



## **ACADEMIC PROGRAM PROPOSAL FORM**

**DIRECTIONS:** Use this form when proposing a new major or primary field of study, new emphasis, new degree program, or new certificate of achievement.

**DATE SUBMITTED:** 5/21/2013

**INSTITUTION:** Nevada State College

**REQUEST TYPE:**

- New Degree
- New Major or Primary Field of Study
- New Emphasis
- New Certificate of Achievement (AAC approval only)

*Date of AAC Approval:*  
June 5, 2013

*Date of Board Approval:*

**DEGREE** (i.e. Bachelor of Science): Bachelor of Arts

**MAJOR** (i.e. Animal Science): Criminal Justice

**EMPHASIS** (i.e. Equine Studies): N/A

**CREDITS TO DEGREE:** 120

**CERTIFICATE OF ACHIEVEMENT:** N/A

**PROPOSED SEMESTER OF IMPLEMENTATION:** Fall 2013

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**Action requested:**

Establish a Bachelor of Arts degree in Criminal Justice.

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**A. Brief description and purpose of proposed program**

The Bachelor of Arts in Criminal Justice degree at Nevada State College is designed to provide students with a solid foundation of knowledge of the various elements of the criminal justice system. The knowledge acquired in the BACJ program will provide a solid foundation for future employment in the field of criminal justice. The courses offered in this program are a mix of traditional criminal justice core courses seen in most Criminal Justice programs throughout the country, with the addition of emphasizing the notions of social justice and providing students with global perspectives on crime and criminal justice. The BACJ program will offer face-to-face, online, and hybrid courses, coupled with opportunities for students to participate in various community outreach and internship programs and take part in the “global classroom.” The BACJ program is designed to offer students a thorough overview of key components of the criminal justice system.

**B. Statement of degree or program objectives**

The learning objectives associated with the BACJ program are:

- Demonstrate knowledge of the basic structures and functions of the American criminal justice system.
- Explain major concepts and competing theoretical perspectives in criminology and social justice including sociological understandings of crime, criminal behavior, social control, and deviance.
- Understand and apply basic research methods and statistical techniques used in criminal justice and criminology.
- Identify ethical and social justice issues impacting the criminal justice system.

### **C. Plan for assessment of degree or program objectives**

The assessment method for this program will include a biannual outcomes assessment of program learning outcomes (see below for detailed discussion). In addition we will continually monitor the growth of the program and make any necessary expansion in course offerings, additional faculty and/or campus resources. Surveys of BACJ program alumni will be developed and disseminated to assess job readiness, placement, and promotion. Lastly, surveys of student satisfaction with the degree offerings will also be conducted.

### **D. Plan for assessment of student learning outcomes and the use of this data for program improvement**

The process of Outcomes Assessment occurs on a bi-annual basis for all degree programs. In October the Dean of the College of Liberal Arts and Sciences, in consultation with area Department Chairs, selects assessment chairs for each program under review, who in turn selects a three-person committee of faculty reviewers. This committee typically consists of three individuals with expertise in the discipline under examination, but often will include a strategically-selected faculty member from outside of the discipline. In broad terms, the committee targets a single learning outcome, randomly selects student “artifacts” (i.e., major assignments) that reflect outcome performance, and then devises a rubric to evaluate the artifacts. The resulting scores and qualitative observations are incorporated into a formal report that describes the strengths and weaknesses of the program and renders suggested revisions. The revisions are implemented and the process begins anew as faculty gauge the extent to which the program has improved.

Several essential methodological elements enhance the quality and consistency of this process:

#### 1. Outcome alignment

Faculty strive to develop clear, concise learning outcomes that reflect meaningful achievements in the area of study. At the outset of each assessment cycle, faculty also are asked to carefully align these learning outcomes with institutional and school-wide missions and consensus goals of the field. In this fashion, we consistently ensure that each program contributes to larger strategic objectives and maximizes each student’s potential for success in his or her respective field.

#### 2. Sound evaluative techniques

Our assessment process is anchored by several proven methodological techniques. Many of these techniques are general reflections of best practices in research methodology, but they also derive from the Nichols assessment system (Nichols & Nichols, 2005), which undergirds our assessment philosophy.

#### 3. Clear rubric

Assessment is most effective if the evaluation of student performance is guided by a rubric that minimizes ambiguity by relying on clear, widely understood definitions and rating scales. A rubric is “a predefined scoring scheme to guide the analysis of student performance or artifacts” (Nicholas & Nichols, 2005, p. 110). It is applied as a set of rules for evaluating student performance, and it

establishes a criterion by which the student will be deemed successful (e.g., at least a 3 on a 4-point scale).

To this end, rubrics “set a common understanding among multiple judges about what represents success in student learning” (Nichols & Nichols, 2005, p. 110). The rubric answers fundamental questions about how student performance will be measured, it discriminates between high and low quality student work, and it helps ensure that our judgments are valid and reliable. In general terms, it does this by clearly identifying several criteria by which a student’s performance can be judged (e.g., relied on empirical data, provided a clear thesis statement, etc.) and then by delineating performance levels for each criterion (e.g., unsatisfactory, satisfactory, proficient, & excellent).

#### 4. Random Sampling

A random and robust sample of student work (referred to as “artifacts”) in this circumstance is our best chance of taking a representative snapshot of NSC student performance, and thereby is most likely to guide improvements that assist a broad proportion of our student population. Moreover, the artifacts selected for analysis are “key assessments” – culminating assignments that are designed to showcase important student knowledge and skills.

#### 5. Interrater Reliability

Evaluating student work is an inherently subjective process that is particularly susceptible to the predilections of an individual evaluator. To minimize this subjectivity, each artifact is assessed by multiple independent raters, and the mean of these ratings is the critical outcome variable that guides recommendations about program changes. Moreover, the ratings from each evaluator are held to a high standard of inter-rater reliability to ensure that there is strong agreement among the different ratings, thereby ensuring that the outcome variable is not unduly influenced by the biases of a single individual.

#### 6. Value added

For each outcome we assess a sample of student artifacts from lower division classes and a separate sample from upper division courses. In this fashion we can estimate how much progress students have made over time as a result of the quality of the instruction and curriculum in our law enforcement program.

#### 7. Iterative philosophy

Importantly, the act of assessment does not exist in isolation; rather, it is a process that yields recommendations, the implementation of those recommendations, and a follow-up assessment to determine the effectiveness of the changes. At the close of this basic three-stage cycle, the process begins anew, which in many ways is the only response to a constantly evolving discipline and the ever-changing needs of businesses, organizations, and the community.

### **E. Contribution and relationship of program objectives to**

#### **i. NSHE Master Plan**

The proposed BACJ program at NSC parallels the NSHE Master Plan in the following ways:

1. A student focused system: The BACJ program focuses on students in several areas. First, it will offer courses face-to-face, as hybrids, and in online formats, allowing complete flexibility for students. The high quality of education will remain the same for all course types. Second, students will be encouraged to participate in internship opportunities and community-service programs which are student-centered and student driven. The ultimate goal of the BACJ program

is student employment in the field and developing and instilling a sense of community responsibility.

2. Quality education: The BACJ program at NSC will provide the core foundation of knowledge of the criminal justice system that is provided within Criminal Justice degrees throughout the United States. The tenure-track faculty members already on staff at NSC have been trained by nationally recognized Criminal Justice programs and will provide students with the necessary tools for success in the field of criminal justice, including (but not limited to) critical thinking skills, the ability to discuss issues related to the criminal justice field on a local, state, and international level, computer literacy, public speaking abilities, and problem-solving skills.

3. A prosperous economy: The proposed BACJ program at NSC will encourage students to participate in CRJ 491: Internship in Criminal Justice. This course serves several major goals. Internships allow students to explore the agencies and the agencies to explore the students, thus potentially reducing agency turn-over by allowing both parties to determine if the job is right for the candidate and if the candidate is right for the job. In addition, the agency will have the opportunity to recruit the best possible candidates for employment without any additional expenditure.

4. Building quality of life: The discussion in Section F (ii) of this document discusses the high demand for a Criminal Justice education and the tremendous employment opportunities for Criminal Justice majors. The proposed degree expands these employment opportunities for our students by also focusing upon other social-service institutions that address the root causes of crime (poverty, dropping-out of school, detachment from the community). The community service opportunities provided to our students will not only benefit the student, but ideally will improve the quality of life for members of the communities which will be served.

5. Opportunity and accessible education for all: Nevada State College prides itself on providing open access to students who may not be eligible for admission into research-oriented universities. In this regard we offer educational opportunities to a special niche of students, similar to all of the established majors at NSC. They provide the expanded opportunity and accessibility that the Board desires.

6. In addition to the aforementioned NSHE Master Plan goals, the System has recognized that we are now a part of a global society which requires additional knowledge of the world. Our program's emphasis on international criminal justice systems and possible partnering with institutions throughout the world through the Global Classroom initiative will allow our students to meet this realization head on and provide our students with access to international issues in the field of criminal justice.

## **ii. Institutional mission**

Nevada State College is a comprehensive baccalaureate institution of higher learning. Nevada State College is dedicated to providing quality educational, social, cultural, economic, and civic advancement for the citizens of Nevada. Through student-centered learning, Nevada State College emphasizes and values: exceptional teaching, mentoring, advisement; scholarship; career and personal advancement; continuing education; and service to our community. The college helps address Nevada's need for increased access to higher education for students entering the higher education system and for students transferring from the state's community colleges. The following section (iii) discusses how the proposed BACJ program fits within this mission and within the Strategic Plan of the College.

## **iii. Campus strategic plan and/or academic master plan**

Nevada State College lists six institutional goals within its 2009-2014 Strategic Plan, with several specific strategies to achieve these goals. The proposed CJ program specifically addresses a number of these goals and strategies:

Strategy 1.1 states the College will "Develop an innovative core curriculum that prioritizes sustainability, critical thinking, and writing skills, fosters a sense of community among students, and generates enthusiasm for lifelong learning." In this regard CRJ 101: Introduction to Criminal Justice has been added to the Social Science Core curriculum with CRJ 200: Social Justice as a planned addition in the near future.

Strategy 1.2 directs the College to "Develop new degree programs that meet the needs and interests of our students and complement our state-wide mission," while Strategy 1.3 states, "Increase the attractiveness of NSC's existing course offerings." The proposed BACJ program is a direct reflection of these strategies. The hiring of tenure-track faculty meets the stated goal of Strategy 1.7, "Elevate the level of instruction by improving performance of tenure track faculty and lecturers."

Goal 3 of the Strategic Plan includes "...providing uniquely tailored and compelling programs, services, and experiences to its key audiences." The International Criminal Justice and Social Justice focus of our proposed program is a reflection of our desire to provide a better understanding of international crime and justice issues, to provide students with the knowledge necessary to secure employment in criminal justice and social and community service institutions, and to implement a "niche" program within the study of crime and justice.

Goal 4 of the Strategic Plan reflects a desire to build a culture of community. It is our desire to build a community-based, student-led, service learning organization comprised of both Law Enforcement and Criminal Justice majors who will actively take part in activities designed to strengthen the bonds between the College and the community and the bonds between students. Within Goal 4 is the stated mission to "Increase underrepresented faculty, staff, and students and continue to create a more inclusive environment." Dr. Nicholas Natividad (one of the Criminal Justice faculty members) has already been active in the development and implementation of the Nepantla Program, which provides services to recruit, mentor, and retain underrepresented, first-generation, low-income high school students.

The final goal of the Strategic Plan involves the integration of instructional technology. The criminal justice faculty members are being trained in a new lecture capture technology which will further enhance online and/or hybrid offerings by providing access to recorded and streaming lectures.

#### **iv. Department and college plan**

The Department of Social Sciences mission statement follows:

"In formal terms, the Social Sciences examine human systems and interactions at personal and societal levels. Informally, the Social Sciences deal with many of life's most compelling and controversial issues. Key areas of study include the self-concept, prejudice and discrimination, sexuality, personal relationships, criminal behavior, memory, and culture. In short, the Social Sciences address topics that touch every corner of our daily lives and interests, but use rigorous scientific methods to reveal the innermost workings of people and society. As social scientists cultivate a better understanding of social life, they also unearth ways to resolve pervasive and long-standing social dilemmas. In this fashion, many social scientists strive not just to understand the social world, they aim to improve it."

The proposed BA-CJ program at NSC parallels the mission statements of LAS and the Department of Social Sciences. The program will include a combination of classic criminal justice core courses and electives, the incorporation of the emerging discipline of social justice, a focus on global perspectives and comparative criminal justice systems, and an emphasis on working with, and giving back to, the local community. As a result, the BA-CJ program at NSC will provide exactly the type of richly-interactive, high-quality learning experience the LAS mission statement envisions, enabling students to become independent thinkers who can apply their knowledge and skills to understand the complex nature of crime causation and reactions to criminal activity. The program's emphasis on the underlying correlates of crime and factors that influence our understanding of and reactions to criminal activity contributes to the Department of Social Sciences' goal of cultivating a better understanding of, and perhaps even improving, social life.

**v. Other programs in the institution**

NSC currently offers two complementary programs to the proposed BA-CJ that are both limited to specific student populations. The Bachelor of Applied Science in Criminal Justice (BAS-CJ) degree (because it is a BAS and not a BA) is restricted to students who already hold an Associate of Applied Science (AAS) degree. The Bachelor of Public Administration in Law Enforcement (BPALE) degree is likewise restricted to a subset of the NSC student population as it is tailored specifically to meet the needs of working law enforcement professionals interested in moving into law enforcement administration. We have had a large number of students interested in pursuing the criminal justice field who do not fit either of the two subsets of this student population and were required to enroll in tangentially related degree programs (e.g., History Pre-law) or simply elected not to attend NSC at all. The BA-CJ degree will be accessible to the entire student population while capitalizing on the existing resources (including faculty and course offerings ) already in place for the BAS-CJ and BPALE majors.

**vi. Other related programs in the System**

Criminal Justice is a popular field and each of the community colleges in NSHE (CSN, GBC, TMCC, and WNC) offer 2-year degrees that are related to the proposed BA-CJ degree at NSC. The Universities both offer 4-year degrees as well as master's programs. Wherever possible, NSC had adopted criminal justice courses already available in the CCN system to facilitate transferring courses between institutions.

The new BA-CJ major at NSC is distinct from the baccalaureate programs offered at the research universities both from a content perspective, and, importantly from a student population perspective. As noted in the data below, the NSC serves a student population that is older and less academically prepared than the students at UNLV, the only other 4-year criminal justice degree option in southern Nevada. Thus, the BA-CJ program at NSC would serve a different student body than UNLV's criminal justice program. This is a particularly important point in regards to NSHE, given that the state strives not only to produce more graduates, but to produce more graduates from a variety of backgrounds. This program also provides an additional option for students who begin their studies in criminal justice at the community college and then wish to pursue a 4-year degree. NSC currently has an accelerated online 2+2 degree program in BPALE with TMCC and articulation agreements with each of the community colleges in BAS-CJ and BPALE. Given that the upper division curriculum will be available in an online as well as on ground format, NSC will be able to accommodate students regardless of their geographic location. In addition, the proposed BA-CJ degree would provide the two research universities with a new student population from which to draw for their graduate programs in criminal justice. The degree has been designed to ensure it meets all curricular requirements for entry to the graduate programs in criminal justice available within NSHE.

NSC's proposed CJ degree also differs from the BA degrees at the two Universities in its emphasis on social justice and international comparative law, creating a distinct degree offering that complements options available at other institutions. NSC offers a unique social justice track with a combined set of courses that provide students with an in-depth understanding of the intersection of the criminal justice system with inequalities based on gender, race/ethnicity, immigration status, social class, and other socially significant groups and identities. NSC faculty members have introduced two unique social justice-oriented courses to the NSHE system: CRJ 200--Social Justice and CRJ 321--Immigration and Justice. These courses are supplemented by 3 additional social justice courses that already exist in CCN, providing students with a thorough overview of relevant topics while using existing courses when possible and appropriate, allowing students transfer options. NSC students would also be required to complete CRJ 411: Comparative Criminal Justice Systems, a course offered as an elective at UNLV but not required as part of the curriculum. CRJ faculty will also participate in initiatives such as the creation of global classroom experiences, in which students would interact with students in criminal justice classes in other countries through video lecture/chat technologies. These efforts will provide students with broader understandings of how cultures differ in their definitions of justice and approaches to law enforcement and criminal discipline.

#### University of Nevada – Las Vegas

UNLV offers a BA in Criminal Justice, MA in Criminal Justice, and Professional MA in Criminal Justice. The undergraduate degree at UNLV provides students with a comprehensive understanding of the nature and causes of crime, criminal justice processes, criminal justice organizations and agency practices, and the law and legal system. The Department of Criminal Justice is one of the largest undergraduate programs at UNLV. The Bachelor of Arts Degree requires 48 criminal justice credits; 3 core courses (CRJ 270, 301, and 302) and 2 elective courses (CRJ 409 and 429) are also part of the NSC degree. (<http://criminaljustice.unlv.edu/>). Although the UNLV BA in Criminal Justice requires a similar core, the degrees diverge significantly beyond those core classes, and the NSC program includes 8 distinct courses that emphasize social justice and international/comparative law that are not offered at UNLV.

#### University of Nevada – Reno

UNR offers a BA in Criminal Justice and a Master of Arts in Criminal Justice degree. The undergraduate degree has a Criminal Justice track as well as a Law and Justice track. The Mission Statement of the Department of Criminal Justice at UNR is to educate students about their responsibilities as scholars and practitioners of criminal justice, and as citizens in a pluralistic society; to maintain an academic and working environment where all faculty and staff are encouraged to develop themselves personally and intellectually and where faculty feel free to engage in teaching, research and community service in the spirit of academic and personal freedom; and to build a department that by its example of cooperation, teamwork and dedication to university and community needs serves as a model for citizen involvement. The BA degree requires 39-54 major credits. Five courses required for the UNR degree are included in the NSC degree: CRJ 222, 301, 411, 444, and 450. UNR also recently revised their curriculum to add a Diversity and Multiculturalism group to their course offerings, with classes focusing on racial/ethnic diversity, gender, and inequality in the criminal justice system. The UNR curriculum has somewhat more of an emphasis on ethics and theory, with classes on crime in the media, theories of justice and ethics, and psychology and the law.

The MA in Criminal Justice at UNR requires an undergraduate degree in Criminal Justice or a related field, with specific requirements that the degree include classes in statistics and research methods. The NSC degree proposal includes methods and statistics as required courses, ensuring that students graduating from the program have the required coursework to apply to UNR's master's program if they choose to do so.

## **F. Evaluation of need for the program**

### **i. Intrinsic academic value of program within the discipline**

Broadly speaking, the BA-CJ program will provide rigorous, engaging classroom experiences that will give students a solid foundation of knowledge about the workings of criminal justice systems. The BA-CJ program is designed to offer students a thorough overview of key components of the criminal justice system. The degree includes a set of core courses (24 credits) that all students must complete. The core courses provide a basic understanding of crime, law, and justice including an overview of the agencies of justice and the rule of law, adjudication in the courts, the correctional system, and the juvenile justice system. In addition, students will also take 18 credits in CJ electives. The electives are divided into two main areas: Social Justice and Criminology. Students may take courses in either area of concentration to meet the 18 credit CJ elective requirement.

Criminal Justice majors will be encouraged to participate in available internship opportunities for academic credit. The BA-CJ faculty will actively seek to develop working relationships with local, state, and federal agencies and nongovernment organizations to secure internship positions for NSC students. Students will also be encouraged to participate in a student-led community-based service organization whose mission is to take what is learned in the classroom and apply it to the real world. Students will volunteer for local community organizations that address some aspect of underlying causes of crime, such as poverty, drug and alcohol abuse, dropping out of school, child abuse, and homelessness. Students will not receive academic credit for volunteer work, however, may receive extra credit in courses that embrace community embedded activities. These volunteer opportunities will not be limited to criminal justice students, students from all majors may participate.

### **ii. Evidence of existing or projected local, state, regional, national and/or international need for program**

Criminal Justice is a popular major throughout the United States, and since we often have to turn down students who want to declare the BAS-CJ major but do not have the requisite AAS degree, we anticipate significant student interest. Criminal Justice programs have grown in popularity significantly over the last several decades. By the late 1980s, there were 250 programs in the U.S., and a total of about 140,000 majors (Langworthy & Latessa, 1989, p. 177). By the early 2000s, the number of Bachelor's programs had increased to over 400 (Southerland, 2002, p. 591) as more campuses responded to the popularity of the major by adding it to their curricula. In a study of a nationally-representative sample of criminal justice programs, Moriarty (2006) reported a mean of 393 majors for 4-year programs and 243 for community-college programs (p. 418). An analysis of Census Bureau data from 2010 found Criminal Justice and Fire Protection to be the 13th most popular undergraduate major grouping (Wall Street Journal, n.d.).

### **iii. If this or a similar program already exists within the System, what is the justification for this addition**

NSC's criminal justice program will be distinguished by the students it serves. As noted in the data below, the college overall serves a student population that is older and less academically prepared than the students at UNLV, the only other 4-year criminal justice degree option in southern Nevada. Thus, the BA-CJ at NSC would serve a different student body than UNLV's criminal justice program. This is a particularly important point in regards to NSHE, given that the state strives not only to produce more graduates, but to produce more graduates from a variety of backgrounds.



Mean age  
NSC: 29.6  
UNLV: 23

Mean incoming high school GPA  
NSC: 2.81  
UNLV: 3.24

Because NSC also serves a low-income student population, the cost of our degree is also particularly relevant. Estimated costs for tuition, fees, and books for a 4-year degree are \$19,250 (based on 2010-2011 year data). In this respect, the NSC degree is an excellent value option, which in turn is consistent with our mission to provide educational opportunities to a broad proportion of the population.

The program will also offer a distinct curriculum. The courses offered in this program are a mix of traditional criminal justice core courses seen in most Criminal Justice programs throughout the country, with the addition of classes focusing on social justice and global perspectives on crime and criminal justice. The major requirements meet curricular standards in the discipline while also recognizing emerging trends. CRJ 101, 270, 222, 301, 302, and 450 are included in virtually all criminal justice programs in the U.S., while programs including John Jay College of Criminal Justice, University of Maryland, and Florida State University have recently added classes such as CRJ 200 (Social Justice) and 411 (Comparative CJ Systems) to give students a broader perspective on justice. Because of our emphasis in Social Justice, students may pursue career opportunities at social service agencies, non-profit organizations, treatment facilities, and other government entities dealing with the root causes of crime and violence. We also hope to enrich the international comparative criminal justice emphasis with "global classroom" experiences, in which students will interact with criminal justice students in other countries using the technologies available in our state-of-the-art classrooms, and eventually to offer study-abroad trips focused on criminal justice and legal systems in Europe and other areas.

**iv. Evidence of employment opportunities for graduates (state and national)**

Evidence from the 2009 and 2010 American Community Survey indicates that Criminal Justice and Fire Safety degrees served students well after graduation; unemployment among Criminal Justice graduates aged 22-26 was 7.6%, well below the unemployment rate of many other majors, and among graduates who were 30-54 years old, it was 4.1% (Carnevale, Cheah, & Strohl, n.d., p. 14).

Criminal Justice is a practical degree for employment purposes. There have been increasing employment opportunities in all areas of criminal justice including but not limited to private security, adult and juvenile probation and parole, public and private correctional facilities at the local, state, and federal levels. In addition, our degree is also tailored for employment in nontraditional criminal justice related fields. The number of individuals working in Protective Service Occupations in Nevada in 2010 was projected at 38,301, in 2012 at 38,840, and in 2020 at 40,995. The projected increase in Protective Services Occupations is supported by the third quarter data of 2012 showing the Las Vegas Metro Police Department as the ninth largest employer in Clark County. Six of the employers preceding them are gaming properties, all with gaming security operations (Nevada Workforce 2012). Because of our emphasis in Social Justice, students may also pursue career opportunities at social service agencies, non-profit organizations, treatment facilities, and other government entities dealing with the root causes of crime and violence. Furthermore, our unique degree program will also prepare students for law school and/or graduate studies in criminal justice and related social science disciplines.

Rapid global development has led to a growing demand for academic programs that foster cross-cultural adaptability in employees (Kitsantas, 2004). Many campuses have addressed this demand through study abroad programs (Hoffa & DePaul, 2010). New technologies and innovations in pedagogical techniques such as The Global Classroom Initiative allow NSC to offer many of the benefits of study abroad programs by offering course work in comparative criminal justice systems without the excessive expenditures required by traveling abroad. Allowing students to study and interact with other criminal justice students, scholars and practitioners located overseas in a “virtual” and/or online environment will address the needs of today’s employers without financially burdening our students. It is well known that business leaders encourage programs that will produce graduates who are “inter-culturally competent” (Twombly, Salisbury, Tumanut, & Klute, 2012). Dwyer (2013) argues that “key job skills such as adaptability, global understanding and tolerance” are developed through programs that expose students to other cultures. Researchers have found that international exposure, such as study abroad programs, is directly linked to positive job outcomes. For instance, Opper (1991) found that those who have studied abroad were more likely to reach the interview stage when they applied for jobs, while Preston (2012) found these students had higher starting salaries and were more likely to be employed within a year of graduation than students who were not exposed to these programs. These studies indicate employers seek college graduates with knowledge of international issues and cross-cultural competency. Our program will provide a general criminal justice background with the addition of providing students with a global perspective that is aligned with employment trends and employer demands. We believe this component of the criminal justice program will benefit NSC students by increasing their likelihood of reaching the interview stage of the employment process, to actually obtain employment, to directly address the need for inter-cultural competence and understanding, and to assume leadership roles once employed.

In addition, the social justice component of the criminal justice degree is designed not only for employment in the traditional field of criminal justice but also for students seeking employment in the nonprofit social service industries. According to the Chronicle of Philanthropy, the nonprofit job market is expected to significantly increase in 2013 and beyond (Lewis, 2013). Research indicates forty-four percent of non-profit groups plan to hire more workers in the upcoming years. According to Nevada Workforce DETR Research Bureau, the number of individuals working in Community and Social Services Occupations in 2010 was projected at 13,638, in 2012 at 13,870, and 2020 at 14,797. Research also demonstrates that nonprofit employment is one of the fastest growing job sectors over the past two decades (Schmitz, 2012). Between 1995 and 2003 non-profit employment increased by an average of thirty percent. By comparison total private employment in the same areas increased by eleven percent (Bureau of Labor Statistics, 2005). Currently, there are almost 1.5 million nonprofit organizations in the country. Taken as a whole, this job sector generates almost \$1.5 trillion in spending per year and employs about 1 in 10 American workers, or 13.5 million people (Schmitz, 2012). The nonprofit sector is the third largest labor force behind retail trade and manufacturing. Our social justice component prepares students to enter the nonprofit job market by offering courses that allow students to gain knowledge of nonprofit organizations and understanding about the clients of these agencies including, but not limited to, juveniles, immigrants, victims of crime, and drug and alcohol users. By demonstrating an understanding of the nonprofit sector and their clientele, students are more marketable and thus more likely to become employed in this industry.

**v. Student clientele to be served (Explain how the student clientele is identified)**

The School of Liberal Arts and Sciences currently only offers Bachelors in Applied Sciences in Criminal Justice. It requires students to have an Associates of Applied Sciences degree from a community college, seriously restricting the number of students who are able to pursue the

major. Currently the only other option students interested in criminal justice have is the Bachelors of Public Administration in Law Enforcement (BPALE) major, which is oriented toward those who are working professionals in law enforcement (particularly police officers) and doesn't generally appeal to students interested in other areas of study within the field of criminal justice. The BA-CJ program would provide a 4-year criminal justice degree that is broadly accessible by all students at NSC.

We have reason to believe sufficient student demand exists to justify a Bachelor of Arts in Criminal Justice at NSC. Enrollment in the CRJ courses we currently offer is strong (regularly filling to capacity) and BPALE has remained a popular degree option on campus since its inception.

## **G. Detailed curriculum proposal**

### **i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)**

All courses that would be required for the proposed BA-CJ major are already in the NSC course catalog; several have been offered in the 2012-2013 academic year. The follow provides a hypothetical schedule of courses for a Criminal Justice major enrolled full time, including only fall and spring semesters. However, many NSC students enroll year-round, including the winter and both summer sessions, and may spread credits out over the entire year rather than the two semesters.

Year 1: 29 credits

Fall

CEP 123: College & Career Success (2 cr)

ENG 101: Composition I (3 cr)

CRJ 104: Introduction to Administration of Justice (3 credits)

Math core course (3 cr)

Humanities core course (3 cr)

Spring

ENG 102: Composition II (3 cr)

CRJ 200: Social Justice (3 cr)

Social Science core curriculum course (3 cr)

Constitution core course (3 cr)

General elective (3 cr)

Year 2: 31 credits

Fall

CRJ 270: Introduction to Criminology (3 cr)

Natural sciences core lab course (4 cr)

Fine Arts core course (3 cr)

1 general elective course (3 cr)

Spring

CRJ 222: Criminal Law & Procedure (3 cr)

Natural sciences core course (3 cr)

Humanities core course (3 cr)

Cultural Diversity core course (3 cr)

2 general elective courses (6 cr)

Year 3: 30 credits

Fall

CRJ 301: Research Methods in Criminal Justice (3 cr)

2 CRJ elective courses (6 cr)

2 upper-division general electives (6)

Spring

CRJ 302: Quantitative Applications in Criminal Justice (3 cr)

CRJ elective course (3 cr)\*

Upper-division general elective (3 cr)

2 general electives (6 cr)

Year 4: 30 credits

Fall

CRJ 411: Comparative Criminal Justice Systems (3 cr)

2 CRJ elective courses (6 cr)

2 upper-division general elective courses (6 cr)

Spring

CRJ 450: Seminar in Criminal Justice (3 cr)

CRJ elective course (3 cr)\*

2 upper-division general electives (6 cr)

1 general elective (3 cr)

TOTAL Credits: 120

Note: Most students declare a minor, which fulfill most of the general elective requirements indicated in this schedule.

\* Elective CRJ course options:

CRJ 299: Special Topics in Criminal Justice

CRJ 321: Immigration and Justice

CRJ 326: Vice, Drugs, and the Law

CRJ 409: Youth, Crime, and Society

CRJ 419: Law and Society

CRJ 429: Gender and Crime

CRJ 438: Social Inequality and Crime

CRJ 444: Criminological Theory

CRJ 463: Victimology

CRJ 480: Special Topics in Criminal Justice

CRJ 491: Internship in Criminal Justice

**ii. Program entrance requirements**

There are no specific requirements for entrance to this major; any accepted NSC student may declare a criminal justice major.

**iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)**

Major Requirements

- I. Core.....24 credit hours
  - CRJ 101: Introduction to Criminal Justice (3 credits)
  - CRJ 200: Social Justice (3 credits)
  - CRJ 270: Introduction to Criminology (3 credits)

- CRJ 222: Criminal Law and Procedure (3 credits)
- CRJ 301: Research Methods in Criminal Justice (3 credits)
- CRJ 302: Quantitative Applications in Criminal Justice (3 credits)
- CRJ 411: Comparative Criminal Justice Systems (3 credits)
- CRJ 450: Seminar in Criminal Justice (3 credits)

II. Criminal Justice Electives.....18 credit hours total

a. Criminology Electives

- CRJ 326: Vice, Drugs, and the Law (3 credits)
- CRJ 409: Youth, Crime, and Society (3 credits)
- CRJ 444: Criminological Theory (3 credits)
- CRJ 463: Victimology (3 credits)
- CRJ 299/480: Special Topics in Criminal Justice (3 credits)

b. Social Justice Electives

- CRJ 321: Immigration and Justice (3 credits)
- CRJ 419: Law and Society (3 credits)
- CRJ 429: Gender and Crime (3 credits)
- CRJ 438: Social Inequality and Crime (3 credits)
- CRJ 491: Internship in Criminal Justice (3 credits)

Summary of Requirements

- Core Curriculum 31-44
- Major Requirements 42
- Electives (at least 21 must be upper division)

Total credits 120

The academic guidelines for NSC apply to the BACJ program. Students must maintain a cumulative GPA of 2.0 or better.

**iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)**

N/A

**v. Evidence of approval by appropriate committees of the institution**

The proposal for a BA in Criminal Justice was approved by:

1. Liberal Arts & Sciences Curriculum Committee on November 1, 2012.
2. NSC Faculty Senate Curriculum Committee on November 21, 2012.
3. NSC Faculty Senate on February 4, 2013.
4. NSC Provost on February 15, 2013.

**H. Readiness to begin program**

**i. Faculty strengths (specializations, teaching, research, and creative accomplishments)**

The majority courses in the program will be taught by existing tenure-track faculty holding PhDs in the field. These current faculty members earned degrees from highly-regarded doctoral programs and have experience in teaching, research, and community-based programs. Our two tenure track faculty members to support this program are:

Lance Hignite, Ph.D. in Criminal Justice, Sam Houston State University  
 Nicholas Natividad, Ph.D. in Justice Studies, Arizona State University

ii. **Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university**  
CRJ 101, a required course for the BACJ major, has been approved as an option to fulfill the Social Sciences core curriculum requirement. Thus, the course will serve the larger NSC community by providing additional options for completing core requirements. The program offerings also complement (and in many cases directly overlap with) the course requirements in the BAS-CJ, BPALE and History Pre-Law degree programs.

iii. **Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)**  
One tenure-track faculty member with a PhD in Criminal Justice was hired and joined NSC in Fall 2012 to support the BAS-CJ degree program and to assist in the further development of the criminal justice coursework offered on campus. A tenure-track faculty member with a PhD was also hired as an Assistant Professor of Law Enforcement; he has expertise that allows him to teach classes that serve both the BPALE degree and the proposed criminal justice major, providing enhanced curriculum options for students in both areas. These tenure-track faculty members designed the BA-CJ curriculum and have introduced new criminal justice courses that are currently being taught at NSC. Meetings with advising and recruiting staff confirmed student strong existing student demand for the degree. A full evaluation of library resources relevant to the degree identified that we had a strong collection of physical and electronic holdings in criminal justice and law.

iv. **Recommendations from prior program review and/or accreditation review teams**  
N/A

v. **Organizational arrangements that must be made within the institution to accommodate the program**  
N/A

## I. Resource Analysis

i. **Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)**  
Existing faculty will teach the courses for the first few years. If enrollment exceeds expectations and new faculty lines become necessary, additional funds will come from enrollment-generated state funds.

ii. **Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

a. **(1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.**

1st Fall semester 11.0

3rd Fall semester 29.5

5th Fall semester 34.1

**(2) Explain the methodology/assumptions used in determining projected FTE figures.**

In preliminary discussions of the potential for creating this program, we know that there are a number of students currently enrolled at NSC who are interested in a criminal justice major are primarily guided toward one of two majors: law enforcement or psychology. Law enforcement is the most closely-related major we offer, though it is not the best option for students who are not specifically interested in policing and police administration. Other students who would like to major in CJ choose psychology, since it offers classes on Psychology and the Law, Abnormal Psychology, etc., that appeal to students interested in causes of crime and the way the legal system works. Importantly, enrollment in the classes of this program will supplement enrollment in the existing criminal justice, pre-law history and law enforcement programs. Given this, we projected that 6% of students who would otherwise declare law enforcement majors and 2% who would otherwise declare psychology majors would choose a criminal justice major if it were available, arriving at a headcount of 16 for the first year. We used 2012-2013 FTE data for NSC students, which has been roughly 66-67% of headcount, to arrive at the FTE projection of 11.0 for Year 1. The projections for Years 3 (12.9) and 5 (14.8) are based on a linear projection from the Year 1 projection, a reasonable assumption given IRs modeling of data from 2002 through 2012.

CSN should also provide a steady supply of students to the CJ program at NSC. In the fall of 2003, there were about 30 students enrolled in the Associates of Arts degree in Criminal Justice at CSN; by fall 2012, there were 890 students. Based on a 10-year linear projection, this number is expected to grow to over 1,200 by fall 2016. Conservatively estimating that about 2% of these students would transfer to NSC to earn a 4-year degree in criminal justice provides a projection of an additional 16.6 FTE in Year 3 and 19.3 in Year 5.

**b. (1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.**

**1st Fall semester** 16

**3rd Fall semester** 45

**5th Fall semester** 51

**(2) Explain the methodology/assumptions used in determining projected headcount figures.**

We used the same assumptions as those explained in the projected FTE section above .

**iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.**

See attached budget projection spreadsheet. There will be no change in existing personnel allocations as all courses will be taught by currently employed faculty.

**J. Facilities and equipment required**

**i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs**

NSC provides exceptional facilities to serve the needs of students and faculty. We are already offering multiple Criminal Justice courses per semester, so the demand on space should not change with the adoption of a formal degree. Additionally, a number of classes in the BA-CJ program will be offered online, which alleviates demands on our existing space. All NSC students have access to computing facilities in several areas across campus as well as help desks

for assistance with the online learning platform. The online format allows students to access course content remotely, using their personal computers or those available at public libraries and other sites.

**ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space**

N/A

**iii. Existing and additional equipment required**

LAS prioritizes the provision of state-of-the-art resources to enhance the learning environment for students. Our “SMART” classrooms feature a computing workstation, a projector, speakers, a document camera, Smartboard technologies, and interactive student response systems (“iClickers”). Every classroom on our campus is fully equipped in this fashion, which fully serves the instructional technology needs of the BA-CJ program. In addition, a lecture-capture system was recently installed in several rooms in the LAS building. This will allow faculty to record themselves in the classroom; these videos can then be easily edited and posted online as video lectures in online or hybrid courses.

Since many BA-CJ major courses will be taught online, the transition of NSC from the WebCampus learning system to Instructure’s Canvas system is particularly important. NSC conducted a small-scale pilot of Canvas in Spring 2013; as of Summer 2013, all classes will be taught using this online learning platform. The ease of use and enhanced functionality this will bring to online classes promises an improved learning environment for students. Canvas syncs more easily with outside resources (such as Google Drive documents) and mobile applications.

Faculty development sessions and emails and instructional videos from the department chair inform faculty of available resources. Office computers can be equipped with programs such as Jing and Camtasia for creation and editing of video lectures. A limited number of campus laptops are also available for checkout as needed. Departmental funds are available to cover specific instructional equipment or materials for courses at an instructor’s request.

Overall, CJ faculty have access to extremely high-quality equipment for developing their courses, and LAS remains dedicated to ensuring that our faculty have the resources needed to create innovative, engaging online courses.

**K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body**

Student advising will be provided through the existing Academic Advising Center; tenure-track faculty will serve as faculty advisors for students once they have at least 60 credits. Criminal Justice majors will have access to all services that are provided to undergraduates at NSC (for instance, the Student Academic Center provides free tutoring services). A Career Services Center will open in Fall 2013, providing enhanced career advising (mock interviews, resume-writing workshops, etc.). We do not anticipate any negative impacts on existing services for other students or programs.

**L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant’s final report must be on record at the requesting institution.**

**i. Names, qualifications and affiliations of consultant(s) used**

N/A



**ii. Consultant's summary comments and recommendations**

N/A

**iii. Summary of proposer's response to consultants**

N/A

**M. Articulation Agreements**

**i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)**

N/A

**ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)**

NSC has drafted a 2+2 articulation agreement between the AA in Criminal Justice program at CSN and our proposed BA-CJ program. The draft agreement has been sent to the appropriate groups at CSN for consideration. If approved, similar agreements will be pursued with the other community colleges.

**iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)**

N/A

**N. Summary Statement**

Nevada State College proposes to establish a Bachelor of Arts in Criminal Justice. The proposed program includes a core set of courses necessary to provide a solid foundation of knowledge in the discipline of criminal justice while incorporating concepts of social justice, international criminal justice, and criminology. The College has two existing tenure-track PhD faculty members on staff who will teach in this program. One of the faculty members is a generalist hired to serve the Law Enforcement major; he has specializations in law enforcement and police science, and criminological theory that allow him to teach in both programs. The other tenure-track faculty member specializes in issues of social justice and ethnic studies. The program will be evaluated biannually through a specific program evaluation process, a survey of program graduates, and annual statistics related to enrollment and retention of students. This program would be distinct in its particular focus on the issues of social justice and the study of international criminal justice systems, as well as the student body it will serve. NSC students are typically less academically prepared and are disproportionately lower-income, first-generation, and non-traditional students. The proposed program incorporates many of the NSHE Master Plan initiatives including having a student-centered focus, providing a quality education, increasing students' quality of life, and providing an education for those who may not have the necessary background skills, education, or money, to be accepted into a Criminal Justice program at the universities in the NSHE system.

**References**

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Institution: NSC

Program: BA-Criminal Justice

Semester of Implementation: Fall 2013

Fall 2013

**DIRECTIONS:** Complete the following cost estimates for the first, third, and fifth year budget projections for the proposed new program in Section A. Costs for the third and fifth year are cumulative. If the total budget for the program is not reflected in the "Existing" or "New" categories, please provide further explanation in the space provided below (EXPLANATION). Any "new" costs must be noted by source in Section B.

**STUDENT FTE**

Year 1: 2013      Year 3: 2015      Year 5: 2017

Section A.	Year 1/Start-up				Year 3				Year 5			
	Existing <sup>1</sup>	New <sup>2</sup>	Total	FTE	Existing <sup>1</sup>	New <sup>2</sup>	Total	FTE	Existing <sup>1</sup>	New <sup>2</sup>	Total	FTE
<b>PERSONNEL</b>												
Faculty ( <i>salaries/benefits</i> ) <sup>3</sup>	121,875	0	121,875	0.0	121,875	0	121,875	0.0	121,875	0	121,875	0.0
Graduate Assistants	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Support Staff	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
Fellowships/Scholarships	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0
<b>Personnel Total</b>	\$121,875	\$0	\$121,875	0.0	\$121,875	\$0	\$121,875	0.0	\$121,875	\$0	\$121,875	0.0
<b>OTHER RESOURCES</b>												
Library Materials ( <i>printed</i> )	3,000	0	3,000		3,000	0	3,000		3,000	0	3,000	
Library Materials ( <i>electronic</i> )	3,646		3,646		3,646		3,646		3,646		3,646	
Supplies/Operating Expenses	0	0	0		0	0	0		0	0	0	
Equipment	250		250		250		250		250		250	
Other Expenses	0	0	0		0	0	0		0	0	0	
<b>Other Resources Total</b>	\$6,896	\$0	\$6,896		\$6,896	\$0	\$6,896		\$6,896	\$0	\$6,896	
<b>PHYSICAL FACILITIES</b>												
Construction	0	0	0		0	0	0		0	0	0	
Major Renovation	0	0	0		0	0	0		0	0	0	
Other Facility-Related Expenses	0	0	0		0	0	0		0	0	0	
<b>Physical Facilities Total</b>	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	
<b>TOTAL</b>	\$128,771	\$0	\$128,771		\$128,771	\$0	\$128,771		\$128,771	\$0	\$128,771	
<b>Section B.</b>	↓				↓				↓			
	Amount		%		Amount		%		Amount		%	
<b>EXPLANATION OF "NEW" SOURCES<sup>2</sup></b>												
State Support	0				0				0			
Federal Grants/Contracts	0				0				0			
State Grants/Contracts	0				0				0			
Private Grants/Contracts	0				0				0			
Private Gifts	0				0				0			
Other ( <i>please specify</i> )	0				0				0			
<b>TOTAL</b>	\$0		0.0%		\$0		0.0%		\$0		0.0%	

<sup>1</sup>Resources re-allocated from existing programs in Year 1 should be noted in the "Existing" column. In addition, "New" costs from Year 1 that will continue in the third and fifth year should also be noted in the third and fifth year as "Existing."

<sup>2</sup>Any "New" resource utilized to fund a new program must include the source to be provided in the "Explanation of New Sources" section. Total "New" sources for each year must equal the total for each year under "Explanation of New Sources."

<sup>3</sup>Budget estimates for faculty salaries and benefits must include estimated merit and COLA increases in Year 3 and Year 5.

**EXPLANATION** (*Please provide any additional information pertinent to the budget projection, including for example, explain for any new funding sources that are not guaranteed receipt by the institutions how the program will make-up for the potential loss in expected new funding.*):