

**Criminal Justice Self-Study**  
**Fitchburg State University**  
**Spring 2020**

**March 8, 2020**

**Prepared by the Faculty of the Criminal Justice Program**  
**Department of Behavioral Sciences**  
**Fitchburg State University**

## *Table of Contents*

<b>Page</b>	<b>Section (from AUC 176 outline specifying format for self-study)</b>
1	<u>Executive Summary of Comprehensive Plan for Improvement</u>
2	<u>Overview and Vision</u>
2	1. Brief overview of the department
2	2. Program's vision, mission and objectives
4	3. Relationship to the university mission, vision, and strategic plan (if applicable)
6	4. Overview of program
8	a. Specify the degree requirements for the program, using the format of the catalog description
10	b. Determine if there are discipline specific best practices and whether the department is following them
10	c. Explain the balance between breadth and depth designed in the program
11	5. Internal demand of the program or department
11	6. Recommendations and actions from previous Program Review
18	7. Departmental/program initiatives and significant changes since last review.
20	a. Interdisciplinary programs
20	b. Delivery mechanisms
20	c. Service learning and community outreach
21	<u>Assessment</u>
21	1. Program Inputs
21	a. Program reputation
21	Distinguishing characteristics
22	Congruence between course and program goals and national standards and expectations in the discipline or profession, as appropriate
22	Local, regional, national ranking, metrics of excellence, and visibility
22	Congruence with future of profession/discipline
23	b. Students by program
23	New student enrollment trends

23	Minimum qualification students must have in the program
24	Enrolled student profile
24	Number of majors and minors
24	c. Faculty
24	Number of faculty – part time and full time
26	Faculty diversity
27	FTE commitment by program
27	Qualifications of faculty
27	d. Staff support
27	e. Resources
27	Fiscal
28	Other
29	2. Program Processes for Undergraduate and Graduate
29	a. Curriculum
30	Process for curriculum development and recent activity
31	Curriculum requirements
31	Description of curriculum
31	Plans of study, two year rotations, handbooks
38	Curriculum trends in the discipline, if appropriate
38	Course delivery methods
38	Learning experiences - internships, service learning, scholarly engagement
40	Concentrations and minors
40	Describe how they relate to the program mission and vision
40	Department/Program policies or processes that affect curriculum
41	Effectiveness of curriculum
41	Achievement of objectives from the perspective of students, alumni, faculty and employers
41	b. Students
41	Learning expectations and learning supports
42	Retention initiatives
42	c. Faculty
42	Teaching responsibilities
42	Advising responsibilities

43	Number and types of assignments
43	Professional development initiatives
44	Faculty retention initiatives
44	d. Quality Improvement Initiatives
44	3. Program Outcomes for Undergraduate and Graduate
44	a. Program
44	Graduates rating of the program
44	Career placement and continuing education opportunities
45	Alumni Feedback Survey
45	Employer rating of graduates
45	b. Student
45	Learning outcomes
45	Assessment overview of the program
47	Summary of findings by year
47	Ongoing changes made to the program in response to assessments
47	Other possible data
47	Scholarly and creative productions
48	Internship and service learning scores/evaluations
48	Professional and community engagement
48	National certification and examination pass rate
48	Career placement and continuing education opportunities
49	Employer rating of graduates
49	Trend Data Reflection/Analysis
50	<u>Analysis and Action Plan for the Future</u>
50	1. Comparative strengths and distinctiveness, and areas of improvement
50	2. Opportunities to extend existing strengths and resources in place or needed
52	3. Weaknesses found during the self-study
54	4. Opportunities for addressing weaknesses
54	5. Positioning of program to address future direction of the discipline
54	6. Action Plan for implementation for next Program Review

## *Appendices*

57	A	External Evaluator's Report
67	B	MPTC Recruit Training Manual
79	C	List of CJ Internship Hosts
83	D	Excerpt of Trend Data
84	E	ACJS Certification Standards
98	F	New Articulation Agreement
109	G	Library Annual Review for CJ, 2017/18

## *Executive Summary*

The pages which follow supply a broad array of data in a no-stone-unturned fashion. Since most people prefer data in context (for example, a research hypothesis, a narrative, a policy question to be addressed), we, the Criminal Justice faculty of Fitchburg State University, offer this introduction to our report.

Fitchburg State first offered a bachelor's degree in Criminal Justice (CJ) in the late 1990s. We received certification under the Quinn Bill for our BSCJ program in the early 2000s and underwent two reviews by the Department of Higher Education, the most recent one being in 2009. By 2009, we had 5 full-time CJ faculty teaching 251 CJ majors.

In 2015 we launched the police concentration program in conjunction with the Massachusetts Municipal Police Training Committee (MPTC). Students enrolling in CJ would be able to earn both a Bachelor's and Master's degrees in CJ in five years while also completing the police academy. The first students to enter the program completed their fifth year in the spring of 2019. Launching the program was an immense task, and administering its complexities, a Herculean effort. One result of the stress has been the retirements of two of the key faculty members involved. Although at one point we had 8 full-time CJ faculty, at the end of this tumultuous decade we have 7 faculty teaching 416 CJ majors in both the police and traditional concentrations. All of our faculty teach all of our students, by the way – we do not have faculty who specialize in one or the other. We are proud of both of our programs and of our students.

In the past two years, we have engaged in a simplification of the curriculum for both of our programs. The goal was to pare down the requirements for the police program to the point where they were comparable in number to the requirements for the traditional CJ program. The MPTC approved these changes.

Nearly every year of the past decade we have conducted a successful faculty search. A management consultant would immediately note that faculty turnover is a major problem. There are a number of structural problems over which we have no control – a seller's market for candidates, a 4-4 load required by our union contract and our history, declining enrollments in the region and the nation as a whole, and declining state assistance for higher education. Still, we want to assure the long-term success of the CJ program and will make recommendations for greater administrative support for the program.

Higher education is facing a significant challenge in the coming decade, with projections of further declines in enrollment and funding. Criminal Justice at Fitchburg State offers a bright light amid the gloom. CJ enrollments are increasing by every measure (see Table 4, Enrollment Trends, below) except for faculty/student ratio. We invite the reader's attention to the information which follows, as well as our recommendations for change.

## *Overview and Vision*

### **1. Brief Overview of the Department**

Fitchburg State University (the University; known as Fitchburg State College until July 28, 2010), began offering criminal justice (CJ) coursework as electives in the Behavioral Sciences Department in the early 1970s. In September of 1998, CJ became available as a concentration within the Human Services major in the Behavioral Sciences Department. Responding to student interest, the CJ faculty drafted a proposal for the Criminal Justice Major, which was approved at the college level in 1998-1999. The proposal underwent significant modification prior to submission for fast-track consideration by the Massachusetts Board of Higher Education—now called the Department of Higher Education (DHE). Acceptance of the major was granted in 2000. The major was reviewed by DHE and certified as a Police Career Incentive Pay Program (PCIPP), or “Quinn Bill” program, in 2003-2004 (<http://www.mass.edu/foradmin/academic/pcipp.asp>). Graduates of Quinn Bill programs are eligible for increased pay from Massachusetts police departments, subject to funding. Funding has been scarce in recent years, however, so the Quinn Bill certification is not quite as important as it used to be.

Currently, the CJ major is program within the Behavioral Sciences Department, which comprises undergraduate Human Services and Sociology programs and a graduate Counseling program as well. The department-program relationship at Fitchburg State is somewhat ambiguous. In the undergraduate catalogue, each major and minor is identified as an “Undergraduate Day Program”, with additional “programs of study” appearing in the graduate catalogue. By these criteria, there are four CJ “programs” – two undergraduate tracks, a graduate major, and an undergraduate minor. For the purposes of this review, however, the “CJ program” will be considered to comprise the aggregate of these “programs” and the faculty teaching them.

The two undergraduate tracks include a traditional CJ degree and an innovative Police Program concentration. Police Program students first earn their undergraduate degrees, then attend an official Massachusetts police academy, housed on the University’s campus, for 17 weeks, and finish by earning a Master’s degree in CJ. In contrast, a student who wishes to attend the traditional MPTC academy, outside our Police Program, would go through a 24-week program, with the extra seven weeks representing, basically, a college education – a student need not attend college to be a police officer in Massachusetts.

To our knowledge, the Police Program, which integrates a significant portion of the academy curriculum into undergraduate studies, is unique not only in Massachusetts but in the United States. For further information regarding the organization of the CJ program and its various components, including the Police Program, please see section 4 below.

### **2. Program’s Vision, Mission, and Objectives**

In accordance with our understanding of the changing landscape of CJ education and of the challenges facing higher education institutions in general, our vision (see Table 1) acknowledges our intent to continue to evolve for the good of our students and our communities, and our ambition to be recognized as leaders in the challenging task of preparing our students for success in school, work, and life.

**Table 1**  
**Vision Statement**

---

**Vision Statement of the Criminal Justice Program**  
Department of Behavioral Sciences, Fitchburg State University

**The Fitchburg State University Criminal Justice Program will be a recognized leader in 21<sup>st</sup>-century criminal justice education for Massachusetts, the Northeast, and the nation, preparing undergraduate and graduate students for successful and productive careers in the criminal justice and related professions. Throughout their lives and careers, our graduates will consistently and wholeheartedly demonstrate their commitment to justice, human dignity, ethical behavior, critical thinking, evidence-based policy and practice, and clear and forthright communication.**

---

Our program's mission (see Table 2) focuses on our role in educating the whole student, and not just training our students to enter the CJ profession. We are more concerned with their careers than their first jobs, and their lives as citizens than their specific careers.

**Table 2**  
**Mission Statement**

---

**Mission Statement of the Criminal Justice Program**  
Department of Behavioral Sciences,  
Fitchburg State College

The Criminal Justice Program prepares students for graduate study, careers in the field of criminal justice, and for their responsibilities as citizens in the new century. To that end, we seek to foster students' ability to:

- Understand crime, criminology and the criminal justice system from a number of disciplinary perspectives—biological, psychological, sociological, political science, historical, and economic – in addition to criminology.
- View crime as an aspect of human behavior whose explanation is consistent with explanations of other aspects of human behavior, and as a dynamic phenomenon that is inevitably embedded in any society.
- Undertake the systematic study of the criminal justice system from a number of different perspectives – scientific, legal, and ethical.
- Identify important issues and problems as they affect individuals and society and suggest policy changes to address these issues
- Gather, evaluate, summarize and interpret qualitative and quantitative data using appropriate technology.
- Develop oral and written skills to communicate their analyses and recommendations.



- Develop both the computer and other technology skills that are inextricably integrated into the modern world, and the capacity to adapt to the ever-changing technological and computing landscape.
  - Become aware of, and sensitive to, issues of ethics and diversity in the criminal justice system.
- 

We do not have a formal statement of objectives, anticipating that one will emerge in conjunction with the “action plan” consequent to this program review. At this point, the CJ faculty has agreed to pursue the following objectives, which accord with our mission and vision:

- To maintain strong traditional bachelor’s program in criminal justice;
- To strengthen and maintain our innovative Police Program;
- To develop and implement a traditional master’s program in Criminal Justice;
- To conduct a needs assessment and feasibility study aimed at establishing an Institute for Community, Social, and Criminal Justice based in the University and partnered with like-minded institutions and other entities both within and outside the Central Massachusetts area;
- To continue to explore the possibility of participating in an interdisciplinary Private Security and Loss Prevention major; and
- When the time is appropriate and in cooperation with other principal academic programs, to become an independent Criminal Justice department.

### 3. Relationship to the University Mission, Vision, and Strategic Plan

The University’s mission and vision statements appear below, in Table 3.

**Table 3**  
**Fitchburg State University Mission and Vision Statements**

---

**Mission**

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

**Vision**

Fitchburg State University will be nationally recognized for its excellence in teaching and learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service.

In order to achieve this, we will:

- Prepare students for a global society through curricular innovation and program development
  - Achieve academic excellence by investing in our faculty and librarians in their pursuit of knowledge, professional competency, and scholarship
  - Employ innovative uses of technology in the library and across our campus to maximize student learning
  - Create a culture of diversity to meet the needs of the region and enhance the personal and academic lives of the university community
  - Build partnerships within our community to provide real-world opportunities for our students and collaborative solutions to community issues.
- 

The vision and mission of the CJ program align closely with those of the University. According to its mission statement, the University “prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility.” Further, the mission statement identifies the University as a “community resource” that provides “leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.” Reflecting this element of the University’s mission, the CJ program’s mission outlines the directives and direction of the major – to “foster students’ ability to identify important issues and problems as they affect individuals and society and suggest policy changes to address these issues.” Criminal justice is a field steeped in public service and civic responsibility, and, as our vision states, we expect our graduates to honor the individuals, communities, and institutions they serve.

As part of its vision, the University claims to be making strides in its quest to be “nationally recognized for its excellence in teaching learning in current and emergent fields, for its commitment to transforming lives through education, and for its dedication to public service.” Our vision comports with that of the University, as we aspire to be a “recognized leader in 21<sup>st</sup>-century criminal justice education for Massachusetts, the Northeast, and the nation, preparing undergraduate and graduate students for successful and productive careers in the criminal justice and related professions.” To achieve this, the University is focused on preparing students by strengthening academic programs and expanding methods of delivery.

Beyond the alignment between the CJ and University missions and visions, our program itself facilitates the goals contained in each of those statements. For example, our unique Police Program, from which students emerge with undergraduate and graduate degrees as well as police academy certification, is one significant vehicle by which the CJ program serves the community and the Commonwealth. Through this program, we are providing many of Massachusetts communities, and even some in New Hampshire, with their next generation of police officers, grounded in both liberal arts and practical police training. If successful over the next few years, the Police Program could become a model for police education throughout the Commonwealth and nation, and could thereby contribute to the increased recognition for the CJ program and the University contemplated in their respective visions.

Also consistent with the commitment to local, regional, and statewide service promised by the University’s mission, our proposed Community, Social, and Criminal Justice Institute would provide leadership and support for the people, communities, and institutions of the state and the region. A vital Institute could contribute further to the University’s standing, as well as demonstrably enhance the well-being of the region.

Our CJ program is currently working to ensure a strong traditional undergraduate program remains supported, strengthening the vibrant 4+1 Police Program, and refining the graduate portion of the Police Program, and exploring the development of a stand-alone graduate program to respond to student demand and professional need. By providing instruction in a variety of manners (classroom, online, and hybrid, any of which can involve experiential learning), the program aligns with the University’s desire to develop new models for curricular delivery to better serve student needs and to use developing technologies for curriculum delivery. We hope that the current program review process will help ensure that we continue to facilitate the University’s pursuit of its own mission and vision, especially since we are one of the major centers for growth within the institution.

Our ambitions and objectives also comport with the University’s strategic plan, which is currently under development. In particular, our focus on graduating well-rounded, community-oriented CJ practitioners from our traditional track, our state-of-the-art Police Program, and our proposed Institute align with three of the five themes identified as part of the current strategic planning process (see Table 4 below), by providing significant co-curricular educational opportunities, enhancing campus identity, and facilitating the University’s ambition to be an “anchor institution.”

**Table 4**  
**Themes Identified in Current Strategic Planning Process**

---

1.	Excellent and distinctive academic and co-curricular programming that leads to student success
2.	Our campus community (people, climate and culture)
3.	Campus identity (branding, differentiation, enrollment management, and student support services)
4.	Business practices (strong financials, transparent practices, and efficient infrastructure)
5.	An anchor institution and steward of place (public and private partnerships and the development of an educational ecosystem)

---

<https://www.fitchburgstate.edu/about/strategic-planning-2019-2020/theme-issue-task-forces/>

---

#### **4. Overview of Program**

As noted above, our program currently comprises one undergraduate major and two concentrations: a traditional track that reflects the best practices in the field while augmenting the scientific and methodological components of the standard ACJS curriculum; and the undergraduate portion of the Police Program, which also has academy and graduate components. Students who finish the Police Program receive an undergraduate degree, a graduate degree, and academy

certification from the Municipal Police Training Committee (MPTC), the state entity responsible for the training and certification of municipal police officers throughout Massachusetts. Our program also houses a graduate program that awards the MS in CJ and two undergraduate minors, one in CJ and the other, in conjunction with the Earth & Geographic Sciences Department, in Geographic Information Systems (GIS).

To provide the necessary academy training to our students, our program hosts a fully-accredited MPTC Police Academy. Our Academy, integrating traditional police training with a liberal arts education, is the first of its kind in the United States. It has the potential to serve as a model for CJ education nationwide. The Police Program and the Academy began in 2015 and have been evolving since, having recently faced the challenge of a complete overhaul of the standard MPTC academy curriculum that had to be incorporated into the Police Program major.

To handle these several components, current CJ program resources include seven full-time tenured or tenure-track professors, one of whom is retiring at the end of the current academic year (2019-20), and several adjunct professors, as well as an Academy Director, a full-time, non-faculty position. The Academy Director, though funded by the University, is an official of the MPTC. An ongoing search, if successful, will replace our retiring member and add one tenure-track professor, for a complement of eight. CJ faculty are led, at the program level, by a Program Coordinator, whose duties have recently been combined with those of the CJ Internship Coordinator and who receives a one-course reduction per semester. The Police Program has its own academic coordinator, a position that also includes a one-course reduction per semester, and the graduate program has a Program Manager, who receives a small stipend based upon graduate enrollment. The latter three functions are handled by full-time, tenure-track faculty. Course reductions are achieved by classifying the two coordinatorships as “alternate professional responsibilities” under the union contract.

The CJ faculty are responsible for a disproportionately large share of the University’s teaching load, and the CJ program has more majors than its faculty size would suggest. We have examined both the trend data provided by the University through 2018-19, which is excerpted in Appendix C and which can be found in full on the Blackboard site for this program review, and the University’s “Facts and Figures” webpage (<https://www.fitchburgstate.edu/about/facts/>). From these sources, we have discerned the following facts that illustrate the disproportionate burden shouldered by the CJ program within the University:

- The CJ program has 7 full time faculty, 3.2% of the University’s total of 216.
- The University’s faculty-student ratio is 14:1; the CJ program’s faculty-major ratio is 59:1.
- With 3.2% of the University’s faculty, the CJ faculty teach 4.1% of the total enrollments in the University’s day-school classes, 28% more than would be equitable.
- With 3.2% of the University’s faculty, the CJ program
  - graduates 7.5% of the University’s undergraduate total;

- houses 10.9% of the University’s declared majors;
- welcomed 14.6% of the University’s 2018-19 freshmen class; and
- took in 12.2% of the University’s transfer students in 2018-19.

Driving these numbers has been our continued enrollment growth in enrollments in the face of stagnant faculty numbers. Between AY 2015-16 and 2018-19, our total number of majors increased by 40%, from 298 to 416, while our full-time faculty ranks shrank by 13%, from 8 to 7.

***a. Degree requirements for the program, using the format of the catalogue description***

As noted above, the CJ program provides four different paths to two different degrees (BS and MS). Their requirements are detailed below in the following order: CJ Major- Traditional Undergraduate Track; CJ Major-Police Program; Master of Science, Police Certification Concentration; and Master of Science, Professional Studies Concentration. Except where noted, the text below comes verbatim from the University catalogue, pursuant to the University’s format for this self-study document.

• **Traditional Undergraduate CJ Track:**

The Criminal Justice Program requires every major to complete 48 credits of CJ requirements and a minimum of 120 credits for the degree. These include core CJ required courses (24 credits), additional CJ required courses (9 credits) and CJ electives (15 credits). Specific courses are also required in Liberal Arts and Sciences (12 credits).

***(Note: List of classes omitted; see the Plans of Study found in the Curriculum section below, in the Assessment area of this document)***

• **Police Program Undergraduate Concentration:**

The role of the police officer is intellectually demanding, requiring officers to possess knowledge and skills in both substantive and procedural law, police procedures, problem solving, crisis management, written and oral communication, technology, and professionalism. Successful completion of the Police Certification concentration, together with the completion of the Police Academy hands-on requirements including, but not limited to, firearms, self-defense, and defensive driving, will make the student eligible to pursue a 5th year Master’s degree at Fitchburg State University with a Police Certification concentration. Together, successful completion of the Police Certification undergraduate concentration and the Police Certification graduate concentration will confer eligibility for certification by the Massachusetts Municipal Police Training Committee (MPTC). Students who are certified by the MPTC can seek employment directly with any municipal police department in Massachusetts. Those who wish to be state police officers must still go through the State Police Academy. It is anticipated that a student’s Police Academy hands-on training will be completed during the fifth year of this four-plus-one (4+1) program.

***(Note: “Expected Outcomes” omitted)***

**Academic Program Requirements**

---

To remain in the Police Program, a student must (a) earn a minimum grade of 2.0 in each of their MPTC-required Criminal Justice courses; and (b) maintain a 2.50 overall GPA. In addition, Police Program students whose GPA is less than 2.75 at the end of their penultimate undergraduate semester would not receive automatic acceptance into the graduate portion of the program, but would have to be granted a waiver by the Criminal Justice program faculty in order to be accepted into the graduate program.

***(Note: List of classes omitted; see the Plans of Study found in the Curriculum section below, in the Assessment area of this document)***

• **Master of Science, Police Certification Concentration:**

Admissions Standards and Criteria

---

Students who complete the undergraduate Police Program concentration are generally expected to enter the CJ Master of Science, Police Certification concentration program. These students receive graduate credit for completing the Fitchburg State University Police Academy and must complete the following courses to receive their MS, and to continue to adhere to the requirements of the [Police Training Academy](#).

Required Courses

- 
- [CJ 7250 - Applied Concepts in Policing](#)
  - [CJ 7300 - Professional Responsibility and Community Relations for Law Enforcement](#)
  - [CJ 7320 - Crime Causation](#)
  - [CJ 7350 - Advanced Police Patrols Operations](#)
  - [CJ 7370 - Massachusetts Criminal Law and Procedure](#)
  - [CJ 8010 - Leadership and Management](#)
  - [CJ 8100 - Program Evaluation](#)
  - [CJ 8150 - Advanced Policy Seminar](#)
  - [CJ 8200 - Recruit Officer Course](#)

• **Master of Science, Professional Studies Concentration:**

The Professional Studies concentration in the MS in Criminal Justice is a special option just for those students who are enrolled in the 4+1 BS/MS program, but who wish to opt out of the Recruit Officer Course, CJ 8200. Students pursuing this option will take [CJ 9840](#) Capstone Project in place of CJ 8200.

The concentration will allow students to complete no more than 12 credits of special project work related to their area of study. Students will work directly with a faculty advisor to develop a project plan, conduct the project and present the results of their project work in an academic paper and also present the results of their research to their faculty advisor and other members of the academic department. Project plans will be related to the professional field of Criminal Justice and will require students to demonstrate their understanding of the field by conducting an action oriented project and then reflect on their project work and articulate how they used their knowledge and theories from the field to complete the project work and indicate what they learned through the process.

Students may not apply directly to the Professional Studies concentration; it is only an option for current students who either do not need the Recruit Officer Course content (they have already completed an approved Police Academy), or they want to opt out of the MPTC concentration and still complete the Master's degree.

### ***b. Best practices***

The CJ program fulfills the requirements of the Department of Higher Education that allow us to be certified under the Quinn Bill. As noted above, Quinn Bill certification entitled graduates to higher pay rates at Massachusetts police departments than not only non-graduates but also graduates of non-certified colleges. The Quinn Bill standards, created especially for the Police Career Incentive Pay Program (PCIPP) in 2003, were subsequently adopted, with slight modifications, by the Academy of Criminal Justice Sciences (ACJS). The ACJS is the preeminent professional and academic society in the field of criminal justice. In our last full review by the Massachusetts Department (then Board) of Higher Education in 2009, we were found to be in compliance with the Quinn Bill standards, and by implication, those of the ACJS. The ACJS certification standards may be found at Appendix E.

### ***c. Balance between breadth and depth***

The CJ faculty recognize that the field of Criminal Justice is nearly limitless in both breadth and depth. Since it deals, at its base, with all potentially harmful human behavior, it implicitly includes the study of desirable human behavior as well. Since it deals with individual humans and their social and cultural contexts, it includes every behavioral and social science from biology through psychology to sociology, political science, and economics. Since it deals with society's reactions to crime and analogous behavior, it includes the study of the institutions created to deal with crime, including policing and other law enforcement, the criminal courts, and corrections, as well as the parallel juvenile justice system, with its own courts and correctional institutions. Criminal justice also intersects with other systems of social control and social service, including but not limited to schools, child protection, and mental health. Each of these individual fields, institutions, and systems could host its own academic and/or social silo, but CJ educators and practitioners do not have that luxury. CJ is both broad and deep, reflecting the complexity of our species.

How do we balance breadth and depth? Our required curriculum rests on the recommendations of the ACJS, which were adopted by the DHE, and we are confident that it provides the breadth and depth necessary to begin a career in some area of CJ or in a related field as an educated person. In addition, our traditional students are required to take five electives, which range from courses specific to certain fields, like law, policing, or corrections, to courses that take a metaperspective on CJ, such as *Law & Society* and *Crime in the Media*. Many of our electives are taught by other University departments and programs, embodying the inherent interdisciplinarity of our field. As detailed in the Assessment section below, our faculty come from diverse academic and professional backgrounds – we have worked in each of CJ's four major fields, police, courts, corrections, and juvenile justice, and our graduate degrees are similarly diverse – further reflecting our interdisciplinary orientation. In our classrooms, we bring a liberal arts orientation and our practical experiences to our students, providing links among courses and fields and between the

University and the wider world. This allows students to gain a deeper understanding of the context of CJ than they would if they were simply training for a job.

As a small faculty, we use other University resources to fulfill our mission to provide both breadth and depth in our course offerings. We require our students to take basic courses in Sociology, Political Science, and Psychology, and we require one additional course in each of these fields (*Criminology*, *Introduction to the Legal Process*, and *Psychology of Crime*, respectively). Eight courses taught by other departments or programs are accepted as CJ electives, although the majority of elective credits our students earn are taught by CJ faculty. Two courses that are elsewhere traditionally taught by CJ departments themselves, *Criminology* and *Applied Statistics*, are taught by faculty in Sociology and Mathematics, respectively; in addition, Police Program students take one Psychology and two Human Services courses. Along with the Human Services program, we offer an elective course in *Mediation*. CJ courses are an essential component of the Interdisciplinary Studies component of the Pre-Law major. Several of our students are pursuing this major along with their CJ major. As noted above, we also co-provide a minor in GIS, which includes courses co-taught with Earth & Geographic Science faculty.

## **5. Internal Demand of the Program or Department**

Although we teach our courses with a liberal arts orientation – humanistic, interdisciplinary, analytic – we are considered by the University to be a “professional program,” and so are not eligible to provide courses in the liberal arts and sciences to students outside our program. Therefore, we are not called upon by the University to teach service courses.

However, as noted above, our program is an integral component of the interdisciplinary Pre-Law major, providing nine of the 33 major-specific credits in that program. We also have more than 40 minors, and are part of the aforementioned GIS minor.

## **6. Recommendations and Actions from Previous Program Review**

Our situation does not easily conform to the strictures of this subsection. Our last full program review was conducted in 2009, under the auspices of the Board of Higher Education for the purpose of ensuring compliance with the Quinn Bill. At that point, we were found to be in compliance, and did not have to make any major changes in order to continue as a certified program. Our most recent Annual Status Report to the Department of Higher Education regarding our continued certification as an approved baccalaureate program under the Quinn Bill is available on Blackboard.

Following our recertification, we initiated the Police Program. The growth and other changes associated with this program combined with our static faculty size led us to request, and receive, the University’s cooperation in a program review in the spring of 2018 that involved a self-study and an outside reviewer. In this subsection, we present abridged versions of recommendations of the 2018 reviewer, Professor James Acker of the University at Albany, and discuss subsequent actions. His full report is appended to this self-study.



## 2018 Evaluator Recommendations (from External Evaluation Report, Appendix A)

- The CJ faculty should undertake fresh review of the undergraduate and graduate curricula.
  - A prime objective should be to better harmonize the objectives and implementation of the Police Program, including the 4+1 option, with the traditional CJ major track.
  - The anticipated revision of the MPTC regulations represents an opportunity and provides added impetus for reviewing the Police Program. . . it should be determined whether it is possible to achieve compliance by requiring fewer courses and whether required classes can fairly satisfy multiple MPTC learning objectives.
  - This review process would be facilitated if an individual conversant with both the CJ curricula and the MPTC requirements were enlisted to help coordinate and oversee related deliberations.

### **CJ Program Actions in Response**

The CJ faculty, working with the Academy Director and the Dean of Arts and Sciences, revised the Police Program curriculum to accord with the revised MPTC curriculum and reduced the total additional credits required for the Police Program major above those required for the traditional CJ major from 28 to 6. One of these credits was saved by reducing *Criminal Investigations* from four to three credits, while the other credits were eliminated by consolidating MPTC content into fewer courses and placing some MPTC content into an academic course taught during the post-undergraduate Police Academy portion of the Police Program.

## 2018 Evaluator Recommendations

- Independent of or in connection with introduction of the new MPTC regulations, faculty should consider aspects of the undergraduate major, including:
  - Whether credits required for completion of the traditional major can and should be reduced to fewer than the current 47 [sic – is actually 48]
  - Whether the current 4-course sequence (Math statistics + 3 CJ classes) in data analysis, utilization, and research methods can and should be modified, including by better integrating the math/statistics class, reducing the number of required classes, and using different delivery models.

- **Whether admission to the Police Program should be delayed until the beginning of students' sophomore year instead of occurring at the outset of the first year of study.**

### **CJ Program Actions in Response**

The CJ program eliminated one of the courses, *Advanced Research Methods*, from the research methods sequence, saving our majors three required credits. The course had been added both to improve students' understanding of research and data analysis and to help them with college-level science writing and library research. To compensate, we have intensified our writing focus in other courses and are hopeful that the University's new First Year Experience requirement for freshmen will help with students' research and writing skills, which leaves more class time to focus on research methods, statistics, and data analysis in the two remaining CJ-taught methods classes.

Our students generally report that the statistics course they take within the Math department, MATH 1700, *Applied Statistics*, is of little benefit for their CJ methods and data analysis courses. Because of the structure of the University and especially the status of the Math department as primarily a service department with few majors, we do not believe we will be able to formally teach statistics within our program. We have, however, formally proposed to the University that CJ students fulfill their University math requirement with any college-level math course, not necessarily the currently-required MATH 1700, *Applied Statistics*. We were encouraged by the introduction of MATH 1100, *Math in Society*, by the Math department, which we believe can be of great benefit to many of our students. We would then be free to teach statistics to our students in our methods courses using statistical software, in order to help them understand how statistics facilitate CJ research, and to help them understand research itself in an increasingly evidence-based work environment. Our proposal was approved by the Curriculum Committee of the All-University Committee (AUC) in the Spring of 2019, but was rejected by the full AUC, mainly due to opposition from Math department members of the full committee. We are considering re-introducing this proposal.

We have made no formal changes regarding admission to the Police Program, and continue to accept students as freshmen with no special requirements, beyond those of the University as a whole. We have, however, initiated a policy of delaying intense scrutiny of our Police Program students until the start of their second year, in accordance with our newly-signed Articulation Agreement with the MPTC. The relevant portion of the Agreement, in the Conditions for Articulation section, reads as follows:

**4. MPTC Policies/CMRs:** FSU will abide by all of the policies in MPTC Student Officer Guide and the MPTC- related Code of Massachusetts Regulations, 550 CMR 3.0.<sup>1</sup> The MPTC Student Officer Guide will be reviewed at orientation.<sup>2</sup> In recognition that the students are younger (17 or 18 years old) than the traditional academy officers at the time of entry into the program and that the students must obey MPTC policies for 5 years (rather than a traditional 24-week academy), FSU will have flexibility to enforce the policies and regulations to students over the 5-year period. (For example, FSU may use its best judgment to counsel, rather than dismiss, for minor violations of the MPTC

policies)

The full Articulation Agreement, dated February 12, 2020, appears as Appendix F.

### **2018 Evaluator Recommendations**

- **With respect to the graduate program:**
  - **Specific consideration should be given to whether the current program which couples the Police Program undergraduate major track and the Police Academy en route to the M.S. degree is the optimal model. Alternative models include (a) offering the B.S. degree + Police Academy training as a package, without a coupled or differently oriented M.S. degree; (b) offering Police Academy training as an add-on to the B.S. degree, phasing out the current M.S. degree program, and introducing a new, separate M.S. program which focuses on planned change and public safety management; and (c) keeping the current model and introducing a second M.S. degree program.**
    - **The third option (c) noted above does not appear to be realistic. Under any circumstances, it would not be prudent to introduce an additional, new M.S. degree program without first carefully assessing anticipated demand and without a firm commitment for new faculty and staff resources from the University.**
    - **The second option (b) appeared to engender a good measure of enthusiasm from faculty. The drawbacks include gambling on sufficient enrollment to support a different M.S. orientation and having to phase out an M.S. program that has so recently been instituted and in which students currently are enrolled.**
    - **Option (a) would bring a measure of relief to the resource constraints confronting the CJ program. It has the downside noted above of discontinuing an M.S. program that has recently been instituted and which has been promised as being available to students currently enrolled in the 4+1 program. It also would deprive graduates of opportunities for advancement within police departments and for post-retirement careers.**
    - **A conservative approach, and arguably the best short-term plan, is to retain the current model. . . .**

### **CJ Program Actions in Response**

While we still would like to introduce a re-oriented M.S. concentration, we agree that it would be imprudent without knowing the demand and securing the necessary resources.

In response to student, faculty, and administration concerns, we have changed the order in which our students complete the entire Police Program. Instead of asking our students to finish their Master's degree before attending the Academy, we now schedule the Academy to follow the undergraduate degree. Master's studies follow. Our first year with this sequence has produced a fully-employed Academy class (one of the nine students is working outside of CJ by choice). As our students are working full-time while pursuing their Master's degrees, however, we believe that stretching the M.S. degree beyond the year originally contemplated – essentially, turning it into a part-time degree for many students – will allow more students to complete their degrees without having to divide their attention between their new careers and a nearly full-time graduate program. To further accommodate the increasingly complex lives of our M.S. students, we have moved all of our graduate offerings online.

Since this report, we have also provided a second M.S. concentration for a subset of our Police Program students: those who, for whatever reason, have decided not to complete the Police Academy run by the University but who still would like to earn their Master's degree. In this "Professional Studies" concentration, students complete a capstone project in lieu of the academy.

We have recently been approached by the administration of the University's School of Graduate and Continuing Education (GCE) to expand our non-Police Academy M.S. offerings. We are considering this issue, mindful of the existing constraints on our resources. At this point, GCE desires a trial period before they will commit to providing us with additional resources. We are mindful of our evaluator's recommendations, but believe there may be a way to expand our program without immediately having to expand our course offerings. This issue is very much up in the air.

At this point, none of the CJ faculty has strongly recommended Option (a) above.

### **2018 Evaluator Recommendations**

- **Many features of the undergraduate and graduate curricula obviously are interrelated. Among these is the need to balance admission of undergraduate students to the Police Program, anticipated attrition, and retention of a cohort large enough at the end of the undergraduate experience to make enrollment in the Police Academy cost-efficient.**
  - **This calculus should be carefully monitored and assessed.**
  - **Delaying entry to the Police Program until the start of students' sophomore year of studies would almost certainly promise to help reduce attrition and make projections of a surviving cohort more reliable.**
  - **It may or may not be feasible to consider ways of opening admission to the Police Academy to individuals who otherwise qualify as prospective police officers yet are not products of the FSU Police Program.**

## CJ Program Actions in Response

As noted above, we have not changed our admissions procedures, but have reduced monitoring the first year, relieving some of the strain on our resources, as described above (see also Appendix F).

### 2018 Evaluator Recommendations

- The University Administration, in concert with the CJ faculty, should consider:
  - The provenance of the Police Program, which I understand occurred during a period of different administrative leadership, and should critically evaluate whether an adequate allocation of resources has been made to sustain the CJ program with the newly introduced undergraduate Police Program and the 4+1 option.
    - I am unfamiliar with how resource-allocation decisions are made at FSU and in particular with the relative standing of the CJ program and other programmatic and administrative demands which must compete for scarce resources. Nevertheless, the introduction of a new undergraduate track and a new M.S. program almost certainly presumes that new resources adequate to support the programs would be forthcoming. The growth in enrollment of undergraduate majors associated with the new Police Program certainly benefits the University's enrollment goals, and in itself suggests that the CJ program should be a prime candidate for the infusion of new resources. It is apparent that introduction of the Police Program/Police Academy/4+1 experience helps distinguish the University in multiple positive ways. Serious consideration should be given not only to whether adequate resources currently are available to support the CJ program, but whether investing additional resources would further help distinguish the University and this unique program. The size of the faculty, the course releases made necessary as faculty perform necessary services, and the relative inflexibility of the curriculum offerings, particularly with respect to MPTC programmatic and faculty certification requirements, make a strong case that the CJ program should be a prime candidate for additional faculty lines and administrative support.
  - Whether demands currently placed on faculty can be alleviated by investing in additional staff support.
    - CJ faculty currently maintain unusually high student advisement loads, which apparently exceed union-negotiated targets. The faculty take their advising roles seriously and consider their interaction with students to be an important responsibility. At the same time, diligent and well-trained staff are capable of bonding with students and fulfilling core advisement

functions, which for the most part do not require faculty expertise. Faculty have ample opportunity to interact with students in their relatively small classes and in extracurricular activities. Considerable efficiencies could be gained by freeing up faculty time currently devoted to advisement through retention of a well-qualified full- or part-time academic advisor for the CJ program.

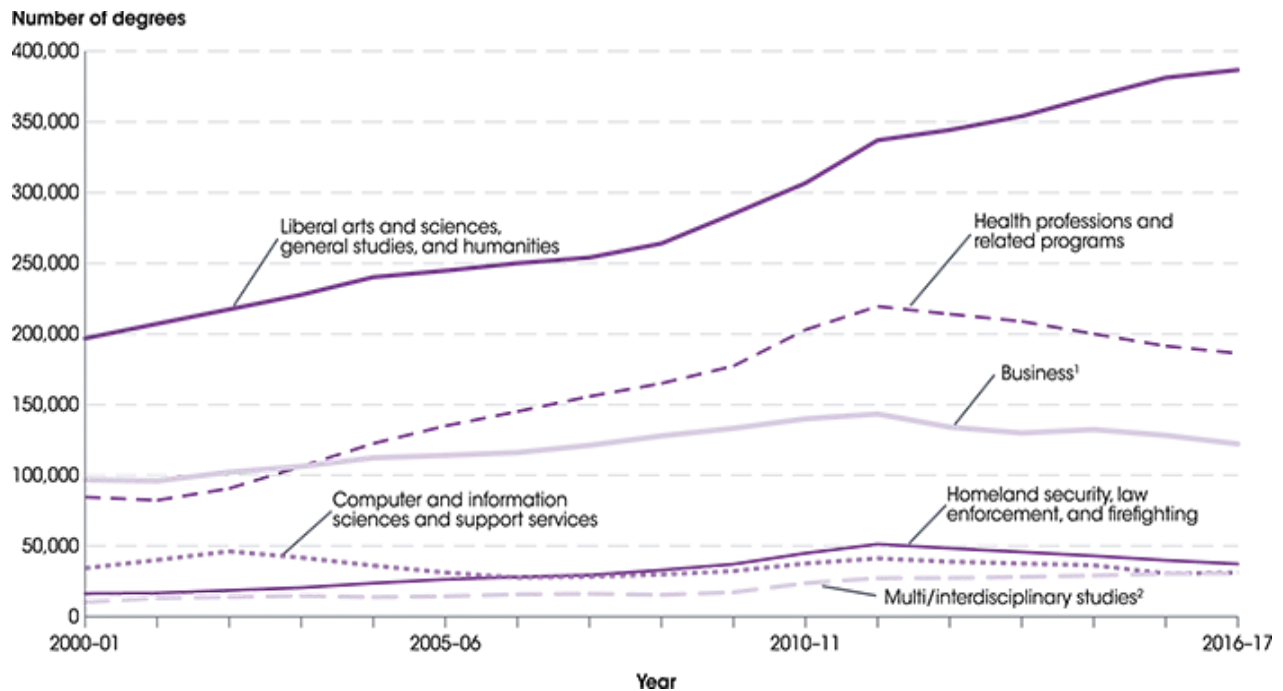
- The same considerations apply to oversight of the Internship Program. Faculty expertise is not needed for this function. A well-qualified staff member, perhaps the same one as devoted to advisement, should be considered to administer the Internship program and thus help free up faculty time.
- The faculty were uniform in their agreement that the responsibilities of the Graduate Coordinator and Academic Coordinator for the 4+1 Police Program are inadequately compensated by a one-course reduction in teaching load per semester. In addition, the demands of this position are such that when the faculty member who currently serves in this capacity is on leave or relinquishes responsibilities, it promises to be difficult to enlist a replacement. If non-faculty can carry out some of the responsibilities of this position, and if additional technological support from the Registrar's Office or elsewhere in the university can alleviate some of the workload, those measures should be implemented. If not, additional teaching relief should be considered, mindful of the demands already placed on the faculty to meet curriculum responsibilities.

### **CJ Program Actions in Response**

Nationally, CJ enrollments appear to be falling. However, CJ enrollments at Fitchburg State University are increasing. We have been attempting to increase our faculty size to keep up, and will continue to request new faculty in the future. Our advising load has been redistributed somewhat within the Behavioral Sciences department, but, given the fundamental differences among the requirements of the three Behavioral Sciences undergraduate program, programs, Sociology, Human Services, and CJ, this should not be considered a permanent solution.

---

**Figure 1. Number of associate's degrees conferred by postsecondary institutions in selected fields of study: Academic years 2000–01 through 2016–17**



Source: [https://nces.ed.gov/programs/coe/indicator\\_cta.asp](https://nces.ed.gov/programs/coe/indicator_cta.asp)

### 2018 Evaluator Recommendation

- If additional support is secured for enhancing faculty diversity at the University, the CJ program should be strongly considered as a beneficiary as resources and faculty lines are made available.

#### **CJ Program Actions in Response**

We embrace the increasing diversity of our student body, and would like to see a corresponding increase in the diversity of our faculty. We are fortunate to have recently hired our first Latinx tenure-track faculty member. However, we are, as a program, limited to those who apply, and would greatly appreciate any good work that the University might do to increase the diversity of our candidate pools. We know there is potential: Fitchburg State is developing a national reputation for effectively serving minority students (e.g., <https://www.sentinelenterprise.com/2018/09/27/fsu-named-among-top-schools-for-serving-black-students/>), and should therefore be attractive to a range of faculty candidates.

### **7. Program Initiatives and Significant Changes since Last Review**

At the last full program review in 2009, completed in connection with our application for Quinn Bill recertification, the CJ program had five full-time dedicated CJ faculty members for what was then 251 CJ majors. Significant growth and changes took place even before those changes made in response to the 2018 recommendations (section 6 above), including:

- Creating a new “4+1” Police Program (FA15) and the hiring of a full-time Police Academy Director (SP17);
- Hiring two additional full-time tenure-track professors (FA11 & SP16);
- Attempting to fill an 8<sup>th</sup> CJ faculty position with a full-time tenure-track professor; (two professors have come and gone from this position between 2015 and 2017, and we are facing our second retirement in three years);
- Revising our methodological/research sequence to add an additional Research Methods course (which was subsequently eliminated);
- Welcoming a substantial increase in CJ majors due, in part, to the new Police Program (now at 402 total CJ majors as of FA19); and
- Accommodating administrative changes up and down the hierarchy, including a new president (2015), provost (2016), dean (2017), and departmental chair (2013).

As noted in Section 6, we have responded constructively to the 2018 program review as well. In sum, our recent initiatives and changes have included:

- Streamlining the methods/data analysis sequence, and seeking flexibility for our students in fulfilling their University-mandated mathematics requirement;
- Reducing the roster of courses required of Police Program undergraduates, both to reflect the revised MP TC academy curriculum and to better align the Police Program concentration with the traditional CJ BS;
- Reversing the order of the Master’s program and the Police Academy for our Police Program students, so that they may begin their careers after finishing the Academy and pursue their Master’s either full- or part-time;
- Renewing our agreement with the MP TC to continue to run the Police Program, which is unique in the nation and includes the only on-campus police academy in the Commonwealth;
- Negotiating a modified monitoring procedure for our first-year Police Program students that accounts for the youth of those students and has reduced the burdens on the Academy Director;
- Instituting a Professional Studies concentration in our Master of Science CJ program, in order to accommodate students who complete the undergraduate Police Program concentration but not the Police Academy, which paves the way to accept non-Police Program students into our Master’s program;



***a. Interdisciplinary programs***

As noted above, we have added a GIS minor in conjunction with Earth & Geographic Sciences, and participate in the Pre-Law interdisciplinary major. We are in the process of exploring the development of an interdisciplinary cyber-security major or certificate program, but do not yet have the resources to seriously plan for its implementation.

***b. Delivery mechanisms***

As noted above, we have moved our graduate courses online, to accommodate the de facto part-time status of our M.S. students. We have increased our online undergraduate offerings and now offer about three online courses per semester, as well as several in the summer and winter sessions. We have found that, as our students near the completion of their degrees, they appreciate the flexibility provided by online options, since many begin serious CJ and other jobs as juniors or seniors.

***c. Service learning and community outreach***

We have continued to run a dynamic internship program. As noted below, our students have been placed with over 100 agencies, and only five of the hundreds of our student interns have drawn complaints from their internship hosts.

## *Assessment*

### 1. Program Inputs

#### *a. Program reputation*

##### Distinguishing characteristics

Housed in a modest regional university, our program exhibits a number of distinguishing characteristics:

- Our Police Program is the only one of its kind in the United States, and may end up as a model for 21<sup>st</sup>-century American police education.
- Our CJ program follows both state and national best practices. Our undergraduate program is certified under the Massachusetts Quinn Bill (the Police Career Incentive Pay Program) and comports with the national standards established by the Academy for Criminal Justice Sciences (ACJS)
- Reflecting the interdisciplinary nature of the CJ field, our faculty have earned advanced degrees in a wide range of disciplines, including Administration of Justice; Criminal Justice; Criminology & Justice Studies; Developmental Psychology; Forensic Psychology; International Development; Law; Law, Policy, & Society; Political Science; Psychology, Policy, and Law; and Sociology.
- With a 4/4 teaching load, several of our faculty are productive scholars, and are currently engaged in scholarship, both funded and unfunded, and international consultancies. Our faculty are also heavily involved in regional associations focused on CJ higher education.
- In an era of declining college enrollments, our program's enrollments have increased over the past decade.
- Our program is dynamic and evolving, with plans to create an Institute for Community, Social, and Criminal Justice to serve our state and region, and to produce high-quality research and rich educational experiences, as well as an innovative Master's program seeking to integrate the CJ system with other systems of social control as well as those that interact with people in distress, including social services, education, addiction treatment, child protection, and community mental health.
- Each student receives academic advising from a faculty member.

- We have a vital internship program, having placed students in over 100 different state, regional and local agencies and entities (see Appendix C), nearly all of whom report that they are satisfied with our students and request us to send them more interns. We discuss the internship program further below, in the “Program Outcomes” section of this document (p. 42).

### **Congruence between program goals and national standards**

The undergraduate CJ program is certified by the Commonwealth of Massachusetts under the criteria established by the Board (now Department) of Higher Education under the Police Career Incentive Pay Program, also known as the Quinn Bill. The Quinn Bill criteria were subsequently adopted, with minor modifications, by the Academy of Criminal Justice Sciences (ACJS), the preeminent professional and scholarly association for the field of CJ. Therefore, our Quinn Bill certification indicates that our program comports with national standards for undergraduate CJ programs. The ACJS standards are reproduced as Appendix D; please note that a footnote beneath the abstract acknowledges their debt to the Massachusetts standards.

We have not sought Quinn Bill certification for our Master of Science CJ program.

### **Local, regional, national ranking, metrics of excellence, visibility**

We examined several websites ranking undergraduate CJ program, but could not find , the Fitchburg State CJ program on any “best of” or “best value” lists. In contrast, other Massachusetts state universities can be found on various lists, including Westfield State ([valuecollege.com](http://valuecollege.com), [collegeaffordabilityguide.com](http://collegeaffordabilityguide.com), and, on a Massachusetts list, [criminaljusticeonlineblog.org](http://criminaljusticeonlineblog.org)), Salem State ([bestvalueschools.com](http://bestvalueschools.com)), and UMass Lowell ([bestvalueschools.com](http://bestvalueschools.com), [criminaljusticeonlineblog.org](http://criminaljusticeonlineblog.org) ). One website, “[collegefactual.com](http://collegefactual.com)”, purported to rank 413 undergraduate CJ programs. On this list, Fitchburg State was ranked 163 nationally, behind UMass Lowell (10), Westfield State (72), UMass Boston (108), Worcester State (140), Salem State (158), and Bridgewater State (162). US News and World Report does not provide rankings of undergraduate CJ programs, but ranks Fitchburg as #108 out of 179 regional universities in the US, and 34<sup>th</sup> of 43 public schools, behind Westfield (86/23), Worcester (100/27), and Framingham (104/31), and tied with Bridgewater. Within the State University system (the tier below the UMass system), only Salem State is ranked lower in Massachusetts.

The fact that our program appears on so few “best of” and “best value” lists limits our visibility as well. However, our faculty regularly attend both regional and national conferences focused on CJ and CJ education, which can add to our public profile.

We have evidence that both our Police Program and our CJ program in general are respected by people who are familiar with us and our graduates. Because of the quality of our graduates, the state of New Hampshire has modified its policy and will now accept our students’ police academy training as if they had gone through the New Hampshire category. This distinction has not been extended to any other Massachusetts police academy.

### **Congruence between program and future of the discipline**

The Police Program may pave the way for other police-university partnerships that integrate a liberal arts education with traditional police training. We hope to help produce a new generation of police recruits who have internalized the best values of the liberal arts education and do not see a sharp divide between what they learned in college and what they “really” need to know. In the future, we would like to extend a similar approach to other areas of social control – corrections, community corrections, child protection, community mental health, and so forth – through an expanded Master’s program and a proposed Institute for Community, Social, and Criminal Justice.

*b. Students by program*

**New student enrollment trends**

With the implementation of the Police Program, our enrollments increased substantially in 2015/16 but have recently leveled off. Table 4 below shows our enrollment trends. The full trend document can be found on the Blackboard site for this program review.

**Table 4  
Enrollment Trends**

	2013	2014	2015	2016	2017	2018	2019
<b>Number of Majors</b>	<b>293</b>	<b>273</b>	<b>282</b>	<b>298</b>	<b>354</b>	<b>377</b>	<b>416</b>
Overall declared majors <sup>3</sup>	3,748	3,824	3,806	3,840	3,862	3,837	3,805
<b>% of overall declared majors</b>	<b>7.82%</b>	<b>7.14%</b>	<b>7.41%</b>	<b>7.76%</b>	<b>9.17%</b>	<b>9.83%</b>	<b>10.93%</b>
Traditional CJ	293	273	281	257	246	214	215
Police Program	0	0	1	41	108	163	201
<b># of incoming frosh majors</b>	<b>61</b>	<b>47</b>	<b>53</b>	<b>60</b>	<b>111</b>	<b>104</b>	<b>104</b>
<b>% of incoming frosh</b>	<b>8.76%</b>	<b>6.14%</b>	<b>7.77%</b>	<b>8.23%</b>	<b>15.40%</b>	<b>14.04%</b>	<b>14.55%</b>
<b># of incoming transfer majors</b>	<b>41</b>	<b>41</b>	<b>39</b>	<b>40</b>	<b>47</b>	<b>41</b>	<b>51</b>
<b>% of incoming transfers</b>	<b>10.35%</b>	<b>9.45%</b>	<b>9.31%</b>	<b>10.15%</b>	<b>10.63%</b>	<b>9.36%</b>	<b>12.20%</b>

**Minimum qualifications**

CJ students in both majors need satisfy only the admissions requirements of Fitchburg State University. Roughly, a student must have at least a 2.0 high school or college GPA; new students must have completed certain college prep courses as well. The University accepts 87% of its applicants, 25% of whom enroll.

Students in the traditional CJ major must maintain a 2.0 GPA to remain in the University. The CJ program does not impose any additional requirements for these students. Students in the Police Program, however, must maintain a 2.50 overall GPA and earn at least a 2.0 in each of six MPTC-required CJ courses. Further, they must undergo periodic background checks and satisfy the expectations for conduct and comportment expected of all MPTC academy students. A copy of the MPTC recruit training requirements appears as Appendix B. A student who, for whatever reason,

leaves the Police Program but who is still eligible to study at the University may move into the traditional CJ major.

**Enrolled student profile**

Our student body is fairly diverse. Table 5 presents an excerpt from the trend data (see Blackboard), relevant to our student profile. We note that these data give us seven more students than the trend data reproduced above, but the numbers are very similar.

**Table 5  
Student Profile**

---

	AY 19		
	Male	Female	Total
American Indian or Alaskan Native	0	1	1
Asian	4	2	6
Black or African American	22	23	45
Hispanic	32	39	71
More than one	12	8	20
Native Hawaiian or Pacific Islander	0	0	0
Unknown	4	2	6
White	196	78	274
<b>Totals</b>	<b>270</b>	<b>153</b>	<b>423</b>

---

As the trend data also indicate, our students graduate at a rate somewhat below the rates for the University as a whole.

**Numbers of majors and minors**

As of the academic year 2018/19, we had either 416 or 423 undergraduate majors, 42 minors, and 19 graduate students (see trend data on Blackboard). As of March, 2020, we have 73 students who have applied to graduate in May of 2020.

***c. Faculty (inputs)***

**Number**

Currently, the CJ faculty comprises seven full-time and eight regular part-time members. One of our full-time professors is retiring at the end of the current academic year. We are currently searching for his replacement, as well as for another full-time faculty member. A successful search would return our faculty to its size when we instituted the Police Program in 2015-16. As of March 5, 2020, we have filled one of the two open positions, and are hoping to fill the other.

Table 6 details our current faculty, both full- and part-time. Curricula vitae for our full-time faculty are available on the Blackboard site for this program review.

**Table 6  
FACULTY CREDENTIAL TABLE**

**All FT faculty are 100% with CJ**

Name	Rank	Type of Academic Appointment TT, T, NTT	FT or PT	Highest Degree	Professional Registration Certification	Very Brief description of Activity		
						Teaching	Scholarship	Service
Beausoleil, Marcel F.	Assoc Prof	T	FT	PhD	MPTC	Police, Security, Corrections, Ethics, Homeland Security, Colloquium, Crime Prevention	Textbook Chapter, Conference Presentations, Encyclopedia Articles, Articles in Progress	University Committees, Community Service, Professional Organizations
Bobea, Lillian	Asst Prof	TT	FT	PhD	MPTC	Colloquium, Ethics, Legal Process, Intro to CJ	Book chapters, official reports, and articles in both Spanish and English	Research with Fitchburg Police Dept., Faculty Search Committee, international service including the Government of the Dominican Republic and the United Nations
Brock, Deon	Assoc Prof	T	FT	PhD	MPTC	Corrections, Correctional Law, Methods, Data Analysis	Conference presentations, articles complete + in progress,	Promotion + Tenure Committee, Faculty Search Committee, Parking Committee, others
Drawbridge, Dara	Asst. Prof	TT	FT	PhD	MPTC	Police, Psychology of Crime, Intro to CJ, Colloquium	Extensive research experience	Co-Advisor, Alpha Phi Sigma, Research with FPD
Grometstein, Randall	Prof	T	FT	JD, PhD	MPTC	Intro to CJ, Ethics, Colloquium, Psych of Crime, Research Methods, Women + Crime, Crime in Media, Law & Society	Numerous articles and presentations, textbook chapters, book co-author	Department Chair, Program Coordinator, campus committees, volunteer work
Weiss, David	Prof	T	FT	PhD	MPTC	Intro to CJ, Colloquium, Internship, Policing, Ethics, Corrections, Victimology	Book reviews, textbook chapters, book author	Program Coordinator, Police Program Coordinator, Director Crocker Center, PEC, Advisor to Student Senate, other college committees
Wiebe, Richard P.	Prof	T	FT	JD, PhD	MPTC	Methods, Data Analysis, Psych of Crime, Crime Prevention, Juvenile Justice, White Collar/Corporate Crime, Domestic Terror/Hate, Organized Crime/Gangs, Crime in Media	Extensive research, articles, book chapters, edited book, conference presentations, grant work	Program Coordinator, Graduate Coordinator, IRB Committee, Faculty Search, PEC, other school committees
Bozicas, Paul	adjunct	NT	PT	MS		Legal Issues in Police, Intro to CJ, Police	N/A	N/A

Butland, Alyne	adjunct	NT	PT	JD		Intro to Legal Process, Criminal Law	N/A	N/A
Colautti, John	adjunct	NT	PT	MS, ABD		Police, Victimology	N/A	N/A
Culver, Henry	adjunct	NT	PT	MS		Colloquium	N/A	N/A
Flathers, Kerry	adjunct	NT	PT	MS		Internship	N/A	N/A
Huston, Charlene	adjunct	NT	PT	MS		Mediation	N/A	N/A
Sullivan, Sean	adjunct	NT	PT	MS		Homeland Security, Domestic Terror	N/A	N/A
Walsh, Elizabeth	adjunct	NT	PT	JD, PhD		Criminal Law	N/A	N/A

### Diversity

As noted in Table 4 below, our FT faculty comprises three women and four men; six white people and one Latinx.

**Table 7  
FACULTY DEMOGRAPHIC DATA TABLE**

<b>Demographic Faculty Summary</b>	<b>No. of Full Time Assigned to Unit</b>	<b>No. of Part Time Assigned to Unit</b>
Women	3	4
Men	4	4
<b><i>Ethnicity</i></b>		
White/Caucasian	6	8
Asian		
Hispanic/Latino	1	
Black/African American		
American Indian		
International or Other		
<b><i>Credentials – highest degree</i></b>		
Bachelor's Degree		
Master's Degree		7
Doctorate	7	1
<b><i>Experience</i></b>		
0-3 years	2	
4-7 years	0	
8-11 years	0	
12-15 years	1	
16-24 years	4	
25+ years	0	

### **FTE commitment by program**

All of our full-time faculty members teach completely within the CJ program.

### **Qualifications**

As Table 6 indicates, each of our FT faculty members has a PhD, and two have a JD. Each contributes to scholarship and service from a wide range of disciplinary perspectives, reflecting the intellectual diversity of the CJ and Criminology fields. CV's for our FT faculty may be found online at the Blackboard site for this program review.

#### ***d. Staff support***

The CJ program also includes the Academy Director, who supervises an MPTC police academy of 220 students with no full- or part-time assistance. In contrast, a typical MPTC academy employs not only a director but four to five staff members, and has about 80 students at a time. The CJ program shares an administrative assistant with the Human Services, Sociology, and graduate Counseling programs, who is under the direct supervision of the Behavioral Sciences Department Chair.

#### ***e. Resources***

##### **Fiscal**

**Budget.** The CJ program is housed within the Behavioral Sciences Department, which meets the needs of the program through departmental budgets. One secretary provides all the secretarial services for the three programs, CJ, Human Services, and Sociology, as well as the graduate Counseling program, in the Behavioral Sciences Department. According to the Behavioral Sciences administration, the CJ share of the Department Operating Budget FY20: \$4,781.00 (based proportionally on 7 CJ faculty), with an additional share of \$10,800 allocated to the Police Program.

**Professional development support:** The university allots money (approximately \$800.00) to each full-time faculty member and librarian for continuing scholarship every year. This money is made available to each full-time faculty and librarian with an acceptable proposal and application approved by the Vice-President. An additional amount of about \$400.00 is available for each faculty from the department as a supplement for academic travel expenses.

There are other continuing scholarship supports available across the university such as Ruth Butler grants, the Whiting travel grant, the Scholarship of Teaching and Learning Award, and Innovation grants and microgrants from Center for Teaching and Learning supporting innovative methods of learning or instructional technologies.

**Research infrastructure.** The University's Grant Center supports outside funding, but is staffed by only one full-time professional. She is very good at her job, but, again, there is only one of her. A recent grant awarded to three CJ faculty members could not be administered at the University due to limitations in the research support infrastructure. If the University is going to expand in other



directions to help compensate for upcoming enrollment challenges resulting from demographic shifts, then it should consider strengthening its research infrastructure. As will be discussed below, the CJ program is exploring the establishment of an Institute for Community, Social, and Criminal Justice, of which ongoing funded research would be an integral component.

### **Other**

The CJ program has no independent lab, studio, or library space. Other resources are shared with the University. Our Police Academy depends upon the University for facilities, but, because the end of the academy overlaps with the beginning of the fall semester, is forced to seek facilities outside the University in September to complete training and to hold its graduation ceremonies.

The Behavioral Sciences chair reports that the Behavioral Sciences Department will have provided, by the end of the Spring 2020 semester, 138 hours of advising of CJ students by non-CJ faculty, assuming two half-hour sessions per academic year.

**Equipment and technology.** The university supplies each full-time faculty member with a laptop computer that is replaced periodically. All the faculty members have access to Blackboard for online teaching, Web4 for registration and grade records, and SSC for scheduling advising. Faculty are offered discounted access to some software packages including Microsoft Office. Faculty and students may also access statistical software – such as SPSS and Minitab – for free. However, these programs must be reactivated yearly, and some students have reported difficulty in using the programs on their personal computers.

**Space: classrooms.** The university makes an effort to accommodate faculty requests for specific classrooms when it is possible. Since the department moved to the newly-renovated McKay building, which is about a ten-minute walk from the main campus, most CJ courses have been shifted to take place in McKay. In the current semester (Spring 2020), for example, 27 of the 31 CJ courses that are not online (87%), are being taught at McKay, with the others at the main campus.

All classrooms are equipped with computers, video equipment and projectors. A small number of these classrooms have smartboard technology, while most have chalkboards or whiteboards. Classrooms on the second floor of McKay have been recently renovated, while those on the first floor wait their turn.

The university has made an effort to make most of the classrooms handicap accessible. There is a need, however, to improve on the heating and air-conditioning systems in some of the classrooms on the older buildings on the main campus.

**Space: offices.** All full-time CJ faculty have had individual offices on the second floor of McKay since 2016. These spaces are satisfactory in meeting needs for privacy when talking with students, as well as providing adequate storage for academic and personal materials. Though recently constructed, their climate control and power supply systems are often problematic. The CJ office suite has a waiting area and a meeting room, as well.

Adjunct faculty for Behavioral Sciences and Psychological Sciences share a large dedicated office area, also on the second floor of McKay. The adjunct space contains individual cubicles, and is provided with electricity, Internet and Intranet access, and sufficient furniture for faculty to work

and to meet with students and others, including L-shaped desks. It is a pleasant space, with nice windows and a secure entrance. Adjunct faculty also have full access to the copy room, which also houses their mailboxes (two total for all Behavioral Sciences adjuncts) supplies, and a water cooler; and the supply closet, which also contains a refrigerator and microwave oven.

**Other space.** The second floor of McKay also includes a small student lounge and a carpeted study area in a spacious hallway.

**Library.** The Library provides access to about 360,000 books, split between print (190,000) and eBooks (170,000). According to the most recent Library Program Review for CJ (attached as Appendix G), covering the 2017-18 academic year, the library holds more than 19,000 CJ books, and this does not include the eBooks added since (the 170,00 overall figure was provided by a librarian in a personal communication). No psychology books are included in the CJ figure, though Sociology books are (see page 3 of Appendix G).

The Library also provides access to a myriad of online databases, containing both academic and non-academic sources, pertaining to CJ and related fields. In 2016/17, the Library reported approximately 22,000 unique searches using these databases.

The Library staff continue to support CJ courses in a variety of ways. Staff held in-person research sessions in CJ courses, and remain available to serve as embedded librarians for their courses, an option that we recently discussed with them and are planning to utilize more in the future. In addition to these in-person services, the Library staff has developed a general CJ research guide that is both available on the library's website and embedded into every Blackboard course in CJ.

**Learning materials.** Traditional CJ students do not require special learning materials. However, Police Program students need various equipment and supplies to complete the Police Academy portion of their education, including weapons and ammunition. Currently, our Academy Director is responsible for purchasing these supplies and ensuring a documented chain of custody for all weapons and ammunition.

**Labs and studios.** The first floor of McKay contains a computer lab, with workstations for both PC and Mac users as well as a printer. Professors can have their classes scheduled in the lab. The PC portion of the lab is set up as a classroom with a podium, projection screen, and whiteboards, plus 20 workstations. When not hosting a class, the McKay lab is open for student and staff use.

Within the administrative suite on the second floor of McKay, there is a clinical lab, with one room for classes and interviews and an adjoining observation room; a two-way mirror occupies most of the wall between them.

## **2. Program Processes for Undergraduate and Graduate**

### ***a. Curriculum***

### Process for curriculum development and recent activity

Criminal Justice faculty work collaboratively in reviewing the curriculum of the Criminal Justice Program, both traditional track and the Police Program, while being responsive to the needs and interests of our students.

For example, in recent years, we have added three courses that were of particular interest to our students: CJ 3004 GIS for Criminal Justice, CJ 3040 Cyber Security Management, and CJ 2016 Private Security. Criminal Justice faculty also have the option of proposing and teaching new Criminal Justice courses through “Topics” courses which can be taught up to two times total before needing to go through faculty governance. Such CJ Topics courses allow the professor to assess whether or not the course under review is attractive to students to the extent that the course will fill on an ongoing basis. Topics courses which appear to be of interest to our Criminal Justice students can then be put through the faculty governance process to be added to the course curriculum as a regular and ongoing Criminal Justice course.

Conversely, CJ courses which no longer satisfy student learning objectives and outcomes are eliminated from the CJ curriculum. An example of this is CJ 3135 Advanced CJ Research Methods. (We further attempted to eliminate MATH 1700, *Applied Statistics*, as an LAS Requirement for the CJ Major but were shot down by Math Dept. faculty at the full AUC meeting.) Now, the CJ field-specific statistics, writing requirements, and analytical skills needed for our students is being covered throughout our other methods sequence courses, as well as through the newly-implemented First Year Experience course being integrated into the University’s overall curriculum.

Curriculum for the Police Program has been particularly challenging, with a major overhaul of said curriculum taking place just this past academic year (AY18/19). The impetus for this major curriculum overhaul was threefold. First, the Massachusetts Municipal Police Training Committee (MPTC) reduced the number of training hours required for police certification in Massachusetts. Because approximately one-third of the MPTC Police Academy curriculum is embedded in our undergraduate CJ courses, we needed to reflect the curriculum changes made by MPTC. Second, the Dean of the School of Arts and Sciences requested that the disparity between the number of credits required in the traditional track (48 cr.) versus the number of credits required in the Police Program (79 cr.) be brought into greater parity. With the reduction of the MPTC training requirements, we were able to address the Dean’s concern. Third, the Police Program needed greater course flexibility in preparing for the newly-proposed and recently-passed Liberal Arts and Sciences (LAS) general education requirements to be implemented in AY21/22. The new LAS requirements are vastly different for the current LAS requirements, and students will need the ability to comply with the new general education curriculum.

Lastly, Criminal Justice faculty have discussed at length bringing back the traditional CJ Master’s Program, a program that was put “on hiatus” in 2014-15. Discussion of this traditional MSCJ Program has centered around the type of pedagogy to be used in the program (F2F, online, hybrid), and the content and focus of the degree itself. Of significant concern to the CJ faculty is that of having the proper resources and capacity to offer up such a program. Currently, the CJ Program is attempting to hire two new CJ faculty members, which, if successful, would bring the total number of CJ faculty to 8 starting in the fall of 2020 for over 400 undergraduate CJ majors. One candidate has accepted a position, which is promising.

### **Curriculum requirements**

The Criminal Justice Program requires every major in the traditional track to complete 45 credits of CJ requirements and a minimum of 120 credits for the degree. These include core CJ required courses (24 credits), additional CJ required courses (6 credits) and CJ electives (15 credits). Specific courses are also required in Liberal Arts and Sciences (12 credits).

For students to remain in the Police Program, they must earn a minimum grade of 2.0 in each of their six Municipal Police Training Committee-required Criminal Justice courses, and maintain a 2.50 overall GPA.

A Criminal Justice minor is also offered. Students will complete the Criminal Justice Minor as they fulfill the responsibilities of an academic major. There are twelve semester hours of required courses and six semester hours of electives. Students working toward a Criminal Justice Minor may use no more than two of their major courses toward the minor.

### **Description of curriculum**

The traditional Criminal Justice major provides students with courses which lead to a Bachelor of Science Degree (BSCJ) and provides a foundation for employment in the Criminal Justice field and graduate work. The program is PCIPP approved. Emphasizing both the intellectual and the practical, our major focuses on understanding the criminal justice system and its relationship to society as a whole. Students develop the academic skills needed to think critically about important facets of criminal justice, such as crime causation and prevention, organizational issues, research and evaluation methods, and moral and ethical dimensions.

Criminal Justice Police Program majors can earn their bachelor's and master's degrees, as well as complete police academy training, within five years with the "4+1" Police Program. Full-time students entering the University with the goal of certification as police officers, and who follow the scheduled coursework, will complete their bachelor's degrees within four years, followed by a summertime, on-campus, full-time academy certification from the Municipal Police Training Committee, which is then followed by a one-year master's program that includes eight graduate-level courses (3 fall, 3 spring 2 summer). The graduate program is a total of 36 credits, culminating in an MSCJ Degree.

Students who complete the Police Program at the baccalaureate level are offered admission to the master's program and upon completion and are certified by the Municipal Police Training Committee (MPTC) as police officers in the Commonwealth of Massachusetts. Fitchburg State's Police Program curriculum was designed through partnership with the MPTC, evaluating the academy coursework to determine how to best translate it to campus classrooms.

The off-campus skills component of the academy, including firearms training, defensive tactics, and the emergency vehicle operations course, is taught by certified MPTC instructors, including members of the University Police Department. Graduates of the program will be ready to report for municipal police duty immediately.

### **Plans of study, two year rotations, handbooks**

## *Plan of study for the traditional undergraduate Criminal Justice Major*

### Core Requirements (24 credits):

CJ 1000 - Introduction to Criminal Justice, 3 cr.  
CJ 2050 - Theory and Practices of Policing, 3 cr.  
CJ 2650 - Correctional Theory and Practice, 3 cr.  
CJ 2651 - Ethics in Criminal Justice, 3 cr.  
CJ 3140 - Criminal Justice Data Analysis, 3 cr.  
CJ 4100 - Colloquium, 3 cr.  
CJ 2270 - Introduction to Legal Process, 3 cr.  
SOC 2750 - Criminology, 3 cr.

### Additional required CJ courses (6 credits):

CJ 2130 - Criminal Justice Research Methods, 3 cr.  
CJ 3242 - Psychology of Crime, 3 cr.

### Elective Credits (15 credits):

The Criminal Justice program requires the CJ Major to complete 15 credits of CJ elective credits, chosen in consultation with the student's advisor; such courses may be chosen from any course with a CJ prefix or other approved Criminal Justice electives. Electives include:

CJ 2012 - Police Administration, 3 cr.  
CJ 2016 - Private Security, 3 cr.  
CJ 2020 - Mock Trial, 3 cr.  
CJ 2450 - Women in Criminal Justice, 3 cr.  
CJ 2500 - Correctional Law, 3 cr.  
CJ 2550 - Criminal Law, 3 cr.  
CJ 2600 - Juvenile Justice, 3 cr.  
CJ 3000 - Domestic Terrorism and Hate Crime, 3 cr.  
CJ 3004 - GIS for Criminal Justice, 3 cr.  
CJ 3053 - Victimology, 3 cr.  
CJ 3141 - Innovative Practices in Policing, 3 cr.  
CJ 3100 - Organized Crime and Youth Gangs, 3 cr.  
CJ 3200 - White Collar and Corporate Crime, 3 cr.  
CJ 3250 - Crime & Delinquency Prevention, 3 cr.  
CJ 3300 - Community Based Corrections, 3 cr.  
CJ 3333 - Crime in the Media, 3 cr.  
CJ 3510 - International Terrorism, 3 cr.  
CJ 4990 - Internship in Criminal Justice, 3 cr. (3 credits in CJ electives)  
CJ 4990 - Internship in Criminal Justice, 6 cr. (6 credits in CJ electives)  
CJ 4990 - Internship in Criminal Justice, 9 cr. (6 credits in CJ electives)  
CJ 4990 - Internship in Criminal Justice, 12 cr. (6 credits in CJ electives)  
HMSV 2400 - Crisis Intervention, 3 cr.  
HMSV 3500 - Abuse and Neglect within the Family, 3 cr.  
POLS 2550 - Sex, Race and the Constitution, 3 cr.

POLS 2700 - Criminal Procedure: Rights of the Accused, 3 cr.  
POLS 3500 - Constitutional Law, 3 cr.  
PSY 2350 - Abnormal Psychology, 3 cr.  
SOC 2760 - Juvenile Delinquency, 3 cr.  
SOC 3500 - Law and Society, 3 cr.

LAS Requirements for the Criminal Justice - As part of their Liberal Arts and Sciences requirements, all students in the Criminal Justice Major must complete 12 required credits:

MATH 1700 - Applied Statistics, 3 cr.  
POLS 1000 - United States Government (or POLS 1100 or POLS 1500), 3 cr.  
PSY 1100 - Introduction to Psychological Science (or PSY 1200), 3 cr.  
SOC 1100 - Introduction to Sociology, 3 cr.

### ***Plan of study for the undergraduate Police Program Concentration***

Core Requirements (24 credits):

CJ 1000 - Introduction to Criminal Justice, 3 cr.  
CJ 2050 - Theory and Practices of Policing, 3 cr.  
CJ 2650 - Correctional Theory and Practice, 3 cr.  
CJ 2651 - Ethics in Criminal Justice, 3 cr.  
CJ 3140 - Criminal Justice Data Analysis, 3 cr.  
CJ 4100 - Colloquium, 3 cr.  
CJ 2270 - Introduction to Legal Process, 3 cr.  
SOC 2750 - Criminology, 3 cr.

Additional required CJ courses (6 credits):

CJ 2130 - Criminal Justice Research Methods, 3 cr.  
CJ 3242 - Psychology of Crime, 3 cr.

Elective Credits (15 credits):

The Criminal Justice program requires the CJ Major to complete 15 credits of CJ elective credits, chosen in consultation with the student's advisor; such courses may be chosen from any course with a CJ prefix or other approved Criminal Justice electives. Electives include:

CJ 2012 - Police Administration, 3 cr.  
CJ 2016 - Private Security, 3 cr.  
CJ 2020 - Mock Trial, 3 cr.  
CJ 2450 - Women in Criminal Justice, 3 cr.  
CJ 2500 - Correctional Law, 3 cr.  
CJ 3004 - GIS for Criminal Justice, 3 cr.  
CJ 3053 - Victimology, 3 cr.  
CJ 3100 - Organized Crime and Youth Gangs, 3 cr.  
CJ 3200 - White Collar and Corporate Crime, 3 cr.  
CJ 3250 - Crime & Delinquency Prevention, 3 cr.

CJ 3300 - Community Based Corrections, 3 cr.  
CJ 3333 - Crime in the Media, 3 cr.  
CJ 3510 - International Terrorism, 3 cr.  
CJ 4990 - Internship in Criminal Justice, 3 cr. (3 credits in CJ electives)  
CJ 4990 - Internship in Criminal Justice, 6 cr. (6 credits in CJ electives)  
CJ 4990 - Internship in Criminal Justice, 9 cr. (6 credits in CJ electives)  
CJ 4990 - Internship in Criminal Justice, 12 cr. (6 credits in CJ electives)  
HMSV 2400 - Crisis Intervention, 3 cr.  
POLS 2550 - Sex, Race and the Constitution, 3 cr.  
POLS 2700 - Criminal Procedure: Rights of the Accused, 3 cr.  
POLS 3500 - Constitutional Law, 3 cr.  
PSY 2350 - Abnormal Psychology, 3 cr.  
SOC 2760 - Juvenile Delinquency, 3 cr.  
SOC 3500 - Law and Society, 3 cr.

LAS Requirements for the Criminal Justice Major - As part of their Liberal Arts and Sciences requirements, all students in the Criminal Justice Major must complete 12 required credits:

MATH 1700 - Applied Statistics, 3 cr.  
POLS 1000 - United States Government (or POLS 1100 or POLS 1500), 3 cr.  
PSY 1100 - Introduction to Psychological Science (or PSY 1200), 3 cr.  
SOC 1100 - Introduction to Sociology, 3 cr.

Additional Required Courses for this Concentration (21 credits):

CJ 3055 - Legal Issues in Policing, 3, cr.  
CJ 3057 - Criminal Investigation, 3 cr.  
CJ 2550 - Criminal Law, 3 cr.  
CJ 2600 - Juvenile Justice, 3 cr.  
CJ 3000 - Domestic Terrorism and Hate Crime, 3 cr.  
HMSV 1100 - Introduction to Human Services, 3 cr.  
HMSV 3500 - Abuse and Neglect within the Family, 3 cr.

### ***Plan of study for the Criminal Justice Minor***

Required Courses (12 cr.):

CJ 1000 - Introduction to Criminal Justice, 3 cr., AND  
SOC 2750 - Criminology, 3 cr. OR  
CJ 3242 - Psychology of Crime, 3 cr.

Two of the following courses on the content and practice of criminal justice:

CJ 2050 - Theory and Practices of Policing, 3 cr.  
CJ 2650 - Correctional Theory and Practice, 3 cr.  
CJ 2270 - Introduction to Legal Process, 3 cr.  
CJ 2651 - Ethics in Criminal Justice, 3 cr.

Electives (6 cr.):

Two criminal justice elective courses. At least one elective must have a CJ designation. Elective courses include those listed below, topics in Criminal Justice elective courses, as well as any other courses added as CJ electives. However, Internship in Criminal Justice may not be taken to fulfill this requirement.

CJ 2012 - Police Administration, 3 cr.  
CJ 2016 - Private Security, 3 cr.  
CJ 2050 - Theory and Practices of Policing, 3 cr.  
CJ 2270 - Introduction to Legal Process, 3 cr.  
CJ 2450 - Women in Criminal Justice, 3 cr.  
CJ 2500 - Correctional Law, 3 cr.  
CJ 2550 - Criminal Law, 3 cr. \*  
CJ 2600 - Juvenile Justice, 3 cr.  
CJ 2650 - Correctional Theory and Practice, 3 cr.  
CJ 2651 - Ethics in Criminal Justice, 3 cr.  
CJ 3000 - Domestic Terrorism and Hate Crime, 3 cr.  
CJ 3053 - Victimology, 3 cr.  
CJ 3141 - Innovative Practices in Policing, 3 hr.  
CJ 3100 - Organized Crime and Youth Gangs, 3 cr.  
CJ 3200 - White Collar and Corporate Crime, 3 cr.  
CJ 3242 - Psychology of Crime, 3 cr.  
CJ 3250 - Crime & Delinquency Prevention, 3 cr.  
CJ 3300 - Community Based Corrections, 3 cr.  
CJ 3333 - Crime in the Media, 3 cr.  
CJ 3510 - International Terrorism, 3 cr.  
HMSV 2400 - Crisis Intervention, 3 cr.  
HMSV 3500 - Abuse and Neglect within the Family, 3 cr.  
POLS 2550 - Sex, Race and the Constitution, 3 cr.  
POLS 2700 - Criminal Procedure: Rights of the Accused, 3 cr.  
POLS 3500 - Constitutional Law, 3 cr.  
PSY 2350 - Abnormal Psychology, 3 cr.  
SOC 2760 - Juvenile Delinquency, 3 cr.  
SOC 3500 - Law and Society, 3 cr.

### ***Plan of Study for the GIS Crime Mapping & Analysis Minor***

The interdisciplinary minor of GIS Crime Mapping & Analysis is designed to serve students who want to use Geographic Information Systems (GIS) to transform crime-related information into actionable intelligence for officers in the field and for crime analysts in police agencies. The minor provides students with contemporary geospatial skills and essential criminal justice knowledge that can help them aggregate crime data, identify patterns and clusters, explore the relationship between crime and other types of datasets, and assess the effectiveness of crime-reduction strategies.

Program Curriculum Requirements (9 cr.)



CJ 1000 - Introduction to Criminal Justice, 3 cr.  
GEOG 2400 - Introduction to Geospatial Technologies, 3 cr.  
CJ 3004 - GIS for Criminal Justice, 3 cr.

Electives (9 cr.)

Choose three among eight elective courses, one overlap with major requirement is allowed.

CJ 2130 - Criminal Justice Research Methods, 3 cr.  
CJ 3242 - Psychology of Crime, 3 cr.  
CJ 3250 - Crime & Delinquency Prevention, 3 cr.  
SOC 2750 - Criminology, 3 cr.  
GEOG 3120 - Computer Cartography, 3 cr.  
GEOG 3300 - Urban Geography. 3 cr.  
GEOG 4000 - Geographic Information System, 3 cr.  
CJ 4990 - Internship in Criminal Justice, 3 - 12 cr.

### ***Plan of study for the Master of Science in CJ Police Certification concentration***

Required Courses (36 cr.)

CJ 7250 - Applied Concepts in Policing, 3 cr.  
CJ 7300 - Professional Responsibility and Community Relations for Law Enforcement, 3 cr.  
CJ 7320 - Crime Causation, 3 cr.  
CJ 7350 - Advanced Police Patrols Operations, 3 cr.  
CJ 7370 - Massachusetts Criminal Law and Procedure, 3 cr.  
CJ 8010 - Leadership and Management, 3 cr.  
CJ 8100 - Program Evaluation, 3 cr.  
CJ 8150 - Advanced Policy Seminar, 3 cr.  
CJ 8200 - Recruit Officer Course, 12 cr.

### ***Professional Studies Concentration***

The Professional Studies concentration in the MS in Criminal Justice is a special option just for those students who are enrolled in the 4+1 BS/MS program, but who do not complete the Recruit Officer Course, CJ 8200, for one reason or another. Students pursuing this option will take CJ 9840, *Capstone Project*, in place of CJ 8200.

The concentration will allow students to complete no more than 12 credits of special project work related to their area of study. Students will work directly with a faculty advisor to develop a project plan, conduct the project and present the results of their project work in an academic paper and also present the results of their research to their faculty advisor and other members of the academic department. Project plans will be related to the professional field of Criminal Justice and will require students to demonstrate their understanding of the field by conducting an action oriented project and then reflect on their project work and articulate how they used their knowledge

and theories from the field to complete the project work and indicate what they learned through the process.

Students may not apply directly to the Professional Studies concentration; it is only an option for current students who either do not need the Recruit Officer Course content (they have already completed an approved Police Academy), or they want to opt out of the MPTC concentration and still complete the Master's degree.

### ***Two-Year Course Rotation (Undergraduate)***

To fulfill the requirements of our Quinn Bill certification, we must offer each CJ elective at least once every two years. In practice, we offer many of them more frequently.

CJ 1000 Introduction to Criminal Justice	Every semester
CJ 1001 Mediation	Every two years
CJ 2012 Police Administration	Every two years
CJ 2016 Private Security	Every two years
CJ 2020 Mock Trial	Every two years
CJ 2050 Theory and Practices of Policing	Every semester
CJ 2130 CJ Research Methods	Every semester
CJ 2270 Introduction to Legal Process	Every semester
CJ 2450 Women in Criminal Justice	Every two years
CJ 2500 Correctional Law	Every two years
CJ 2550 Criminal Law	Every two years
CJ 2600 Juvenile Justice	Every two years
CJ 2650 Correctional Theory and Practice	Every semester
CJ 2651 Ethics in Criminal Justice	Every semester
CJ 3000 Domestic Terrorism and Hate Crime	Every two years
CJ 3004 GIS for Criminal Justice	Every two years
CJ 3053 Victimology	Every two years
CJ 3055 Legal Issues in Policing	Every two years
CJ 3056 Homeland Security	Every two years
CJ 3057 Criminal Investigation	Every two years
CJ 3100 Organized Crime and Youth Gangs	Every two years
CJ 3140 Criminal Justice Data Analysis	Every semester
CJ 3141 Innovative Practices in Policing	Every two years
CJ 3200 White Collar and Corporate Crime	Every two years
CJ 3242 Psychology of Crime	Every semester
CJ 3250 Crime & Delinquency Prevention	Every two years
CJ 3300 Community Based Corrections	Every two years
CJ 3333 Crime in the Media	Every two years
CJ 3510 International Terrorism	Every fall
CJ 4100 Colloquium	Every semester
CJ 4990 Internship in Criminal Justice	Every semester

### **Curriculum trends in the discipline**

Criminal justice has generated a great deal of news recently, and much of it has not been good. The discipline has noticed. From its roots as “Police Science”, the academic discipline of CJ has always maintained close ties with the practice of CJ. In order to address some of the challenges faced by the various aspects of the CJ system – police and other law enforcement, courts, corrections and community corrections –in the 21<sup>st</sup> century, as well as those of the agencies of justice and social control with which they interact, the CJ discipline has focused on the following themes:

- Practice and policy in CJ and allied fields should be evidence-based.
- The CJ system is a part of, and not apart from, the community.
- The CJ system does not act alone, but in concert with other systems of social control, social welfare, and social justice.
- The CJ system cannot prevent crime and delinquency on its own.

### **Course delivery methods**

Criminal Justice faculty deliver their courses in a variety of methods, including traditional face-to-face courses in the classroom, online and with the use of Blackboard software, and, when appropriate, through a hybrid of the prior two course delivery methods. A majority of the Criminal Justice undergraduate courses are still offered in the face-to-face format, with an eye toward increasing online course offerings. Many Criminal Justice majors prefer the online option, as it allows them greater flexibility in scheduling other courses, working an outside job, tending to family responsibilities and obligations, and participating in internships. Hybrid courses, wherein course content is delivered both face-to-face and online, are currently concentrated in our research methods courses and the internship seminar.

Of particular note is the fact that the “+1” graduate portion of the 4+1 Police Program transitioned to fully-online in the spring of 2020. Police Program students who successfully obtained their bachelor’s degree and then went on to earn their certification as a Massachusetts municipal police officer were quickly being hired by municipal police departments, thereby making face-to-face evening classes in the master’s degree nearly impossible to attend. Quickly adapting to the needs of the law enforcement-employed graduate students allowed them to continue with their master’s degree in the online format.

### **Learning experiences- internships, service learning, scholarly engagement**

The bachelor’s degree program in Criminal Justice is a PCIPP-certified program that offers students a comprehensive background in Criminal Justice. Students become familiar with law enforcement, courts, and corrections; learn about specialized topics such as gangs, organized crime, terrorism, and hate crime; discuss theories on why people commit crime and how to prevent it; and are introduced to problems in the administration of criminal justice agencies. Additionally, students study statistics, research methods, and data analysis; emphasis is placed on critical and scientific thinking, as well as on oral presentations and writing skills.

In the Criminal Justice major, both in the traditional track and in the Police Program, students have the option of taking an internship in their junior and senior years that offers them real-world experience under supervision and mentoring. Students must have a minimum of 60 Credits Applied and an Overall GPA of 2.50 or greater, as noted on their Degree Evaluation in Degree Works. Qualified interns are placed in a variety of settings, including numerous municipal police departments, various state police agencies, probation and parole departments, courtrooms and courthouses, institutional corrections, community corrections, advocacy and law offices, nonprofit agencies, and victim services agencies and providers. Students can earn 3, 6, 9, or 12 credits through enrollment in CJ 4990 Internship in Criminal Justice. Please see the program review Blackboard site for the Undergraduate Programs Behavioral Sciences Manual for Internship (Fall 2013). It is a goal of the Criminal Justice Program to eventually update and revise this manual specific to the needs of our Criminal Justice interns.

Additionally, many Criminal Justice majors have qualified for, and participated in, the University's Honors Program. The Honors Program offers qualified students a rewarding and innovative integrated program of study with a complete honors curriculum that replaces the LA&S (Liberal Arts & Sciences) or general education requirements. The Honors Program is available for all academic majors and coordinated with all programs, including Criminal Justice. First-year and transfer students may enter the Honors Program; a minor is also available.

Students in the Honors Program take challenging interdisciplinary courses that emphasize proficiency in writing and research, analytical skills, teamwork, and the delivery of presentations. They also attend seminars that offer direct experience in service learning and in the arts. Students take courses with other honors students as part of an "honors freshman foundation year," which includes courses that focus on developing skills in critical thinking. As sophomores and juniors, Honors Program students take an average of one honors course per semester, and then complete their honors work with a two-semester honors thesis in an area of their choosing. Outside of the classroom, students might take part in other extracurricular activities to experience a rich cultural environment and develop community awareness. To remain in the Honors Program, students must maintain a yearly GPA of at least 3.3.

Finally, Criminal Justice majors have also participated in the annual Undergraduate Research Conference. The Undergraduate Conference for Research and Creative Practice takes place on the morning of Convocation Day, and consists of presentations by current undergraduate Fitchburg State students from all departments, including the Criminal Justice Program, to promote both creativity and scholarship. The Conference is a rewarding opportunity for students throughout their university life to showcase their academic achievements for each other, for the faculty, and for their families and friends. Students are able to present in a variety of ways, including poster and oral presentations, media showings and performances, and may present work related to course research or community service, among other options. This Conference is an opportunity for students to learn to present academic and creative work in a formal setting, receive feedback from faculty and scholars in their field, exchange ideas with other undergraduate scholars, and enhance their resume.

### Concentrations and minors

**Undergraduate.** The CJ program includes one undergraduate major with two concentrations: (a) a traditional track, which allows students to informally specialize in any CJ subfield; and (b) the undergraduate portion (“track”) of the Police Program. Our courses also provide integral components of the Interdisciplinary Studies Major for Pre-Law.

**Graduate.** The CJ program runs a Master of Science degree program with two concentrations: (a) the graduate portion of the Police Program, called the Police Certification Concentration; and (b) the Professional Studies Concentration, which currently includes only those students who have completed the undergraduate Police Program but who do not achieve police certification through the Fitchburg-run police academy for one reason or another.

**Relationship of concentrations and minors to vision and mission.** Our vision reflects our dedication to providing our students with the preparation they need to lead productive, ethical, and fulfilling lives, and to be recognized for our work beyond the confines of the University. Our curricula reflect this dedication, seeking to educate our students not only with the skills and knowledge necessary to succeed in a career, but with the perspective necessary to view their careers and lives in larger contexts and develop the willingness and ability to make a positive impact in their communities and beyond. Toward this end, our mission makes it clear that we are not merely a “professional program”, but a program that synthesizes behavioral and social science, the liberal arts, and a concern for social justice in order to prepare are students to contribute to society as well as to their own happiness and fulfillment.

With our current pioneering efforts in uniting the academic and professional worlds through the Police Program, our proposal to add an innovative integrative, community-oriented master’s program to our current graduate offerings, and our initiation of a project intended to create an Institute for Community, Social, and Criminal Justice, we have demonstrated both our leadership and our ambition, in accordance with our vision.

With regard to our minor, we believe that the study of criminal justice can help any student understand the workings of American society and the underpinnings of human behavior generally, and help them become more aware, more empathetic, and more attuned to the ethical and diversity issues that only an unsparing focus on some of the most disturbing aspects of our society can provide. Accordingly, we provide the opportunity to minor in CJ to any interested student, so that they may, in accordance with our mission, develop the awareness and skills necessary to make a positive contribution to society, whatever their career.

### Department/program policies or processes that affect curriculum

With the first and only Police Program in the nation that provides undergraduate, graduate, and Police Academy credentials for aspiring police officers, and with an undergraduate program that is Quinn Bill-certified, we must satisfy the standards and demands of the University, the MPTC, and the Commonwealth’s Board of Higher Education. All of our curricular processes must account for the requirements promulgated by each of these entities. In addition, our program follows a long-standing policy of internal review and introspection, based on both faculty and student experiences and program and student assessment, that creates an ever-evolving curriculum,

as we seek to balance student concerns for predictability and stability with the need to keep up with changes in our student body, in society's expectations for our graduates, and in the research and current events that affect the practice of CJ in all its manifestations.

### **Effectiveness of curriculum**

Surveys of our graduates are limited, but we know that eight of the nine most recent Police Academy graduates are employed full-time as police officers, and that the ninth is taking a sabbatical from her career, is gainfully employed, and is not seeking a CJ-related job at this time. Further, one of these eight has not only secured employment in New Hampshire, but has impressed her new employers so much that the entire state of New Hampshire will now accept the academy training of our graduates who have gone through the Police Program and completed our academy. This privilege has not been extended to all graduates of Massachusetts police academies, but only to those from the Fitchburg State Police Program.

More prosaically, trend data (see Blackboard) indicate that our curriculum effectively educates CJ students when compared with their peers at the University. CJ students graduate at about the same rates as other University students, despite entering with significantly lower high school GPA's. The gap between CJ and average Fitchburg State GPA's closes (but not completely) from first to fourth-year status.

### **Achievement of objectives from the perspective of students, alumni, faculty, and employers**

Survey data on these matters, to be valid, would need to be much more extensive than what is available to us at the current time. What surveys we do have are available on the Blackboard site for this program review. We do know that our internship program is well-received (see, e.g., Appendix C), that many of our students work in the CJ field, and that many employers have asked us to refer more of our students to them.

We intend to work with the University to improve the focus and increase the response rate of student, alumni, and employer surveys.

## ***b. Students***

### **Learning expectations and learning supports**

Our learning objectives for individual courses appear in our syllabi. As a program, however, we are also concerned with our students' "meta-education" – with not only the overall themes of critical thinking, ethical reasoning and so forth reflected in the University's educational priorities, but with how the CJ system works as a whole, at micro and macro levels, and how it fits into the context of the larger society. This means that we expect students to carry knowledge and understanding from one course to the next, not in a linear fashion, but holistically.

We acknowledge that combining big- and small-picture learning can be challenging. The CJ program is very student-centered, and we support our students' learning both formally and informally as much as practicable. We certainly help anyone who asks, and will reach out to those we perceive in need of academic support. Beyond what we glean as instructors and advisors, monitoring provided by our Academy Director helps us identify students who may be at risk but who neither approached us or otherwise appeared on our radar.

### **Retention initiatives**

The Police Program, with its panoply of rules and regulations, minimum GPA requirements, numerous phases, and periodic background checks, is designed to be selective and demanding. However, the traditional CJ major provides a soft landing for students who have, for one reason or another, left the Police Program but wish to continue to pursue a CJ degree. The trend data with which we were provided does not indicate how many of our majors have recently moved from the Police Program to the traditional CJ major, but anecdotally we are pleased that so many of the ex-Police Program students have decided to stay with us.

### ***c. Faculty (processes)***

#### **Teaching responsibilities**

At Fitchburg State, faculty are expected to teach four courses per semester. The school is a teaching university and great emphasis is placed on teaching responsibilities. Exceptions to the 4/4 are given for faculty who also hold administrative responsibilities. Faculty are hired on tenure track which typically is a five year period. During this time faculty are evaluated with classroom observations by the Department Chair every semester. Every other year faculty are also evaluated by a Peer Evaluation Committee of three faculty members which also conducts classroom observations. Both the Department Chair and the Peer Evaluation Committee produce an evaluation and also meet with the professor to offer feedback on their teaching effectiveness. This process continues until tenure is granted. Additionally, every semester faculty are evaluated by students and the completed evaluations are returned to the Professors so that they may evaluate their effectiveness. Student evaluations continue after tenure is granted.

#### **Advising responsibilities**

In addition to teaching, all faculty are expected to engage in student advising. This is considered to be an important responsibility for faculty and is reflected in our faculty contract as an important part of our professional work. Advising is more than just picking classes, it is important for the student and the advisor to create bonds and to assist students with their academics. Due to the size of the CJ program, each faculty member has an advising load of 40- 50 students, and some semesters (due to sabbaticals or other issues) as many as 60, though the 40-50 is the usual number. Due to the number of advisees, a considerable amount of time is spent each semester in advising.

Recently, many CJ students have been assigned to non-CJ faculty in the Behavioral Sciences department, reducing each CJ faculty's advising load from a potential of about 68 to around 40-45

for senior faculty. However, because of disciplinary differences, this should not be considered a permanent solution.

### **Number and types of assignments**

Faculty are required to teach and advise. In order to maintain their jobs and get tenure, they must pursue one or more of the following activities: scholarship and/or creative activity; contribute to their academic discipline; and/or service to the program, department, University, and/or community.

### **Professional development initiatives**

Fitchburg State University has an active Center for Teaching and Learning (CTL). Development activities are offered to faculty on an ongoing basis. Development is offered to faculty in many different forms. There are three Professional Development Days, one each in September, January, and May. These days are usually themed and cover a variety of topics aimed at improving faculty teaching. Attendance at these Development Days is required for faculty.

In addition to the Development Days, the CTL also offers a Teaching Hour once monthly during common faculty time. There is a Summer Institute for Faculty teaching. The CTL remains open daily for faculty to stop in and exchange ideas. Additionally, the CTL puts out monthly postings from the *Chronicle of Higher Education*.

Many faculty pursue professional development on their own in addition to using the CTL. Some attend conferences and training put on by the New England Faculty Development Consortium and one faculty member has served on that organization's Board of Directors. All faculty have attended and presented at conferences hosted by professional organizations, policy institutes, and other scholarly and policy-oriented associations, including the following:

- Academy of Criminal Justice Sciences
- American Association of State Colleges and Universities
- American Psychological Association
- American Society of Criminology
- Latin American Studies Association
- Northeast Association of Criminal Justice Sciences
- Massachusetts Association of Criminal Justice Education
- Society for Research in Child Development
- Society for Research on Adolescence
- Society for the Study of Human Development
- Society for the Study of Social Problems
- Southern Criminal Justice Association

It should be noted that these conferences typically involve workshops, roundtables and presentations aimed at professional development.



### **Faculty retention initiatives**

In response to recent faculty turnover and the demise of the University's mentorship program for new faculty, the CJ program has initiated a within-program mentorship for its junior faculty. Faculty receive advice and assistance on teaching, service, advising, and performance evaluation matters. In addition, new faculty receive, per Department policy, reduced advising loads and, per CJ policy, no more than three separate course preparations per semester and, where possible, only two, and no more than one new preparation per semester.

#### ***d. Quality Improvement Initiatives***

Our program requested, and received, from the University administration the support and resources necessarily to perform a version of a program review in the Spring of 2018. We did so in response to the increasing pressure on our program brought about by the establishment of the Police Program. The current self-study, combined with the upcoming evaluator's report and its sequelae, continue this process of maintaining and improving the quality and integrity of our program. As detailed in this report, we have responded constructively to the recommendations of our 2018 evaluator, and anticipate following through on the action plan that results from the current program review as well.

On an ongoing basis, we review program assessment results and use them as the basis for both curricular and pedagogical improvement.

### **3. Program Outcomes for Undergraduate and Graduate**

#### ***a. Program***

##### **Graduates' rating of the program**

Alumni surveys conducted by the University have not yielded as much data as might be desired, and the CJ program intends to work with the University to improve upon the current situation. The surveys we do have, which can be found on the Blackboard site for this program review, have very few respondents. The largest survey, of undergraduate students in AY 2018/19, has 10 respondents, but its questions pertain to the University as a whole and not to the CJ program specifically. Therefore, it would seem to provide very little information relevant to this program review.

##### **Career placement and continuing education**

The CJ program provides no services in this category, except to the extent that many students find jobs through their internships. Our Police Program, however, has attracted a great deal of attention from municipal law enforcement agencies within the Commonwealth, and we know, from personal knowledge, that each of our most recent graduates who wanted a job in police

work has found one. Further, one of our recent graduates found work with a department in New Hampshire, and that state has now changed its general policy regarding graduates of Massachusetts academies and will now accept Fitchburg State academy graduates (but not graduates of other Massachusetts police academies) as if they had attended a New Hampshire academy. This opens up a new market for our program: aspiring police officers from New Hampshire.

### **Alumni feedback**

Alumni surveys conducted by the University may be found on Blackboard. It should be noted that we have data from only 21 alumni out of our last 339 graduates, dating back to AY 2013/14, so it does not seem appropriate to draw any conclusions from these data. As noted above, however, we will be working with the school to improve alumni data collection.

As a program, we have not undertaken a systematic survey of our graduates. Informally, we know we have a great deal of support among employers and alumni – our initial Criminal Justice Reunion in the spring of 2017 attracted nearly a hundred graduates. Each faculty member receives several letters and emails each year from recent graduates reporting on their employment or continuing education. For example, we have heard Our internship program continues to grow, with employers reporting satisfaction with our students and many requesting more interns than they've gotten in the past. However, none of this constitutes “evidence”, only anecdote, and it would be irresponsible for us to state that our curriculum is “effective” from any kind of scientific perspective. All of these samples are self-selected. We almost never hear from people who were disappointed with their Fitchburg experience or CJ degree.

### **Employer rating of graduates**

We have no survey data regarding the employers of our graduates. We have anecdotal evidence from various police departments that they are impressed with our graduates and that they want us to send more of them.

## ***b. Student***

### **Learning outcomes**

Pursuant to Fitchburg State University policy, each syllabus identifies both course goals and learning outcomes. For individual students, their grades represent their success at learning outcomes, and each class has a progressively higher GPA than the one before. Clearly, attrition is one factor, but within classes containing students of varying academic experience, our more experienced students generally show better attainment of learning outcomes.

### **Assessment overview of program**

In 2010, the university urged academic programs to begin assessing student outcomes. The CJ faculty decided to evaluate senior papers from the Colloquium (and later decided to evaluate

student papers from CJ Data Analysis to understand student progress in quantitative analysis). See, for example, the Annual Assessment Report for AY 10-11, available on Blackboard.

Using a 3-point scale, where 1 = does not meet standard, 2 = meets standard, and 3 = exceeds standard, two or more CJ faculty would read the papers from the Colloquium and assess them in terms of the following outcomes:

- CJ knowledge
- Understanding of crime
- Critical thinking
- Effective writing
- Moral and ethical thinking
- Quantitative analysis

There were many methodological weaknesses with this assessment process, including the following:

- Lack of pretest data
- No measurement of interrater reliability
- No standardized assignments that would likely yield data on these outcomes, with the result that many papers were rated “N/A” on one or more learning outcomes.
- Responsibility for teaching the Colloquium and Data Analysis is shared among the CJ faculty, and faculty members choose the topic of the Colloquium when they teach it. One faculty member assigned group projects one year, which made assessment impossible.

Nonetheless, even by these informal measures, we have some idea of how we are doing as a program. In general, we have found that students’ writing, knowledge of the CJ system, and critical thinking skills have shown improvement over time. More recently, we began to assess papers from CJ 3140 CJ Data Analysis and have found that students’ grasp of statistical reasoning and research methods is tentative and uncertain, despite their exposure to MATH 1700 Statistics, CJ 3130 Research Methods, CJ 3135 Advanced Research Methods, and CJ 3140 Data Analysis.

Further evidence of our effectiveness emerged from our last program review (2009), when we discovered that CJ students entered the university with lower high school GPAs than the average entering freshman. We also examined the college GPAs of CJ majors vs. other graduates of FSU and found that the gap was no wider. We regarded that as evidence of effective teaching on our part, since our students did not see their initial disadvantage spiral into a greater discrepancy between them and the rest of the University, as would be expected under average conditions.

Finally, we have begun to delve more deeply into the basic question: Is college itself an effective intervention to improve cognitive functioning? In a pilot program instituted in 2017-18, one of our professors gave the same evidence-based critical thinking exercise to her frosh and senior classes (Intro to CJ and Colloquium), and found higher-level thinking among our seniors than our frosh, as expected.

In an effort to make the assessment process somewhat more rigorous, we have begun a new process inspired by the Collegiate Learning Assessment (CLA, now called the CLA Plus, [http://cae.org/images/uploads/pdf/CLA\\_Plus\\_Practice\\_PT.pdf](http://cae.org/images/uploads/pdf/CLA_Plus_Practice_PT.pdf)). In fall 2017, students in Intro to CJ were assigned to write a closed paper (closed because they were given six sources to read as part of the assignment). The assignment called for them to decide whether to advise their police chief to advocate for a law allowing gun violence restraining orders (GVROs). We plan to compare the two groups of essays on a number of dimensions, including number of types of sources cited, to get an idea of how well they did on critical thinking. While this measure does not show change, it is certainly encouraging, and we intend to expand this measure into a fixed-panel study, so that in three years we can tell whether specific students have improved during their college careers. Of course, we cannot account for attrition using this method. Eventually we will be able to compare the performance of students who become seniors to how they did on it as freshmen. (This will have the added benefit of showing them how much they have matured academically.)

### **Summary of findings by year**

Assessments conducted under the auspices of the University's Office of Institutional Research and Planning are available on the Blackboard site for this program review. Their results accord with the contents of this self-study.

### **Ongoing changes based on assessments**

As detailed above, we have changed our curriculum based on assessment data that showed that students were achieving adequately in every area except for research methods and quantitative skills. We added a second research methods course in 2013/14, but then removed last year it in response to the 2018 outside evaluator's report and the within-University discussions it stimulated.

The significant changes we have made recently are discussed above, in the overview section of this report regarding the recommendations and actions from the previous program review.

### **Other possible data**

We surveyed our students online in 2017 and found, in a convenience sample of 63 students, a great deal of approval for the behaviors and attitudes of the CJ faculty. When answering the seven Likert-style items that asked about faculty availability, respect for and commitment to students, and enthusiasm for their jobs, the usefulness of advising, and an overall question asking whether they were glad to be a CJ major at Fitchburg, 90.5% of their responses were positive, 3.2% negative, and 5.2% neutral. The remaining 1.1% represented students who had never interacted with the CJ professor outside of the classroom or had never gone for advising. We collected over 60 responses to qualitative questions about positive and negative aspects of the faculty and program, and have taken them seriously as well.

### **Scholarly and creative productions**

Several CJ students have written academic papers and presentations both individually and in collaboration with CJ faculty, and have presented at the Northeast Association of Criminal Justice Sciences, ACJS, and the Fitchburg State University Undergraduate Research Conference. We would

like to increase student-faculty research collaboration, and the proposed Institute for Community, Social, and Criminal Justice would provide one platform for such collaboration.

### **Internship and service learning scores/evaluations**

In the absence of a formal survey of internship site supervisors, we focus here on our internships. Our internships seem to have been successful, from both students' and employers' points of view. Since the beginning of our internship program in 2007, not one of the 178 students we've placed has been dismissed from their internship, and only one has withdrawn after the internship began. Internship hosts span a wide range of institutions, agencies, and businesses, including not only police departments but, among other placements, law firms, YMCA's, probation departments, District Attorneys' offices, child service and child protection agencies, courts, and the offices of a mayor and a United States Senator. A full list of placements appears as Appendix C, attached to this document.

In sum, across about 105 different placements, we have found only five to inadequately meet the goals of our program, and, regarding the other 100, we can say that, from the perspective of employers, students, and the CJ program, our curriculum has effectively prepared our students for the rigors and realities of the work world.

### **Professional and community engagement**

We do not currently teach service learning courses beyond the internship. However, our internship itself has been highly successful, with students, internship hosts, and we assume, but cannot prove, that the public benefitting from their interactions. In the near to medium future, evaluations, either formal or informal, of the impact of our program and its graduates on the Commonwealth, its people, and its institutions would be desirable, but would require more resources than are currently available to us.

### **National certification and examination pass rate**

Not applicable.

### **Career placement**

As noted above, there are no viable alumni surveys available. We do know, however, that all of the nine most recent Police Program graduates who completed the Academy have secured full-time employment in law enforcement, with the exception of one who chose to pursue other interests. Further, as noted above, one of these graduates was hired by a New Hampshire agency, which convinced NH state authorities to accept the Fitchburg State police academy as an alternative to an NH academy. This privilege has not been extended to any other Massachusetts academies.

### **Employer rating of graduates**

We have no recent data from our graduates' employers, but would like to cooperate with the University to collect some.

### **Trend data reflection/analysis**

It is clear that we do not have enough faculty to adequately serve our students. We have made this point at length in other contexts, so there is no need to belabor it here. We have worked diligently with the University to reduce the burden our existing faculty by reducing the credit load for all of our students but especially for those in the Police Program, partly in response to the 2018 evaluator's report and partly in response to MPTC curriculum changes. Reducing requirements frees faculty. We are hopeful that our current faculty search succeeds.

We are concerned by low graduation rates for our program and the University. The rates for Fitchburg men – a six-year graduation rate of 54%, according to the College Navigator website – are particularly disturbing, and suggest a re-examination of the model that sends poorly-prepared high school graduates directly to college. We are pleased, however, by data on that same website that shows that 83% of our African-American and Black students graduate within six years.

## *Analysis and Action Plan for the Future*

### **1. Strengths of Program**

Before it was required at the University level, we engaged in continual self-assessment and program improvement. Since 2004, we have strengthened our curriculum, both in our required and elective courses, to reflect trends in the field, especially advances in crime causation research, evidence-based practice, victim focus, and innovative policing practices.

As noted above, we are a collegial faculty that implements the vast majority of our program-related decisions collectively, by consensus. Of the seven tenured or tenure-track professors, four have served as Program Coordinator, and all of us are aware of the complexities of our relationships with the department, university, MPTC, and DHE.

Our academic focus is firmly rooted both in the real world and in the liberal arts. We are not merely trainers in a “professional” degree program, we are educators attempting to help students succeed in their careers and lives and contribute positively to society. These values inform our mission, our curriculum, our teaching, and our interactions with our students.

We have good relationships with our students, and care about their success. We advise each of them individually, and students seem to understand that our doors are always open to them. As noted above, in an online survey conducted in the spring of 2017, an anonymous convenience sample of 63 CJ majors overwhelmingly endorsed the program and its faculty.

### **2. Opportunities to Extend Existing Strengths and Resources**

When feasible, we plan to initiate a stand-alone Master’s program in Criminal Justice, separate from the graduate component of the Police Program, and we desire guidance regarding the realistic amount of resources we will need for this program to succeed. It is a strength of the CJ program that we have both the demand among our current and former students for the stand-alone Master’s as well as a forward-thinking, interdisciplinary approach to a graduate curriculum that will utilize the strengths of the University’s Human Services faculty as well as our own. We believe there is a market for our proposed master’s degree. Students and alums regularly inquire about it. The Massachusetts state legislature has initiated CJ reform efforts, and there is an increased need for people familiar with the issues involved. Also, our proposed program would include a unique track focused on planned change, marketed to anyone working in a system of social control (child protection, probation, community mental health, etc.), and both the planned change and police administration tracks would be community oriented, emphasizing the need for all helping agencies, including but not limited to law enforcement, to communicate and cooperate with each other and with other stakeholders as they deal with the challenges facing their communities. For example, we anticipate that our proposed Master’s would complement the innovations currently being undertaken by Massachusetts probation, parole, and rehabilitation & re-entry agencies.

**The Institute for Community, Social, and Criminal Justice.** We are also proposing the creation of an Institute for Community, Social, and Criminal Justice to benefit the region and the Commonwealth. Designed to complement the CJ program and the stand-alone Master’s, it would function as a center for community-oriented research and service and a clearinghouse for

information regarding the CJ and related systems. As we are currently conceiving of it, the Institute would focus on people who have been, or could be, targets of the CJ system but who would need more than simply a prison term or probation to adequately function in society. Such people would include, but not be limited to, people involved in family violence, incarcerated and formerly incarcerated persons, and people with alcohol, drug, or serious mental health issues that create conflicts or result in actions that might attract the attention of the police. The goal of the Institute would be to encourage and facilitate a holistic, community-oriented approach to dealing with people who, without help, will continue to harm themselves and/or others. This holistic approach reflects the current orientation of our academic programs and would be explicitly instantiated in the orientation of the new Master's concentration.

We have identified potential components of our Institute, beginning with programs and research endeavors that already exist, such as the Police Program and current research grants funded by the Commonwealth. A fully-fledged Institute will require increased University infrastructure for grant support which would allow us to be the primary institution to administer modestly-sized grants, such as grants in the mid to high six figures that might last several years.

Proposed components of the program include the following:

- **Police Program: BS, Academy Certification, MS**
  - This program is unique in the nation, appears to be effective so far, and has established our ability to work productively with the Commonwealth.
- **Implementation and Evaluation Research: Shannon Grants etc.**
  - Our current grant with the Commonwealth centers on implementing procedures for innovative prisoner re-entry programs statewide.
- **Stand-Alone MS: Bringing the Community into Community Policing**
  - The program, with an interdisciplinary faculty, would take a community-oriented integrated systems approach to the challenges posed by people who endanger or harm themselves and others.
- **In-Service Training: Police and Other Community Workers**
  - Using the integrated systems approach, we would provide in-service training for professionals in various social control and helping agencies to foster cross-agency coordination.
- **Joint PhD with Mass Medical: Implementation & Evaluation Science**
  - This program would provide ongoing research support for the efforts of the Institute, increase the footprint of the University, and facilitate connections between research and practice in the service of the needs of Massachusetts residents.
- **Correctional Outreach, Education, & Research: Inside-Out Program**
  - The Inside-Out program teaches incarcerated persons and traditional college students in the same classes, held within correctional institutions.
- **High-Impact Education: Service Learning, Research, Inside-Out**
  - Undergraduate students would benefit from working on Institute projects involving research, Inside-Out, and other service projects.



### 3. Weaknesses

**Curriculum: Electives.** For traditional CJ students, our electives are under-utilized, even though our full slate of electives represents what we believe to be the direction of the criminal justice and criminology fields going forward. Any traditional student who pursues an internship is required to take only three CJ electives.

We have streamlined our own curriculum for the Police Program students, and we hope this means that, with additional faculty resources, we can teach more electives to our students. We have begun to explore the possibility of creating tracks or concentrations within the CJ major, and would encourage students to use some of their free electives to pursue these tracks.

**The Applied Statistics problem.** Many of our students find their MATH 1700, *Applied Statistics*, course a nearly impenetrable barrier to success, and in fact, we have had several students over the past few years fulfill all of their graduation requirements except for *Applied Statistics*. In our methodological classes, we find that students retain very little from that class. We would like to revisit our model for delivering courses in statistics and research methods to our students, in light of the fact that our students take basic statistics outside of our department, for reasons that appear to be in the University's best interests but not necessarily those of our students.

**Understaffing of courses, and complications caused by the combination of MPTC and DHE requirements.** The CJ major at Fitchburg State has grown quickly since its inception around 2000. The curriculum for the traditional CJ major is based on the requirements of the Quinn Bill, which begat the ACJS standards. The traditional CJ program requires 45 credit hours, out of 120 to graduate. Other majors require fewer credit hours, e.g., Sociology (36 credit hours), Political Science (39), History (36), Biology (36), etc. As a result of the large number of required credit hours, traditional CJ students can quickly get off track if they withdraw from, or fail, any of their courses. When they do, we do not always have a sufficient supply of upper-level course sections to allow them to catch up. In our 2017 student survey, some students mentioned this particular problem.

Because of faculty shortages, we find ourselves unable to offer sufficient sections of many of our courses. We have recently instituted a system that will ensure that our at least seniors get the courses they need; in previous semesters, we have had to either eject underclassmen from these classes, overload our existing sections, or add sections at the last minute. In the student survey mentioned above, several students complained about last-minute changes in the course schedule, and we would like to avoid this problem in the future.

We have less flexibility to address our understaffing than other University programs because of our unique set of constraints. Staffing for the Police Program is subject to the following constraints. First, because we are a Quinn Bill-certified program, full-time faculty must teach all core courses. As a result, for undergraduate courses, we can hire part-time faculty only for courses that are considered electives (or non-core required courses, of which we have three) under the Quinn Bill. Second, each instructor in a class required for the police academy must be certified by the MPTC. This certification is not automatic. Together, these restraints limit the range of both adjuncts and full-time faculty available to fill holes in our course offerings.

**Advising overloads.** Our faculty shortage also affects our advising. Our advising load is much higher than elsewhere in the university – 40-55 students per faculty member. Other Behavioral Sciences faculty have taken some of our students, but our advising loads are still high and, overall, based on disciplinary differences and our students’ needs, we would prefer to advise our own students.

**Administering the Police Program.** Significant faculty resources are devoted to the administration of the Police Program. Currently, a faculty member serves as the police program Academic Coordinator and gets a single course release per semester to perform this work for both the undergrad and graduate police program. The tasks performed by the coordinator cannot be handed over to the director of the police academy program. These tasks are academic in nature, e.g., advising students on course selection; reviewing students’ course registrations to see if they were done correctly; gathering mid-term grade information to see if students are doing well academically; reviewing the FSU curriculum for compliance with MPTC requirements; designing and administering the retrospective test required of all academy graduates, etc. Some of these tasks can be made easier by technology, but they still represent a major investment of faculty time that cannot be devoted to teaching.

Keeping Police Program students on track has proven difficult. When the Police Program began, we did not assume that it would be organized on a cohort model. However, we have come to realize that we have to treat it as a cohort program when we plan for staffing the upper-division and master’s courses, and also when we track students’ progress through the “police academy” that they are attending concurrently with their UG experience. Effectively, then, the police concentration is run on a cohort model. Thus, students need to complete their courses in concert with their peers. However, course registration is performed by students, rather than our assigning them to classes by cohort. Thus, a student may find that, due to a hold on his account because of an unpaid bill or a library fine, s/he falls behind his cohort. Or a student who is failing a course decides to withdraw from the course, and thus falls behind.

This phenomenon produces several deleterious results. First, advising students who have fallen behind consumes an inordinate amount of time. Second, we experience significant attrition of students in the Police Program. Along with the entering frosh who either change majors or drop out of school, many Police Program students fail to achieve a minimum grade of 2.0 in each course required under the Police Program or maintain an overall 2.5 GPA, and thus are dropped from the program. Most of these choose to be traditional CJ majors. Several other students, after experiencing the Police Program, decide they want to pursue another aspect of CJ in their careers and laterally move to the traditional program. Faculty must therefore offer multiple sections of lower-level courses for the Police Program, thus making it more difficult to offer CJ electives that are not required by the Police Program. This problem has been alleviated somewhat by the reduction of required courses within the Police Program, but it still consumes resources.

**Bad advice.** Also contributing to the barriers faced by Police Program students who wish to graduate on time is the often inadequate advising they receive as entering frosh. Rather than having department and program faculty advise them in the summer before they start school, the University has decided to assign them classes through a central advising office. This has resulted in many of our students taking useless classes, an inconvenience for our traditional students but a true hardship for those in our Police Program.

**In sum**, we are at a potentially fraught transition point. We risk overexpansion in our enrollments and the consequent inability to properly teach our students. We risk disappointing the MPTC and losing the Police Program. We risk losing a golden opportunity to implement a community-oriented and change-focused Master's program. We want to move carefully but confidently into the next phase of our program's continuing development, with open eyes, a sound plan, and the support of our institution.

#### **4. Opportunities for Addressing Weaknesses**

We may be naive, but we believe that many of our issues can be addressed through increasing the size of the faculty. Regarding the statistics issue, we attempted to solve this last year by asking the All-University Committee (AUC) to approve our proposal to allow our students to fulfill their Math requirement by taking any college-level math course, rather than Applied Statistics, but our proposal was rejected by the AUC. We plan to try again this year.

#### **5. Positioning of the Program to Address Future Directions of the Discipline**

Between the Police Program, the planned standalone Master's, and the proposed Institute, the CJ program is well-positioned to be a leader in 21<sup>st</sup>-century criminal justice. We see the profession moving towards more evidence-based policy and practice, and towards the holistic, community-oriented approach that acknowledges the inadequacy of the CJ system, as well as any other system, to solve serious social problems on its own.

#### **6. Action Plan**

As described in the preceding narrative, the Criminal Justice Program has three goals at this time. First, we would like to work with the University to improve our collection of survey data, which will facilitate not only future self-studies but could be used for ongoing program improvements as well as more formal evaluations of the various components of the CJ program. Second, we would like to expand our online master's degree program beyond the purely police-oriented tracks that it currently comprises. Third, we would like to create an Institute for Community, Social, and Criminal Justice. Fourth, we would like to expand our high-impact educational opportunities for our students. These goals are mutually supportive.

Because of the nature of the evidence for the desirability of change and the interconnectedness of our proposed changes, we have elected not to attempt to format this section as a 6-column table using the template provided in the self-study outline. Instead, we reiterate the following observations and provide a tentative timeline, acknowledging that the remaining parts of the program review process will help establish a clear vision of a realistic future timetable.

1. The field of CJ in general is moving towards an emphasis on data and analysis, including program evaluation and evidence-based practice. A growing number of jobs require familiarity with data handling.

2. The federal government and the states are currently interested in reducing mass incarceration by reducing reliance on institutional corrections (prisons) and relying more on community corrections, especially for those with mental health and substance abuse issues. They are also interested in better preparation for prison inmates to re-enter society at the expiration of their sentences.
3. In April 2018, Massachusetts passed a major package of CJ reforms under the Justice Reinvention Initiative. The legislation includes funds for program evaluation and investment in evidence-based practice.
4. For our students, participation in research and evaluation would be a high-impact experience.
5. An institute would allow us to seek grant monies so that we could participate in the research and evaluation activities that the state is funding.
6. The first evaluation we would perform would be an evaluation the FSU police academy program.
7. Our other goal is to design and implement an online master's degree program.

In order to achieve these goals, the CJ faculty has determined that we would need a minimum of nine tenured/tenure-track faculty members. Since our searches are not always successful, we do not know when we will succeed in hiring a ninth person, and of course retaining present faculty members is a prerequisite to reaching this goal. As a result, the following timeline is flexible.

#### TIMELINE

- |        |  |
|--------|--|
| Year 1 | <p>Conduct faculty search to hire 9<sup>th</sup> CJ faculty member.</p> <p>Investigate developing a relationship with the faculty at UMass Medical Center, including a possible joint PhD program in Implementation &amp; Evaluation Science, who are engaged in extensive implementation and evaluation research. We see a fit between their research activities and our interests. Their grant funding is primarily federal, while we would primarily seek state funding.</p>  |
| Year 2 | <p>Design and submit plan for the MS in CJ community systems track, which would support the proposed Institute and include students representing various community stakeholders. We will consider granting Fitchburg State graduates expedited application and admission procedures. The degree is anticipated to attract many part-time students.</p> <p>Expand high-impact educational experiences for our students, consistent with the University's strategic plan. In CJ we offer a high-impact experience in the form of the police academy. For our traditional CJ students, we would</p> |

like to expand their opportunity for a high-impact experience such as research, evaluation, internship, and others, such as taking a class alongside prison inmates. We would like to offer a life-changing experience to all of our CJ undergraduates.

- Year 3                      Conduct descriptive evaluation of police academy program, 2015-2022 (number of graduates  $>$  or  $=$  40). Prepare course syllabi and review applications for community systems track. Begin designing infrastructure for institute.
- Year 4                      Apply for funds for institute. First year of MSCJ program community systems track.
- Year 5                      Conduct CJ program review.
- Year 6                      Conduct MSCJ review.

Appendices

**APPENDIX A**

**EXTERNAL EVALUATOR'S REPORT**

External Evaluation Report  
Criminal Justice Program  
Fitchburg State University

James Acker, University at Albany  
April 30, 2018

This report summarizes my observations and recommendations following my opportunity to meet on April 25, 2018 with Provost Cardelle, Dean Barricelli, Interim Dean Goodlet, Behavioral Sciences Department Chair Shane, the faculty of the Criminal Justice program, several students enrolled in the criminal justice major (police concentration), and Police Program Academy Director Lane. This report has been informed in part by the Spring 2018 Criminal Justice Self Study prepared by the faculty of the Criminal Justice Program, a document not complemented by additional materials which I understand are deemed necessary to support a formal program review.

The Criminal Justice Program

Housed in the Behavioral Sciences Department, the Criminal Justice program currently supports a major leading to the B.S. degree and a “4+1” program leading to the M.S. degree. The major has two concentrations, one referred to as the traditional program, the other referred to as the Police Program. The traditional program was approved as a major in approximately 2000. The Police Program was launched in 2015. The traditional program requires majors to complete 47 credits consisting of 10 classes taught by CJ faculty plus five electives (an Internship, completed by many students, typically counts as two electives). Students who complete the undergraduate Police Program and otherwise qualify may enroll in a 33-credit Master’s degree program, a part of which involves completion of the Police Program Academy. The Police Program has considerably less flexibility than the traditional program. Majors in the Police Program are required to complete 20 CJ classes while undergraduates (and 8 additional CJ classes if they continue into the M.S. program) and must earn a total of 121 credits from a fixed set of classes (*i.e.*, no room for electives) to fulfill all University B.S. degree requirements. The 4+1 experience not only culminates with the awarding of an M.S. degree, but additionally satisfies Municipal Police Training Committee (MPTC) certification requirements, qualifying individuals for employment in police departments subject to MPTC regulations and oversight. This feature of the Fitchburg Criminal Justice program is distinctive; no other academic institution in the Commonwealth of Massachusetts or, as far as can be determined, in the nation, supports a curriculum (including the Police Program Academy component) that allows graduates to be certified as a police officer upon completion. The Police Program consequently helps advance several laudable objectives: it represents an innovative higher education and training model, it promotes students’ educational and career objectives, and it is designed to help produce broadly educated police officers who are well equipped to serve the important functions they are expected to perform in society. In Fall 2009, the CJ major enrolled approximately 251 students. In Fall 2017, owing in substantial part to the attractiveness of the Police Program, the CJ program

enrolled approximately 357 majors. The CJ program also supports approximately 65 students pursuing an 18-credit minor.

In April 2018, the Criminal Justice program included seven tenured or tenure-track faculty members and one non-tenure-track faculty member appointed on a one-year contract. Faculty members at Fitchburg State University presumptively have a 4-4 teaching load, advise students, and fulfill various service requirements. Although FSU is characterized primarily as a teaching institution, faculty scholarship also is expected and valued, and most or all of the current CJ faculty are engaged in scholarly activities and interested in maintaining scholarly agendas. Service obligations have resulted in course relief for various CJ faculty members. For example, the Graduate Coordinator and Academic Coordinator for the 4+1 Police Program (Professor Beausoleil) receives a 1-course reduction per semester; the Director of the Crocker Center (Professor Weiss) receives a 2-course reduction per semester; the Internship Coordinator receives a 1-course reduction per semester. The combined 4 course reductions per semester are the equivalent of a normal teaching load and thus functionally represent the lost contributions of one full-time faculty member in the classroom. Faculty sabbaticals periodically reduce teaching capabilities. One faculty member (Professor Walsh) will retire at the end of the current academic year. The faculty search process conducted during the 2017-2018 academic year resulted in approval to extend one offer, which the candidate accepted. A second position opening—occasioned by the late departure of a tenure-track faculty member in 2017—was not filled. The 2018-2019 academic year thus again will find the faculty with seven tenured/tenure-track members.

### Observations and Emergent Themes

As an external reviewer my grasp of the history and current circumstances of the CJ program is far inferior to that of the many individuals with whom I spoke. Nevertheless, the opportunity to hear from others and review the documents to which I had access suggests that a number of issues, concerns, challenges, and opportunities now confront the University and the program. A good many, but not all of these matters relate to the addition of the Police Program concentration to the undergraduate major, with the companion 4+1 option which allows students to secure MPTC certification while completing requirements for the M.S. degree.

- As an academic discipline dating to the 1960s, criminal justice has wrestled with establishing an identity aligned with the liberal arts, and thus grounded in the theoretical and methodological traditions of the social sciences (and to a lesser extent law), in contrast to an orientation grounded in professional training, which leans more heavily toward preparing graduates for careers in law enforcement, corrections, criminal justice administration, and related callings. The addition of the Police Program concentration to the criminal justice major, and its pathway to graduates' certification and employment as law enforcement officers in combination with the training offered within the Police Academy via the 4+1 program, has required the CJ faculty to grapple directly with the respective priorities of the liberal arts vs. professional school orientations. The Police Program/MPTC certification package is a unique academic model with apparent benefits to the University, students, and the policing profession. Although its introduction has produced tensions—to some extent philosophical, and unquestionably with respect to the need for commensurate resources for its administration—I sensed broad agreement that the objectives of the program are meritorious, its benefits are considerable, and that it or a variation of it should be preserved. The important caveat, however, is that the Police

Program must be reconciled more effectively with other important programmatic goals, including maintaining the broad liberal arts orientation of the traditional track within the major and keeping open the possibility of developing and introducing a Master's degree program with different objectives (focusing on planned change and public safety management embracing issues including mental health, juveniles, and human services) than the current M.S. degree offered as a part of the 4+1 Police Program.

- The introduction of the Police Program has placed significant constraints on the CJ program. Chief among them is the inflexibility of the undergraduate curriculum occasioned by the need to offer specific courses with sufficient regularity to allow students to meet graduation and MPTC requirements. The Police Program has helped produce sizeable growth in undergraduate enrollment in the CJ program, a development which benefits the University in meeting its enrollment objectives but which places additional strain on a program that is far from flush with faculty and staff resources. Majors in the Police Program must complete 121 credits to graduate and, owing in substantial part to the requirements of MPTC certification, are required to enroll in designated classes as they progress from admission to the program to completion of it. The structure and requirements of the Police Program track make it difficult or impossible for students who do not enroll in the program at the outset of their first year to take advantage of the program. They also impede or prevent transfer students from enrolling in the program. The course offerings in the traditional major have been affected because faculty are free to offer fewer electives while the courses required for the Police Program (which must be taught by MPTC-certified faculty) are offered. Class sizes have grown larger and students have experienced more difficulty in registering for needed classes and completing degree requirements, as well.
- The MPTC is currently re-examining certification requirements. It is anticipated that the number of hours devoted to required training will be reduced and that stated learning objectives may be broadened if not somewhat relaxed. The revised regulations may be promulgated as early as fall 2018. This development should provide opportunities as well as an impetus for the faculty to revisit the undergraduate curriculum for the Police Program, including exploring whether the requirements for completing the program can and should be altered or scaled back. There will be an opportunity to revisit course content and determine whether individual courses can and should be able to satisfy multiple MPTC learning objectives, while still maintaining the academic integrity of the program. The faculty might also be able to take advantage of the opportunity to proactively reach out to the MPTC to invite discussion about shared objectives and whether earning an undergraduate degree in criminal justice might in itself help satisfy MPTC expectations or requirements which apply to police officers generally.
- Integrating Police Academy training into students' academic experience and degree requirements is both a novel feature of the Fitchburg curriculum and is resource-intensive. If my understanding is correct, training costs associated with the Police Academy are expected to be borne by the students enrolled in the Academy. However, unless a threshold number (roughly 40) of participants enroll in a training class, tuition is insufficient to cover expenses and the University's graduate program budget absorbs shortfalls. Attrition in the Police Program is substantial and occurs throughout the four years of undergraduate studies and into the M.S. program. The need to support a cohort of sufficient size in the Police Academy has implications for whether it is feasible and desirable to cap first-year enrollment in the Police Program at a fixed number (*e.g.*, 100). If admission to the Police Program is not capped, the predictable



attrition risks inefficient use of scarce resources, principally in the form of required class offerings, increased class sizes, and faculty advisement responsibilities. If admission is capped, the risk is enhanced that the cohort graduating and enrolling in the Police Academy will not be large enough to support the costs of the Academy training.

- The CJ faculty currently consist of 7 tenured or tenure-track members and 1 non-tenure-track member. The short-term, limited objective of returning to 8 tenure-track members by fall 2018 was not achieved because the faculty search completed in academic year 2017-2018 resulted in a single hire rather than two new hires, and because Professor Walsh is retiring. The availability of faculty to teach classes has been reduced by the equivalent of one full-time teaching faculty member each semester because of course releases for service (1 for the Graduate Coordinator and Academic Coordinator for the 4+1 Police Program; 2 for the Director of the Collins Center; and 1 for the Coordinator of the Internship Program). The CJ faculty also have demanding advisement responsibilities. Although the union-negotiated contract apparently fixes maximum faculty advisement loads at 30 students, the CJ faculty regularly advise 40 to 55 and sometimes more students annually. Professional staff are not available to help satisfy demands placed on faculty that do not require the special expertise of faculty. There is consensus among the CJ faculty that additional resources are needed to enable the faculty to fulfill their teaching, scholarly, and service responsibilities. There is broad agreement among the faculty that the obligations of the Graduate Coordinator and Academic Coordinator are considerably more demanding than can be compensated by the reduction in teaching of a single course per semester.
- Several faculty expressed interest in introducing a Master's degree with a different orientation and potential enrollment base than associated with the current M.S. degree offered in connection with the 4+1 program. The envisioned possible new M.S. program would focus on planned change and public safety management. It would potentially be attractive to individuals already in the workplace in various human services agencies as well as to students who have just completed their undergraduate degrees and are seeking to continue their education. It is unclear what efforts have been undertaken to determine the actual demand for a program of this nature. Owing to the extensive demands placed on existing resources by the current undergraduate and graduate programs, it does not appear to be realistic or prudent to entertain going forward with a new M.S. program absent a firm commitment of new University resources and a careful assessment of a likely enrollment base.
- On the other hand, in part because of the attractiveness to some faculty of the potential to develop a new M.S. program, there is clearly a general willingness, if not desire, to consider whether the current M.S. degree option offered as part of the 4+1 program should be retained and/or retained in present form. In particular, several faculty appeared to be responsive to considering whether the principal benefits of the current Policing Program could be achieved by coupling an appropriate undergraduate curriculum with Police Academy training, terminating with a B.S. degree, and eliminating the graduate academic component leading to the M.S. degree. Questions were raised about the added value of the M.S. degree (as opposed to allowing students to meet MPCTC requirements by Police Academy training on top of an undergraduate degree), particularly when pitted against competing models for an M.S. degree and the resource demands of maintaining the current M.S. option. The primary reservations expressed against the possible termination or replacement of the current M.S. option were in the form of the lost

educational benefits of graduates who will go into policing, particularly those who may acquire managerial responsibilities, and the lost benefits to police officers who will seek post-retirement careers as educators or in other positions that require a Master's degree.

- The current undergraduate major, whether students are in the traditional track or the Police Program, requires satisfaction of 47 or more CJ credits, including 10 required CJ classes for traditional track students and 20 required CJ classes for the Police Program students. Several majors at the University—and in criminal justice majors offered at many other universities—are satisfied by completion of significantly fewer credits (for example, at the University at Albany, criminal justice majors must complete 36 CJ credits, including approximately six required classes). Reducing the credit and course requirements for the major would enhance flexibility for students and curriculum offerings. A reduction in the number of credits required to complete the CJ major merits serious consideration if it can be accomplished without compromising fundamental academic objectives.
- The statistics-data utilization-research methodology requirements of the current curriculum consist of 4 classes, including a statistics class offered through the Mathematics Department and 3 CJ classes. This course sequence developed in response to concerns that without a third CJ class, students lacked sufficient competency in data analysis and utilization and research methodologies. Nevertheless, some faculty and several students who shared their views questioned whether the current set of courses achieves the desired objectives. Students noted the uneasy fit between the mathematics-based statistics class and the CJ classes. They opined that their understanding of statistical concepts and techniques would be promoted if more examples and integration of the materials in contexts relevant to criminal justice were employed. In other programs with which I am familiar, the required statistics and research methods classes consist of a 2-course set of offerings. The two subjects sometimes are integrated and sometimes are offered independently. Other classes which students encounter in their studies commonly rely on social science findings and methods, and thus are useful to help reinforce and build on the skills introduced in the courses devoted to data analysis and research methodology. Either in combination with broader curriculum revisions that might be considered, or with particular focus on the content, sequencing, and number of classes presently devoted to statistics, data analysis and utilization, and research methods, careful assessment and potential reconsideration of the current requirements in this area of the curriculum appear to be in order.
- Students currently are admitted to the Police Program when they enroll at the University as first-year students. Several faculty supported considering the advisability of delaying admission to the Police Program until the beginning of students' sophomore year. It is not uncommon, of course, for students to alter their planned majors and career ambitions over the course of their undergraduate studies, a process facilitated by the freedom to explore different subjects and interests prior to becoming committed to a declared major. Not unexpectedly, considerable attrition currently is experienced between students' first and second years in the Police Program. Delaying formal admission to the Police Program until the beginning of the sophomore year could be accompanied by a quasi-ceremonial event recognizing the students who elect to pursue this course of studies. Delayed entry into the Police Program apparently could be achieved consistent with curricular demands because students' first year of studies is largely devoted to completing General Education requirements. The general advisement supplied at the outset of students' first year of studies (which several students volunteered is not altogether satisfactory)

should suffice to alert prospective Police Program students to other requirements that might be needed to keep them on track if they pursue that program.

- Faculty diversity has been enhanced by the just-completed search resulting in the hire of the newest member of the criminal justice faculty. Diversity is of critical importance within criminal justice. I understand that the University has renewed and reinvigorated its commitment to supporting diversity among faculty and staff and is in the process of instituting corresponding initiatives. The benefits associated with diversity, and their importance to criminal justice faculty and students alike, should be kept in mind as the University continues to develop and implements its diversity-related initiatives.
- Sentiment was expressed among faculty in favor of allowing the Criminal Justice program to evolve into a free-standing Department, thus achieving independence from its current home in the Department of Behavioral Sciences. I did not learn enough about University dynamics or the current nature of the CJ program's relationship with the Department of Behavioral Sciences to offer a perspective about the feasibility or desirability of moving in that direction.

### Recommendations

The following recommendations are largely implicit in the observations offered above. They come with a similar caveat that my appreciation of the relevant issues falls far short of the depth of understanding possessed by the University's administrative officers and members of the CJ program.

- The CJ faculty should undertake fresh review of the undergraduate and graduate curricula.
  - A prime objective should be to better harmonize the objectives and implementation of the Police Program, including the 4+1 option, with the traditional CJ major track.
  - The anticipated revision of the MPTC regulations represents an opportunity and provides added impetus for reviewing the Police Program. The faculty's proactive input to the MPTC prior to the promulgation of the revised regulations, with an eye toward promoting a better understanding of how the educational experience at FSU can enhance police officers' job preparation and otherwise contributes to shared objectives, would be desirable if feasible. Assuming that the new MPTC guidelines invite additional flexibility in allowing the academic curriculum to satisfy the regulations, it should be determined whether it is possible to achieve compliance by requiring fewer courses and whether required classes can fairly satisfy multiple MPTC learning objectives.
  - This review process would be facilitated if an individual conversant with both the CJ curricula and the MPTC requirements were enlisted to help coordinate and oversee related deliberations.
  - Independent of or in connection with introduction of the new MPTC regulations, faculty should consider aspects of the undergraduate major, including:
    - Whether credits required for completion of the traditional major can and should be reduced to fewer than the current 47.

- Whether the current 4-course sequence (Math statistics + 3 CJ classes) in data analysis, utilization, and research methods can and should be modified, including by better integrating the math/statistics class, reducing the number of required classes, and using different delivery models.
  - Whether admission to the Police Program should be delayed until the beginning of students' sophomore year instead of occurring at the outset of the first year of study.
- With respect to the graduate program:
- Specific consideration should be given to whether the current program which couples the Police Program undergraduate major track and the Police Academy en route to the M.S. degree is the optimal model. Alternative models include (a) offering the B.S. degree + Police Academy training as a package, without a coupled or differently oriented M.S. degree; (b) offering Police Academy training as an add-on to the B.S. degree, phasing out the current M.S. degree program, and introducing a new, separate M.S. program which focuses on planned change and public safety management; and (c) keeping the current model and introducing a second M.S. degree program.
    - The third option (c) noted above does not appear to be realistic. Under any circumstances, it would not be prudent to introduce an additional, new M.S. degree program without first carefully assessing anticipated demand and without a firm commitment for new faculty and staff resources from the University.
    - The second option (b) appeared to engender a good measure of enthusiasm from faculty. The drawbacks include gambling on sufficient enrollment to support a different M.S. orientation and having to phase out an M.S. program that has so recently been instituted and in which students currently are enrolled.
    - Option (a) would bring a measure of relief to the resource constraints confronting the CJ program. It has the downside noted above of discontinuing an M.S. program that has recently been instituted and which has been promised as being available to students currently enrolled in the 4+1 program. It also would deprive graduates of opportunities for advancement within police departments and for post-retirement careers.
    - A conservative approach, and arguably the best short-term plan, is to retain the current model. Only after other adjustments to the curriculum are made and there is an opportunity for a longer term assessment of the current model and alternatives would curtailing the M.S. degree option and/or introducing a differently oriented M.S. degree program be considered.

- Many features of the undergraduate and graduate curricula obviously are interrelated. Among these is the need to balance admission of undergraduate students to the Police Program, anticipated attrition, and retention of a cohort large enough at the end of the undergraduate experience to make enrollment in the Police Academy cost-efficient.
  - This calculus should be carefully monitored and assessed.
  - Delaying entry to the Police Program until the start of students' sophomore year of studies would almost certainly promise to help reduce attrition and make projections of a surviving cohort more reliable.
  - It may or may not be feasible to consider ways of opening admission to the Police Academy to individuals who otherwise qualify as prospective police officers yet are not products of the FSU Police Program.
- The University Administration, in concert with the CJ faculty, should consider:
  - The provenance of the Police Program, which I understand occurred during a period of different administrative leadership, and should critically evaluate whether an adequate allocation of resources has been made to sustain the CJ program with the newly introduced undergraduate Police Program and the 4+1 option.
    - I am unfamiliar with how resource-allocation decisions are made at FSU and in particular with the relative standing of the CJ program and other programmatic and administrative demands which must compete for scarce resources. Nevertheless, the introduction of a new undergraduate track and a new M.S. program almost certainly presumes that new resources adequate to support the programs would be forthcoming. The growth in enrollment of undergraduate majors associated with the new Police Program certainly benefits the University's enrollment goals, and in itself suggests that the CJ program should be a prime candidate for the infusion of new resources. It is apparent that introduction of the Police Program/Police Academy/4+1 experience helps distinguish the University in multiple positive ways. Serious consideration should be given not only to whether adequate resources currently are available to support the CJ program, but whether investing additional resources would further help distinguish the University and this unique program. The size of the faculty, the course releases made necessary as faculty perform necessary services, and the relative inflexibility of the curriculum offerings, particularly with respect to MPTC programmatic and faculty certification requirements, make a strong case that the CJ program should be a prime candidate for additional faculty lines and administrative support.
  - Whether demands currently placed on faculty can be alleviated by investing in additional staff support.

- CJ faculty currently maintain unusually high student advisement loads, which apparently exceed union-negotiated targets. The faculty take their advising roles seriously and consider their interaction with students to be an important responsibility. At the same time, diligent and well-trained staff are capable of bonding with students and fulfilling core advisement functions, which for the most part do not require faculty expertise. Faculty have ample opportunity to interact with students in their relatively small classes and in extracurricular activities. Considerable efficiencies could be gained by freeing up faculty time currently devoted to advisement through retention of a well-qualified full- or part-time academic advisor for the CJ program.
- The same considerations apply to oversight of the Internship Program. Faculty expertise is not needed for this function. A well-qualified staff member, perhaps the same one as devoted to advisement, should be considered to administer the Internship program and thus help free up faculty time.
- The faculty were uniform in their agreement that the responsibilities of the Graduate Coordinator and Academic Coordinator for the 4+1 Police Program are inadequately compensated by a one-course reduction in teaching load per semester. In addition, the demands of this position are such that when the faculty member who currently serves in this capacity is on leave or relinquishes responsibilities, it promises to be difficult to enlist a replacement. If non-faculty can carry out some of the responsibilities of this position, and if additional technological support from the Registrar's Office or elsewhere in the university can alleviate some of the workload, those measures should be implemented. If not, additional teaching relief should be considered, mindful of the demands already placed on the faculty to meet curriculum responsibilities.
- If additional support is secured for enhancing faculty diversity at the University, the CJ program should be strongly considered as a beneficiary as resources and faculty lines are made available.

### Concluding Thoughts

The CJ program and Fitchburg State University have embarked on an innovative Police Program track to complement the traditional undergraduate major and a corresponding 4+1 M.S. degree option. The Police Program model is unique in that it integrates a sound undergraduate education with Police Academy training and results in graduates qualifying as MPTC-certified police officers. While the new program helps positively distinguish FSU and the CJ program within Massachusetts and nationally, it has brought a measure of pedagogical tension and placed additional strain on the faculty and the criminal justice curriculum. With revised MPTC regulations forthcoming, the time is especially ripe for fresh examination of many aspects of the CJ curriculum and serious consideration of whether the resources made available to the CJ program are adequate to sustain and allow the B.S. degree programs, the Police Academy, and the M.S. degree program to flourish. With these considerable challenges in mind, the educational and career-related benefits of the Police Program, the maintenance of the traditional CJ major track, and the prospect of exploring the feasibility of offering a differently-oriented M.S. degree program offer multiple exciting

opportunities for the future. These opportunities are unlikely to be realized without the infusion of new resources, including faculty lines and support staff, and also the willingness of the faculty to engage in thorough, meaningful discussion of potential curriculum and programmatic reforms. It has been my privilege to meet with and learn from the CJ faculty and students, Director Lane, and the administrative officers at FSU who are so clearly committed to the University's mission and the best interests of its students.

**APPENDIX B**  
**MPTC RECRUIT TRAINING REQUIREMENTS**

**550 CMR: MUNICIPAL POLICE TRAINING COMMITTEE**

550 CMR 3.00: MASSACHUSETTS POLICE RECRUIT TRAINING REQUIREMENTS

Section

3.01: Purpose  
and Scope

3.02:  
Definitions

3.03: Entry Level Training for Police

Officers/Exemptions/Waivers/Expirations 3.04: Training  
Requirements Following an Interruption in Police Service

3.05: Recruit Training- Policies and  
Procedures 3.06: Recruit Training-  
Enrollment

3.07: Recruit Training-  
Separation 3.08: Recruit

Training- Attendance

3.09: Recruit Training -  
Performance

3.10 : Recruit Training- Personal Accountability/Discipline

3.11 : Police Academy Offenses, Corrective Action and Dismissals

3.12 : Reserve/Intermittent Training Program Offenses, Corrective Action and

Dismissals 3.01: Purpose and Scope

(1) Purpose. In accordance with the provisions of M.G.L. c. 30A, the Municipal Police Training Committee promulgates 550 CMR 3.00 in furtherance of the M.L. c. 6, § 116 and M.G.L. c. 41, § 96B requirements that full-time and part -time reserve/intermittent police officers, environmental law enforcement officers, and University of Massachusetts police officers be assigned to and satisfactorily complete a course of study prescribed by the Municipal Police Training Committee before exercising police powers.

(2) Scope. 550 CMR 3.00 shall apply to all recruit training programs operated or approved by the Committee pursuant to M.G.L. c. 6, § 118.

3.02 : Definitions



Academy Director: A person tasked with overseeing and directing a police academy.

Committee. The Municipal Police Training Committee (MPTC) or its agency staff acting on its behalf, where applicable, or both.

Executive Director. The executive director of the Municipal Police Training Committee.

Full-time Police Officer. A person who receives an appointment to a permanent full-time position in which he will exercise police powers as a police officer, environmental law enforcement officer, or University of Massachusetts police officer.

Police Academy. An entry-level academy operated or approved by the Municipal Police Training Committee that has the prescribed course of study that a full-time police officer must satisfactorily complete prior to exercising police powers in Massachusetts.

Program Administrator. A person tasked with overseeing and directing a reserve/intermittent training program.

Recruit Training. All entry-level police academies and reserve intermittent training programs.

Reserve/Intermittent Police Officer. A person who receives an appointment to a part-time reserve/intermittent position in which he or she will exercise police powers as a police officer, environmental law enforcement officer, or University of Massachusetts police officer.

Reserve/Intermittent Training Program. An entry-level training program operated or approved by the Municipal Police Training Committee that has the prescribed course of study that a reserve/intermittent police officer must satisfactorily complete prior to exercising police powers in Massachusetts.

Sponsored Candidate. A student officer who is not employed by a law enforcement agency, either full-time or part-time, during his recruit training.

### 3.03 : Entry Level Training for Police Officers/Exemptions/Waivers/Expirations

(1) Full-time Police Officers. Unless specifically exempted or temporarily waived by majority vote of the Committee, every person appointed as a full-time police officer shall, prior to exercising police powers, be assigned to and satisfactorily complete a police academy. In keeping with M.G.L. c. 41, § 96B, no person appointed as a fulltime officer for whom an exemption has been requested shall exercise police powers until such time as the exemption is granted.

(a) Exemption from the Police Academy Training Requirement. Upon petition to the Committee by an officer's employing department, a person appointed to serve

as a full-time police officer in Massachusetts may be granted an exemption from the police academy training requirement in certain limited circumstances. Said exemption must be requested and granted prior to the fulltime officer exercising police powers. To qualify for such an exemption, the employing department shall provide to the Committee documentation of the officer's successful completion of training that is substantially equivalent to or greater than that of a Massachusetts police officer at a comparable level of experience, including a record of the entry-level police academy the officer attended and the curriculum at the time of attendance; all in-service, specialized and other training courses completed by the officer; and documentation that the officer has obtained a minimum of two years of full-time law enforcement experience since completion of the entry-level police academy. Any person granted an exemption pursuant to this subsection must thereafter successfully complete the Massachusetts Police Officer Orientation Training Program approved by the Committee. The officer shall complete such orientation program within 90 days after the exemption is granted. Failure to complete such orientation within 90 days will void the exemption and the fulltime officer's ability to exercise police powers until such time as the officer meets training requirements or otherwise is granted an exemption from entry-level training requirements. In the event of a voided exemption, the employing department may reapply for an exemption, which must be requested and granted prior to the fulltime officer exercising police powers.

(b) Temporary Waiver from the Police Academy Training Requirement. In the event of a documented public safety emergency or other exigent circumstance, a person appointed to serve as a full-time police officer in Massachusetts may be granted a temporary training waiver for a period not to exceed 270 days. Said waiver must be requested and granted prior to the officer exercising police powers in a fulltime capacity. To qualify for such a waiver, the employing department shall provide documentation of the officer's current certification in first-aid and cardiopulmonary resuscitation (CPR) pursuant to M.G.L. c. 111, § 201; current qualification in the use of firearms as certified by a Committee-approved firearms instructor; successful completion of the reserve/intermittent training program, and documentation that the officer has obtained a minimum of one year of law enforcement experience since completion of the reserve/intermittent training program. During the 270- day waiver period, the officer must become enrolled in and commence attendance at a police academy.

(c) Petitions for Exemptions and Waivers. Employing departments shall forward letters of request and applicable documentation, as determined by the Committee, to the Committee, or its designee, for approval. Employing departments will be notified, in writing, within 30 days following the Committee's decision.

(2) Reserve/Intermittent Police Officers. Each person appointed as a reserve/intermittent police officer in a city or town shall, prior to exercising police powers, satisfactorily complete a reserve/intermittent training program prescribed by the Committee. M.G.L. c. 41, § 96B does not authorize any exemptions or waivers from this training requirement.

(3) Upon graduation from a police academy or a reserve/intermittent training program, any student officer who does not become employed as a police officer within two years must re-attend the applicable police academy or reserve/intermittent training program prior to exercising police powers. A student officer who does not become employed within the two-year requirement due to a military activation may apply to the Committee to waive this requirement, subject to the training requirements in 550 CMR 3 .04.

(4) As stated in M.G.L. c. 41, § 96B, failure of a person appointed as a police officer to comply with the provisions of 550 CMR 3 .03( 4) to his or her exercising police powers, shall result in the appointed person's removal by the appointing authority, provided said person has not been exempted therefrom by the Committee as provided in 550 CMR 3.03(4). Failure of an appointed person to satisfactorily complete the prescribed course of study may result in his removal by the appointing authority.

### 3.04 : Training Requirements Following an Interruption in Police Service

Officers Exercising Police Powers After an Interruption in Service. Any full-time police officer or reserve/intermittent police officer who has undergone an interruption in police service of one or more years during which the officer has not exercised police powers substantially equivalent with those of a Massachusetts police officer at a comparable level of experience shall conform to the following training standards prior to once again exercising police powers:

(1) Interruptions of One to Two Years.

- (a) Compliance with M.G.L. c. 111, § 201 (first-aid and CPR);
- (b) Qualification in firearms by a Committee-approved firearms instructor; and
- (c) Completion within 90 days after the interruption in service ends, shall of the current annual in-service training approved by the Committee.

(2) Interruptions of More Than Two Years and Less Than Five Years.

- (a) Compliance with 550 CMR 3.04(l)(a) through (c);
- (b) Completion within 90 days after the interruption in service ends, of all MPTC in-service legal update classes and exams not taken and passed during the period of interruption; and
- (c) Completion of any additional training required by the employing/sponsoring department, including but not limited to field training programs.

(3) Interruptions of Five or More Years. Completion of a police academy for full-time police officers, or a reserve/intermittent training program for reserve/intermittent police officers, subject to employment and compliance with admission requirements, or, in the discretion of the Committee, completion of alternative training requirements set forth by the Committee.

### 3.05 : Recruit Training- Policies and Procedures

(1) Sub-regulatory Policies and Procedures. The Committee may establish sub-regulatory policies and procedures provided they do not contravene 550 CMR 3.00. Police academies and reserve/intermittent training programs have the authority to establish such sub-regulatory policies and procedures as are deemed necessary for the effective and efficient operation of the recruit training, provided they do not contravene 550 CMR 3.00 or applicable sub-regulatory policies, procedures, rules and regulations established by the Committee. Sub-regulatory policies and procedures must be approved in writing by the executive director or his or her designee prior to the start of recruit training.

(2) Concurrent Authority. A student officer is subject to the policies, procedures, rules and regulations of the employing/sponsoring department, the Committee, and the recruit training in which the student officer is enrolled. When determining the applicability of one set of policies, procedures, rules or regulations versus another, the stricter standard shall always apply.

(3) Dissemination. Each student officer shall be provided with a copy of 550 CMR 3.00, applicable Committee sub-regulatory policies, procedures, rules and regulations, and any other applicable recruit training sub-regulatory policies and procedures established pursuant to 550 CMR 3.05(1). A properly executed Statement of Compliance, signed by both the student officer and the chief executive officer of the employing/sponsoring department, must be submitted as part of the enrollment process.

### 3.06 : Recruit Training- Enrollment

Police Academy Enrollment. Candidates accepted into a police academy must be a minimum of

21 years old and employed or sponsored by a municipal, environmental, or University of Massachusetts police department or, if authorized by the Committee, some other law enforcement department. All candidates must successfully complete the Massachusetts Human Resource

Division's Physical Ability Test (PAT) and medical examinations within six months

prior to the start of a police academy and any other standards established by the Committee. All issues of civil liability shall be determined in accordance with M. G.L. c. 258 and other applicable law. Sponsored candidates shall also sign and comply with the terms of the academy's Waiver and Release form.

Reserve/Intermittent Training Program Enrollment. Candidates accepted into a reserve/intermittent training program must be a minimum of 18 years old and employed or sponsored by a municipal, environmental, or University of Massachusetts police department or, if authorized by the Committee, some other law enforcement department. All issues of civil liability shall be determined in accordance with M.G.L. c. 258 and other applicable law. Sponsored candidates shall also sign and comply with the terms of the training program Waiver and Release form.

### 3.07 : Recruit Training- Separation

(l) Categories of Separation. A student officer may become separated from recruit training after beginning but before completing the prescribed course of study. A Separation Notice shall be completed by the academy director or program administrator, respectively, and distributed in accordance with the directions on the form. For purposes of 550 CMR 3.00, the categories of separation from recruit training are defined as follows:

(a) Medical Deferment. A student officer who sustains an injury while participating in recruit training may be granted a Medical Deferment separation. To qualify, the student officer must be under the care of a medical physician who determines the student officer is unable to return to the academy or unable to participate in the physical requirements of the curricula for a period of time that causes the student officer to exceed the allowable maximum Modified Health and Wellness Program absences, as described in the *Health and Wellness Guide* portion of the curriculum.

1. If granted, the Medical Deferment begins the date the Separation Notice is issued and expires one year from that date.
2. Prior to being accepted for readmission, the student officer must furnish a statement from a medical physician confirming that the student officer's injury has healed completely and stating that the student officer is physically able to fully participate in training without restrictions.
3. If the student officer has not re-entered a recruit training prior to the expiration of the Medical Deferment, all application, admission, and tuition requirements shall apply and must be met if the student reapplies to attend recruit training.

(b) Voluntary Resignation. A student officer may initiate a voluntary resignation if, without coercion and for personal reasons, the student officer chooses to withdraw from recruit training. The student officer shall make the request to withdraw in writing to the academy director or program administrator, who shall

notify the chief of the employing/sponsoring department. Student officers separated under the provisions of 550 CMR 3.07(1)(b) shall be eligible for enrollment in a subsequent recruit training, subject to appropriate employment/sponsorship and compliance with applicable enrollment requirements.

(c) Withdrawal by Employing/Sponsoring Department. A student officer's employing/ sponsoring department may initiate the withdrawal of a student officer from recruit training. Student officers separated under the provisions of 550 CMR 3.07(1)(c) shall be eligible for enrollment in a subsequent recruit training, subject to appropriate employment/sponsorship and compliance with applicable enrollment requirements.

(d) Dismissal for Non-disciplinary Reasons. A student officer may be dismissed from recruit training for non-disciplinary reasons, including but not limited to, non-payment of required fees, excessive absences, or performance deficiency. Dismissal for non-disciplinary reasons may only be initiated by the academy director or program administrator. Student officers separated under the provisions of 550 CMR 3.07(1)(d) shall be eligible for enrollment in subsequent recruit training, subject to appropriate employment/sponsorship and compliance with applicable enrollment requirements.

(e) Dismissal for Disciplinary Reasons. A student officer may be dismissed from recruit training for disciplinary reasons. Dismissal for disciplinary reasons may only be initiated by the academy director or program administrator, respectively. Student officers separated under the provisions of 550 CMR 3.07(1)(e) shall be ineligible for enrollment in any subsequent recruit training for a period of not less than two years or more than 20 years.

(2) Appeals. The Committee shall establish sub-regulatory policies and procedures for appeals from a dismissal for disciplinary reasons.

### 3.08 : Recruit Training- Attendance

(1) Attendance. Student officers are expected to attend punctually and participate fully in all scheduled classes, assignments, field exercises, and formations, except in cases of the following excused absences: bereavement; illness or injury; required court appearance as a witness or juror; required civic duty; military duty; emergency; or authorized absence by the academy director or program administrator or the student's employing/sponsoring chief. All other absences shall be considered unexcused. Student officers must attend all statutorily mandated classes.

(a) Illness/Injury. A student officer who has an illness or injury that results in an absence from recruit training or that happens during training, or that affects the student officer's ability to participate in training, shall promptly notify the academy director or program administrator and the student officer's

employing/sponsoring department as specified by Committee and recruit training policies and procedures.

(b) Court/Civic/Military Duty: A student officer who is required to fulfill any court, civic, or military duty shall promptly notify the academy director or program administrator and the officer's employing/sponsoring department and shall provide both with a copy of such notice.

(2) Dismissal for Excessive Absences. Any student officer who misses more than five percent of the prescribed course of study, whether excused or unexcused, may be dismissed for non-disciplinary reasons. In determining whether to dismiss a student who has missed more than five percent of the prescribed course of study, the academy director or program administrator shall consider remedial training options and the student officer's performance, department, and disciplinary record during recruit training. If dismissal is not warranted, then an Action Notice shall still issue. Any student officer who misses more than 10% of the prescribed course of study shall be dismissed for non-disciplinary reasons.

### 3.09 : Recruit Training- Performance

(1) Performance Requirements. Every student officer shall successfully complete the requirements prescribed by the Committee in each of three performance areas:

- (a) academic;
- (b) skills; and
- (c) health and wellness.

(2) Missed Performance Tests. The academy director or program administrator will re-schedule any test missed as a result of an excused absence. If a student officer misses a performance test as a result of an unexcused absence, it shall be counted as a failed performance test, but the student officer shall be offered a re-test pursuant to 550 CMR 3.09(3)(b).

(3) Failed Performance Tests. Any student officer who fails to attain a passing score on a test shall be promptly notified in writing by the academy director or program administrator through the issuance of an Action Notice.

(a) Remedial Training. Any student officer who fails to attain a passing score on a test shall be responsible for any remedial training on the student officer's own time and at the student officer's own or the employing/sponsoring Department's expense.

(b) Re-tests. Any student officer who fails to attain a passing score on a test shall be offered a re-test within two weeks. Attaining a passing score on a re-test will result in the recording of the minimal passing score for record averaging purposes.

(4) Dismissal for Performance Reasons. Any student officer who fails to attain a passing score on a re-test, or any three tests, or who otherwise fails to successfully complete performance requirements prescribed by the Committee, shall be dismissed for non-disciplinary reasons.

### 3.10 : Recruit Training - Personal Accountability/Discipline

(1) Standards of Conduct. Recruit training is a structured training environment requiring the highest standards of conduct and respect for authority. Recognition of the authority of superiors is expected at all times. A student officer is expected to show respect for, and obey the lawful orders of, the academy director, program administrator, staff instructors, non-staff instructors, and any other officials or staff of the academy, training program or the Committee, including administrative and support personnel. Failure to do so may result in disciplinary sanctions, up to and including dismissal for disciplinary reasons.

(2) Purpose. The primary purpose of the disciplinary system is to maintain order and discipline among student officers. It prepares student officers to work within a system of policies, procedures, rules and regulations, thus helping to develop the self-discipline necessary to function effectively as a police officer in a position of public trust. It is a surrogate for the progressive disciplinary systems found in police departments, but is designed to be instructional and corrective. Its application teaches personal accountability, encouraging student officers to place a high sense of duty above self-interest, and to accept full responsibility for actions or inactions.

### 3.11 : Police Academy Offenses, Corrective Action and Dismissals

(1) Classes of Offenses for Police Academies. Academy offenses are set forth in the Abstract of Delinquencies section of the Committee's sub-regulatory policies and procedures, and may be supplemented by academy-specific sub-regulatory policies, procedures, rules and regulations approved pursuant to 550 CMR 3.05(1). Academy offenses have been categorized into three classes, determined by the seriousness of the offense, as follows:

(a) Class I. Commission of a Class I offense shall result in dismissal from the academy for disciplinary reasons, pursuant to 550 CMR 3.11(3)(c).

(b) Class II. Commission of a Class II offense shall, at a minimum, result in the issuance of a written disciplinary warning to the student officer.

(c) Class III. Commission of a Class III offense shall, at a minimum, result in a student officer preparing a "To-from" memorandum to the academy director or a staff instructor in which the student acknowledges the breach and relates the subject of the breach to police service.

(2) Police Academy Levels of Corrective Action. In keeping with the concept of



progressive discipline, corrective action shall be consistent with, and appropriate for, the student officer's conduct that resulted in the breach, and any other history of misconduct while at the academy. The following levels of escalating corrective action shall be utilized:

(a) To-from Memoranda. The student officer shall write a To-from Memorandum for all offenses. This level of corrective action, by itself, shall not be considered disciplinary.

(b) Admonishment and Counseling. Commission of any Class III offense for which there is no reasonable explanation, in the discretion of the academy director or a staff instructor, shall result in admonishment and counseling. An Action Notice setting forth the offense(s) violated, the action taken, and the potential consequences of additional violations shall be completed by the academy director or applicable staff instructor and distributed in accordance with the directions on the form.

(c) Oral Disciplinary Warning. Commission of any Class III offense after admonishment and counseling shall result in an oral disciplinary warning being issued to the student officer by the academy director or a staff instructor. An Action Notice setting forth the offense(s) violated, the action taken, and the potential consequences of additional violations shall be completed by the academy director or applicable staff instructor and distributed in accordance with the directions on the form.

(d) Written Disciplinary Warning. Commission of any Class II offense, or commission of any Class III offense after an oral disciplinary warning, shall result in a written disciplinary warning being issued to the student officer. Only the academy director may issue a written disciplinary warning. An Action Notice setting forth the offense(s) violated, the action taken, and the potential consequences of additional violations shall be completed by the academy director and distributed in accordance with the directions on the form.

(3) Police Academy Dismissal for Disciplinary Reasons. A student officer who commits any of the following shall, if the circumstances warrant, be dismissed for disciplinary reasons:

(a) Commission of a Class I offense; or

(b) After receiving a written disciplinary warning, commission of a Class II offense;  
or

(c) After receiving a written disciplinary warning, commission of any three additional Class III offenses, or commission of any two additional Class III offenses that are the same.

If the academy director determines that the circumstances do not warrant dismissal, then a written disciplinary warning must issue. An Action Notice setting forth the offense(s) violated, the action taken, and the potential consequences of additional violations shall be completed by the academy director and distributed in accordance

with the directions on the form.

### 3.12 : Reserve/Intermittent Training Program Offenses, Corrective Action and Dismissals

(1) Classes of Offenses for Reserve/Intermittent Training Programs. Offenses are set forth in the Abstract of Delinquencies section of the Committee's sub-regulatory policies and procedures, and may be supplemented by training program sub-regulatory policies, procedures, rules and regulations approved pursuant to 550 CMR 3.05(1). Training program offenses have been categorized into two classes, determined by the seriousness of the offense, as follows:

- (a) Class I. Commission of a Class I offense shall result in dismissal from the training program for disciplinary reasons, pursuant to 550 CMR 3.10(4)(c).
- (b) Class II. Commission of a Class II offense shall, at a minimum, result in the student officer preparing a "To-from" memorandum to the program administrator or staff instructor by the accused student officer and upon a finding the offense occurred, the issuance of an oral disciplinary warning to the student officer.

(2) Reserve/Intermittent Training Program Levels of Corrective Action. In keeping with the concept of progressive discipline, corrective action shall be consistent with, and appropriate for, the student officer's conduct that resulted in the breach, and any other history of misconduct while at the training program. The following levels of escalating corrective action shall be utilized:

- (a) To-from Memorandum. The student officer shall write a To-from Memorandum for all offenses. This level of corrective action, by itself, shall not be considered disciplinary.
- (b) Admonishment and Oral Disciplinary Warning. Commission of any Class II offense for which there is no reasonable explanation, in the discretion of the program administrator, shall result in admonishment and an oral disciplinary warning. An Action Notice setting forth the offense(s) violated, the action taken, and the potential consequences of additional violations shall be completed by the program administrator and distributed in accordance with the directions on the form, with a copy being forwarded to the employing/sponsoring department.
- (c) Written Disciplinary Warning. Commission of any Class II offense after an oral disciplinary warning, shall result in a written disciplinary warning being issued to the student officer. Only the program administrator may issue a written disciplinary warning. An Action Notice setting forth the offense(s) violated, the action taken, and the potential consequences of additional violations shall be completed by the program administrator and distributed in accordance with the directions on the form.

(3) Reserve/Intermittent Training Program Dismissal for Disciplinary Reasons. A

student officer who commits any of the following shall, if the circumstances warrant, be dismissed for disciplinary reasons:

- (a) Commission of a Class I offense; or
- (b) After receiving a written disciplinary warning, commission of any two additional Class II offenses or another Class II offense the same as the one generating the written disciplinary warning.

If the program administrator determines that the circumstances do not warrant dismissal, then a written disciplinary warning must issue. An Action Notice setting forth the offense(s) violated, the action taken, and the potential consequences of additional violations shall be completed by the program administrator and distributed in accordance with the directions on the form.

REGULATORY AUTHORITY: 550 CMR 3.00: M.G.L. c. 6, § 116.

## APPENDIX C

### CJ INTERNSHIP HOSTS

Acton Police Department  
American Lung Association of MA  
Archer Security Agency, Inc.  
Ayer District Court  
Ayer District Court Probation Department  
Ayer Police Department  
Baystate Health  
Boston Police Department  
Boston Police Department - Homicide  
Boston Regional Intelligence Center  
Boylston Police Academy  
Lunenburg Boys & Girls Club  
Brockton Police Department  
Brockton Probation  
Burlington Police Department  
Capital Investigating  
Chelmsford Police Department  
Cheshire Correctional Institution  
City of Leominster - Mayor's Office  
Clinton District Court Probation Department  
Comm. Of Mass DA's Office Middle District  
Cottage Hill Academy  
Department of Children and Families, Leominster, MA  
Douglas Police Dept  
Dpt. Of Correction - MCI Concord  
Dr. Franklin Perkins School  
Fall River Probation Department  
Fitchburg Community Correction Center  
Fitchburg District Court, Probation Department.  
Fitchburg Police Department  
Fitchburg Probation Department  
Fitchburg State Police Department  
Fitchburg State University  
Fitchburg State University Campus Police  
Massachusetts Trial Court, Fitchburg  
Gardner Police Department  
Gardner Probation, Gardner District Court

Groton Police Department  
Harvard Police Department  
Hingham Clerk's Office  
Hudson Falls Police Dept  
Lawrence Dist Court Probation Dept  
Legal Assistance Corporation of Central MA  
Leominster Police Department  
Littleton Police Dept  
LUK, Inc., Fitchburg, MA  
Lunenburg Police Dept  
Lutheran Social Services, Worcester, MA  
Mass General Hospital Police/Security  
Mass Parole Board - Billerica HOC  
Mass Parole Board Souza-Baranowski Correction Center  
Massachusetts State Police, Shelburn Falls  
Massachusetts State Police, Devens  
Massachusetts State Police Academy  
Massachusetts Trial Court, Fitchburg  
Massachusetts Trial Court Probation, Fitchburg  
Massachusetts State Police, Framingham  
Massachusetts State Police, Worcester  
Massachusetts State Police, K9 Section, Braintree  
Massachusetts State Police Detective Unit, Worcester  
Massachusetts State Police, Boston  
Massachusetts State Police, Athol  
MCI-Concord, Massachusetts Department of Correction  
Melick & Porter, LLP  
Mendon Police Department  
Methuen Police Department  
Worcester County Middle District Attorney's Office  
Middlesex County Juvenile Court  
Milford District Court Probation Department  
Millbury Police Department  
Massachusetts State Police Forensic & Technology Center  
Nashua, NH Police Department  
New Hampshire Department of Corrections  
New Haven, CT Police Department  
Newburyport District Court Probation Department  
Norfolk County Sheriffs Office  
North Reading Police Department  
Northshore Firearms Task Force Unit  
New York Police Department, 105 Precinct  
Perkins School, Lancaster MA

Raymond J. Wauford, Jr. (Attorney at Law)

Salem District Probation Department

Samaritans, Inc.

Senator John Kerry

Shea & LaRocque

Shelburne Falls State Police

Somerville District Court

Souza-Baranowski Correctional Center

The Center for the Resolution of Unresolved Crime, Ware MA

Townsend Police Department

Trial Court of the Commonwealth, Probation Department, Fitchburg.

U.S. Probation, Taunton

U.S. Probation, Worcester

Wellfleet Police Department

Westminster Police Department

Winchendon Police Department

Winchendon Probation Department

Worcester County District Attorney's Office

Worcester Police Department, Special Crimes Division

Worcester Probate + Family Court, Probation Department

Worcester Superior Court, Clerk's Office

Worcester Superior Court, Probation Department

YWCA, Worcester

YWCA Central MA, Gardner

YWCA-BWR (safe plan), Fitchburg



## APPENDIX D

### EXCERPT FROM TREND DATA (see Blackboard site for complete spreadsheet)

	AY 13	AY 14	AY 15	AY 16	AY 17	AY 18	AY 19
<b>Total Enrollment in Criminal Justice classes</b>	<b>886</b>	<b>985</b>	<b>1,000</b>	<b>1,157</b>	<b>1,242</b>	<b>1,368</b>	<b>1,379</b>
Total Enrollment in All Classes	32,683	33,952	34,081	34,062	34,169	34,257	33,695
<b>Percentage of total enrollment: Criminal Justice classes</b>	<b>2.71%</b>	<b>2.90%</b>	<b>2.93%</b>	<b>3.40%</b>	<b>3.63%</b>	<b>3.99%</b>	<b>4.09%</b>
<b>Graduates in the Major</b>	<b>61</b>	<b>60</b>	<b>47</b>	<b>60</b>	<b>57</b>	<b>54</b>	<b>55</b>
<b>Percentage of overall graduates</b>	<b>7.94%</b>	<b>7.60%</b>	<b>6.66%</b>	<b>8.02%</b>	<b>7.28%</b>	<b>7.20%</b>	<b>7.52%</b>
Criminal Justice, B.S.	61	60	47	60	54	43	42
Police Academy Certification, B.S.	0	0	0	0	3	11	13
<b>Graduates in the Minor</b>							
Criminal Justice	5	3	3	15	10	9	6
<b>Number of Majors<sup>2</sup></b>	<b>293</b>	<b>273</b>	<b>282</b>	<b>298</b>	<b>354</b>	<b>377</b>	<b>416</b>
Overall declared majors <sup>3</sup>	3,748	3,824	3,806	3,840	3,862	3,837	3,805
<b>Percentage of overall declared majors</b>	<b>7.82%</b>	<b>7.14%</b>	<b>7.41%</b>	<b>7.76%</b>	<b>9.17%</b>	<b>9.83%</b>	<b>10.93%</b>
Criminal Justice, B.S.	293	273	281	257	246	214	215
Police Academy Certification, B.S.	0	0	1	41	108	163	201
<b>Number of incoming freshmen majors</b>	61	47	53	60	111	104	104
<b>Percentage of incoming freshmen class<sup>4</sup></b>	<b>8.76%</b>	<b>6.14%</b>	<b>7.77%</b>	<b>8.23%</b>	<b>15.40%</b>	<b>14.04%</b>	<b>14.55%</b>
<b>Number of incoming transfer majors</b>	41	41	39	40	47	41	51
<b>Percentage of incoming transfer class<sup>4</sup></b>	<b>10.35%</b>	<b>9.45%</b>	<b>9.31%</b>	<b>10.15%</b>	<b>10.63%</b>	<b>9.36%</b>	<b>12.20%</b>
<b>Number of Minors</b>							
Criminal Justice	29	40	43	48	46	41	42
<b>Retention Rates<sup>5</sup></b>							
Retention Rate in Major - Criminal Justice	56.25%	73.68%	57.50%	64.00%	71.19%	66.97%	70.87%
Retention Rate Changed Major - Criminal Justice	12.50%	1.75%	7.50%	6.00%	8.47%	6.42%	7.77%
Retention Rate in Major Institutional	57.91%	62.52%	62.15%	58.75%	62.36%	65.17%	61.38%
Retention Rate Changed Major Institutional	16.11%	15.56%	15.19%	16.11%	12.55%	12.80%	11.98%

<sup>1</sup>Academic Year covers the fall and spring semesters ending with the spring term of the academic year date (ex. Fall 2018 and Spring 2019 = AY19)

<sup>2</sup>Number of Majors for this department includes both major 1 and major 2.

<sup>3</sup>Number Overall Declared Majors is the number of matriculated undergraduate day-school students, excluding Pre-majors.

<sup>4</sup>Incoming freshmen/Incoming transfers as percentage of incoming class Includes major 1 and 2, excludes Pre-majors

<sup>5</sup>Academic year indicated for Retention Rates is the year for which students were retained. Retention Rates is calculation for full-time freshmen entering in fall and retained for the following fall semester.



**APPENDIX E**

**ACJS STANDARDS**

Academy of Criminal Justice Sciences  
Standards for College/University  
Criminal Justice/Criminology Baccalaureate Degree Programs

Adopted by ACJS Executive Board: May 2, 2005

Amended: October 28, 2005

Amended: March 31, 2014

Amended: August 18, 2016

Amended: August 28, 2018

ACJS National Office  
7339 Hanover Parkway  
Suite A  
Greenbelt, Maryland 20770  
Phone: (301) 446-6300  
Toll-Free: (800) 757-ACJS  
Fax: (301) 446-2919  
Web: [www.acjs.org](http://www.acjs.org)

## Introduction

These standards acknowledge the accreditation process conducted by each of the regional associations of colleges and schools. These regional agencies accredit the total institution and evaluate the work of criminal justice/criminology programs within those institutions. It is the intent of ACJS through the standards<sup>1</sup> set forth in this document to supplement the regional accreditation process by providing guidance for the internal and external evaluation of criminal justice/criminology programs.

Throughout the standards, ‘program’ refers to criminal justice/criminology degree programs. Following each section of standards is a list of *selected indicators* that should be used by an institution to demonstrate that it meets the standard. The bracket at the end of each indicator denotes the standard(s) it addresses. Institutions may provide evidence of compliance through appropriate indicators not listed in this document.

---

<sup>1</sup> These standards are a modification of the standards created and adopted by the Massachusetts Board of Higher Education (MBHE) in 2003. The ACJS thanks Dr. Lynette Robinson-Weening, Associate Vice Chancellor of the MBHE for her assistance and generosity in authorizing ACJS to use and modify the MBHE standards.

# Quality Standards for the Baccalaureate Degree in Criminal Justice/Criminology

---

## Section A: Program Mission and History

### Standards:

- A.1 The program has a stated mission and set of purposes derived from and consistent with the overall mission and purposes of the institution of higher education.

Selected Indicators:

- I-A.a. Statement of program mission and purposes [A.1]
- I-A.b. Statement of institutional mission and purposes [A.1]
- I-A.c. Statement demonstrating how program mission and purpose derived from and is consistent with institution's mission and purpose [A.1]

## Section B: Program Structure and Curriculum

### Standards:

- B.1 The program clearly specifies and publishes program goals, objectives, and requirements. The institution's mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.
- B.2 The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.
- B.3 The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis or through distance learning modalities (internet, television, video-conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities.
- B.4 The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.

B.5 The broad scope of the field of criminal justice/criminology is reflected in the undergraduate curriculum and is a balanced presentation of the issues of the field. All baccalaureate degree programs must demonstrate that the content areas below are substantively addressed in the curriculum. Individual courses may address multiple content areas.

Table 1: Required Content Areas and Related Topics

<b>Content Area</b>	<b>Related content topics include but are not limited to:</b>
Administration of Justice	Contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice
Corrections	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders
Criminological Theory	The nature and causes of crime, typologies, offenders, and victims
Law Adjudication	Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making
Law Enforcement	History, theory, practice and legal environment, police organization, discretion, and subculture
Research and Analytic Methods	Quantitative-including statistics-and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students

B.6 In addition to the content areas above, an undergraduate program in criminal justice/criminology includes a systematic examination of the issues of diversity in criminal justice/criminology through either specific required courses and/or the integration of these issues within the program’s curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations.

B.7 A variety of criminal justice/criminology electives are available consistent with faculty, resources, and program objectives. Some degree programs will offer concentrations in specific areas, depending upon the composition of the student body and faculty expertise.

- B.8 The purpose of undergraduate programs in criminal justice/criminology is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form. Programs should familiarize students with facts and concepts and teach students to apply this knowledge to related problems and changing situations. Primary objectives of all criminal justice/criminology programs include the development of critical thinking; communication, technology, and computing skills; quantitative reasoning; ethical decision- making; and an understanding of diversity.
- B.9 The undergraduate criminal justice/criminology program affords students the opportunity to develop knowledge and skills above the introductory level through a logically sequenced, coherent, and rigorous body of coursework. Baccalaureate and associate degree programs should coordinate their curriculum efforts in order to facilitate transfer of students. No more than 50% of required criminal justice/criminology courses at the baccalaureate level can come from an associate degree program. A baccalaureate major in criminal justice/criminology should require one-third of its semester hours in criminal justice/criminology and related cognates.
- B.10 All undergraduate programs in criminal justice/criminology are part of a broadly based degree program with a balance of general education, required and elective courses in criminal justice/criminology and in related fields (cognates), and unrestricted electives wherever possible.

Selected Indicators:

- I-B.a. Statement of program goals and objectives, including those for concentrations and options [B.1]
- I-B.b. Statement of all places where program goals and objectives are published including page numbers, if applicable, and copies of relevant pages of these publications [B.1]
- I-B.c. Indication that the institution's mission and purposes are reflected in the specific educational objectives of the program [B.1]
- I-B.d. Expected learning outcomes for each course [B.1]
- I-B.e. Demonstration that students' mastery of the program's stated learning objectives and outcomes are formally and systematically assessed prior to completion of the program with documentation of methods and measures utilized [B.1]
- I-B.f. Indication of where objectives of all criminal justice/criminology programs are taught in curriculum and how measured, including the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity [B.1; B.3; B.6]
- I-B.g. Comparison of the mean grade point average of criminal justice/criminology students with the mean grade point average institution- wide [B.2; B.4]

- I-B.h. Statement regarding method used to ensure programs and courses are dynamic and responsive to new developments in the field and new modes of inquiry [B.2]
- I-B.i. Outline of curriculum, including required courses and number of semester/quarter hours in criminal justice/criminology, cognate areas, and elective courses [B.2; B.7; B.8; B.9]
- I-B.j. Course syllabi and copies of final exams for each criminal justice/criminology course [B.2; B.3; B.4]
- I-B.k. Comprehensive evaluation or capstone experience [B.3]
- I-B.l. Evidence, when applicable, that students taught on other than the usual semester/quarter hour basis, through distance learning modalities, or through different divisions of the institution acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities [B.3]
- I-B.m. Statement of methods used to evaluate student performance. Evidence that methods of evaluating student performance are comparable to other programs throughout the institution and that the methods are appropriate and consistent with institutional and academic standards [B.4]
- I-B.n. Indication of course(s) in which specific content areas are found in the core curriculum [B.5; B.8]
- I-B.o. Evidence that available criminal justice/criminology electives are consistent with faculty, resources, and program objectives [B.7]
- I-B.p. When degree programs offer concentrations, evidence that these concentrations are supported by student body composition and faculty expertise [B.7]
- I-B.q. Evidence that graduates are critical thinkers with effective oral and written communication skills [B.8]
- I-B.r. Evidence that graduates are familiar with criminal justice/criminology facts and concepts and can apply the knowledge to problems and changing situations [B.8]
- I-B.s. Explanation of rationale behind sequencing of courses [B.8]
- I-B.t. Evidence that the program coordinates curriculum to facilitate student transfer from associate degree programs [B.9]
- I-B.u. Undergraduate catalog [B.10]

## Section C: Faculty for Baccalaureate Degree Programs Standards:

- C.1 Criminal Justice/criminology faculty credentials, number, diversity of educational and professional experience, time commitment and performance are sufficient to accomplish the program's mission and objectives. Faculty specializations and status (full-time, part-time, emeritus, or other faculty holding a terminal degree in her or his discipline) are considered in recruitment and hiring decisions.

- C.2 Faculty holding terminal degrees in the field of criminal justice/criminology or fields appropriate to criminal justice/criminology are actively sought. Institutions do not have undue dependence on faculty who are graduates of their own programs.
- C.3 The institution employs an open and orderly process for recruiting and appointing faculty. Criminal justice/criminology program faculty members direct the search process for new program faculty members.
- C.4 Two-thirds of all full-time faculty in baccalaureate degree programs must hold an earned doctorate (Ph.D.) in criminal justice/criminology or a closely related discipline. When a faculty member holds a Ph.D. degree in a closely related discipline, there should be evidence of experience, scholarship, and professional involvement, demonstrating a clear commitment to and identification with the field of criminal justice/criminology.
- C.5 All baccalaureate degree programs should strive to have all faculty members with terminal degrees.
- C.6 A program's faculty FTE to student ratio must comply with the standards of that region's institutional accrediting body (e.g. Middle States Association).
- C.7 Faculty assignments and workloads allow adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution and program.
- C.8 Graduate teaching assistants are qualified in terms of education, experience, and training in the field of criminal justice/criminology and are usually engaged in teaching only lower-level undergraduate courses. Where graduate teaching assistants are employed, the program carefully selects, trains, supervises and evaluates them.
- C.9 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined, as is the role of each category in fulfilling both the program's and the institution's mission and purposes. Orientation, oversight, evaluation, and professional development opportunities are provided for all faculty, including part-time and adjunct faculty. Criminal justice/criminology faculty members take advantage of these opportunities and take initiative in ensuring their continued competence and growth as teachers and scholars.
- C.10 Faculty members are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention.

C.11 At least two-thirds of the core required courses for the degree are taught by full-time faculty.

Selected Indicators:

- I-C.a. Faculty vitae or Faculty Profile Form, including recent professional contributions [C.1; C.2; C.4; C.5; C.7; C.9]
- I-C.b. Documentation of faculty recruitment efforts (newspaper advertisements, professional journal announcements, etc.) [C.1; C.2; C.5]
- I-C.c. Description of process for recruiting and appointing criminal justice/criminology faculty including all personnel involved at each step [C.3]
- I-C.d. Table of all faculty currently teaching in the program by full- and part- time status. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, location and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day, evening, or off-campus program requirements, if applicable [C.4; C.7; C.8; C.11]
- I-C.e. Indication that the number of FTE students and majors complies with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [C.6]
- I-C.f. Teaching load for all faculty [C.7]
- I-C.g. Vitae of graduate teaching assistants, if applicable [C.8]
- I-C.h. Description of selection, training, supervision and evaluation of graduate teaching assistants, if applicable [C.8]
- I-C.i. Evidence that the role of each faculty category is clearly defined in fulfilling the program and institution's mission and purposes [C.9]
- I-C.j. Description of orientation program for new faculty [C.9] I-C.k. Institution funds spent on professional development [C.9] I-C.l. Evidence of faculty effectiveness [C.10]
- I-C.m. Samples of performance evaluation forms [C.10] I-C.n. Faculty awards, recognitions [C.10]
- I-C.o. Indication of full-time and part-time, and FTE instructional faculty, by program [C.11]
- I-C.p. Full-time/part-time faculty ratio [C.11]

Other Supporting Materials:

- I-C.q. Institutional policy on hiring of faculty [C.3] I-C.r. Faculty handbook [C.9]
- I-C.s. Institution's faculty development policy [C.9] I-C.t. Faculty evaluation policy and process [C.10]
- I-C.u. Collective bargaining agreements, where appropriate [C.10]



## Section D: Admission and Articulation

### **Standards:**

- D.1 The institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its criminal justice/criminology program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied in the process for awarding degrees. Degrees awarded accurately reflect student attainments.
- D.2 No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.
- D.3 Only credit from institutions that are accredited by their regional higher education accrediting body is accepted for transfer into an undergraduate criminal justice/criminology program. No academic credit for criminal justice courses counting in the degree program is awarded by the criminal justice/criminology program for life experience or for military, police academy, or other professional training, except for internship and service learning courses that originated from accredited academic institutions rather than a training academy, the military, or continuing education credits.
- D.4 Two-year and four-year colleges and universities enter into articulation and joint admission agreements whenever possible to clarify curricular issues and academic expectations for both parties. These agreements reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.
- D.5 No more than 10 percent of the criminal justice/criminology major credits are completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination is clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice/criminology courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").
- D.6 The institution awards degrees only to those students who have earned at least 50 percent of the credit hours in the criminal justice/criminology program through instruction offered by that institution.

### Selected Indicators:

I-D.a. Undergraduate Catalog [D.1; D.2; D.3; D.5; D.6]

I-D.b. Admission requirements and policies for the program and for the institution as a whole [D.1]

- I-D.c. Statement of all places where program admission requirements and policies are published and copies of relevant pages of such publication(s) [D.1]
- I-D.d. Enrollment and retention reports [D.1]
- I-D.e. Transcripts of current students and recent graduates [D.1; D.2; D.3; D.5; D.6]
- I-D.f. Transfer policy including policy on credit for non-academic learning [D.3]
- I-D.g. Agreements leading to the award or waiver of credit or payments for credits earned outside of the institution [D.3]
- I-D.h. Signed articulation agreements [D.4]
- I.D.i. Report of credits awarded through knowledge-based examinations [D.5]

## Section E: Resources

### Standards:

- E.1 The program has sufficient facilities, equipment (including classrooms, laboratories, information and computer technology), and budgetary resources to meet program objectives and the needs of faculty and students.
- E.2 Students have access to library and information resources, collections and services that are sufficient in quality level, diversity, quantity, and currency to support and enrich the criminal justice/criminology program's offerings.
- E.3 Library facilities are adequate to house the collection and equipment so as to foster an atmosphere conducive to inquiry, study, and learning among program students, faculty, and staff.
- E.4 A program's resources must be in compliance with the standards of that region's institutional accrediting body (e.g., Middle States Association).

### Selected Indicators:

- I-E.a. Budget for criminal justice/criminology program(s) for past three years [E.1]
- I-E.b. List and location of facilities and equipment available to students [E.1]
- I-E.c. List and location of facilities and equipment available to faculty [E.1]
- I-E.d. Vitae of librarians and support personnel [E.2]
- I-E.e. Library collection in criminal justice/criminology and related fields (number of books, monographs, journals and electronic resources) [E.2]
- I-E.f. Student use and technology policy, on and off-campus [E.2]
- I-E.g. Materials for locating and obtaining electronic information [E.2]
- I-E.h. Bibliographic instruction and library orientation for criminal justice/criminology students [E.2]
- I-E.i. Assessment results of use of library and information resources and facilities by criminal justice/criminology students and faculty [E.2; E.3]

- I-E.j. Indication that the program's resources comply with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [E.4]

## Section F: Student Services Standards:

- F.1 The program provides an environment that fosters the intellectual and personal development of its students, consistent with its mission and purposes.
- F.2 All students in the criminal justice/criminology program have access to appropriate and effective orientation, academic advisement, career development, and placement counseling.
- F.3 The institution systematically identifies the characteristics and learning needs of its criminal justice/criminology student population and makes provision for responding to them.

### Selected Indicators:

- I-F.a. Student handbook [F.1]  
I-F.b. Satisfaction survey results of students, graduates, alumni, and employers [F.1]  
I-F.c. Summary of academic support services provided [F.2]  
I-F.d. American Disabilities Act (ADA) requirements [F.2; F.3] I-F.e.  
Demographic profile of admitted students [F.3]  
I-F.f. Evidence of method to assess student learning needs and provision for responding to them [F.3]

## Section G: Integrity Standards:

- G.1 The criminal justice/criminology program exemplifies high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public. The program must be in compliance and in congruence with the *ACJS Code of Ethics*.
- G.2 The program presents itself to students and other members of the interested public by providing information that is clear, complete, and accurate.
- G.3 Appropriate publications, print or electronic, contain the criminal justice/criminology program's mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the program; courses currently offered; academic policies, procedures and

- requirements for the criminal justice/criminology degree or other relevant forms of academic recognition.
- G.4 Relevant publications, print or electronic, also include a list of all current faculty, indicating departmental or program affiliation/status (for example, full or part-time, graduate faculty, emeritus), and showing degrees held and the institutions granting them.
  - G.5 The criminal justice/criminology program clearly indicates whether any offerings, courses, services, or personnel are not available during a given academic year. It does not list as current any courses not taught for two consecutive years, which will not be taught during the third consecutive year.
  - G.6 The criminal justice/criminology program has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

Selected Indicators:

- I-G.a. Evidence of high ethical standards in management of the program and in dealings with students, faculty, staff, external agencies and organizations, and the general public [G.1]
- I-G.b. Grievance/complaints and appeals procedures [G.1] I-G.c. Program copy of the *ACJS Code of Ethics* [G.1]
- I-G.d. Evidence of compliance and congruence with *ACJS Code of Ethics* [G.1] I-G.e. Undergraduate catalog [G.2; G.3; G.4; G.5; G.6]
- I-G.f. Program publications, including brochures, posters, web pages [G.2; G.3; G.4; G.5; G.6]
- I-G.g. List of courses taught for previous three years [G.5]
- I-G.h. Documentation for statements regarding program excellence, learning outcomes, success in placement, etc. [G.6]

## Section H: Program Quality and Effectiveness

### Standards:

- H.1 The program undergoes systematic evaluation of all program components and uses the results for program improvement.
- H.2 The program demonstrates that its graduates have acquired the knowledge and developed the skills that are identified as the program's objectives and student learning outcomes.
- H.3 The program demonstrates that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies

comparable to those expected in similar programs offered in more traditional time periods, modalities and locations.

- H.4 The institution periodically reviews the program under established, clearly defined institutional policies and uses the results to improve student learning and program effectiveness. The review includes an assessment of effectiveness, currency, and continued need.

Selected Indicators:

- I-H.a. Written program assessment plan [H.1]
- I-H.b. Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment [H.2]
- I-H.c. Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes [H.2]
- I-H.d. Results of program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates [H.2]
- I-H.e. Analysis of student evaluations of teaching [H.3]
- I-H.f. Evidence that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations [H.3]
- I-H.g. Reports from institution's program reviews, indicating cycle of reviews, findings, and related program improvements [H.4]

Other Supporting Material:

- I-H.h. Institution's policy on academic program review [H.4]
- I-H.i. Institution's program assessment policy [H.4]

**Section I: Branch Campuses, Additional Locations, and Other Instructional Sites** *In addition to Standards A-H above, Standards I.1-I.4 are applicable to courses and programs offered off-campus.*

### Standards:

- I.1 Criminal justice/criminology courses and programs offered at branch campuses, additional locations, and other instructional sites must meet the standards and educational objectives of the home institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on-campus or in more traditional formats.
- I.2 Students have ready access to appropriate learning resources. Sufficient library and information resources and services are readily accessible to students wherever the program is located or however it is delivered, and sufficient and appropriate

orientation and training are provided for their use. The facilities foster an atmosphere conducive to inquiry, study, and learning among program students, faculty and staff.

- I.3 The institution maintains direct and sole responsibility for the academic quality of all aspects of the program. On-campus faculty has a substantive role in the design and implementation of off-campus programs.
- I.4 If there are programs available to students via distance technology or other means, off-site instruction is conducted in a manner that maximizes student-faculty interactions and ensures quality. Standards for all programs (residential, non- residential, face-to-face, and distance education) should be comparable.

Selected Indicators:

- I-I.a. Description of all instructional sites where undergraduate courses are taught [I.1]
- I-I.b. Table of all faculty currently teaching in the program by full and part-time status and by site where courses are taught. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day or evening program requirements, if applicable, and whether distance technology is used [I.1; I.4]
- I-I.c. Evidence that courses and programs at off-campus sites meet the standards and educational objectives of the home institution [I.1]
- I-I.d. Program enrollment data by instructional site [I.1]
- I-I.e. Summary of academic support services and learning resources available at each location [I.2]
- I-I.f. Description of facilities available at each location [I.2]
- I-I.g. Description of who designs, maintains, and directs each off-campus program [I.3]
- I-I.h. Organizational charts [I.3]
- I-I.i. Access to programs via distance technology [I.4]
- I-I.j. Evidence that off-site instruction maximizes student-faculty interactions and is high quality [I.4]

**APPENDIX F**  
**2020 MPTC ARTICULATION AGREEMENT**

**FITCHBURG STATE UNIVERSITY**

**ARTICULATION AGREEMENT BETWEEN FITCHBURG STATE UNIVERSITY AND MUNICIPAL POLICE TRAINING COMMITTEE (MPTC)**

**AGREEMENT:**

Made this twelfth day of February 2020 between Fitchburg State University (FSU) and the Municipal Police Training Committee (MPTC). This Agreement is the sole agreement between the FSU and MPTC with regard to the MPTC-certified Police Program (PP), and supersedes all other prior agreements or communication between FSU and MPTC pursuant to the Police Program made prior to this Agreement.

**PURPOSE:**

The purpose of this Agreement is to define the partnership between FSU and MPTC regarding the delivery of a "4+1" Police Program within the Criminal Justice Major at FSU, said program to be composed of a Bachelor's Degree, an MPTC police officer academy certification, and a Master's Degree. FSU and MPTC recognize the importance of a highly educated and MPTC-trained and certified police force, not only to the Commonwealth and the students, but to police departments and residents of the Commonwealth as well. The Police Program facilitates a merger of academic education and academy skills training in a first-of-its-kind Police Program, which allows its students the unique opportunity to transition seamlessly from university academic education to academy skills training in a single, 5-year program.

**CONDITIONS FOR ARTICULATION:**

The following conditions are hereby set forth:

1. FSU will set and uphold admission processes and standards.
  - a. Potential Police Program students must complete an application for, and be accepted into, the Police Program within the Criminal Justice Major prior to admission to the Police Program. Upon receipt of the application for admission to the Police Program, students will receive a hard copy of the MPTC Student Officer Guide; the FSU Police Program Student Officer Handbook and the MPTC Health and Wellness Guide at the mandatory Police Student Orientation;
  - b. The Police Program will accept up to 30 credits maximum for any student who wishes to transfer into the program. Because of the highly-regulated nature of the program, no exceptions to this policy can be made.
  - c. Potential 5<sup>th</sup> Year students must meet all of the academic requirements upon graduation from

the Bachelor's Degree to be eligible for the 5<sup>th</sup> year Master's Program;

2. **Administration:** The Police Program will operate with a full-time Academy Director and a Curriculum Coordinator (faculty, reassigned time). The Academy Director will report to the Dean of Arts and Sciences and will work closely with the Department Chair. The faculty curriculum coordinator will report to the Department Chair. The MPTC shall notify the Academy Director or his or her designee of the regular MPTC meetings and meetings of the Academy Directors. The roles and responsibilities of the Academy Director and Curriculum Coordinator are delineated in Addendum A and Addendum B, respectively;
3. **Sponsoring Chief/FSU PD:** The Recruit Officers will be sponsored by the Fitchburg State Police Department. The Fitchburg State University Police Department will be responsible for those items listed in Addendum C.
4. **MPTC Policies/CMRs:** FSU will abide by all of the policies in MPTC Student Officer Guide and the MPTC-related Code of Massachusetts Regulations, 550 CMR 3.0.<sup>1</sup> The MPTC Student Officer Guide will be reviewed at orientation<sup>2</sup>. In recognition that the students are younger (17 or 18 years old) than the traditional academy officers at the time of entry into the program and that the students must obey MPTC policies for 5 years (rather than a traditional 24-week academy), FSU will have flexibility to enforce the policies and regulations to students over the 5-year period. (For example, FSU may use its best judgment to counsel, rather than dismiss, for minor violations of the MPTC policies);
5. **Reports:** FSU will submit After Action Reports to MPTC for each academic cohort in the Police Program in accordance with the MPTC guidance;
6. **Academic Standards:** FSU will set and maintain academic standards that meet or exceed the MPTC standards. FSU will enact policies modeled on, but not limited to, MPTC policies to address those students who fail to meet such standards;
7. **Class Size:** FSU shall maintain approved instructor-to-student ratios as required in the Academy by MPTC. Ideally, the 5<sup>th</sup>-year class should not exceed 60 students, if possible;
8. **Curriculum:** FSU will establish curriculum that incorporates the requirements of FSU and MPTC. The curriculum shall distinguish between academic education courses and skills training courses. Curriculum shall be updated, as necessary, when either FSU or MPTC curriculum is amended. The curriculum shall designate those courses that are MPTC-required courses in the Police Program. Police Program courses may incorporate more than one MPTC topic area and may split the number of hours required in a specific topic area among more than one Police Program course. Police Program courses may be offered in on-campus, online, or hybrid courses. FSU will track and report on the number of hours of each MPTC topic area within an FSU course;
9. **Comprehensive Exams:** FSU will administer all examinations as required by the new MPTC curriculum; students who receive less than 70% in any area (passing grade for MPTC purposes) will be allowed to retake the exam one additional time (such make-up must be successfully completed within a reasonable time but not later than 3 days prior to that student's undergraduate graduation);

---

<sup>1</sup> The MPTC Manual Student Officer Guide applies to the student, per the catalog year of the student's entry to the Police Program;



<sup>2</sup> FSU will provide an orientation for Police Program students prior to the start of classes in their first year. Orientation will address curriculum, GPA and course grade requirements, MPTC policies and regulations (the Policy Manual will be reviewed with the students at orientation), dress code, and codes of conduct (both FSU and MPTC);

10. **Intellectual Property:** FSU-developed curriculum, policies, procedures, and/or standards will remain the intellectual property of FSU and/or its faculty; however FSU will be available to impart lessons from the implementation, operations, and outcomes of the program to public constituencies;
11. **MPTC Instructor Certification:** All FSU MPTC-required course instructors shall be MPTC Level 3 certified instructors. MPTC will take cognizance of the expertise of a doctoral level professor and recognize the equivalent value of such education and teaching experience in the certification process;
12. **Resignation/Termination from the Police Program:** If a student resigns or is terminated for any reason, and in the case of termination, the termination is upheld on appeal, he or she may not reenter the Police Program. The student, however, may join the Traditional CJ program, if academically and student-conduct eligible. The only Police Program students who may leave the Police Program and return are those who have left for active military duty or receive a medical deferment. A student who is called to active duty may leave the Police Program; he or she will be given the opportunity, if possible, to rejoin the Police Program in the class applicable to the number of credits he or she has earned upon the conclusion of his or her military duties;
13. **Tuition and Fees:** Tuition, fees, and equipment costs shall be determined by FSU;
14. The Municipal Police Training Committee will provide technical assistance and will facilitate the execution of the program by -
  - a. Expediting certification process for Police Program faculty, granting Level 3 certification where applicable
  - b. Advising and assisting with securing firearms range (as needed)
  - c. Advising and assisting with securing continuity of agreement re: EVOG cruisers (as needed)
  - d. Advising and assisting with any equipment & training requirement changes (as needed)
  - e. Working in collaboration with the University on transitioning current 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> ROC classes from the 894.5 MPTC curriculum to the new updated MPTC curriculum
15. This Agreement shall commence upon the date of execution of this Agreement and shall continue until such time as the Agreement is terminated in writing by either of the parties;
  - a. Any such termination shall not take effect with regard to students already enrolled until such time as those students have completed their respective course of study or at such time as the executive director of the MPTC determines the program is not substantially complying with MPTC requirements.

Signed, this twelfth day of February, 2020.

\_\_\_\_\_  
s/RJF

Chief Robert J. Ferullo, Jr.,(Ret.)  
Executive Director at Municipal Police Training Committee

\_\_\_\_\_  
s/RSL

Richard S. Lapidus, PhD.  
President, Fitchburg State University

/

## **Addendum A**

### **Academy Director**

1. Serve as liaison/agent of MPTC on campus, including attending all required MPTC meetings (Committee, curriculum, Academy Director) and sharing information with FSU;
2. Plan and coordinate quarterly meetings with MPTC and FSU administration and staff whom are directly involved in the Police Program;
3. Communicate all academic & MPTC standards (Student Officer Guide, Health and Wellness Guide, Recruit Entry Level Fitness Standards, FSU Police Program Handbook) to FSU Police students through Orientations and monthly student meetings;
4. Develop and share schedule of 17-week Academy, including Day 1, firearms week, APP week, active shooter days, Academy Orientation Date, etc.
5. Emcee Academy graduation;
6. Work with University and MPTC on securing campus facilities for Academy (office, classroom, fields, recreation center, pool);
7. Hire Academy staff and instructors for all elements of Academy, including working with University on contracts and weekly pay;
8. Generate and distribute MPTC equipment list to students (once backgrounds are approved);
9. Conduct progressive discipline (per CMRs, MPTC policy and FSU policy) of all police students in the pipeline and in the Academy;
10. Manage and/or collaborate with Curriculum Coordinator on dismissals for academic reasons;
11. Collaborate with FSUPD/MPTC on withdrawal of sponsorship for non-academic reasons;
12. . Manage Police Program budget, including applying for Strategic Funding for Academy equipment and drafting budget for the Academy (through GCE);
13. Collaborates with FSUPD in order to purchase and inventory weapons, ammunition, sims guns, and sims ammunition . All other all Academy equipment is the sole responsibility of the Academy Director;
14. Co-present at campus recruitment events (Open Houses, Future Falcon Days).

## **Addendum B**

### **Curriculum Coordinator of the Police Program**

1. Oversee curriculum and curricular changes through faculty governance;
2. With Academy Director, attend MPTC meetings that involve curricular discussions or changes;
3. Monitor academic progression of police students, including end of first year for retention into year 2;
4. Advise Police Program students;
5. Administer MPTC Comprehensive exam;
6. Identify and assist faculty with MPTC certification process each semester, including certification for any MPTC courses, re-certifications, attendance at any MPTC classes which are required.

## Addendum C

### FSU Police Department/Chief

1. Agency sponsorship;
2. Conduct initial light background on all incoming freshmen;
3. Distribute and collect background and medical packets for ROC recruits;
4. Conduct comprehensive background checks on ROC recruits;
5. Request PAT preview and schedule PAT test dates for ROC recruits;
6. Firearms, SIMS guns, and ammunition
  - a. Firearms and ammunition purchase and storage (funds through Police Program);
  - b. Firearms and ammunition chain of custody: transport (deliver and collect) during appropriate Academy weeks
  - c. Set-up process for and monitor weapons & ammunition sign-in and sign-out
  - d. Firearms armorer (annual inspections)
  - e. Provide AED (automated external defibrillator) for the Academy
7. Discipline
  - a. Flag students in IMC and disseminate reports for conduct issues
  - b. Participate in disciplinary hearings/meetings
  - c. Collaborate with Academy Director and other university leadership on removals from the police program for non-academic reasons, including withdrawing sponsorship, dismissal, university student conduct processes.
8. Co-present at campus recruitment events (Open Houses, Future Falcon Days)
9. Participate in Academy graduation
10. Serve as an advisor, as needed

## APPENDIX G

### LIBRARY PROGRAM REVIEW FOR CJ, 2017/18

#### Criminal Justice AY17/18 Library Program Review

The criminal justice program at Fitchburg State University offers B.S. degrees in straight criminal justice as well as a police certification concentration, and it offers a traditional criminal justice minor. As part of the police certification program, the criminal justice faculty also offer a “4+1” Master of Science in criminal justice.

The criminal justice faculty do not play a service role in the undergraduate general education curriculum. By contrast, the program draws heavily from other departments to satisfy core major requirements. For example, CJ students must take human services, political science, sociology, and other courses in the course of earning their degrees.

The last full library analysis came in the academic year 13/14, but this was not for a program review. The last full program review was in the AY08/09, which means that the criminal justice faculty missed a cycle before implementing the 4+1 police certification concentration.

#### Monograph Collection Description and Analysis

Fitchburg State University is, by Carnegie classification, a Master’s granting institution. As stated above, the criminal justice program has an M.S. in CJ with a police certification concentration. Consequently, the University must currently uphold the standard of at least 3c, “advanced instructional support” for its collections; the monograph collection in criminal justice has met this threshold only within the last ten years, and in this review it continues to be the case.

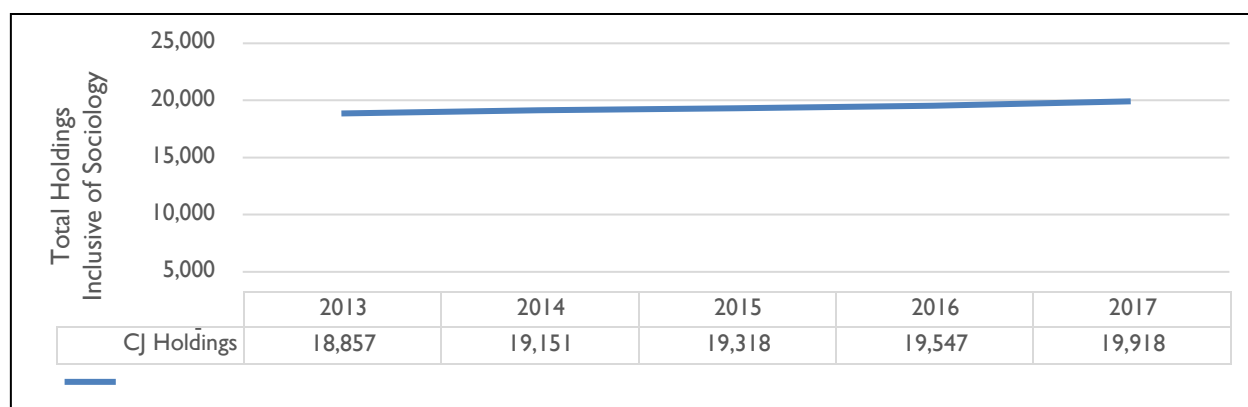
*General Guidelines for Monograph Collection Depth*

- 1 Minimal – A level that consists mostly of basic works.
- 2 Basic Information.
- 2a A level that introduces and defines the subject and that indicates the varieties of information available elsewhere.
- 2b Basic Instructional Support – A level that introduces course work and research for undergraduate courses, including a wide range of basic monographs and reference tools pertaining to the subject and targeted to undergraduate students.
- 3 Study or Instructional Support.
- 3a Basic Study – A level that supports undergraduate courses.
- 3b Intermediate Study – A level that supports upper division undergraduate courses.
- 3c Advanced instructional Support – A level that supports course work and research for graduate and undergraduate courses, including a wide range of basic monographs and reference tools pertaining to the subject.
- 4 Research – A level that supports independent research and preparation of doctoral dissertations
- 5 Comprehensive Inclusion – Comprised of all significant works for a defined topic.

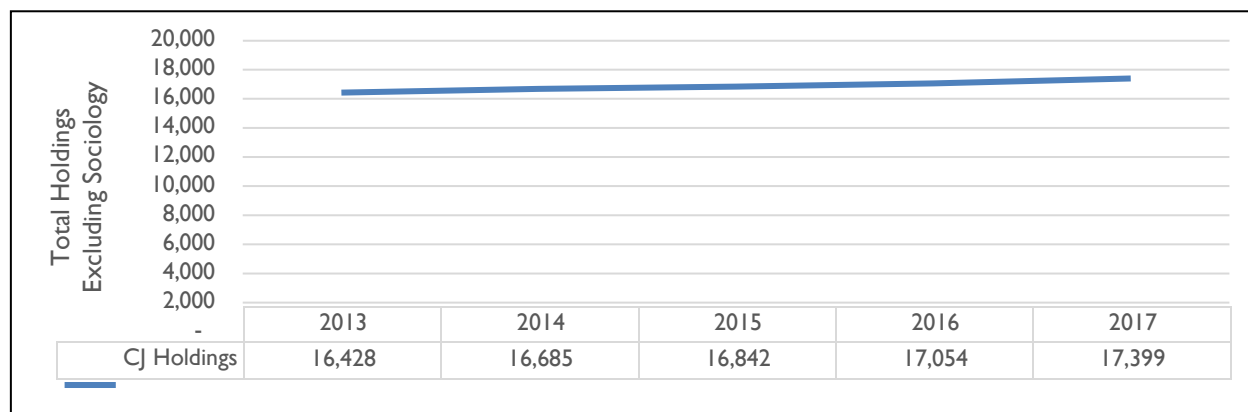
*Specific Definitions for Monograph Holdings*

- 1b (or less) Minimal level = less than 2,500.
- 2a Basic introductory level = 2,500 - 5,000 titles.
- 2b Basic advanced level (Community College) = 5,000 - 8,000 titles.
- 3a Instructional support (lower level undergraduate) = 8,000-12,000 titles representing a range of monographs.
- 3b Intermediate support level (advanced undergraduate) = more than 12,000 titles representing a wider range than 3a.
- 3c Advanced support level (Master’s degree level).

In the period under review, the monograph collection in criminal justice experienced steady growth. Unlike other disciplines, the collection has not undergone extensive weeding, which means that it has not experienced the significant contraction others have. It is now 5.6% larger than it was in the AY12/13. Again, although it did not happen here, weeding of collections is both necessary and healthy. The culling of the general collection in other disciplines was carried out to prepare for a newly-renovated library facility that saw a 4,000 linear foot reduction in shelf space allotted for physical holdings, but the larger rationale for periodic weeding is to bring up the currency of the collection. The trends in total disciplinary holdings inclusive of sociology (by volume) during the period under review are reflected below:



The trends in disciplinary holdings (again, by volume) when excluding sociology show a similar pattern of growth, 5.9% over 5 years:



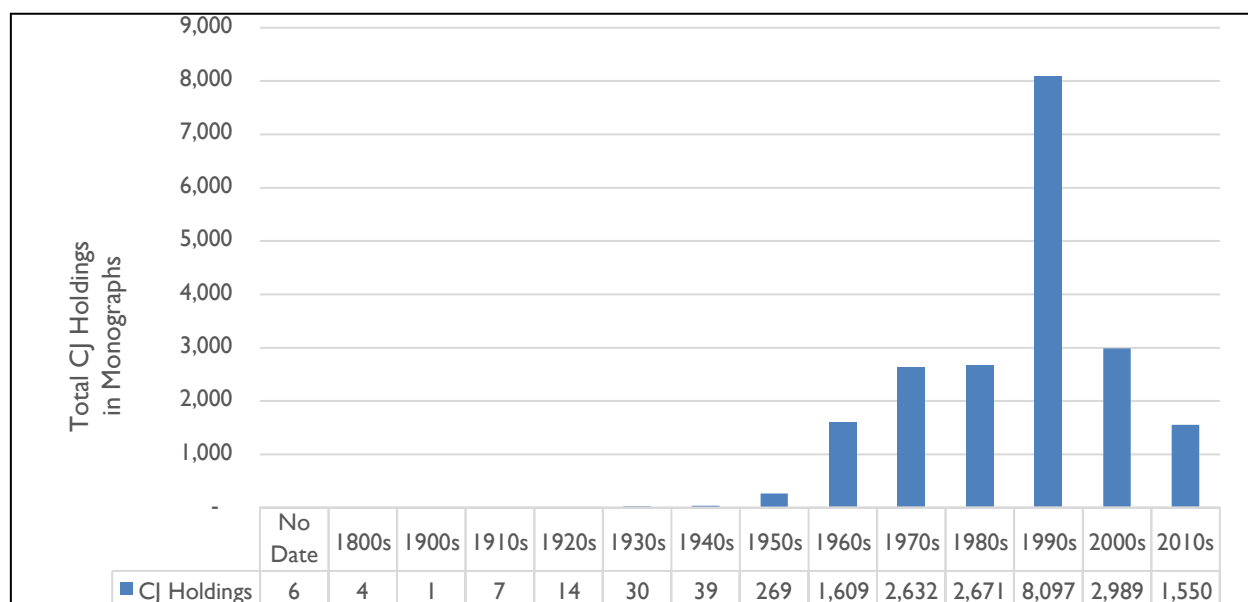
As the various disciplinary holdings grew in number, and then even as we weeded the entirety of the general collection, the criminal justice volumes nevertheless shrank as a percentage of the Library's overall holdings. At the conclusion of the AY16/17, titles in criminal justice comprised 10.4% of the overall holdings, or 19,918 out of 190,921 volumes; they were 10.9% of our holdings (173,237) in the AY12/13. Thus, throughout the last five years our physical holdings in monographs have met the criteria for category 3c, "advanced instructional support" or that which is sufficient for Master's level work.

Holdings in each of the Library of Congress call letter categories over the last five years appear below:

LC Subject Area	LC Call Number	2013	2014	2015	2016	2017
Human Ecology. Anthropogeography	GF	335	335	339	346	352
Sociology (General)	HM	2,429	2,466	2,476	2,493	2,519
Social History & Conditions. Social Problems. Social Reform	HN	1,524	1,537	1,541	1,555	1,571
The Family. Marriage. Women	HQ	4,630	4,693	4,712	4,760	4,847
Societies: secret, benevolent, etc.	HS	49	49	49	49	49
Communities. Classes, Races	HT	1,123	1,127	1,131	1,140	1,156
Social Pathology	HV1-HV4999	1,998	2,041	2,072	2,090	2,128
Alcoholism & Drugs	HV5001-HV5840	398	403	408	412	416
Criminology	HV6001- HV7220.5	1,310	1,350	1,371	1,393	1,436
Criminal Justice Administration	HV7231-HV8291	452	461	469	473	487
Penology	HV8301-HV9025	188	192	195	198	211
Juvenile Offenders	HV9051- HV9230.7	153	156	156	157	163
Adult Offenders	HV9261- HV9430.7	46	51	52	54	57
Criminology by Regions	HV9441-HV9960	235	248	256	263	281
Constitutional Law	KF4501-KF5130	392	402	407	412	422
Federal Courts, Criminal Law & Procedure	KF8700-KF9827	333	341	345	349	370
Special Aspects of Education	LC	2,831	2,859	2,895	2,949	2,992
Medicine & the State	RA1-RA420	62	66	66	74	74
Forensic Medicine	RA1001-RA1171	369	374	378	380	387

Many of the collections in the Amelia V. Gallucci-Cirio Library are "crowded" around acquisitions in the 1990s, and here criminal justice is no exception. Better than one-third (37.7%) of all criminal justice holdings were published in this decade. However, more than half of the volumes (58.9%) were published since 1990. In recent years, this buying trend has slowed. It is for this reason that the mean holding for many of the discrete elements of the collection is from the 1980s, while the median and mode are almost always from the 1990s. The aggregate mean (1990), median (1994), and mode (1998) of the criminal justice collection (inclusive of sociology) are all from the 1990s. (See below and on the next page.) The Washington Library Network's *Collection Assessment Manual* recommends having 5% of a discipline's holdings published within the last 5 years and 10% within the last 10 years. In criminal justice, 3.9% of our holdings have a copyright date within the last 5 years, and roughly 8% of the holdings are from within the last 10 years. The distribution of our holdings by decade is below on the next page:



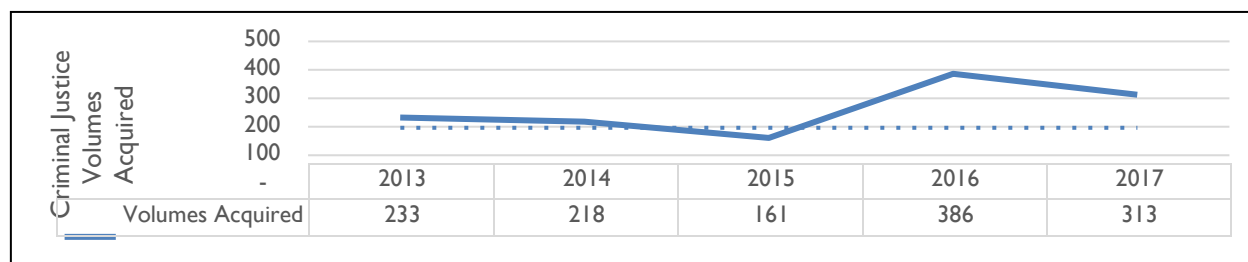


A disaggregated view of the mean, median, and mode for the criminal justice collection is below:

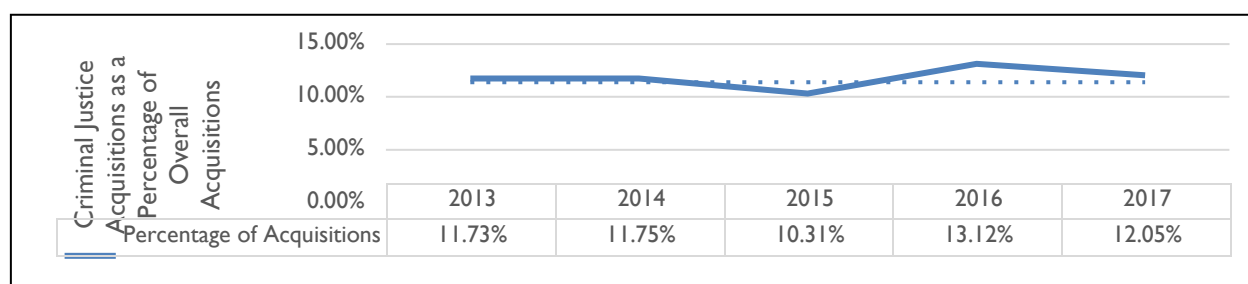
LC Subject Area	LC Call Number	Mean	Median	Mode
Human Ecology	GF	1992	1994	1993
Sociology (General)	HM	1989	1995	2000
Social History	HN	1987	1991	1996
The Family. Marriage. Women	HQ	1990	1993	1994
Societies: secret, benevolent, etc.	HS	1988	1991	1991
Communities. Classes, Races	HT	1987	1991	1997
Social Pathology	HV1-HV4999	1990	1993	1993
Alcoholism & Drugs	HV5001-HV5840	1988	1992	1992
Criminology	HV6001-HV7220.5	1996	1997	1995
Criminal Justice Administration	HV7231-HV8291	1996	1997	1995
Penology	HV8301-HV9025	2000	1999	1995
Juvenile Offenders	HV9051-HV9230.7	1986	1990	1995
Adult Offenders	HV9261-HV9430.7	1996	1997	1995
Criminology by Regions	HV9441-HV9960	1999	1998	1996
Constitutional Law	KF4501-KF5130	1989	1989	1987
Federal Courts, Criminal Law & Procedure	KF8700-KF9827	1990	1992	1993
Special Aspects of Education	LC	1988	1985	1998
Medicine & the State	RA1-RA420	1992	1996	1993

Forensic Medicine	RA1001-RA1171	2001	1999	1999
-------------------	---------------	------	------	------

Acquisitions in criminal justice (inclusive of sociology) have consistently remained above 200 volumes per annum in the review period, with one exception. When taken as a whole, the trend has been steadily upward, with a 34.3% gain in acquired volumes in the last 5 years. The per annum breakdown in acquisitions appears as follows:



The acquisitions in the disciplines of criminal justice and sociology furthermore show consistency when compared as a percentage of overall purchases by the library. The per annum percentage of these discipline-specific monograph purchases are as follows:



The breakdown of acquisitions in each of the LC call letter areas in that period is as follows:

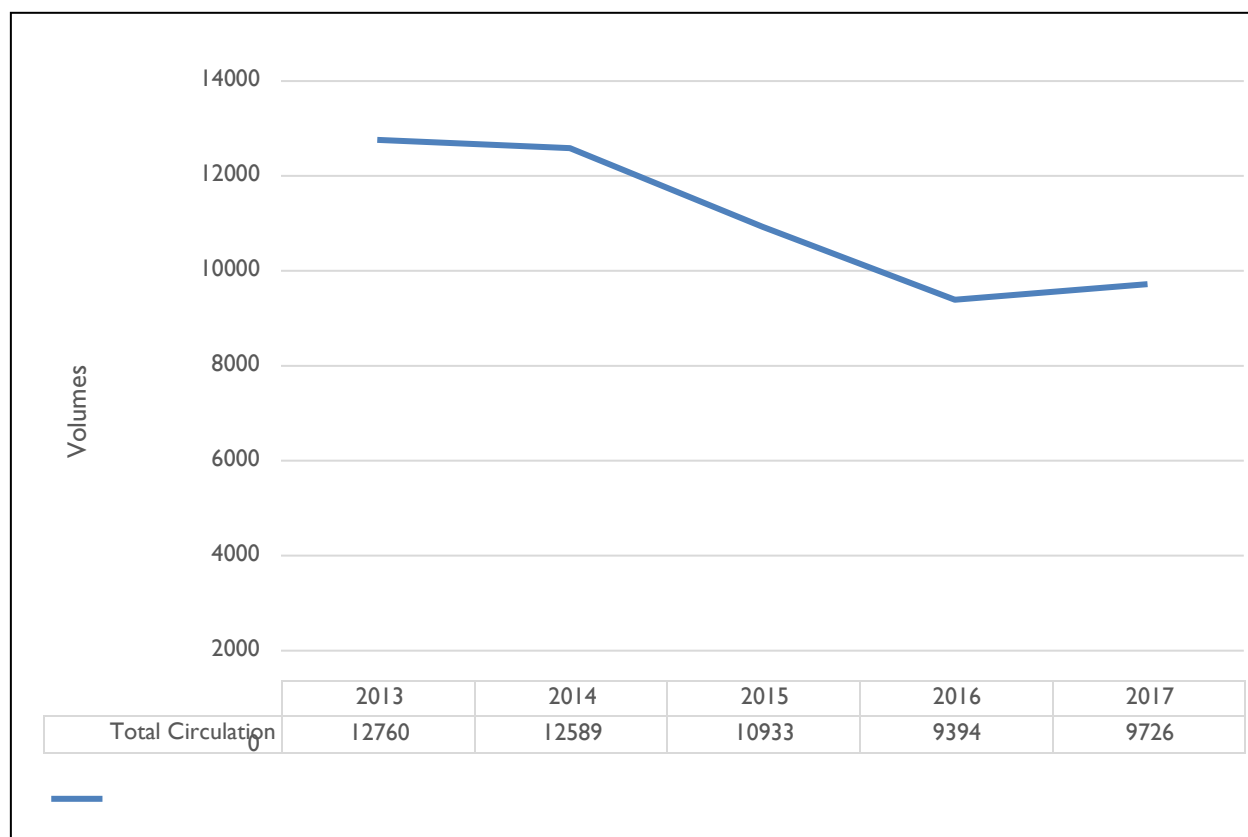
LC Subject Area	LC Call Number	2013	2014	2015	2016	2017
Human Ecology. Anthropogeography	GF	4	-	4	7	6
Sociology (General)	HM	19	27	10	20	24
Social History	HN	13	9	6	73	14
The Family. Marriage. Women	HQ	50	42	23	48	79
Societies: secret, benevolent, etc.	HS	0	-	-	-	-
Communities. Classes, Races	HT	13	3	6	8	16
Social Pathology	HV1-HV4999	42	32	33	27	31
Alcoholism & Drugs	HV5001-HV5840	6	4	4	6	3
Criminology	HV6001-HV7220.5	17	36	21	29	32
Criminal Justice Administration	HV7231-HV8291	10	8	3	9	9
Penology	HV8301-HV9025	7	4	3	8	8
Juvenile Offenders	HV9051-HV9230.7	2	3	0	4	3
Adult Offenders	HV9261-HV9430.7	2	5	1	3	1
Criminology by Regions	HV9441-HV9960	3	9	8	11	12
Constitutional Law	KF4501-KF5130	4	3	5	4	8
Federal Courts, Criminal Law & Procedure	KF8700-KF9827	7	8	5	1	23
Special Aspects of Education	LC	31	18	25	119	37
Medicine & the State	RA1-RA420	3	3	4	2	7
Forensic Medicine	RA1001-RA1171	0	4	-	7	-

## eBook Collection

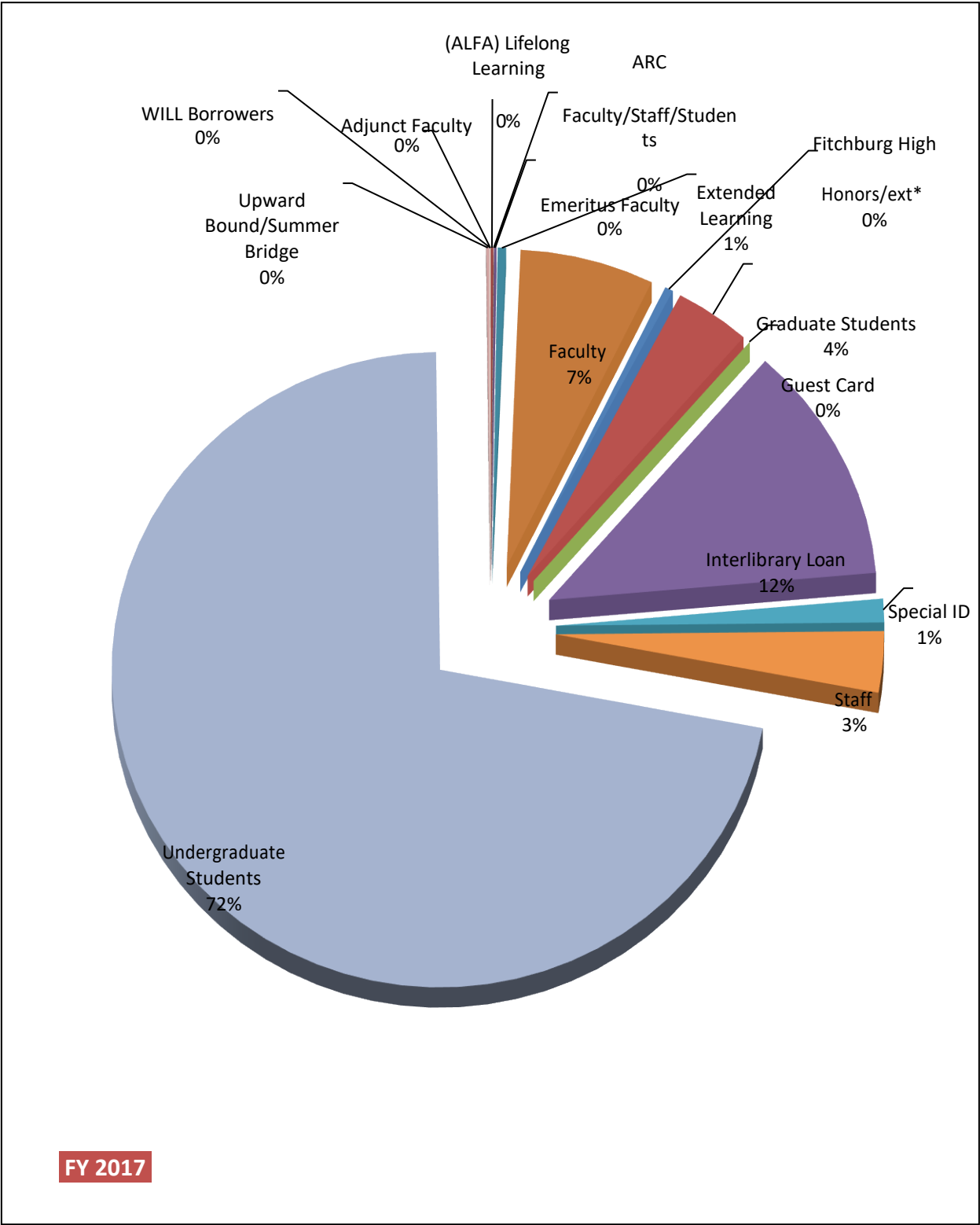
The University's eBook collection is quite small, and the library has acquired only a handful of volumes in criminal justice. No benchmarking for such acquisitions exists, as the medium is so young. Recently, subject liaisons have explored the option of joining such consortia as the Massachusetts Library System's "Commonwealth eBook Collections" (found here: <http://guides.masslibsystem.org/ebooks>).

## Circulation

In the last few decades, a downward trend in circulation has emerged both nationally and locally. In 2012, the Association of College and Research Libraries openly speculated about the possibility that "by 2020 university libraries will no longer have circulation desks" (<http://acrl.ala.org/techconnect/?p=233>). While the ACRL is right to cite the rise of eBooks and the disruptive effects of the internet, the latter of which coincided with the first sustained drops in circulation in the aughts, such dire predictions have been made in many industries, and we have expected a levelling off in circulation declines to occur. Unsurprisingly, therefore, this has been the trend at FSU; it is also worth pointing out that during the AY14/15 (FY15) and AY15/16 (FY16), the library was undergoing major renovations. Discipline-specific circulation data has not been tracked for the review period, a lacuna we will rectify, but the institution-wide circulation rates are below:



Lastly, the bulk of the circulation has been with undergraduate students, but we also play a large role as a regional provider of interlibrary loan services. A snapshot of institution-wide usage for the AY16/17 is below, on the next page:



## Serials Collection Description

### *Definitions for Serials Holdings*

1 & 2a = some general periodicals and some major indexes.

2b = 30% or more of the titles indexed in *Magazines for Libraries* and access to indexes.

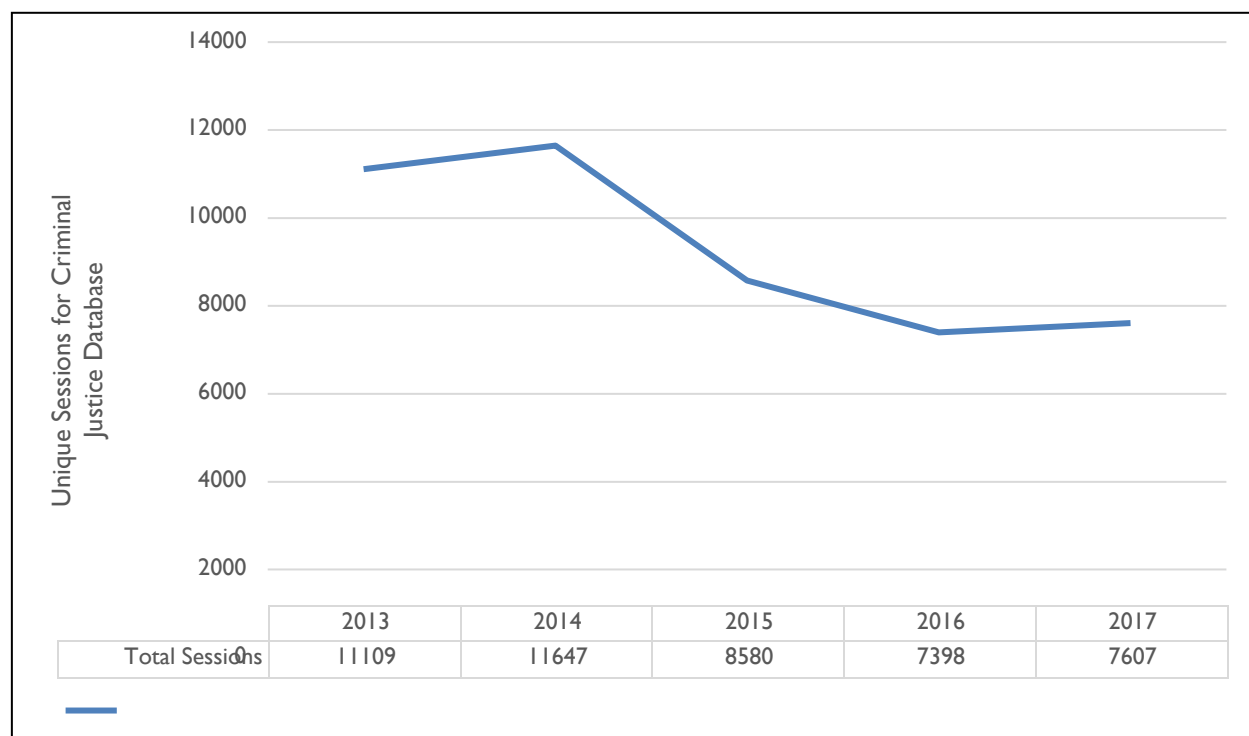
3a = 50% of the titles indexed in *Magazines for Libraries* and access to indexes.

3b = 75% of the titles indexed in *Magazines for Libraries* and access to indexes and access to non-bibliographic databases.

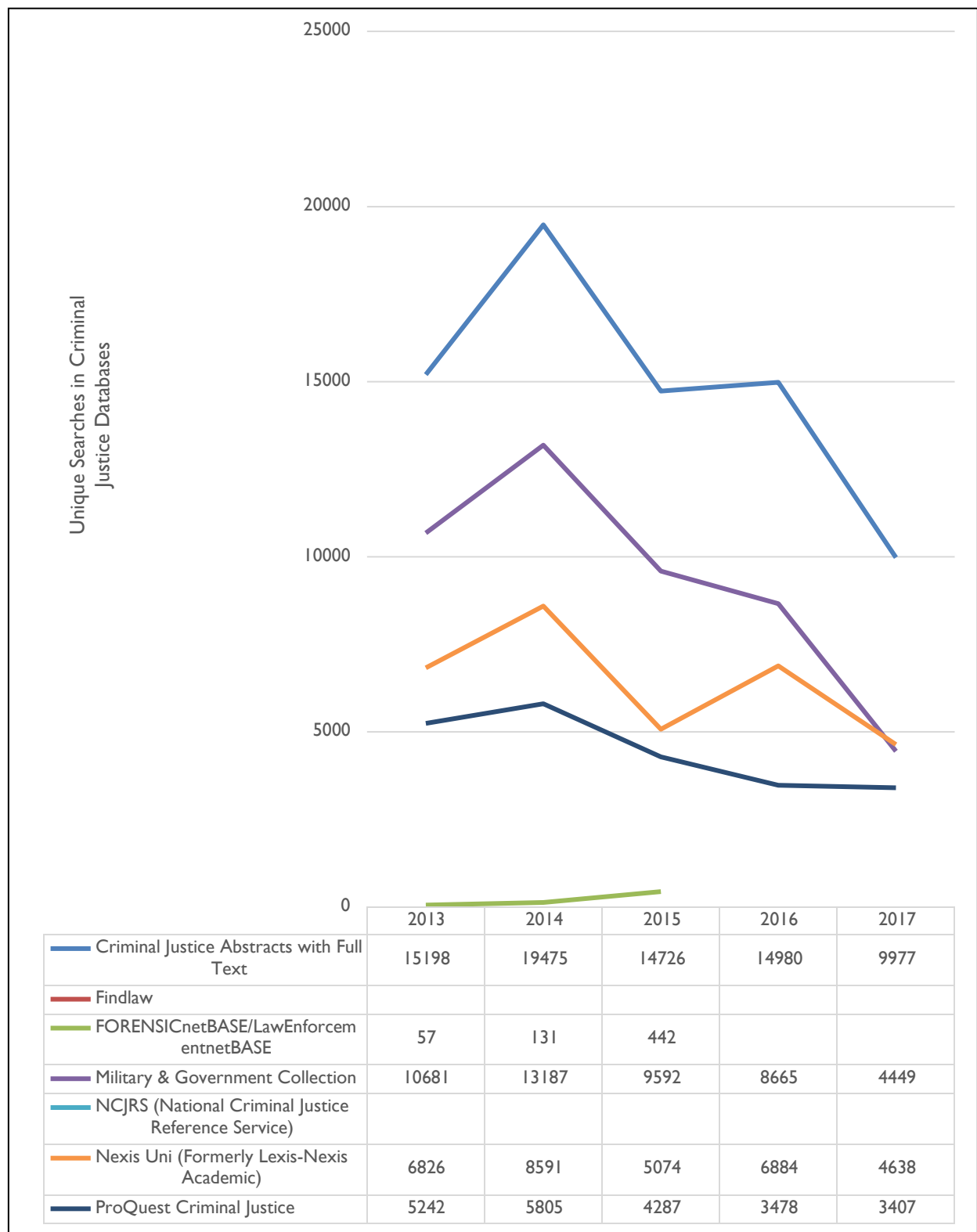
3c = 90% of the titles indexed in *Magazines for Libraries* and access to the major indexing and abstracting services in the field.

The full complement of databases treating criminal justice can be found on the Fitchburg State library website (<http://library.fitchburgstate.edu/research/databases/criminal-justice/>). Whereas there are 8 directly applicable databases, another 17 databases supplement this core collection, and individual titles that stretch across the sciences and that are embedded within databases or that we subscribe to separately (and which are accessible through Serials Solutions) number in the thousands.

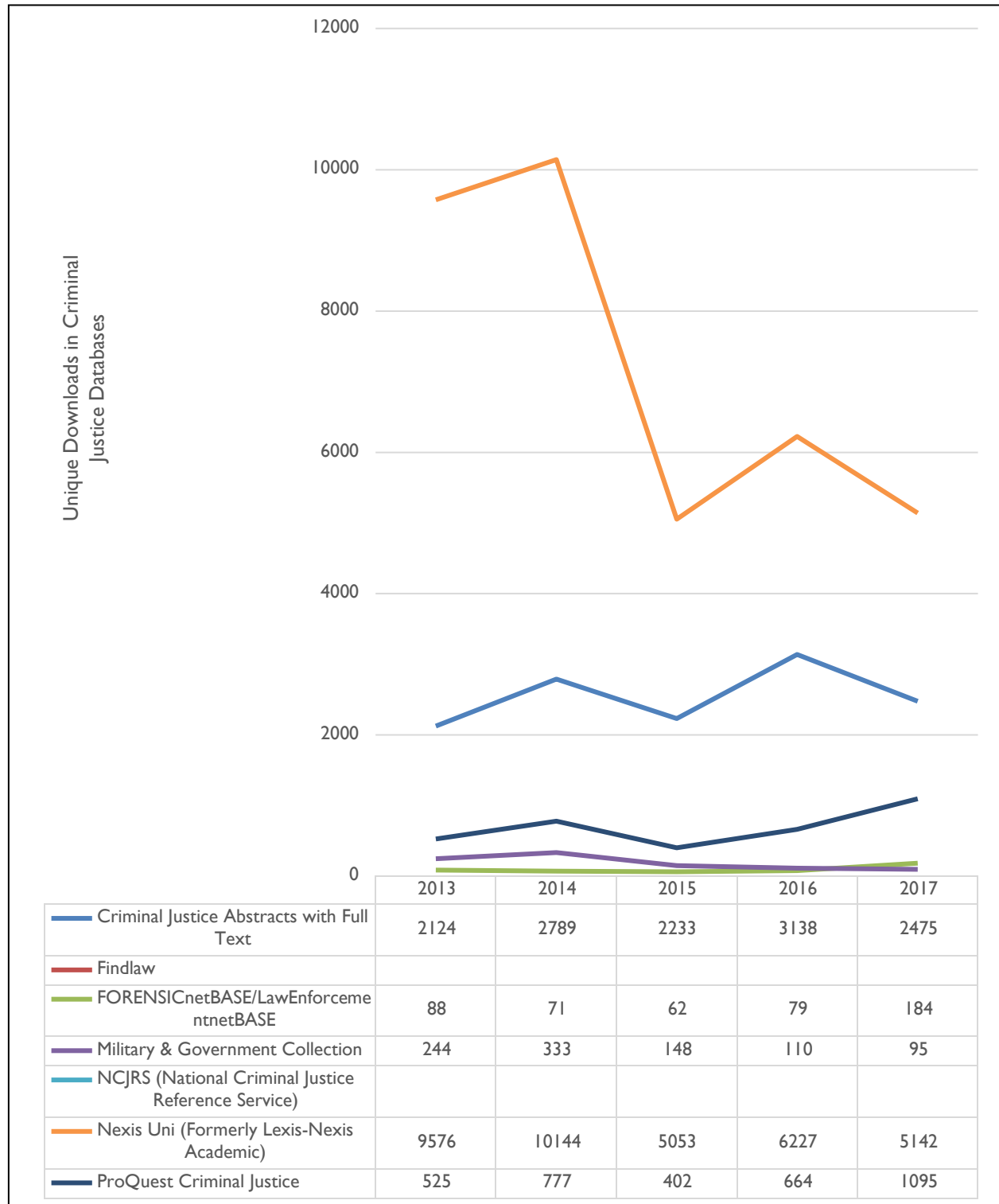
Database usage data disaggregated by discipline does not exist. Aggregate usage on the 8 core databases associated with criminal justice has fallen 31.5% (as reflected in sessions) during the period under review. This, of course, means that we are taking into account sessions in databases that offer more general coverage and appeal to a larger audience (e.g. and particularly, Nexis Uni, formerly Lexis/Nexis). The number of institution-wide unique sessions for these core resources are below (see graphs on the following four pages for their enumeration):



The disaggregated institution-wide trends for searches in core criminal justice resources are below. In general, usage declined across the board. Moreover, blanks indicate either that there was no data for a given database or year, or that the database was newly acquired.

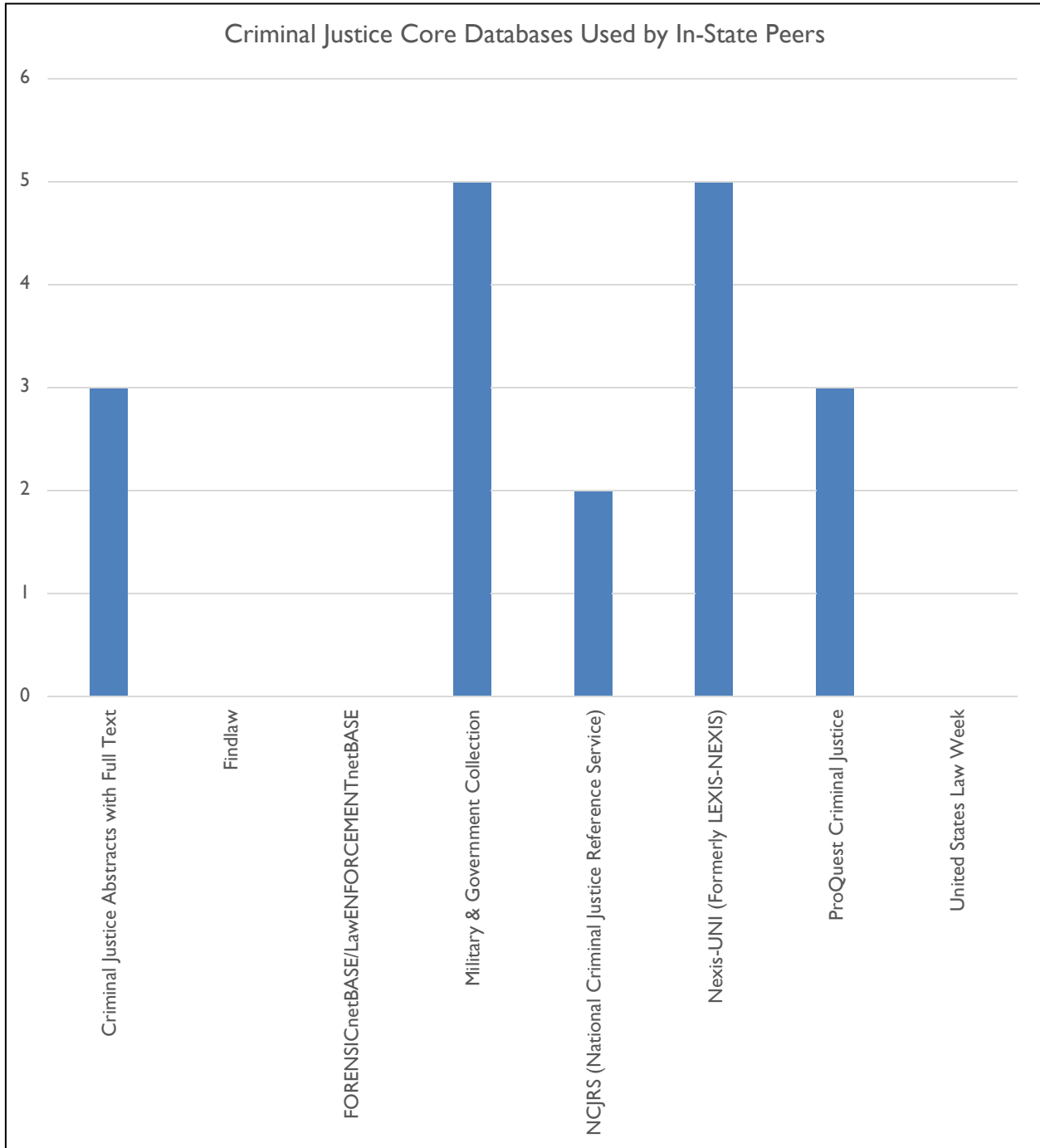


The disaggregated institution-wide trends for downloads in criminal justice are below, and the results are more mixed. N.B.: Again, blanks indicate either that there was no data for a given database or year, or that the database was newly acquired; moreover, note the distortion of the various downward trends by Nexis Uni.

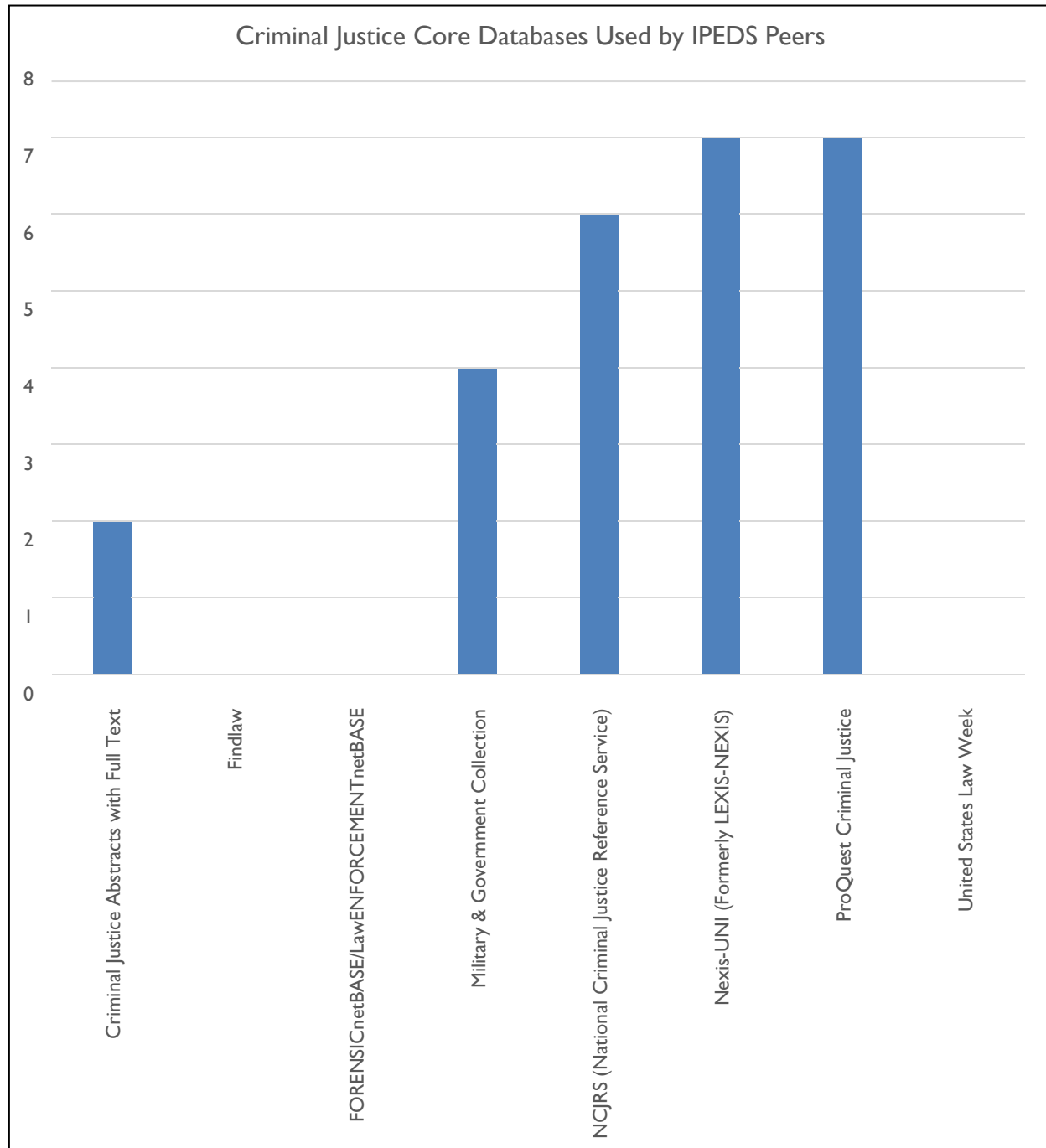




More than half of our core resources are held by our in-state peers, which for the purposes of this program review are five of the eight sister state universities (i.e., Bridgewater State University, Framingham State University, Salem State University, Westfield State University, and Worcester State University). Of the several resources that are shared amongst our peers, 4 are “generally” held (in this report, this means by 3 or more institutions). In short, as the graph below suggests, we are somewhat different from most of our state peers, even as our sister institutions have additional databases that serve the discipline of criminal justice. (The full list of the databases used by in-state peers appears below in Addendum A.)



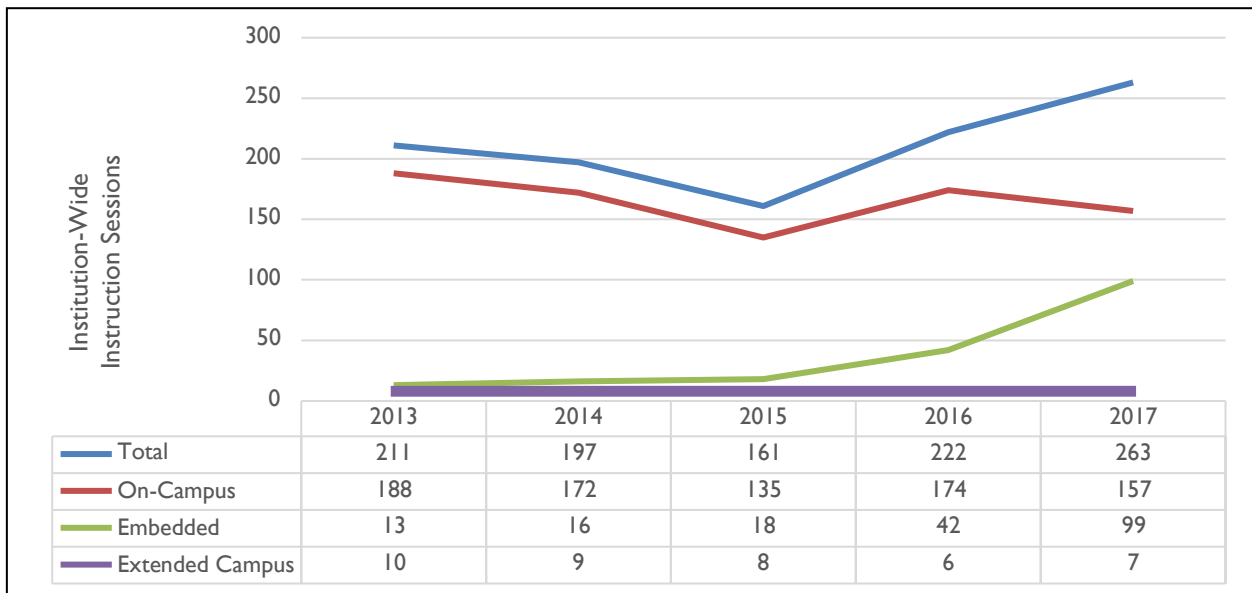
The same number of our national peers, as measured by IPEDS and Carnegie classification (i.e., Albany State; Auburn University, Montgomery; Chicago State; Fort Hays State; Georgia College and State University; Saginaw Valley State; University of Tennessee, Chattanooga; University of Michigan, Flint; Western Carolina University), subscribe to the services we and our in-state peers do. (The full list of databases utilized by our IPEDS peers appears in Addendum B.) The number of IPEDS peers using our core databases is below:



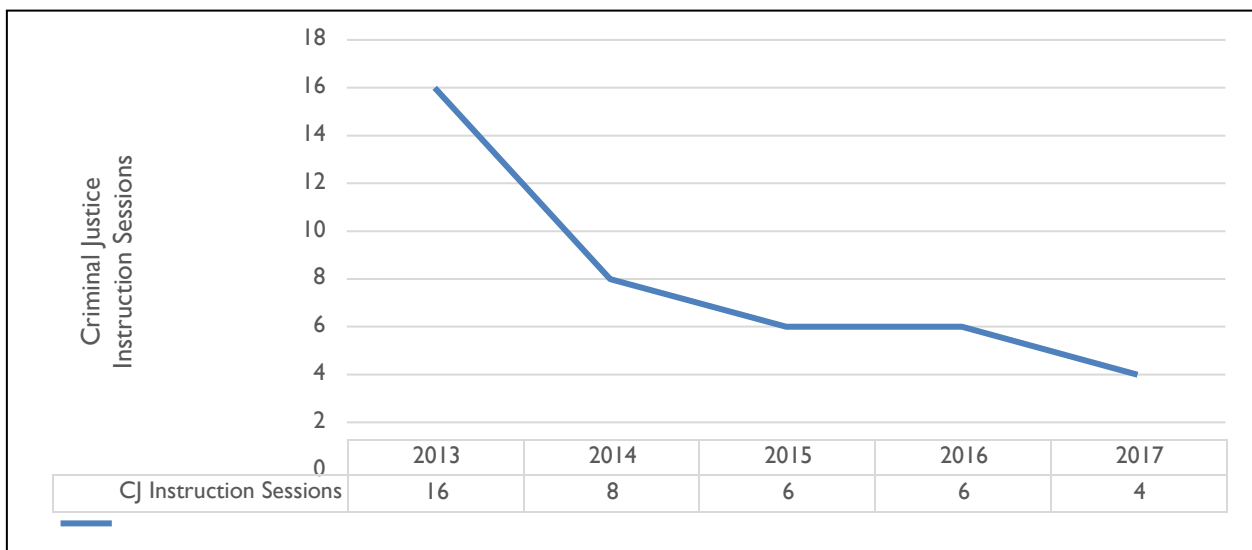
A comparative analysis of our individual journal holdings (by title) against national benchmarks shows that we have 80.7% or 46 of 57 core criminal justice titles indexed in *Magazines for Libraries* (2016 ed.), an improvement from the AY13/14 library review, when we held 72.0% of the titles. We are thus at the level of 3b, which means that we offer resources for advanced undergraduate study; the collection nevertheless continues to be insufficient for graduate students.

## Library Instruction

The library offers discipline-specific and general information literacy instruction sessions. During the renovations, we experienced considerable disruption of these services. This perhaps explains the drop off in instruction requests and the subsequent rebound. The trends in institution-wide instruction sessions are represented in the graph below:

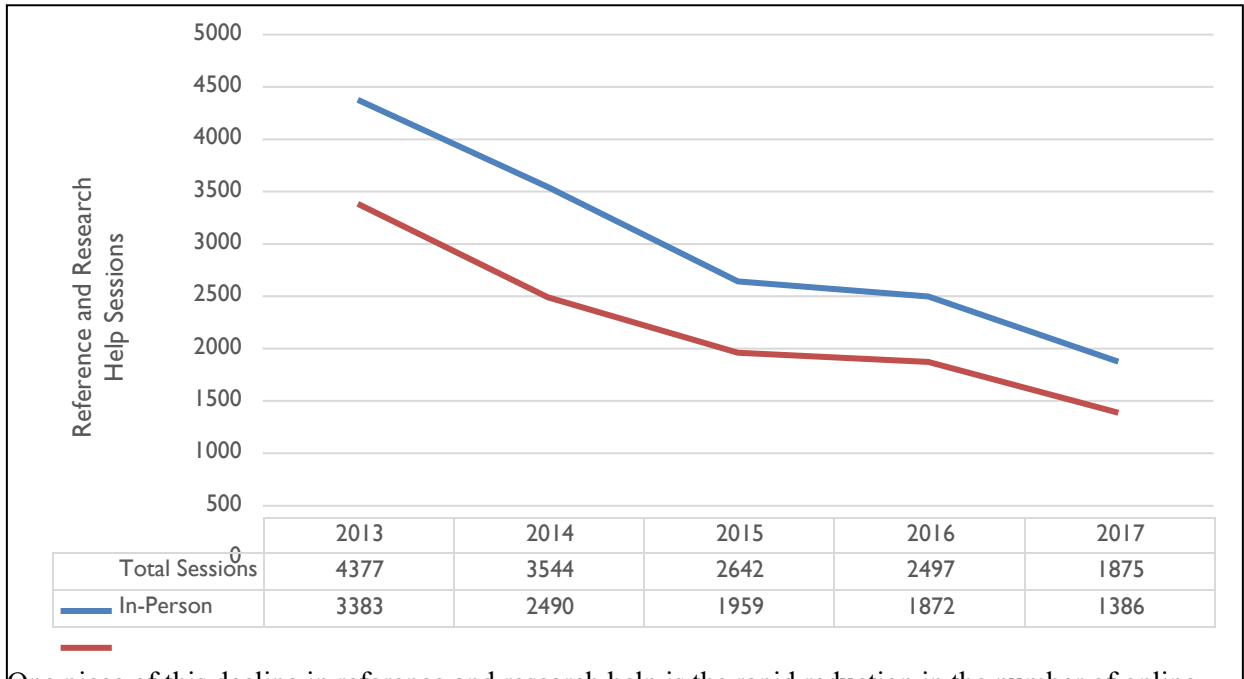


The trends in criminal justice instruction sessions are represented in the graph below:

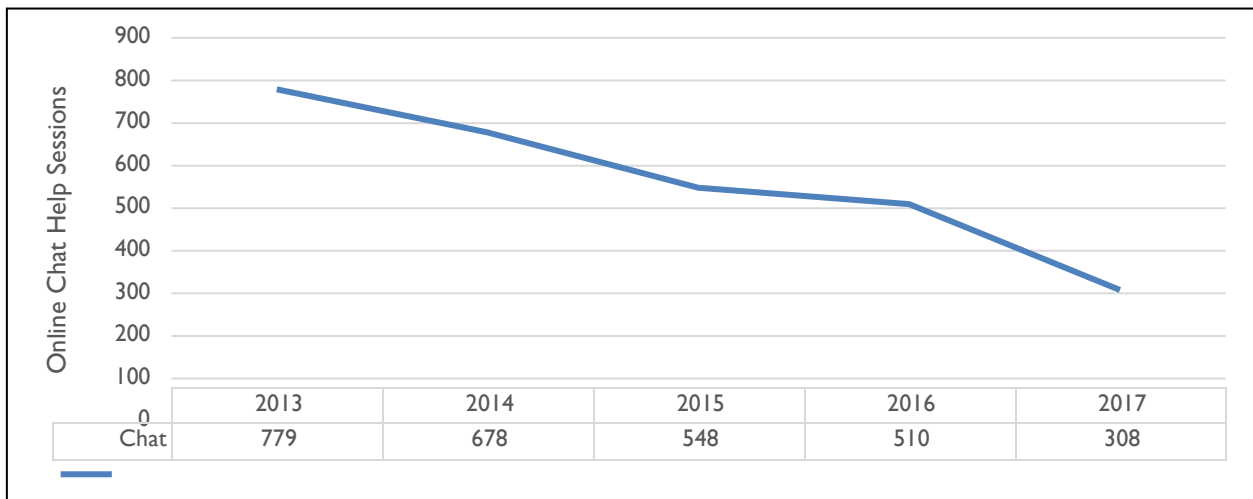


## Reference Instruction

The library offers reference services in a variety of modes. The overwhelming majority of such services are offered in-person at the research help desk, although this number has declined significantly over time. The aggregate trends in reference and research help appear below:



One piece of this decline in reference and research help is the rapid reduction in the number of online “chat” help sessions. We have traced this, in part, to our web re-design, which buried the chat functionality in the new website; a fix for this is in the offing, and we should see a resulting return of online reference and research help sessions. The trend is identified below:



## Addendum A: Databases Used by In-State Peers

A-Z Maps Online  
Academic OneFile  
Academic Search Complete  
Academic Search Premier  
Ageline  
Alcohol Studies Database  
Alt-PressWatch  
America: History & Life  
Annual Reviews  
Anthrosource  
Applied Social Sciences Index and Abstracts  
Biography in Context  
Blackwell Encyclopedia of Sociology  
Boston Globe  
Canadian Business & Current Affairs  
Census.gov  
Columbia International Affairs Online  
Counseling and Psychotherapy Transcripts, Client Narratives and Reference Works  
Counseling and Therapy in Video  
CQ Researcher  
Credo Reference  
Criminal Justice Abstracts with Full Text  
Criminal Justice and Public Safety in Video  
Criminal Justice Collection  
Criminology: a Sage Full-Text Collection  
Cyber Bullying Searchable Information Center  
Data.gov  
Digital National Security Archive  
Digital Transgender Archive  
Diversity Studies Collection  
Ebook Central (ProQuest)  
eBook Collection (EBSCOhost)  
EmeraldInsight  
Expanded Academic ASAP  
Families in Society Database  
Films on Demand  
Findlaw  
FORENSICnetBASE/LawENFORCEMENTnetBASE  
Gale Virtual Reference Library  
Gender Studies Collection  
General OneFile  
ICPSR - Inter-university Consortium for Political and Social Research  
International Bibliography of the Social Sciences  
Issues and Controversies  
Journal of Behavioral Sciences  
JSTOR  
L'Annee Philologique  
Linguistics and Language Behavior Abstracts  
Mass Observation Online  
Military & Government Collection  
NBER Working Papers  
NBER Working Papers on Corporate Finance  
NBER Working Papers on Economics of Education  
NBER Working Papers on Industrial Organization  
NBER Papers on International Trade and Investment  
NCJRS (National Criminal Justice Reference Service)  
New York Times  
New York Times (website with multimedia)  
Newspaper Source  
Nexis-UNI (Formerly LEXIS-NEXIS)  
Opposing Viewpoints in Context  
Oxford Bibliographies Online- Criminology  
Oxford Handbooks Online  
PNAS- Proceedings of the National Academy of Sciences  
Pop Culture ABC-CLIO eBooks Collection  
Pop Culture Collection  
Pop Culture Universe - Academic edition  
Population Index  
Professional Development Collection  
Project Muse  
ProQuest Central  
ProQuest Criminal Justice  
ProQuest Historical Newspapers: The New York Times (1851-2012)  
ProQuest Military Database  
ProQuest Psychology Journals  
ProQuest Religion  
ProQuest Research Library

ProQuest Social Science Database  
ProQuest Sociology  
PsycArticles  
Psychology and Behavioral Sciences Collection  
PsycInfo  
Religion & Philosophy Collection  
RePEc: Research Papers in Economics  
Salem Science  
Sage Journal Collections  
Sage Stats  
ScienceResearch.com  
Social and Cultural History: Letters and Diaries  
Social Explorer  
Social Sciences Premium Collection (ProQuest)

Social Service Abstracts  
Social Work Abstracts  
Socindex with Full Text  
Sociological Abstracts  
SpringerLing Package  
Struggles for Freedom: Southern Africa  
United Nations Statistics Division  
U.S. Census  
United States Law Week  
US Newsstream  
War & Terrorism Collection  
Westlaw

## Addendum B: Databases Used by IPEDS Peers

Academic Search Complete  
AccessScience  
Ageline  
America: History & Life  
American FactFinder  
American Jurisprudence 2d (AMJUR)  
American State Papers, 1789-1838  
Applied Social Services Index & Abstracts  
Canadian Business & Current Affairs  
CINAHL Plus with Full Text  
Columbia International Affairs Online  
Communications & Mass Media Collection  
Congressional Publications via ProQuest  
CQ Magazine  
CQ Researcher  
Credo Reference  
Crime in North Carolina (Uniform Crime Report)  
Criminal Justice Abstracts  
Criminal Justice Abstracts with Full Text  
Criminal Justice Collection  
DATA.GOV  
Demographics Now  
Dictionary of Sociolinguistics  
Diversity Studies Collection  
Ebook Central (ProQuest)  
eBook Collection (EBSCOhost)  
Emerald Management 120  
Encyclopedia of Social Work  
Essay & General Literature  
Ethnic Newswatch  
Ethnographic Video Online  
Expanded Academic ASAP  
Family & Society Studies Worldwide  
Family Studies Abstracts  
FBI Uniform Crime Reporting  
FDSys  
Federal Register  
FedStats  
Films on Demand  
Findlaw  
FORENSICnetBASE/LawENFORCEMENTnetBASE  
Fuente Academica  
Gender Studies Collection  
Global Issues in Context  
Historical Statistics of the U.S.  
Homeland Security Digital Library  
Humanities & Social Sciences Full Text  
ICPSR (Interuniversity Consortium for Political and Social Research)  
International Bibliography of the Social Sciences (IBSS)  
Issues and Controversies  
JSTOR  
L'Annee Philologique  
Legal Collection  
Legal Information Institute  
LegalTrac  
LGBT Thought and Culture  
Linguistics and Language Behavior Abstracts  
Mental Measurements Yearbook with Tests in Print  
Military & Government Collection  
Military and Intelligence Collection  
NCJRS (National Criminal Justice Reference Service)  
Nexis-UNI (Formerly LEXIS-NEXIS)  
OmniFile Full Text Mega Edition  
Opposing Viewpoints in Context  
Oxford Bibliography of Criminology  
PAIS International  
Political Science Complete  
Pop Culture Collection  
Population Index  
Project Muse  
ProQuest Central  
ProQuest Criminal Justice  
ProQuest Dissertations & Theses  
ProQuest Historical Newspapers: The New York Times (1851-2012)  
ProQuest Military Database  
ProQuest Psychology Journals  
ProQuest Religion  
ProQuest Research Library  
ProQuest Social Science Database  
ProQuest Sociology

ProQuest Statistical Abstracts of the United States  
PsycArticles  
Psychology and Behavioral Sciences Collection  
Psychology Collection  
Psychotherapy.net  
PsycInfo  
PubMed  
PupMed Central  
Race Relations Abstracts  
Religion & Philosophy Collection  
Sage Journals  
Sage Premier  
Sage Research Methods Online  
Sage Research Methods: Datasets  
Sage Stats  
ScienceDirect  
SimplyAnalytics  
Social and Cultural History: Letters and Diaries  
Social Science E-books from Brill  
Social Sciences Citation Index (Web of Science)  
Social Sciences Full-text

Social Services Abstracts  
Social Work Abstracts (EBSCO)  
Socindex with Full Text  
Sociological Abstracts  
Sourcebook of Criminal Justice Statistics  
SpringerLing Package  
Tennessee Code Annotated  
Thomas  
Uniform Commercial Code  
United States Law Week  
Urban Institute  
Urban Studies Abstracts  
U.S. Census Bureau  
US Newsstream  
U.S. Supreme Court Records and Briefs  
Violence & Abuse Abstracts  
War & Terrorism Collection  
Web of Science & EndNote Web  
Web of Science Core Collection  
Wiley Online Library  
Women and Social Movements