



**Florida Atlantic University**  
**2013-14 Academic Program Review**  
**Self-Study Report** [Click here to enter text.](#)

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***INTRODUCTION***

This report provides required data, and discusses our mission, goals, plans for the undergraduate and graduate programs, as well as our future plans to improve the quality and accessibility of our program. The report shows that our enrollment has grown dramatically over the last decade while our resource base has diminished. As a result, our academic program has been weakened by of our excessive reliance on adjuncts. Moreover, we regularly use adjunct instructors to teach many of our required courses. Our growing graduate program is also taking resources from the undergraduate program. None the less, we remain optimistic and are discussing plans to propose a PhD program. We also plan to develop a fully on line program for nontraditional students working in the field. In spite of our issue with resources, we do very well on in areas that satisfy important University strategic goals.

**FAU strategic Goal 1: Providing Increased Access to Higher Education:**

Undergraduate enrollment in the School of Criminology and Criminal Justice (SCCJ) has grown dramatically in the last decade from a student head count of 600 in 2002 to the present headcount of 1,243 in fall 2013. Our enrollment consists evenly of women and men (50% each). Moreover, 559 of our fall 2013 students are classified as White while the rest (684) are minorities. The increase in our enrollment and the diversity of our students are attributable to both the popularity of the program and the professional criminal justice job opportunities facilitated by the degree. Enrollment for the School’s graduate program has more than doubled in the last two years from a student head count of 27 to 82. The increase in graduate enrollment is attributable to the faculty making changes to the admission standards and improvements to the curriculum as well as recruiting our own undergraduates to attend the program.

To insure future enrollment growth, we plan to enter into 2 plus 2 agreements for undergraduate students and 4 plus 2 agreements for our graduate program with our local State Colleges. Also, as discussed later, we are considering the creation of programs and degrees offered fully through distance learning.

FAU Strategic Goal 2: Meeting Statewide Professional and Workforce needs.

The number of CCJ graduates per year has expanded. Therefore, our contribution to the labor pool for criminal justice professionals has also increased. In 2001 – 2002, 139 students graduated from our program. The data below from IEA shows that number has increased to 324 in 2012 – 2013.

	<b>BA in Criminal Justice: Year Degree Granted</b>												<b>All</b>
	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	
<b>All</b>	139.5	149.5	179.5	212.5	241.0	255.5	289.0	263.7	273.5	304.0	325.0	342.0	2,974.7

*Office of Institutional Effectiveness & Analysis*

*Source: Student Data Effectiveness & Analysis*

Expansion of our graduate program has also increased the opportunity for active criminal justice practitioners to prepare for advances and promotions in their agencies. The data from IEA below indicates that the number of Master Degree graduates is gradually increasing. However, these statistics are not reflective of our future graduates since the increase in the number of students occurred in fall 2012 and we have not seen those students graduate yet. Moreover, we see a slight, but refreshing increase in the number of master’s students (3 in the last 2 years) who have entered CCJ doctoral programs at other universities as well as additional students currently choosing to do a thesis as their exit option (currently have 7 completing a thesis).

	<b>MS in Criminology and Criminal Justice: Year Degree Granted</b>												<b>All</b>
	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	
<b>All</b>	5.0	8.0	6.0	12.0	6.0	9.0	10.0	7.0	6.0	15.0	6.0	11.0	101.0

*Office of Institutional Effectiveness & Analysis*

*Source: Student Data Course File and OASIS Database*

FAU Strategic Goals 3: Building World Class Academic Programs and Research Capacity.

We fall well short of building a world class academic program. While our enrollment has more than doubled over the last decade, the number of full-time faculty has decreased from 13 including in 2013. This is due to loss of positions during budget shortfall, in that when faculty left, the positions were not filled but were eliminated. To schedule a sufficient number of courses to meet the demand for our program, we have consistently assigned over 40 course sections to adjunct instructors. In addition, the expansion of graduate enrollment requires us to assign more full-time tenure track faculty to graduate courses leaving more undergraduate classes to be filled by adjuncts. Adjunct instructors add value to a

professional program by teaching specialty courses, such as our constitutional law course. However, we have been forced to use adjunct instructors to teach some of our core courses and a significant number of restricted elective and free elective courses that should be taught by full-time regular faculty. For example, in the spring of 2013 and fall of 2013, the department scheduled 113 course sections. Regular full-time faculty taught 61 sections and adjuncts were assigned to 52 sections. Moreover, 10 core courses were taught by adjunct faculty out of 34. We will be hiring at least one to three new additional assistant professors for the fall 2014 semester. While this will allow us to reduce the use of adjuncts, our growing graduate program will require faculty resources to be pulled from our undergraduate program. As a result, we will have to continue to rely on adjuncts to meet our curriculum needs and will have difficulty assigning regular faculty to teach undergraduate core courses. Lastly, because of the lack of faculty resources, our full-time faculty primarily teaches undergraduate core courses and do not teach the restricted electives or free electives that are in their research areas. These courses are often taught by adjuncts with less expertise, so not only are the faculty not teaching courses they enjoy and that they are experts in, the students are not getting the best possible instructors that we can provide for a particular course.

Our department has been building a faculty that is becoming nationally known for its contribution to our discipline's academic journals. Over the last 4 years, regular full-time tenure and tenure earning faculty have published an average of 2.5 academic articles per faculty per year. Additionally, several of our faculty members have published academic books and text books that dominate the market in our field. We have developed a strong culture for scholarship as well as teaching in the last several years. This culture will be perpetuated by the present faculty as we recruit and mentor new faculty members. Our faculty with academic excellence is our strength. Recently we lost two outstanding young faculty members to programs that support research efforts with travel money, summer research stipends, and availability of graduate assistants. Also, we have recently lost potential new hires to programs with these resources as well.

To move forward and develop a world class academic program with a world class research program, we will submit a proposal for a criminology and criminal justice doctorate degree. With a PhD program we can convert funds spent on adjunct instructors to PhD level graduate students who will be assigned to teach undergraduate courses as well as research assistants to research faculty as part of their mentorship. The added prestige of a PhD program and resources for research assistants would keep us competitive with other programs. Also, PhD level graduate assistants would assimilate into our culture and teach their assigned classes with the same pride and commitment of regular full-time faculty members.

We are including excerpts of *an earlier external review* in here as it highlights our key problem is an extraordinary lack of resources. The external review of the CCJ Department was conducted in December of 2008 by Dr. John Crank who was, at the time, the Department Chair of the CCH Department at The University of Nebraska at Omaha. Dr. Crank was chosen as he serves on the accreditation committee of the Academy of Criminal Justice Sciences and was professor in our Department from 2003 to 2007. Dr. Crank followed the Academy's accreditation standards and guidelines. **The ACJS certification requirements are that no more than 1/3 of all courses at the undergraduate level are taught by adjuncts.** He offered recommendations regarding our curriculum that we followed. However, his major issue was our lack of resources causing our department to rely excessively on adjuncts that weakened our academic and research programs. The review indicated that adjuncts were giving grades to students' one

grade point higher than regular faculty which was likely resulting in “adjunct shopping” by many students. Quoting from the review:

The adjunct load is unacceptable. It appears to have several negative consequences:

1. Adjuncts give easier grades than regular faculty, creating a 2-tier educational entity - a smaller entity that is rigorous and taught by full time faculty, and the larger other that is loose and flexible, taught by adjuncts.
2. Adjuncts contribute to the fragmentation of the faculty.
2. There are concerns that students adjunct shop, leaving some faculty classes with enrollments too low for the class to “make.”
3. The SCCJ cannot pass ACJS certification under the current adjunct load.
4. Some of the required undergraduate classes are taught by adjuncts, in violation of ACJS standards.
5. Faculty are correctly concerned about the overall rigor of the “adjuncted” part of the undergraduate program.
6. Students do not receive a “true” 4-year college education, in that a disproportionately large share of their courses is taught by faculty without scholarly records, broad system knowledge or a terminal degree in their field. Most of their courses are taught by individuals who area skilled at a 2-year program level.

### ***Mission and Purpose of the Program***

#### ***The Undergraduate Program Mission***

The **Bachelor of Arts** degree (B.A.) with a **Major in Criminal Justice** provides students with knowledge about the nature and causes of crime and delinquency, law and the legal system for juveniles and adults in American society, and the decision processes of criminal justice agencies. A Criminal Justice major is broadly educated within a general education framework in the liberal arts and also provided with courses that directly apply to careers within the criminal and juvenile justice systems and the study of law. The baccalaureate degree in Criminal Justice provides the student with a suitable foundation for graduate study in criminal justice, criminology, public administration and other graduate school programs. The school also offers a Criminal Justice minor.

### ***Program Goals and Purpose***

This degree program provides students with the tools to conduct and critique the applied research and operational practices necessary to more effectively prevent crime and address criminal behavior. Focused on analyzing, understanding, and responding to crime-related problems and public policy issues, students are exposed to theoretical concepts as well as evidence-based police and correctional practices. Ultimately, the goal is to prepare well-rounded, analytical graduates who will advance the criminal justice system as visionary leaders, policy makers, program evaluators, and research analysts.

## ***Goals for the Undergraduate Program***

The following are specific goals for the undergraduate program to achieve this:

### **Goal 1: Enrollment Growth**

*The 2013-2014 academic school year marked the first time that a Provost at FAU did not take a strong stand for academic growth at FAU. Growth in the undergraduate Criminal Justice Program; however, is still a considered a goal, even though faculty resources have not kept pace with that growth across time. Given the importance of retention, enrollment growth can be improved through student performance as well other methods. Even so, the SCCJ is referred to as the “cash cow” for the College for Design and Social Inquiry (CDSI). And, although growth was been higher in earlier years, the undergraduate CJ program has experienced a 3.5% increase in head count over the last three years. It is also expected that the undergraduate student body and CJ major will continue to grow. Therefore, increases in faculty resources are needed to deal with the demand coming for the extensive undergraduate student body.*

#### **Assessment**

- Increase in SCH and FTE
- Increase in graduates
- Improve retention rates
- Lower DF/W ratings

#### **Strategies**

- Recruitment of high school graduates within FAU campus areas
- Recruitment of state college transfers
- Increase frequency of key undergraduate course offerings
- Provide consistent scheduling of courses
- Develop courses that minimize in-class meetings through technology to meet modern students' needs

### **Goal 2: Improve Academic Quality**

*The SCCJ's undergraduate program went through extensive changes in 2013 to eliminate the repetitive subject matter that was covered in several courses, which was largely related to the Criminal Justice Systems (CCJ3024) class. The old core required courses included Criminology (CJ3014), Criminal Justice Systems (CCJ3024), and Methods of Research (CCJ4700). That curriculum was altered to include four required courses - Criminology (CJ3014), Methods of Research (CCJ4700), Ethics and the Justice System (CCJ4054), and Criminal Justice Technology (CJE3692C). In addition, undergraduates are also required now to take two of five restricted electives – Criminal Justice management (CCJ4450), Corrections (CJC4310), Policing in America (CJE4352), Judicial Administration and the Criminal Courts (CJL4510), and Juvenile Justice (CJJ4010). Regular faculty is usually assigned to teach most of the required courses and many of the required electives rather than*

*adjuncts. These changes have improved the quality of major core offerings and reduced redundancy across the major.*

### **Assessment**

- Review course content
- Review course offerings

### **Strategies**

- Improve current courses with collaboration among faculty
- Improve current course curriculum through innovative strategies (i.e., e-Learning and technology)
- Add new courses as needed in the areas of expertise of current and new faculty

### **Goal 3: Plan for the Development of a Totally On-Line Program**

*To be competitive in the academic arena, the SCCJ should pursue offering the Criminal Justice undergraduate degree program completely on-line. Florida International University, for example, which is typically seen as FAU's most comparative regional competitor, currently advertises a fully on-line degree in Criminal Justice. The SCCJ is moving in that direction. Presently, three of the four required courses - Criminology (CJ3014), Ethics and the Justice System (CCJ4054), and Criminal Justice Technology (CJE3692C) - are offered on-line every fall and spring and at least once in the summer. Research Methods (CCJ4700), however, is one course that faculty believes cannot be adequately taught on-line, unless the quality of the course is diminished. In addition, two of the five restricted electives - Policing in America (CJE4352) and Juvenile Justice (CJJ4010) – are offered periodically on-line. On the other hand, we are lacking resources to achieve this at the present time and if we continue to use adjuncts at a high rate, they will have to be trained by FAU eLearning in the art of online teaching. In addition, many adjuncts simply do not have the technological background to offer high quality on-line courses. The SCCJ must receive more faculty resources if this potential is to become a reality.*

### **Assessment**

- Determination of a fully on-line degree potential in terms of resources
- Obtain administrative commitment of necessary resources
- Review course offering needs
- Development of the program plan

## **Strategies**

- Review of other newly formed on-line degree programs in the state for structure and curriculum (e.g., FIU)

## **Goal 4: Plan for the Development of an Accelerated BA/MS Degree**

*To be competitive in the academic field, the SCCJ should pursue offering an accelerated BA/MA Degree. Florida International University (FIU) is already also offering an Accelerated BA/MA Degree. The SCCJ is very capable of making this potential another reality if faculty resources are obtained. Undergraduate students at FAU can already take three graduate courses and can count them for both their BA and MA requirements. The degree program needs to be developed more formally, implemented, and advertised. This will encourage current FAU students to stay at the university for Graduate Program.*

## **Assessment**

- Determination of BA/MS potential in terms of resources and student market
- Obtain administrative commitment of necessary resources
- Development of the program plan

## ***The Program***

Students will acquire a foundation of theoretical knowledge, evidence-based practices, implementation strategies, and professional values necessary to succeed in the criminal justice field, either as practitioners, policy-makers, or researchers. Coursework focuses on understanding theoretical explanations of crime, applying theory to real-life crime problems, as well as evaluating criminal justice policies and practices. In addition to a substantive focus on policing, the correctional system, and juvenile justice, coursework addresses such critical contemporary issues as progressive leadership, organizational culture, examination of ethical considerations, and the role of gender, race/ethnicity, and class in the criminal justice system. The purpose of the program is to prepare well-informed and highly-qualified graduates who can effectively:

- Apply their knowledge of theory, evaluation research, evidence-based practices, and implementation strategies to promote both their personal ambitions and the progressive advancement of the criminal justice system.
- Serve as practitioners, future leaders, administrators, managers, policy-makers, evaluators, and research analysts in the criminal justice field.
- Contribute to the development of research, the implementation of policies, and the evaluation of programs designed to advance knowledge and practice in the criminal justice system;
- Be academically equipped for advanced studies in the field of criminology and criminal justice.

## ***Undergraduate Program Assessment***

The following are the program (not goal) assessment outcomes, their related FAU Strategic Plan goals and objectives, their implementation strategies, and assessment methods.

## **Assessment Outcome 1**

*Graduates will have the ability to identify the core concepts of the discipline.*

### **Academic Learning Compact (ALC) Categories related to this Outcome:**

#### *Content Knowledge*

Declarative Knowledge

Procedural Knowledge (Research Skills)

### **FAU Strategic Plan Related Goals & Objectives:**

**Goal 1, Objective 1:** Assure student achievement in baccalaureate degree programs by developing and implementing Academic Learning Compacts

### **Implementing Strategy**

Graduates in Criminology/Criminal Justice will demonstrate an understanding of basic concepts, theories, theorists, and research findings in four core areas: Criminology (CCJ3014), Ethics and the Justice System (CCJ4054), Methods of Research in Criminology and Criminal Justice (CCJ4700), and Criminal Justice Technology (CJE3692C). Master syllabi for these courses will be available from the SCCJ office and include a list of student learning outcomes to be addressed in all sections of the course and the types of course assignments and examinations that will be used to assess student proficiency on these learning outcomes. A sample of graduating students will be examined during the spring of each year. The examination will assess the level of content knowledge possessed by students, as well as their critical thinking and written communication skills. The examination will be scheduled for juniors and/or seniors toward the end of the spring semester term for each year.

### **Assessment Method**

Faculty will develop a list of theories, theorists, concepts, terms and other content knowledge that is considered critical for graduating Criminology/Criminal Justice majors. The list will be converted to multiple choice examination questions. Twenty-five questions will be randomly selected from the SCCJ test bank for the examination. As a result, the examination questions will vary for the administration of each examination. This procedure will mitigate the possibility of cheating.

Assessment of student assimilation of content knowledge will occur through the evaluation of each score for this section within the exam.

All answers to questions will be assessed by faculty teaching these courses. Statistical analyses of the data by the faculty will be transmitted to the departmental assessment director. Accordingly, percentage scores for each assessment can be quickly calculated, and questions that posed significant problems can be easily identified for future clarification or revision.

Students will be given instructions in the undergraduate catalog and in their junior and senior level classes on the exam schedule and the method in which they will take the exam. Instructors that teach

each of the required courses in which the exam will be given will post the intended date of the exam in their course syllabus. The results of the assessment exam will be made available to the students who took the exam.

### **Criterion for Success**

At least 70% of the graduating students should present answers that satisfy faculty criteria on theories, theorists, concepts, terms and other content knowledge that is considered critical for graduating Criminology/Criminal Justice majors.

### **Assessment Outcome 2**

*Graduates will be able to competently communicate and discuss criminological and criminal justice theories and concepts in writing.*

### **Academic Learning Compact (ALC) Categories related to this Outcome:**

*Critical Thinking*  
Analytical Skills

### **FAU Strategic Plan related Goals & Objectives:**

**Goal 1, Objective 1:** Assure student achievement in baccalaureate degree programs by developing and implementing Academic Learning Compacts

### **Implementing Strategy**

Graduates in Criminal Justice will use critical thinking to evaluate information and data related to criminological and criminal justice processes by applying basic principles of scientific methodology including (1) the nature of scientific explanations, (2) issues relating to reliability and validity, (3) the limitation of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses, and (5) the proper interpretation of correlational and experimental data. Performance on an examination in Methods of Research (CCJ4700) will be used to assess students' understanding and application of these concepts.

### **Assessment Method**

Faculty will develop short answer/fill in the blank questions relating to the issues discussed above. Five of these questions will be randomly selected from the SCCJ test bank for the examination. As a result, the examination questions will vary for the administration of each examination. This procedure will mitigate the possibility of cheating. Faculty members of the School of Criminology and Criminal Justice who are teaching these courses will be assigned the task of grading these short answer essay examination questions based on previously agreed-upon guidelines that measure competence in analytical skills.

The format will be a sample of students from various research methods courses during the spring semester. Faculty teaching these courses will beet as soon as practical to assess any questions that pose significant problems can be identified for future clarification or revision.

Students will be given explicit instruction in the undergraduate catalog and in their junior and senior level classes on the exam schedule and the method in which they will take the exam.

### **Criterion for Success**

At least 70% of the graduating students should present answers that satisfy faculty criteria on critical thinking and writing skills within Criminal Justice.

### **Assessment Outcome 3**

*Graduates in Criminology and Criminal Justice will be able to produce writing that shows critical thinking and logic, is grammatically correct, well organized, and properly formatted.*

### **Academic Learning Compact (ALC) Categories related to this Outcome:**

*Communication*

Written Communication

*Critical Thinking*

Analytical Skills

### **FAU Strategic Plan related Goals & Objectives:**

**Goal 1, Objective 1:** Assure student achievement in baccalaureate degree programs by developing and implementing Academic Learning Compacts (implementing strategies for ALC is dependent upon expanded faculty resources).

### **Implementing Strategy**

Students will be required to complete the university's Writing Across the Curriculum program to demonstrate general writing skills. Students will also be required to demonstrate competency in communication skills by completing writing assignments as part of the On-Line (BT/BM) Ethics and the Justice System (CCJ4054) courses. A sample of students taking this on-line course will be assessed as to critical thinking and written communication skills. The written assignments are scheduled as a requirement for successful completion of the ethics class; a class all majors must successfully complete with a grade of a "C" or better. Students taking this class in the spring of each semester will be sampled.

### **Assessment Methods**

Satisfactory completion of the Writing Across the Curriculum program with a "C" or better will satisfy the first writing requirement. For the second requirement, written assignments are required for all students taking on-line courses. Faculty teaching the Ethics course will develop written equivalencies across multiple sections of this required course. Assessment of student assimilation of critical thinking and writing skills will occur through the evaluation of these written samples. Faculty teaching this course will meet as soon as practical after the assessment period (at the end of spring semester) to

compare writing samples to assess areas that posed significant problems. Those issues can be identified for future clarification and/or revision.

### **Criterion for Success**

Graduating students should present answers that satisfy faculty criteria on critical thinking and writing skills within Criminology/Criminal Justice.

### ***Admission Criteria***

For admission to the Criminal Justice program, the student must meet the general admission requirements of the University as described in the Admission section of the University catalog.

In some instances, students may be admitted without having completed general education requirements. In such cases, those courses must be completed early in the junior year. The student may be required to complete additional courses to satisfy degree requirements.

### ***Prerequisite Coursework for Transfer Students***

Students transferring to Florida Atlantic University must complete both lower-division requirements (including the requirements of the Intellectual Foundations Program) and requirements for the college and major. Lower-division requirements may be completed through the A.A. degree from any Florida public college, university or community college or through equivalent coursework at another regionally accredited institution. Before transferring and to ensure timely progress toward the baccalaureate degree, students must also complete the prerequisite courses for their major as outlined in the *Transfer Student Manual* (see [www.fau.edu/registrar/tsm.php](http://www.fau.edu/registrar/tsm.php)).

All courses not approved by the Florida Statewide Course Numbering System that will be used to satisfy requirements will be evaluated individually on the basis of content and will require a catalog course description and a copy of the syllabus for assessment.

### ***Degree Requirements***

The FAU curriculum requires a minimum of 120 credits. To earn the degree, students must complete all of the University degree requirements in the Degree Requirements section of the FAU catalog.

The Criminal Justice curriculum requires 30 credits of 3000/4000-level coursework. Students who begin FAU as freshmen are required to take CCJ 2002 as a prerequisite to 3000/4000-level criminal justice courses. In this case, CCJ 2002 will apply toward the 30-credit requirement. CCJ 2002 is closed to both Criminal Justice majors who have taken any 3000- or 4000-level CCJ course(s) and to transfer students. The remaining 30 credits may be taken from electives throughout the various colleges in the University. **No more than 42 credits in the major may be counted toward the degree.** To be certified as completing the requirements for the Criminal Justice major, students must successfully complete the statistics prerequisite (STA 2023 or STA 3163) and all Criminal Justice core courses with a grade of "C" or better. Additionally, the last 30 upper-division credits (3000/4000-level courses) must be earned in residence at FAU.

To earn a Bachelor of Arts degree from a state university in Florida, students must demonstrate proficiency in a foreign language at the college level. Earning college credit at the Language 2 level (courses such as FRE 1121 or SPN 1121) satisfies this mandate. Students meeting the FAU foreign language admission requirement with two years of high school language have not satisfied the graduation requirement. Students must demonstrate additional proficiency either by earning Language 2-level college credit or by satisfying the requirement through other means, such as the College Level Examination Program (CLEP) exam.

A minimum grade of "C" is required for every CCJ-, CJC-, CJE-, CJJ-, CJL- or DSC-prefixed course. If a grade below a "C" (such as "C-") is earned in a CCJ-, CJC-, CJE-, CJJ-, CJL- or DSC-prefixed course, the course will not count toward any portion of the 120-credit program.

### Criminal Justice Major

There are 4 core courses (12 credits) required in the Criminal Justice Major, 2 restricted electives (6 credits), and 4 free electives (12 credits). The courses are delivered in a variety of formats, from fully in the classroom, hybrid, to completely on-line.

#### Required Criminal Justice Core – 12 Credits:

CCJ 3014	Criminology	3 credits
CCJ4054	Ethics in the Justice System	3 credits
CCJ4700*	Methods of Research in Criminology & C. J.	3 credits
CJE3692C	Criminal Justice Technology	3 credits

\* Requires STA 2023 or STA 3163 as prerequisites

#### Restricted Electives – 6 Credits (Students choose two of the following five restricted electives)

CCJ4450	Criminal Justice Management	3 credits
CJC4310	Corrections	3 credits
CJE4352	Policing in America	3 credits
CJJ4010	Juvenile Justice Administration	3 credits
CJL4510	Judicial Administration and the Criminal Courts	3 credits

#### Free Electives – 12 credits (Students choose four of the following elective courses):

CCJ3660	Crime in the Schools	3 credits
CCJ3666	Victimology	3 credits
CCJ4141	Restorative Community Justice	3 credits
CCJ4450	Criminal Justice Management	3 credits
CCJ4481	Policing in America	3 credits
CCJ4501	Juvenile Justice	3 credits
CCJ4623	Studying Violence	3 credits
CCJ4642	Organized Crime and the Business of Drugs	3 credits

CCJ4644	White Collar Crime	3 credits
CCJ4670	Women and Criminal Justice	3 credits
CCJ4905	Directed Independent Study	1-3 credits
CCJ4931	Issues in Criminal Law	3 credits
CCJ4934	Special Topics	3 credits
CCJ4940+	Crim. Justice Field Experience	3 credits
CJC4310	Corrections	3 credits
CJE4174	Int'l. Criminal Justice System	3 credits
CJE4412	Problem Solving in Crime Situations	3 credits
CJE4444	Crime Prevention	3 credits
CJE4610	Fundamentals of Criminal Investigation	3 credits
CCJ4663	Crime Analysis	3 credits
CJE4668	Computer Crime	3 credits
CJJ4010	Juvenile Justice Administration	3 credits
CJL4064	Criminal Law & Constitution	3 credits
CJL4510	Judicial Administration and the Criminal Courts	3 credits
DSC4012	Terrorism	3 credits

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**Out-of-Department Electives**

**30 credits**

+ Grading: S/U

**Criminal Justice Minor**

The Minor in Criminal Justice consists of a minimum of 15 credits in upper division criminal justice courses. There are 3 required courses in the Minor and 2 electives. Electives consist of any CCJ course level of 3000 or above (6 credits).

**Required Courses:**

CCJ2002	Law, Crime, and the Criminal Justice System	3 credits
CCJ3014	Criminology	3 credits
CCJ4054	Ethics in the Justice System	3 credits

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In the case of transfer students, a minimum of 15 credits of upper division courses with the CCJ, CJC, CJE, or CJL prefix must be taken in residence at Florida Atlantic University, including core courses, if lacking.

## Curriculum Comparison

The following is a comparison of the SCCJ Undergraduate Program with other Florida public universities (since the state colleges aren't included).

University	Degree	Program Name	Total Credits	Number of Required Courses	Names of Required Courses	Restricted Electives/ Electives	Fully On-Line Degree Program/Other
Florida Atlantic University Extra line in this box?	BA Criminal Justice	School of Criminology and Criminal Justice	60  30 Credits in the Major/ 30 Credits outside	4 Required CCJ Courses (12 Credits)	Criminology (CCJ3014)  Ethics (CCJ 4054)  Computer Technology (CJE3962)  Research Methods (CCJ4700) Prereq.: STA2023	2 of 5 CJ (6 Credits) Restricted Electives/  4 (12 Credits) Electives	Potential Online Degree  "C" or Better Policy for Each course
Florida International University	BS Criminal Justice	Department of Criminal Justice	60  36 Credits in Major/ 24 Credits General Electives (9 Outside of CJ)	8 Required CJ Courses (24 Credits)	Criminological Theory (CCJ4014) Criminal Justice System (CCJ3024) Research Methods in Criminal Justice (CCJ 4700) Measurement and Analysis in Criminal Justice (CCJ 4701) Criminal Justice and the Constitution (CJL 4064) Global Terrorism (DSC 4012; GL) Comparative Criminal Justice Systems (CJE 4174; GL) Criminal Justice and Public Policy (CCJ 4497; Sen. Capstone) GL = Global Learning Course	4 CJ Electives(12 Credits)	Online degree  Combined BA/MA Degree
Florida State University	BA Criminology and Criminal Justice	Criminology and Criminal Justice	52  36 Credits in the Major  12-15 Credit <i>Minor</i>  0-3 Credits Oral Communications Skills	3 Required CCJ Courses (9 Credits)  1 Computer Class (3 Credits)	Intro to CJ (CCJ2020)  Criminology (CCJ3011)  Introduction to Research Methods (CCJ4700)	9 CCJ Electives (27 Credits)  Students Must Earn a Minor outside of CCJ (12-15 Credits)	Online degree  And Combined BA/MA Degree
Florida State University	BS Computer Criminology	Criminology and Criminal Justice	53  24 Credits in CCJ  25 Credits in CCJ	4 Required CCJ Courses (12 Credits)  5 Required Computer Science Courses (10 Credits)	Intro to CJ (CCJ2020)  Criminology (CCJ3011)  Introduction to Research Methods in Criminology (CCJ4700)  Law Enforcement (CJE3110)	4 Electives CCJ (12 Credits)  5 Electives Computer Science (15 Credits)  4 Credits Else	NO
University of Central Florida	BA & BS Criminal Justice	Criminal Justice	60  48 in the Major	7 Required CJ Courses (21 Credits)	Criminal Justice System (CCJ3024) Crime in America (CCJ3014) Prosecution and Adjudication (CJL3510) Corrections and penology (CJC3010) Police and Society (CJE4014) Research Methods in Criminal Justice (CCJ4701)	9 CJ Restricted Electives (27 Credits)  4 Electives Outside CJ (12)	No  And Criminal Justice Scholar's Tract

					Data Analysis for Criminal Justice (CCJ4746)	Credits)	
University of Florida	BA Criminology & Law	Sociology and Criminology & Law	34 Credits in the Major	4 Required C&L Courses (13 Credits)	Advanced Principles of Criminal Justice (CCJ 3024) Research Methods in Criminology (CCJ3701 – 4 Crd) Criminological Theory (CCJ 4014) Law and Society (CJL 3038)	1 of 4 Restricted Elective (3 Credits) 6 Electives (18 Credits)	No And Combined BA/MA Degree “C” or Better Policy for Each Course
University of North Florida		Criminology and Criminal Justice	30 Credits in the Major	7 Required CCJ Courses (24 Credits)	Intro to Criminal Justice (CCJ3023) Criminological Theory (CCJ3014) Res Meth Crimin & Crim Justice (CCJ3700) Prereq: STA 2014 Juven Delin and Juven Justice (CJ3010) Criminal Law and Procedures I (CJL4310) Law Enforcement System/Process (CJE4017) Court Systems And Processes (CJL4510) Correctional Systems/Process (CJC4015)	2 Electives CCJ (6 Credits)	No And Honors Program in CJ
University of South Florida	BA Criminology	Criminology	36 Credits in the Major	4 Required C Courses (12 Credits)	Survey of CJ Systems (CCJ3024) Theories of Criminal Behavior (CCJ3117) Research Methods in Criminal Justice I (CCJ3701) Seminar in Criminology – Capstone (CCJ4934)	8 Electives C (24 Credits)	No Accelerated Bachelors to Masters Programs

### ***Recruitment Strategy***

The School of Criminology and Criminal Justice has over 1,200 undergraduate majors and draws most students to the degree simply by offering courses that spark interest in the subject area. The School also offers the course “Law, Crime, and the Criminal Justice System” (CCJ2002) as a freshman/sophomore course, which is designed to attract many new students into the major. FAU has also consistently drawn students from state colleges to finish their degrees here. The undergraduate Criminal Justice program should continue to offer courses that are attractive to state college students who have the potential of transferring. Similarly, the undergraduate program should continue to make itself attractive as an option for students that have achieved their AA degree and want to continue on to attain a bachelor’s degree. We also make undergraduate students aware of the research the faculty conducts and faculty encourages these students to consider our MS degree.

### ***Advising Procedures***

The College for Design and Social Inquiry has an advising website that lists answers to frequently asked questions and also provides “dates of importance” for undergraduate students (e.g. when classes begin, the last to withdraw from a course, when finals begin, etc.). The College Advising Center also helps all undergraduates with advising issues. The College advisors handle all administrative paperwork for undergraduate students in the SCCJ and help to update them and alert them to potential problems as

students move toward graduation. The advisors also give strategic planning suggestions to undergraduate students to help improve retention and graduation success. The CDSI has also begun to develop a College Retention and Graduation Success Committee to investigate and develop strategies and plans to improve both retention and graduation rates. The SCCJ Undergraduate coordinator serves on the College's Retention and Graduation Success Committee, the University's Retention and Graduation Success Committee, as well as the CDSI's Reinstatement Committee.

### ***Strengths that Support Achievement of Goals***

- There is a large population interested in criminal justice education in the area of the university.
- Faculty participate with criminal justice agencies locally, nationally, and internationally, which helps to increase the visibility of the SCCJ.
- Faculty have a wealth of teaching experience and high standards for developing and implementing undergraduate level curriculum.
- Faculty are considered experts in their specialized fields, conduct research, and publish in visible scholarly academic journals.

### ***Weaknesses that Impede Goals***

- Lack of faculty and faculty resources
- Lack of resources for teaching and research assistantships
- Large class sizes
- Distances to travel to teach assigned course teaching loads

### ***Future Direction***

The SCCJ undergraduate program is the largest program in the SCDI. Although the number of undergraduate students did not significantly increase last year, we continue to face significant challenges because of large enrollments. In addition, the new undergraduate program added an additional required course to its menu. With regular faculty teaching most of the required courses, it has pulled them from teaching a number of the restricted electives and electives that they would have been able to otherwise offer in the past. A new pool of adjuncts will have to be used to help fill the void. Never-the-less, the faculty will continue to engage in QEP research projects to enhance the quality of the BA in the SCCJ. In addition, we are also planning to develop and offer a fully on-line degree as well as an accelerated combined BA/MA degree. Finally, once necessary faculty resources are obtained, an undergraduate honors program could potentially also be developed.

**~HEAD COUNT, PERCENT INCREASE, RETENTION RATES,  
AND GRADUATION RATE~**

	Fall, 2008	Fall, 2009	Fall, 2010	Fall, 2011	Fall, 2012	Fall, 2013
Head Count	907	964	1092	1161	1200	1243
Count Increase	--	57	128	69	39	43
Percentage Increase		6.28%	13.28%	6.32%	3.36%	3.58%
Retention Count	169	137	133	140		
Retention Rate	0.169	0.142	0.122	0.121		
Graduation Count	289	264	274	304		
Graduation Rate	0.289	0.274	0.251	0.262		
SCH		427	464	450	487	578
FTE		39	41	39	41	

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*The following is a list of the number of undergraduate core courses and graduate courses needed to be taught each regular school year relative to the number of regular faculty and instructors and the number of courses that they have the potential to teach.*

**Required Courses:**

CCJ2002 – Minimally 1 course per semester

4 core courses times 5 per semester 40 courses

6-7 graduate courses offered per semester 3 in the summer

Total (for predominantly regular faculty to teach)

Per regular school year (needed to be taught)

2 courses

17 courses (max

54 total needed

**Regular Faculty (and Instructors):**

6 regular faculty on 2/3 teaching assignments

30 courses that could be taught

3 regular faculty on 2/2 teaching assignments	<u>12</u> courses that could be taught
	42 total
Minus various faculty course reductions	<u>-4</u> (at least)
	38 total
Required courses taught by Instructors	<u>+6</u>
	44 capable of teaching

54 – 44 = -10 (The department is short the ability to teach 10 required courses.)

**At the beginning of next year** (assuming no one leaves)

1 new assistant professor on 2/2 teaching assignment	+4
1 new director on 1/1 teaching assignment	+2
	-10 + 6 = -4

Sabbaticals **at the beginning of next year**

1 faculty for one full year on 2/3 assignment	
1 faculty for one semester 2 (conservatively)	-7 + -4 = -11 at the beginning of next year

(Note: We get these back but will be very short next year.)

At the **end of next year**

1 2/2 retirement	-4 (from above) + -4 = -8
1 2/3 retirement??	+ -5=-13

## ***The Graduate Program***

### ***MISSION***

This degree program strives to provide students with the tools to conduct and critique the applied research and operational practices necessary to more effectively prevent crime and address criminal behavior. Focused on analyzing, understanding, and responding to crime-related problems and public policy issues, students learn theoretical concepts as well as evidence-based police and correctional practices. Ultimately, the mission is to prepare well-rounded, analytical graduates who will advance the criminal justice system as visionary leaders, policy makers, program evaluators, and research analysts.

### ***PROGRAM GOALS***

Students will acquire a foundation of theoretical knowledge, evidence-based practices, implementation strategies, and professional values necessary to succeed in the criminal justice field, either as practitioners, policy-makers, or researchers. Coursework focuses on understanding theoretical explanations of crime, applying theory to real-life crime problems, as well as evaluating criminal justice policies and practices. In addition to a substantive focus on policing, the correctional system, and juvenile justice, coursework addresses such critical contemporary issues as progressive leadership, organizational culture, examination of ethical considerations, and the role of gender, race/ethnicity, and class in the criminal justice system. The purpose of the program is to prepare well-informed and highly-qualified graduates who can effectively:

- Apply their knowledge of theory, evaluation research, evidence-based practices, and implementation strategies to promote both their personal ambitions and the progressive advancement of the criminal justice system.
- Serve as practitioners, future leaders, administrators, managers, policy-makers, evaluators, and research analysts in the criminal justice field.
- Contribute to the development of research, the implementation of policies, and the evaluation of programs designed to advance knowledge and practice in the criminal justice system;
- Be academically equipped for advanced studies in the field of criminology and criminal justice.

The following are specific goals for this program to achieve this:

### **GOAL 1: ENROLLMENT GROWTH**

*This goal concerns the increase in number of students in the program. In 2012, the faculty made revisions to the admissions requirements as well as to the program requirements in order to help achieve this goal. From Fall 2011 to Fall 2012 when the changes went into effect, there was an increase in students enrolled from 25 to 48, and in 2013 to 82. While enrollment growth continues to be a goal in for the program, we expect the increases to level out somewhat as we are being more selective of new students as we currently do not have the faculty resources to accommodate increases of this magnitude.*

#### **Assessment**

- Increase in SCH and FTE
- Increase in graduates

#### **Strategies**

- Recruitment of FAU CCJ undergraduate students and of local criminal justice professionals
- Offer research and teaching assistantships (currently, there are none)
- Increase frequency of key course offerings
- Provide consistent scheduling of courses
- Develop courses that minimize in class meetings through technology to meet modern students' needs

### **GOAL 2: SELECTIVE ADMISSIONS**

*As part of the changes to the program approved in 2012, admissions requirements were also changed. Before 2012, they were a 3.0 GPA and 1,000 (old) or 300 (new) on the GRE. The new requirements are now: 1) 3.0 GPA, 2) a B or better in undergraduate research methods and statistics, and 3) proficiency in academic writing determined through the submission of a resume and a writing sample.*

*As a program, we have always had leeway to accept promising students who did not meet our minimum requirements, and the changes to the program have allowed us to judge the applicants more qualitatively through the consideration of the writing sample and a resume. We have found over the last*

*year that this is a much better process than just judging applicants on two numbers (i.e., GPA and GRE). Because we get a large number of applications, this goal is focused on increasing our selectiveness in the admissions process to both increase the quality of our student body as well as control the number of new students so that it is manageable with our current resources.*

### **Assessment**

- GPA, experience, and quality of writing of accepted students
- GPA of students while in the program

### **Strategies**

- Recruitment of CCJ undergraduate students and of local criminal justice professionals of high quality
- Offering of research and teaching assistantships (currently, there are none)
- Scrutinizing applications
- Conducting ad hoc analysis of applications of students struggling in the program

### **GOAL 3: IMPROVE ACADEMIC QUALITY**

*As part of the changes to the program approved in 2012, the core courses were changed and requirements for specific electives and a non-thesis option were added. Before 2012, there were four core courses, a comprehensive exam for the non-thesis option, and all other courses were free electives. The new requirements have combined two of the previous core courses—research methods and statistics—so that they are taught cohesively, and students are required to take two of five restricted electives. Lastly, instead of a comprehensive exam the students take an applied capstone course in which they implement a program in the community. These changes have improved the academic rigor of our program, and through this goal we intend to continue improving in this way.*

### **Assessment**

- Review course content
- Review of course offerings

### **Strategies**

- Improve our current courses with collaboration among faculty
- Improve our current course curriculum through innovative strategies (i.e., eLearning and technology)
- Add new courses as needed in the areas of expertise of current and new faculty

#### **GOAL 4: PLAN FOR DEVELOPMENT OF A PHD PROGRAM**

*Once the program changes have been implemented for several years, enrollment stabilizes, and there is an increase in faculty resources, the faculty will develop and implement a PhD program in criminology and criminal justice. Currently, there is no other PhD in criminology and criminal justice in South Florida, so there is a market. The current faculty have the requisite qualifications and research experience both to put together and support a PhD program. However, before such a program can be implemented, faculty resources must be added.*

#### **Assessment**

- Determination of Ph.D. potential in terms of resources and student market
- Obtain administrative commitment of necessary resources
- Development of the program plan
- **Strategies**
- Review of other newly formed PhD programs in the state for structure and curriculum (e.g., University of Central Florida)

#### **PROGRAM ASSESSMENT**

The following are the program (not goal) assessment outcomes, their related FAU Strategic Plan goals and objectives, their implementation strategies, and assessment methods.

#### **ASSESSMENT OUTCOME 1**

*Graduates will be able to synthesize and critique how and why policy reform occurs in justice systems. Related to that, graduates will undertake a project that requires them to effectuate justice system reform in an area of specialization.*

#### **FAU Strategic Plan Related Goals & Objectives**

- Goal 2 (all objectives): Meeting Statewide Professional and Workforce Needs
- Goal 2, Objective 5: Prepare Florida Atlantic University students to transition competitively into the workforce through partnerships with business and industry

#### **Implementing Strategy**

Students selecting the non-thesis option are required to take a capstone course CCJ 6485 Applying Criminal Justice Theory, Research, and Policy. This Capstone seminar centers around required readings and a student project dealing with a reform issue in one agency or subsystem. Students engage in reform project and conceive, develop, strategize and implement a reform effort in a criminal justice or

other agency. In addition to knowledge of current and past reform efforts, students completing this course should be able to:

1. Identify common elements of successful and unsuccessful reform efforts using theory and research from the policy implementation, organization theory, and other literature as demonstrated in weekly discussions and short essays;
2. Critically analyze past and current reform efforts in criminal justice systems as demonstrated in weekly discussions and short essays;
3. Describe various ways in which criminal justice functions as a "system," ways in which justice agencies function independently and discuss interorganizational obstacles to systemwide planning and rational reform as demonstrated in weekly discussions and short essays;
4. Develop skills and tools to analyze and implement reform within justice system agencies.

### **Assessment Method**

The students will be assessed in the following ways in the class:

1. Short Papers critically assessing current justice reforms- 37.5%
2. Extent of involvement in project: 8.75%
3. Final Project Paper – 25%
4. Presentation – 12.5%
5. Participation- 16.25%

Note that one instructor teaches this class, but at least three full-time faculty will evaluate both the project paper and the final presentation.

### **Criterion for Success**

- The student will have to earn at least an 80% or a B- in the class to pass.

### **Improvement Plan**

- Increase class average score to above 90%
- Increase participation of faculty in evaluating students' final project
- Increase participation of faculty in teaching the course (note that it has only been offered one time as of this date)

## **ASSESSMENT OUTCOME 2**

*Graduates will have the knowledge, skill, and ability needed to conduct research and apply the core concepts of the discipline.*

### **FAU Strategic Plan Related Goals & Objectives**

- Goal 1 (all objectives): Providing Increased Access to Higher Education
- Goal 1, Objective 10: Award graduate and undergraduate degrees in targeted and non-targeted areas consistent with Board of Trustees-approved Board of Governors Accountability Targets
- Goal 2 (all objectives): Meeting Statewide Professional and Workforce Needs
- Goal 2, Objective 5: Prepare Florida Atlantic University students to transition competitively into the workforce through partnerships with business and industry

### **Implementing Strategy**

A thesis will be required for those students seeking either a research career in criminal justice or those intending to pursue a Ph.D. in criminology or another related field with the goal of obtaining an academic position at the university level.

### **Assessment Method**

Students selecting the thesis option will work with three faculty to develop a plan for an original research design using primary or secondary data. The student will follow the graduate policies on preparing and defending a thesis. The faculty will monitor the student's academic progress, approve the thesis subject, evaluate the thesis defense, and approve the final document.

### **Criterion for Success**

All students who do not complete the capstone course must complete and pass the thesis option to receive a MSCCJ degree.

### **Program Improvement**

- Encourage more students to complete a thesis
- Provide students clear timelines to complete the thesis
- Establish a method to reward faculty for serving on and/or chairing thesis committees.

## **ASSESSMENT OUTCOME 3**

*Graduates will agree or strongly agree that the program has enhanced their career objectives.*

### **FAU Strategic Plan Related Goals & Objectives**

- Goal 2(all objectives): Meeting Statewide Professional and Workforce Needs

## **Implementing Strategy**

Recent graduates will be solicited to provide information about how the degree has enhanced their career choices and opportunities.

## **Assessment Method**

A survey of the students who graduate for example in the 2012-2013 school year will be conducted in Spring 2014 in which they will be asked to respond to questions regarding career objectives and opportunities.

## **Criterion for Success**

We anticipate that 60% will agree or strongly agree that their degree has met or enhanced their career objectives and opportunities.

## **Program Improvement**

- Maintain better records of graduated students to be able to track them after graduation
- Contact graduates every six months to update contact information for survey
- Develop new and additional questions for survey instrument
- Use survey feedback to make program improvements

## **ADMISSION CRITERIA**

- Minimum GPA 3.0
- BA/BS in criminology, criminal justice, or related field
- B or better in research methods and statistics
- Consideration of work experience, internships, volunteering through resume
- Evaluation of a writing sample

## ***CURRICULUM***

### **Degree Requirements**

The program consists of a total of 33 credit hours: 9 required course credits; 6 restricted electives; 12 unrestricted electives; and 6 exit requirements (thesis or non-thesis options). Some courses are delivered on-site, others are completely on-line, and still others are a hybrid combination.

Core Requirements (9 credits):

CCJ 6902	Criminal Justice Research and Policy Foundations	3 credits
CCJ 6056	Understanding Criminal Behavior	3 credits



With approval of the program coordinator, students may take one to three graduate courses (3-9 credits) from outside the MSCCJ program that are relevant to their study concentration and/or career plans. To apply toward graduation, any outside courses must be approved by the program coordinator *before* registration.

Exit Requirements (6 credits): Two Options

### ***Non-Thesis Option***

This option is for students who do not wish to continue with their graduate education or research-related employment. In addition to fulfilling core, restricted elective, and elective requirements (27 credits), students in the non-thesis option are required to take CCJ 6485 Applying Criminal Justice Theory, Policy, and Research (3 credits) and one additional unrestricted elective (3 credits). CCJ 6485 guides students through a project that comprehensively applies the theoretical concepts learned throughout the program. This course will be taken in either the last or next to last semester before graduation, provided that all required core courses and restricted electives have been completed.

### ***Thesis Option***

This option is for students who anticipate continuing on to doctoral-level studies and/or who seek research positions within the criminal justice system. In addition to fulfilling core, restricted elective, and elective requirements (27 credits), students in this option register for CCJ 6971 Master's Thesis (6 credits) and complete a thesis according to policies of the university's Graduate School and School of Criminology and Criminal Justice. Thesis credits will be taken in either the last or next to last semester before graduation, provided that all other required core courses and restricted electives courses have been completed. *NOTE:* Students opting to complete a thesis may take CCJ 6485 Applying Criminal Justice, Theory, Policy, and Research as one of their unrestricted electives.

### ***Criminal Justice Specialization***

Interested degree-seeking students who are majoring in other disciplines can complete a 15-credit specialization in Criminology and Criminal Justice, which includes:

- Core requirements (9 credits)
- Elective (6 credits): any two graduate-level CCJ electives.
- 

### ***CURRICULUM COMPARISON***

The following is a comparison of our program with other state schools in Florida. Only we and Florida State offer a criminology and criminal justice degree. An analysis of the requirements shows that we are in line with what most other programs do. Our credit total is in the middle of the range between 30 and 39. Our number of core credits is somewhat lower than the other programs, but this does not

include our restricted elective requirement of 6 more credits for a total of 15 credits. Lastly, our exit options are also in line with the other programs that provide both a thesis and non-thesis option. The non-thesis option in most cases is a capstone course much like our own.

University	Degree	Program Name	Total Credits	Core Credits	Exit Options
Florida Atlantic University	Master of Science	Criminology and Criminal Justice	33	9	Thesis and Non-Thesis (Capstone CCJ 6485)
Florida International University	Master of Science	Criminal Justice	36	15	Capstone CCJ 6485
Florida State University	Master of Science	Criminology and Criminal Justice	33	15	Coursework only, Area Paper, or Thesis
Florida State University	Master of Arts	Criminology and Criminal Justice	39 (foreign language)	15	Coursework only, Area Paper, or Thesis
University of Central Florida	Master of Science	Criminal Justice (Professional)	36	21	CJE 6718 Proseminar in Criminal Justice
University of Central Florida	Master of Science	Criminal Justice (Research)	30	18	Research study CCJ 6714 Advanced Quantitative Methods in Criminal Justice
University of Florida	Master of Arts	Criminology, Law, and Society	36	15	Non-Thesis Paper or Thesis
University of North Florida	Master of Science	Criminal Justice	39 (6 prerequisites)	21	Thesis or Non-Thesis (two electives)
University of South Florida	Master of Arts	Criminology	33	18	Thesis and Non-Thesis (DIS and elective)
University of South Florida	Master of Arts	Justice Administration	33	33	Coursework only

### ***RECRUITMENT STRATEGY***

The program's recruitment strategy includes contacting CCJ undergraduates (of which there are over 1,200) who are near graduation and have above a 3.5 GPA. Although our minimum requirement is 3.0, we try to recruit our best students. Also, regular contact is made with various local criminal justice

agencies marketing the program. An important part of recruitment is the CCJ program website, and this is kept up to date in term of curriculum, faculty bios, and events that faculty and graduate students attend. These are all important to show prospective students the nature of the program and the quality of our faculty and students.

### ***ADVISING PROCEDURES***

The college advisor handles all administrative paperwork for admissions, plans of study, and graduation. The advisor continually reminds students of deadlines and forward substantive questions to the CCJ Program Coordinator. The CCJ Program Coordinator manages the acceptance process for the School, speaks to all newly accepted students about their first semester schedule and explains the program requirements. These students all attend an orientation their first semester in the program organized by the coordinator. The coordinator also regularly consults with students about course schedules, potential opportunities for scholarships and jobs, as well as approves plans of study. The coordinator manages a CCJ Graduate Program Blackboard site through which announcements are made, policies are posted, and communication is facilitated with all current students and alumni.

### ***STRENGTHS THAT SUPPORT ACHIEVEMENT OF GOALS***

- The fact that there is a large population interested in criminal justice graduate education in the area of the university that are underserved by the state university system
- Faculty that participate in and publish rigorous research with criminal justice agencies locally, nationally, and internationally
- Faculty are considered experts in their specialized fields
- Faculty have a wealth of teaching experience and high standards for developing and implementing graduate level curriculum

### ***WEAKNESSES THAT IMPEDE GOALS***

- Lack of faculty resources
- Lack of resources for teaching and research assistantships
- 

### ***FUTURE DIRECTION***

We are adjusting to the significant increases in the enrollment that were the result of our curriculum changes in 2012, so in the future we plan to offer more classes as well as classes on additional topics to expand the curriculum. We also plan to develop and implement a PhD program in criminology and criminal justice once the masters program is settled and we obtain the necessary faculty and assistantship resources that are needed to successfully carry out a PhD program.

## ADMISSIONS, ENROLLMENT, SCH, AND FTE STATISTICS

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
# Applied	50	44	49	49	117	
# Admitted	19	23	24	22	73	
% of Applied	38%	52%	49%	45%	62%	
# Denied	12	8	10	12	17	
% of Applied	24%	18%	20%	24%	15%	
Registered	16	17	17	16	52	
% of Admitted	84%	74%	71%	73%	71%	
SCH	225	381	377	288	712	
FTE	7.0	11.9	11.8	9.0	22.3	
Head Count Fall		26	30	25	48	82
Head Count Spring	13	26	30	26	59	
Graduates	7	6	15	6	11	

### *Strengths, weaknesses, and opportunities*

#### **STRENGTHS:**

- Diverse, yet complimentary, research agendas among faculty.
- Very productive publication records
- A policy-related focus that enables us to relate our empirical research to addressing "real world" issues in CCJ--i.e., research that makes a difference.
- A non-combative work group that communicates effectively, interacts collegially, maintains ongoing email dialogue, and ultimately collaborates to achieve consensus.
- Ability to recognize our weaknesses, along with sincere desire to overcome them.
- Diverse and Excellent faculty
- Diverse student body
- High and continuously growing enrollment rates
- Recently revised graduate and undergraduate curricula

## ***WEAKNESSES:***

- Over-reliance on adjunct instructors who are provided with the need for better oversight.
- In part (but not exclusively) related to the above, concern that we are probably violating SACS standards by not meeting classes for fully-prescribed times.
- Providing a disservice to the students in our excessively large undergraduate classes by not effectively preparing them for either graduate education or work-related responsibilities, since ***CCJ MAJORS CAN STILL GRADUATE WITHOUT TAKING A COURSE FROM A FULL-TIME FACULTY MEMBER.***
- A "victimstance" approach to university administration, largely emerging as a result of having been the unappreciated, underfunded "cash cow" for so many years.
- A frustrated desire to improve, grow, and develop further without the commensurate resources to do so.
- The lack of mandated academic accreditation in CCJ, giving us no "weapon to wield" in the struggle for diminishing resources.
- Continuing to suffer the negative image left by the legacy of long-gone CCJ faculty and administrators who were not well-respected for their academic credentials.
- Excessive reliance on adjuncts (lower academic standards).
- Faculty turnover.
- Campus fragmentation (Boca, Jupiter, and Davie).

## ***OPPORTUNITIES:***

- To serve our diverse graduate student body by creating a Criminal Justice PhD program.
- To serves the work force needs of criminal justice programs in Florida and across the country by matriculating minority PhD students.
- Having a PhD program in gives us the opportunity to replace adjuncts with teaching assistant. F
- To prepare our students for their careers by providing more instruction in technology and statistical analysis to the administration and practice of criminal justice.
- Increase external funding to promote research, teaching, and training in applications of modern technological tools to the criminal justice work place.
- To use eLearning technology to implement writing requirements to improve our students' capabilities in terms of written communication.
- Her in is an opportunity for the administration to recognize our history being underfunded and remediating our departments budget needs.
- With additional faculty we can move toward reducing class size and thereby enabling us to enhance the quality of our courses with more intensive writing assignments, in-class exercises, verbal discourse, analytical challenges, essay exams, etc.

