of this endeavor is to assure the ongoing availability of graduate level study in Criminal Justice for the Fairmont State College service area. This objective can be accomplished either through a freestanding Master of Science degree at Fairmont State College or a continuing collaboration between Marshall University and Fairmont State College to provide a joint Master of Science degree in Criminal Justice.

Collaborative Model/Design

The model/design used to guide the development of this proposal contains three distinct phases. The initial phase (Phase I), incorporating years one and two of the collaborative effort, is labeled the Abrokering phase. During this phase, Fairmont State College brokers the Marshall University program throughout the Fairmont State College service area. All course delivery will be Marshall University courses and credits.

The intermediate phase (Phase II) of the collaborative effort will focus on shared delivery of the program. Fairmont State College graduate courses will be accepted as fulfilling program requirements. The diploma awarded will reflect a Marshall University degree offered in cooperation with Fairmont State College. The second phase would encompass years three through five of the collaborative arrangement.
The final phase (Phase III) of the project would occur after year five. Marshall University and Fairmont State College will determine whether to continue the collaborative arrangement or for Fairmont State College to seek approval to independently offer the degree.

**Target Population**

This proposal is directed at expanding access to the Criminal Justice Master’s Degree program throughout the northern and central portions of West Virginia, the southern and eastern portions of Ohio and the western portion of Pennsylvania. Through a collaborative effort Marshall University and Fairmont State College will be able to provide a quality graduate education experience in Criminal Justice to a previously under-served area.

**Curriculum Design**

During the first two years (the brokering phase) of the collaborative arrangement, the program and course requirements will be those which are currently required in the Marshall University Criminal Justice Master of Science program. These requirements will remain in place until such time as Fairmont State College secures approval from NCA to offer graduate course work. Once NCA approval for Fairmont State College to provide graduate courses is received, Marshall University will accept these hours as a part of the Criminal Justice Master=s degree program. Marshall University and Fairmont State College faculty will work collaboratively to identify the course work that would be most appropriate for delivery by Fairmont State College. At such time as Fairmont State College is authorized to offer courses for graduate credit by NCA, such courses (maximum of 18 hours) would be transferable to Marshall University as a part of the program.

**Faculty Procedures**

**Graduate Status of Faculty.** All Fairmont State College faculty members participating in the program will submit credentials for review by the Marshall University Criminal Justice faculty and for appointment to the Marshall University graduate faculty. These faculty members will undergo a periodic review relative to their status as members of the Marshall University graduate faculty.

**Faculty Workload.** Full-time Fairmont State College faculty participating in the program will be compensated as part of their regular teaching load or on an overload basis. Full-time Fairmont State College faculty teaching courses as an overload will be compensated at the Marshall University rate. Courses may also be delivered by qualified (to be reviewed and approved by appropriate Marshall University program area faculty) part-time faculty who will be compensated at the Marshall University part-time rate.
**Student Procedures**

**Admission Procedure.** Students must apply and be admitted as Marshall University graduate students. Admission procedures and criteria will be those currently in place at Marshall University. The home institution for students will be Marshall University. Application materials will be available to students through Fairmont State College.

**Course Registration.** Course registration procedures will be those currently in place with the Marshall University program. Fairmont State College will also provide a location and personnel for on-campus registration.

**Transcripts.** Marshall University will be the institution of record for all student transcripts.

**Advising.** In addition to the advising system in place in Huntington and South Charleston, Fairmont State College will provide on-campus personnel and support for program advising.

**Financial Aid.** Students would have access to the Financial Aid system currently available through Marshall University during Phase I. Beginning with Phase II, students will have access to the Financial Aid system at either institution.

**Transfer of Credit.** Initially (during years one and two), all credits will be Marshall University credits. At such time as Fairmont State College is authorized to offer courses for graduate credit by NCA, such courses (maximum of 18 hours) would be transferable to Marshall University as a part of the program.

**Institutional Procedures**

**Campus Reimbursement.** All tuition and fees will be paid to the institution awarding the course credit(s). Tuition and fee rates for all courses will be Marshall University rates.

**Graduation.** Graduation will be through Marshall University and graduates will receive Marshall University degrees.

**Diplomas.** Diplomas will be Marshall University diplomas until such time as Fairmont State College receives NCA approval to offer selected graduate courses. Following incorporation of the NCA approved Fairmont State College courses into the program, the degree will be granted by Marshall University in cooperation with Fairmont State College.

**Classrooms.** Classroom facilities to support the program will be provided by Fairmont State College.
Library. Students will have access to both Fairmont State College and Marshall University library facilities.

Computer Labs/Facilities. Students will have access to both Fairmont State College and Marshall University computer labs/facilities.

Program Coordination. A Fairmont State College faculty member will be identified as the onsite Marshall University Criminal Justice contact/liaison. Marshall University will also designate a faculty member as the program coordinator. Marshall University will provide support for this initiative during the first two years of the program. Fairmont State College will assume responsibility for providing one-half of financial support for this position beginning in year three.

Graduate Assistant. A Fairmont State College faculty member may award a total of one (1) Graduate Assistantship per year (fall and spring semester) which will be compensated by Marshall University at the Marshall University rate. This assistantship shall not exceed (20) twenty hours per week and will include a waiver of tuition.

Number of Students. An initial cohort of up to 25 students will be accepted into the program for the Fall, 2001 semester. During the Spring, 2002 semester, faculty and administrators from Marshall University and Fairmont State College will review the program to assess the viability of accepting another cohort for the Fall, 2002 semester.

Delivery of Courses. Full time Marshall University Criminal Justice faculty member(s) shall deliver graduate courses at Fairmont State College during appropriate phases of the program.
**Budget**

Projected costs of this initiative include:

<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1</th>
<th>Year 2&lt;sup&gt;b&lt;/sup&gt;</th>
<th>Year 3&lt;sup&gt;d&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction (includes fringe benefits)&lt;sup&gt;a&lt;/sup&gt;</td>
<td>$11,880.00</td>
<td>$11,880.00</td>
<td>$15,840.00</td>
</tr>
<tr>
<td>(six courses)</td>
<td></td>
<td>(seven courses; one –TA slot)&lt;sup&gt;c&lt;/sup&gt;</td>
<td>(ten courses; two TA slots)&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td>Program Coordinator &amp; Support (MU and FSC)</td>
<td>14,160.00</td>
<td>14,160.00</td>
<td>14,160.00</td>
</tr>
<tr>
<td>Travel/Per Diem</td>
<td>4,900.00</td>
<td>4,900.00</td>
<td>4,900.00</td>
</tr>
<tr>
<td>Instruction Materials/Supplies</td>
<td>2,000.00</td>
<td>2,000.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Program Promotion/Marketing</td>
<td>3,000.00</td>
<td>3,000.00</td>
<td>3,000.00</td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>6,000.00</td>
<td>6,000.00</td>
<td>6,000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$41,940.00</td>
<td>$41,940.00</td>
<td>$45,900.00</td>
</tr>
</tbody>
</table>

<sup>a</sup>courses taught part time or on an overload basis by full time faculty at $1,800 (+ $180 fringe benefits) per course

<sup>b</sup>figures for Year 2 presume the continuation of the original cohort of up to 25 without new admissions to the program

<sup>c</sup>this figure anticipates that a TA will teach one course for an FSC faculty member in Year 2 and will teach two courses for FSC faculty in Year 3

<sup>d</sup>the division of funding between MU and FSC will be determined prior to Year 3

**Assumptions used to develop projected costs were:**

- A new cohort group will begin the program in Fall, 2001; the program will be assessed to determine whether new admissions for the Fall, 2002 semester are appropriate during the Spring, 2002 semester.
- During the first academic year (2001-2002), students will enroll in two graduate courses and an undergraduate statistics in the Fall semester, three graduate courses in the Spring semester, and one graduate course in the summer.
- During the second academic year (2002-2003), the original cohort of students will enroll in three graduate courses each in the Fall and Spring semesters and one graduate course in the summer.
Projected Course Schedule Progression

Year 1
Fall, 2001             Spring, 2002             Summer, 2002
2 graduate courses     3 graduate courses     1 graduate course
1 undergraduate course:
• One undergraduate statistics course – FSC

Year 2
Fall, 2002             Spring, 2003             Summer, 2003
3 graduate courses     3 graduate courses     1 graduate course

First Year Proposed Schedule

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Sem./Year</th>
<th>Grade</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 601 – Seminar in Criminal Justice</td>
<td>Fall, 2001</td>
<td></td>
<td>3 hours</td>
<td>Peggy Brown - MU</td>
</tr>
<tr>
<td>CJ 604 – Advanced Theory in Criminal Justice</td>
<td>Fall, 2001</td>
<td></td>
<td>3 hours</td>
<td>Deanna Shields - FS</td>
</tr>
<tr>
<td>PSY 240 – Statistics (FSC course)</td>
<td>Fall, 2001</td>
<td></td>
<td>4 hours</td>
<td>Fred Fidura - FS</td>
</tr>
</tbody>
</table>

Second Year Proposed Schedule

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Sem./Year</th>
<th>Grade</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 603 – Criminal Justice Planning</td>
<td>Fall, 2002</td>
<td></td>
<td>3 hours</td>
<td>Elaine Bartgis - FS</td>
</tr>
<tr>
<td>CJ 656 – Applied Statistics in Criminal Justice</td>
<td>Fall, 2002</td>
<td></td>
<td>3 hours</td>
<td>Deanna Shields - FS</td>
</tr>
<tr>
<td>CJ graduate elective</td>
<td>Sum., 2002</td>
<td></td>
<td>3 hours</td>
<td>TBA – MU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Sem./Year</th>
<th>Grade</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 602 – Law and Social Control</td>
<td>Spr., 2003</td>
<td></td>
<td>3 hours</td>
<td>Charles Shields – FS</td>
</tr>
<tr>
<td>CJ 632 – Community Corrections</td>
<td>Spr., 2003</td>
<td></td>
<td>3 hours</td>
<td>Adjunct – FS/MU</td>
</tr>
<tr>
<td>CJ 681 – Thesis</td>
<td>Spr., 2003</td>
<td></td>
<td>1-6 hrs.</td>
<td>TBA - FS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Sem./Year</th>
<th>Grade</th>
<th>Hours</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ graduate elective</td>
<td>Sum., 2002</td>
<td></td>
<td>3 hours</td>
<td>TBA - MU</td>
</tr>
</tbody>
</table>