<table>
<thead>
<tr>
<th>1. Institution</th>
<th>George Mason University</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Program action (Check one):</td>
<td>Spin-off proposal</td>
</tr>
<tr>
<td></td>
<td>New program proposal ___</td>
</tr>
<tr>
<td>3. Title of proposed program</td>
<td>Justice, Law, and Crime Policy</td>
</tr>
<tr>
<td>4. CIP code</td>
<td></td>
</tr>
<tr>
<td>5. Degree designation</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>6. Term and year of initiation</td>
<td>Fall 2005</td>
</tr>
<tr>
<td>7. Term and year of first graduates</td>
<td>Spring 2007</td>
</tr>
<tr>
<td>8. For community colleges: date approved by local board</td>
<td></td>
</tr>
<tr>
<td>9. Date approved by Board of Visitors</td>
<td></td>
</tr>
<tr>
<td>10. For community colleges: date approved by State Board for Community Colleges</td>
<td></td>
</tr>
<tr>
<td>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</td>
<td>The degree is offered and awarded only by George Mason University. Cooperation with a variety of government organizations and NGO’s in the area will play an important role in supporting the curriculum.</td>
</tr>
</tbody>
</table>
| 12. Location of program within institution (complete for every level, as appropriate). If any organizational unit(s) will be new, identify unit(s) and attach a revised organizational chart and a letter requesting an organizational change (see Organizational Changes--hotlink). | School(s) or college(s) of: College of Arts and Sciences  
Campus (or off-campus site) Prince William Campus  
Distance Delivery (web-based, satellite, etc.): None |
| 13. Name, title, telephone number, and e-mail address of person(s) other than the institution’s chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. | Stephen D. Mastrofski, Professor and Director of the Administration of Justice Program, Department of Public and International Affairs, College of Arts and Sciences  
(703) 993-8313, smastrof@gmu.edu |
A Proposal for a Master of Arts
In
Justice, Law, and Crime Policy

presented by

The Administration of Justice Program
George Mason University

March 30, 2004
Table of Contents

PROGRAM PROPOSAL COVER SHEET.......................................................................................... i
SUMMARY ................................................................................................................................... 4

1. BACKGROUND: SPONSORING UNIT HISTORY AND MISSION........................ 5

2. DESCRIPTION OF PROPOSED PROGRAM ............................................................. 7
   2.1 Program Mission................................................................................................................ 7
   2.2 Program Objectives.......................................................................................................... 8
   2.3 Program Structure ......................................................................................................... 8
   2.4 Learning Outcomes ....................................................................................................... 11
   2.5 Evaluation of Program Effectiveness and Benchmarks .................................................... 18
   2.6 Relation to Other GMU Programs .................................................................................... 19
   2.7 Collaborative Efforts with Justice Agencies ................................................................. 19
   2.8 Advisory Committee for the Program ............................................................................. 19
   2.9 Response to Current and Future Needs .......................................................................... 20

3. JUSTIFICATION FOR PROPOSED PROGRAM..................................................... 20
   3.1 High Student Demand But Low Supply ........................................................................... 20
   3.2 Demand for Graduates .................................................................................................. 21
   3.3 Future Employment Trends ............................................................................................ 24
   3.4 Comparison with Other Programs .................................................................................. 24
   3.5 Admissions and Enrollment Strategy ............................................................................. 25

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM............... 27

4. PROJECTED RESOURCE NEEDS............................................................................. 28
   4.1 Available and Additional Resources ............................................................................. 28
   4.2 Sources of Funds ........................................................................................................... 30

APPENDIX A ANNUAL REPORT TO THE ASSOCIATION OF DOCTORAL
PROGRAMS IN CRIMINOLOGY AND CRIMINAL JUSTICE, 2002

APPENDIX B JLCP COURSE SYLLABI AND DESCRIPTIONS

APPENDIX C DOCTORAL EDUCATION IN CRIMINOLOGY AND CRIMINAL
JUSTICE, 1998-2002 ......................................................................................................................
Summary

The College of Arts and Sciences proposes a new Master of Arts program in Justice, Law, and Crime Policy (JLCP) to meet the demand for highly trained teachers, researchers, policy analysts, and practitioners in this field. The JLCP master’s program will provide a rigorous course of study, preparing students to do research, teach, develop and test policies, and oversee agencies and programs designed to administer law, achieve justice, reduce crime, and enhance domestic security. The JLCP MA degree has two objectives: to serve as a “stepping stone” to prepare graduate students for doctoral study in JLCP, and alternatively to prepare students for employment in academia and the relevant policy/practitioner communities.

The demand for graduate degrees in JLCP is high and growing. Criminal justice is one of the most popular undergraduate majors nationwide. Department of Labor projections indicate that “justice” jobs will grow faster than average (21-35%) in the next 7 years, further increasing the demand for students with baccalaureate degrees in this field, hence increasing demand for faculty to meet the teaching demand. Despite the rapid increase in criminal justice/criminology graduate programs over the last decade, graduates of these programs have not kept pace with job openings. A JLCP master’s program also has a natural market for jobs in the policy world, including agencies at the international, national, state, and local levels, as well as contractors, foundations, research groups, and social service organizations specializing in law enforcement, national security, corrections, and international development. Justice and security organizations seek researchers with graduate degrees in the social sciences. The creation of the U.S. Department of Homeland Security has opened many more opportunities for professionals with advanced, specialized training in criminal justice, making D.C. and Northern VA one of the fastest growing job markets for experts in justice and security. Three universities in the Commonwealth offer masters degrees in this area, but none are proximate to Northern VA. The proposed program will be very convenient for the Northern VA/DC market and also essential for the creation of the Commonwealth’s first doctoral program in this field.

The signature feature of this program is education that brings the best that social science research can offer to policy-relevant issues. The curriculum requires core courses in three substantive fields (justice and law; justice organizations, administration, and leadership; crime and security) and analytic methods. After completing core course requirements, students take electives (drawing on courses in JLCP and other relevant GMU academic units) and write and defend the master’s thesis. Collaboration with justice organizations for conducting policy-relevant research is an important aspect of the curriculum.

The proposed program draws on the Administration of Justice (ADJ) faculty for required core courses and electives, and also makes available a wide range of electives from relevant courses in other programs at GMU (Computational Social Science, Conflict Analysis and Resolution, Economics, Government, Law, Philosophy, Psychology, Public Administration, Sociology, Statistics). The ADJ Program is a multi-disciplinary unit located in Department of Public and International Affairs. The ADJ faculty have a strong record of teaching, research, and linkages to the policy and practitioner communities in the field. Since 1999 ADJ has received over $3 million in external funding for research and technical assistance through its Center for Justice Leadership and Management. The faculty have assumed national leadership roles in both academic and policy domains and are well suited to make the proposed program successful.
1. **BACKGROUND: SPONSORING UNIT HISTORY AND MISSION**

The Administration of Justice (ADJ) Program at George Mason University is a multi-disciplinary unit in the College of Arts and Sciences. A program in the Department of Public and International Affairs, ADJ offers a bachelor of science undergraduate degree and a justice concentration in the Master of Public Administration program, also located in the Department of Public and International Affairs (PIA).

The ADJ Program at GMU was created in 1971, but until fall 1999 it relied almost entirely upon part-time faculty to teach courses. In fall 1999 several full-time faculty were hired, and the undergraduate and graduate curricula were revamped for fall 2000. ADJ has grown to five tenure-track faculty plus two research faculty on term appointments. During fall 2003 the ADJ Program filled an additional tenure-track faculty position to begin fall 2004. ADJ also enjoys a large roster of part-time (adjunct) faculty with distinguished careers in the justice field. The Program’s course enrollments have grown rapidly, increasing more than fourfold since fall 1999, and the number of majors has grown as well from 295 enrolled in fall 1999 to 462 in fall 2003 (an average annual increase of 14 percent). ADJ courses are routinely given high evaluations by students; about three fourths of ADJ courses have received over-all evaluations above the college average.

The ADJ Program’s mission is to provide quality education, research, and service to society in the field of justice. This includes justice systems and processes, social and human problems confronting the administration of justice, crime and security from crime, and a variety of concerns in other arenas of justice (such as family law and human rights). The educational and research programs of ADJ draw on a number of traditional social science disciplines, plus newer ones, such as criminal justice. ADJ courses and research address both theoretical and applied issues in a field that has grown rapidly in the last forty years and which today constitutes one of the most popular undergraduate majors nation-wide and is emerging as a distinctive field with research stature comparable to older, more established social science disciplines.

The Program’s undergraduate curriculum covers some features that are common to other justice programs around the nation: understanding and evaluating the processes of justice administration and developing knowledge of the social and human problems that confront

---

1 SCHEV approved a Bachelor of Science in Law Enforcement for George Mason College (part of the University of Virginia), which was a degree to be initiated by students at Northern VA Community College and completed at GMC. In later years the degree title was changed to Administration of Justice.

2 In fall 2003 there were 590 GMU students eligible to enroll in classes who have declared ADJ as a major. Of these, 462 were enrolled in fall 2003.

those charged with the administration of justice. Unlike most criminal justice programs, GMU's includes courses on aspects of civil justice as well. In addition, the undergraduate curriculum includes required courses on prescriptive theories of justice and ethics, and courses that develop skills for graduates to be competitive in the job marketplace. Students receive exposure to a variety of intellectual disciplines, and they learn about law and justice in other lands. Years before terrorism became a national priority, the ADJ curriculum included a course on this topic. Additionally, courses on emerging issues are offered as special-topics courses, keeping the curriculum as current as possible. The curriculum invests students with both practical tools (especially research, writing, and speaking skills) and a wide range of perspectives for understanding – the hallmark of an education in the liberal arts. ADJ undergraduates pursue careers in law enforcement, national security, intelligence, international development, government affairs, corrections, probation and social services, and law/graduate school.

At the graduate level, the ADJ faculty teach courses in the Justice Concentration of the Master of Public Administration Program offered by the Department of Public and International Affairs. These courses develop an understanding of how the justice system operates, why it operates that way, and what the consequences of policy interventions have been. Students are exposed to important theoretical writings and the best empirical research. They are expected to develop a capacity to evaluate the strengths and weaknesses of policies designed to improve the justice system. Students in this program typically seek to advance careers as administrators in criminal justice agencies or to engage in planning and research on justice policies. The program has grown each year from its inception three years ago. As of fall 2003 about one in seven incoming MPA students has selected the justice concentration. Of the 12 concentrations in the MPA program, the Justice Concentration is already the third largest (a slot shared with International Management).

The ADJ faculty are drawn from a variety of fields: criminal justice, law, political science, psychology, sociology, and public administration. All faculty hold doctorates. They are committed to drawing on knowledge from all of the relevant social sciences to advance the study of justice. They publish in the top academic journals of criminal justice, behavior of law, and criminology, and they also disseminate their work in outlets that are widely read by policy makers and practitioners. Since 1999 the faculty have garnered over $3 million in external funding, administered by the program’s Center for Justice Leadership and Management. Faculty have conducted research and evaluation projects for the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the U.S. Navy, the National Institute of Drug Abuse, the International Association of Chiefs of Police, and the New Mexico Supreme Court, among others. Research topics have been broad-ranging, such as evaluating the contributions of biometrics tracking technology for security, promoting safe schools, juvenile delinquency and probation, community policing, and disparate treatment in the courts.

ADJ faculty have taken leadership roles in both academic and policy domains. Examples include:
O.W. Wilson Award from the Academy of Criminal Justice Sciences for outstanding contributions to police education, research, and practice
Member, Committee to Review Research on Police Policy and Practices, National Research Council of the National Academies of Science
Member, Statistics and Methods Committee of the Campbell Collaborative
Chairperson, Innocence Commission for Virginia
Principal Investigator, Office of Juvenile Justice and Delinquency Prevention, “Development of a National Census and Survey of Juvenile Probation.” ($1 million award)
Marcia Guttentag Award for Early Promise as an Evaluator from the American Evaluation Association
Consultant on performance standards to the Commission on Accreditation of Law Enforcement Agencies

ADJ is committed to applying academic expertise to real-world problems. For example, several projects have developed and evaluated programs for technological innovation in prisons, schools, and for homeland security. One of the ADJ research professors is currently on assignment with the Department of Homeland Security to develop training programs for managers of first responders. In the civil arena the Program has partnered with the International Judicial Academy to train judges and lawyers from emerging democracies, and a joint project with the National Center for State Courts is currently being planned to examine ways to improve jury service. An indication of the Program’s emphasis is its advisory committee, which brings together distinguished leaders from the justice, law, crime control, and security fields to provide guidance and feedback as the Program grows. Among the board’s members are the Executive Directors of the American Correctional Association and the National Sheriffs Association, a former Assistant U.S. Attorney General, and GMU’s rector, former U.S. Attorney General, Edwin Meese.

2. DESCRIPTION OF PROPOSED PROGRAM

2.1 Program Mission

The central purpose of the Justice, Law and Crime Policy (JLCP) master’s program will be to train future generations of leaders in the field of justice, law, and crime policy. JLCP students will become researchers, teachers, planners, and policy experts in academia, government, and private organizations. There are growing needs for broadly trained justice experts, and this master’s program is designed to provide students with the necessary knowledge and skills to pursue a successful, advanced career in the justice field in both academic and applied settings.

The creation of a master’s program in JLCP extends the ADJ Program’s commitment to excellent teaching, research, and outreach beyond the undergraduate level to the graduate level. This addition will give the ADJ Program the opportunity to provide the Commonwealth and the nation graduates possessing the ability and commitment to
ensure that their teaching, research, and policy recommendations are useful to policy
makers and practitioners. In addition, having a graduate program will help to attract and
retain at GMU the best scholars, virtually all of whom desire to work with more advanced
graduate students to do cutting edge research, teaching, and outreach.

2.2 Program Objectives

The JLCP MA degree has two objectives: to serve as a “stepping stone” to prepare
graduate students for doctoral study in JLCP (at GMU and elsewhere), and alternatively
to prepare students for employment in academia and the relevant policy/practitioner
communities.

In the first case, the master’s degree prepares students for doctoral candidacy when they
are admitted to the JLCP doctoral program (see separate doctoral proposal) without a
prior master’s degree in a relevant social science. In the second case, the JLCP master’s
degree prepares students for direct employment as instructors in academic institutions
and professional training academies or for mid-level research/administrative/planning
positions in justice and security organizations. The program draws on a multi-
disciplinary faculty in the ADJ program for required core courses and electives, while
also making available a wide range of electives from relevant courses in other
departments and programs at GMU: Computational Social Science, Conflict Analysis
and Resolution, Economics, Government, Law, Philosophy, Psychology, Public
Administration, Sociology, Statistics.

The program takes advantage of GMU’s proximity to many justice organizations at the
federal, state, and local level in the Capital Region. The curriculum is structured to give
students the skills to do policy-relevant research and to work with justice and security
agencies in the region to exercise those skills and serve the needs of those agencies.

The new program is designed to accommodate full-time and part-time students. We
anticipate that most of the full-time students seeking a master’s degree will be enrolled in
the JLCP doctoral program, while most of those seeking a master’s-only will be enrolled
as part-time students. Part-time students already working in some aspect of justice or
security contribute a wealth of knowledge grounded in direct experience, and they often
create opportunities for collaborative research projects with the agencies where they are
employed. Full-time and part-time students will benefit from the interaction. Except in
extraordinary circumstances, only full-time students accepted into the JLCP doctoral
program will be eligible for assistantships and fellowships.

2.3 Program Structure

Students will take a set of core courses in three substantive areas and research methods.
The substantive areas are: (a) Justice and Law, (b) Justice Organizations, Administration
and Leadership, and (c) Crime and Security. After completing core course requirements,
students complete electives (drawing on courses in JLCP and other relevant GMU
academic units), and then write and defend the master’s thesis. The master’s degree requires a minimum of 30 credit hours of course work.

A coordinator, responsible for administering the JLCP graduate program (both master’s and doctorate) will be appointed by the Director of the ADJ Program and will normally serve a term of two years. The JLCP Coordinator will report to the Director of the ADJ Program.

Program Requirements

X 30 credit hours of required and elective courses.

1. Core courses in areas of Justice and Law (6 credits); Justice Organizations, Administration, and Leadership (3 credits); Crime and Security (3 credits): total, 12 credits

2. Core courses (9 credits) in Analytic Methods: total, 9 credits

3. Electives (6 credits) in one or more substantive fields of specialization: total, 6 credits

4. Master’s Thesis (Master of Arts) (JLCP 799): 3 credit minimum (6 credit maximum)

• Submission and successful defense of master’s thesis

Prior Graduate Work

Students who enter the JLCP master’s program with prior graduate course work in a relevant social science discipline (criminal justice, criminology, law and society, or a related social science discipline (e.g., economics, political science, psychology, or sociology) from another institution or from another department/program within the University may request to have the a maximum of 15 credit hours of prior graduate coursework applied to the fulfillment of JLCP requirements. The graduate coordinator will determine which requirements for the doctorate can be fulfilled by prior graduate courses previously taken, and recommend these for transfer credit, pending final approval by the dean of CAS.

Admission Requirements

Applications for the JLCP MA program will be accepted for the fall semester only. The deadline for receipt of application materials is April 1. International student application deadlines are one month prior (March 1). Late applications will be considered on a space-available basis. Applicants must have a bachelor’s degree from an accredited college or university for admission. The JLCP master’s program will apply the general university graduate admission requirements. There is no required background or
preferred experience, although students should demonstrate interest in and aptitude for graduate study in justice, law, and crime policy.

Students seeking a doctorate should apply to the JLCP doctoral program, not the JLCP master’s program (the doctoral program has earlier deadlines). Whether the doctoral program applicant will be required to acquire a JLCP master’s degree will be determined through a separate doctoral application process involving review of the applicant’s prior graduate work.

The program seeks the most capable and motivated students and will thoroughly screen applicants’ undergraduate records, test scores, recommendations, written work, and other relevant credentials. For a given year, actual admissions will be determined by the available funding for the program, with individual candidates selected by a faculty admissions committee. No specific set of qualifications guarantees admission to the program.

Each applicant must provide the following materials to be considered for admission:

1. Completed University application form for graduate admission.
2. A non-refundable application fee.
3. The Application for Virginia In-State Tuition Rates, if claiming entitlement to Virginia in-state tuition rates.
4. All undergraduate and graduate transcripts.
5. Three letters of recommendation from faculty members or individuals who have first-hand knowledge of the applicant’s academic or professional capabilities.
6. A statement of purpose of study (500 words maximum).
7. Official scores of the Graduate Record Examination (GRE) taken within five years of the date of application submission and reported directly by the Educational Testing Service. Verbal, Quantitative, and Analytical scores will be considered.
8. Test of English as a Foreign Language (TOEFL) where required by GMU policies.
9. Writing sample of recent sole-authored work (at least 2,500 words).
10. Applicants may be required to interview.

All materials should be sent to the Graduate Admission Processing Center, College of Arts and Sciences, GMU.

Financial Assistance

---

4 The median combined GRE Verbal/Quantitative score for doctoral programs in criminology and criminal justice surveyed in 2002 was 1,110, ranging from 935-1,190 per program with scores of individual applicants ranging from 730-1,550. See Todd R. Clear & Natasha Frost, “Annual Report to the Association of Doctoral Programs in Criminology and Criminal Justice.” November 25, 2002 (Appendix A).
Applicants to the JLCP master’s program will, except in extraordinary circumstances, not be eligible for graduate assistantships or fellowships.

2.4 Learning Outcomes

All graduates are expected to develop:

- A solid conceptual grasp of different theories of justice and what the evidence shows about the effectiveness of different systems of justice,

- An understanding of what law and legal doctrine are and knowledge of what law does and does not accomplish in terms of justice and security,

- An understanding of what influences the practices of justice organizations, with special attention to the capacity of leaders to shape those practices and the constraints facing those desiring to change justice organizations.

- Knowledge of the causes and consequences of crime control and domestic security policy, and

- Capability to understand and engage in social science research that can be applied to the above areas.

JLCP master’s students must demonstrate the ability to:

- Conduct a limited project of independent and innovative scientific research in the field of justice, law, and crime policy, and

- Communicate their knowledge effectively to both academic and policy/practitioner audiences in the field.

Student Assessment Plan

Planning and Advising

The JLCP coordinator will assign an advisor from the JLCP tenure-line faculty to each new student. The advisor will assist the assigned student in creating and fulfilling a plan of study that meets the above requirements. Each year the JLCP faculty will assess the progress of master’s students and through the assigned advisor offer guidance and feedback to students. Students failing to make acceptable progress will be so advised and given an opportunity to correct the problem or will be withdrawn from the program if the faculty deem that the problem is not correctable in a timely manner.

Master’s Degree Requirements

5 For students admitted to the JLCP doctoral program, the master’s degree requirement will be waived if the student is admitted to the JLCP program with a master’s degree in a relevant discipline
To complete the JLCP master’s degree, students must successfully complete 12 credits of category 1, 9 credits of category 2, 6 credits of category 3, and 3 credits of category 4 (see “Program Requirements”). The master’s thesis must be defended orally before a committee of three faculty, two of whom must be part of the JLCP program.

**Curriculum Requirements**

The proposed program will have four fields of study:

- X Justice and Law
- X Justice Organizations, Administration, and Leadership
- X Crime and Security
- X Analytic Methods

Each area is described below, as well as a description of new JLCP courses and other courses already in GMU’s course catalog that are applicable. All new courses to be added to the GMU course catalogue are given the course suffix, JLCP and are 3-credit courses unless otherwise indicated (See Appendix B for JLCP course syllabi and course descriptions). These same courses are also available to JLCP doctoral students. The JLCP master’s curriculum takes advantage of relevant graduate-level courses already offered at GMU. Academic units offering all courses listed below have been consulted. In addition, JLCP courses have been cross-listed with GOVT and PUAD graduate courses wherever relevant to serve students seeking master’s degrees in both of those programs.

Courses marked with a double asterisk (**) denote JLCP courses that are crosslisted with currently existing courses in either GOVT or PUAD.

1. **Justice and Law**

This area focuses on justice as a goal and the role of law in achieving it. Because of the broad scope of topics covered, this field has two required core courses.

This field addresses prescriptive theories that define justice and articulate systems and processes believed best designed to achieve it according to those definitions. This is the principal function of one of the two required courses in this area. Additionally, students may acquire a broader range of knowledge through numerous electives relating to justice. Recognizing that systems of justice and law may vary across nations, this area includes courses that give students a broad perspective on systems used around the world to effect justice. Through elective courses students are expected to develop an understanding of the implications of different justice systems and to acquire facility with the empirical research available that indicates the causes and consequences of those systems of justice. Electives also offer in-depth examination of the challenges that exist in achieving justice.

Law deserves special attention as the foundation for justice in all modern states. It is the ruling contract between citizen and state and is the language of power. This core area thus provides students with a conceptual understanding of law’s nature and scope as well
as an appreciation for its application and effects. It addresses law on the books and also examines law in action.

This area will address the development of law, examining the many theories that explain law’s rise, nature, and purpose. It also emphasizes law’s influence on social behavior. Normative questions will be explored – including the various needs to regulate undesirable behavior – while also employing empirical methods to analyze the ability of law to motivate compliance and address social problems.

The study of law includes two distinct components – an understanding of what law and legal doctrine are and an appreciation for what law does. The required course in this core area surveys both areas, covering classical works on the formation, interpretation, and enforcement of legal norms. Students who wish to go further may either explore substantive legal doctrine or delve more deeply into the influences and consequences of legal decisions.

A number of existing graduate programs offer courses on criminal law and justice, but virtually all concentrate on theories that explain why a justice or legal system has certain structures or what the consequences of certain structures are for crime and citizen satisfaction. None provides a strong theoretical grounding in the normative aspects of justice. Such a grounding is essential for scholars and policy makers to grasp the diverse set of views on what constitutes justice that have developed across a global society. Combining the normative grounding with a rigorous examination of empirical evidence regarding justice will make GMU’s program both valuable and distinctive.

### Core Courses

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>JLCP 700/GOVT 726 Theories of Justice</td>
</tr>
<tr>
<td>X</td>
<td>JLCP 720/GOVT 728 Behavior of Law</td>
</tr>
</tbody>
</table>

### Justice-related Elective Courses

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>JLCP 702/GOVT 732 Comparative Justice</td>
</tr>
<tr>
<td>X</td>
<td>JLCP 703/GOVT 727 Restorative Justice</td>
</tr>
<tr>
<td>X</td>
<td>GOVT 520 Political Theory</td>
</tr>
<tr>
<td>X</td>
<td>GOVT 725 Democratic Theory and Democratization</td>
</tr>
<tr>
<td>X</td>
<td>GOVT 631 Seminar in Comparative Politics and Institutions</td>
</tr>
<tr>
<td>X</td>
<td>SOCI 611 Classical Sociological Theory</td>
</tr>
<tr>
<td>X</td>
<td>SOCI 612 Contemporary Sociological Theory</td>
</tr>
<tr>
<td>X</td>
<td>SOCI 619 Conflict and Conflict Management Perspectives from Sociology</td>
</tr>
<tr>
<td>X</td>
<td>SOCI 640 Social Theory and Social Policy</td>
</tr>
<tr>
<td>X</td>
<td>CONF 501 Introduction to Conflict Analysis and Resolution</td>
</tr>
<tr>
<td>X</td>
<td>CONF 701 Theories of Social Harmony</td>
</tr>
<tr>
<td>X</td>
<td>CONF 720 Ethnic and Cultural Factors in Conflict Resolution</td>
</tr>
<tr>
<td>X</td>
<td>CONF 721 Conflict and Race</td>
</tr>
</tbody>
</table>
2. Justice Organizations, Administration, and Leadership

Justice is administered in organizational settings. Understanding justice administration requires understanding the relationship between justice organizations and the external arenas in which they operate, the internal dynamics of justice organizations, how justice-related policies are enacted, and how actors in the justice system behave. This core area will introduce students to the application of organizational theory, organizational behavior, and leadership to justice organizations.

Mastery of the material in this area will allow students to develop an appreciation for the factors that influence justice organizations, both their formal structures and missions, and their informal behaviors in the community. Students will also learn about the capacity of leaders to shape organizations, while developing an appreciation for the constraints and limitations that individuals face in their efforts to change organizations.

---

6 JLCP students may enroll in a class offered by the Law School only when they have successfully completed JLCP 720 and JLCP 721 and have received permission from the JLCP coordinator. Furthermore, cross-enrollment in Law School courses, if any, will not be allowed other than in strict accordance with the Law School’s academic regulation AR 3-1.1, or whatever future academic regulations that Law School should enact. AR 3-1.1 requires, inter alia, consent of the law school instructor and of the Associate Dean for Student Academic Affairs of the Law School as conditions for enrollment in Law School courses.
Core Course

\[ \times \] JLCP 740/PUAD 790 Justice Organization and Administration

Elective Courses

\[ \times \] JLCP 741/PUAD 793 Conduct of Justice Organizations at Street Level
\[ \times \] JLCP 742/PUAD 795 Leadership in Justice and Security Organizations
\[ \times \] JLCP 743/PUAD 797 Changing Justice and Security Organizations
\[ \times \] JLCP 749/PUAD 799 Issues in Justice Administration**
\[ \times \] JLCP 509/PUAD 509 Justice Organizations and Processes**
\[ \times \] JLCP 510/PUAD 510 Policing in a Democratic Society**
\[ \times \] JLCP 691/PUAD 691 Justice Program Planning and Implementation**
\[ \times \] PUAD 502 Administration in Public and Nonprofit Organizations
\[ \times \] PUAD 620 Organization Theory and Management Behavior
\[ \times \] PUAD 621 Principles and Practices in Government Organization and Management
\[ \times \] PUAD 622 Program Planning and Implementation
\[ \times \] PUAD 640 Public Policy Process
\[ \times \] PUAD 661 Public Budgeting Systems
\[ \times \] PUAD 671 Public Employee Labor Relations
\[ \times \] PUAD 680 Managing Information Resources
\[ \times \] PUAD 700 Ethics and Public Administration
\[ \times \] PUAD 727 Seminar in Risk Assessment and Decision Making
\[ \times \] PUAD 781 Information Management: Technology and Policy
\[ \times \] CONF 731 Conflict in Organizations
\[ \times \] CONF 741 Negotiations
\[ \times \] CONF 742 Mediating Policy Conflict
\[ \times \] CONF 743 Leadership Roles in Conflict and Conflict Resolution
\[ \times \] PSYC 532 The Social Psychology of Industry
\[ \times \] PSYC 631 Industrial and Personnel Testing and Evaluation
\[ \times \] PSYC 639 Survey of Organizational Processes
\[ \times \] SOCI 505 Sociology of Sex and Gender
\[ \times \] SOCI 523 Racial and Ethnic Relations: American and Selected Global Perspectives
\[ \times \] SOCI 525 Current Research in Sex and Gender
\[ \times \] SOCI 692 Complex and Alternative Organizations

3. **Crime and Security**

The proposed program differs from the majority of graduate programs in criminology and criminal justice by not organizing exclusively around crime. Nonetheless, understanding crime and crime policy is essential for understanding the interplay between crime and justice. In addition, this area incorporates concern with efforts to accomplish the goal of security. For the JLCP program, security refers to domestic security issues, and does not include concerns about foreign policy and international relations except only insofar as
they pertain to the accomplishment of *domestic* security. Security issues to be considered here include security from what are now regarded as traditional crimes, but it also concerns security from terrorism and a variety of “white collar” threats. Courses in this core area are designed to introduce students to the relationships among crime policy and crime, public opinion, and the political process. They are also designed to give students a more comprehensive view of security issues that arise in dealing with crime.

Courses in this area cover current research on the causes of and responses to crime at the individual, neighborhood, city, state and national levels. The relationships among the real crime problem, perceived crime problem, and public opinion will be evaluated. This area will provide students with a critical understanding of the politics, resources, and public opinion needed to generate effective policy.

**Core Course**

X JLCP 760/GOVT 792 Crime and Crime Policy

**Elective Courses**

X JLCP 761/GOVT 709 Politics of Crime and Security
X SOCI 607 Criminology
X GOVT 745 Issues in International Security
X PUAD 640 Public Policy Process
X PUAD 644 Public Policy Models
X PUAD 741 Policy Analysis
X CONF 734 Crime and Conflict Resolution
X PSYC 616 General Psychopathology
X PSYC 617 Child Psychopathology

**4. Analytical Methods**

The two primary foundations of social science research are theory and empirical methods. The other three core areas in the proposed curriculum will provide the students with solid grounding in a variety of theoretical traditions. The Analytical Methods area will ensure that students graduating from the proposed degree program are proficient in both understanding existing empirical research with a critical eye and doing good research. Because this area is so important in the world of social science research, students will be required to take three methods courses. These include the JLCP 780 (Research Methods) course and two statistics courses listed under the headings Statistics Series 1 or Statistics Series 2.

**Core Courses and Requirements**

X JLCP 780 Research Methods
X 6 credits from either Statistics Series 1 or Statistics Series 2

Statistics Series 1: For students with only one course in statistics or calculus at the undergraduate level.

X STAT 510 Statistical Foundations for Technical Decision Making
STAT 535 Analysis of Experimental Data or SOCI 630 Analytic Techniques of Social Research

Statistics Series 2: For students with at least two semesters of calculus and at least one course in probability, such as STAT 344.

STAT 554 Applied Statistics
STAT 656 Regression Analysis*

**Electives**

- JLCP 781/PUAD 791 Justice Program Evaluation**
- SOCI 631 Survey Research or PSYC 541 Survey Research
- SOCI 632 Evaluation Research for Social Programs
- SOCI 634 Qualitative Research Methods
- STAT 574 Survey Sampling I*
- STAT 674 Survey Sampling II
- STAT 658 Time Series Analysis and Forecasting
- STAT 662 Multivariate Statistical Methods
- STAT 665 Categorical Data Analysis*
- STAT 673 Statistical Methods for Longitudinal Data Analysis
- PSYC 633 Evaluative Research in Psychology
- PSYC 640 Techniques in Industrial/Organizational Psychology
- PUAD 643 Public Policy Research
- CSS 600 Introduction to Computational Social Sciences
- CSS 610 Computational Analysis of Social Complexity

* Course requires knowledge of SAS or a one-credit prerequisite, STAT 501.

**Other Required Courses**

JLCP 799 Master’s Thesis

**Other Elective Courses Not Listed Above**

Any of the below listed courses may be taken as electives.

JLCP 790 Practicum in Justice, Law, and Crime Policy
JLCP 795 Special Topics
JLCP 796 Directed Reading

JLCP students may use other courses offered by the JLCP program or other programs that are not listed above to satisfy elective credit requirements in specialty areas. Permission to take these courses will require written approval of the student’s advisor, the coordinator of the JLCP program, and approval of the department offering the elective class.

**Typical Semester-by Semester Curriculum**

Part-time student with no credit for prior graduate work
Year 1
Fall: JLCP 700 Theories of Justice (3 cr)
    JLCP 780 Research Methods (3 cr)

Spring: JLCP 720 Behavior of Law (3 cr)

Year 2
Fall: JLCP 760 Crime and Crime Policy (3 cr)
    STAT 510 Statistical Foundations for Technical Decision Making (3 cr)

Spring: STAT 535 Analysis of Experimental Data (3 cr)

Year 3
Fall: JLCP 740 Justice Organization and Administration (3 cr)
    Elective (3 cr)

Spring: Elective (3 cr)

Year 4
Fall: JLCP 799 Master’s Thesis (3 cr)

Full-time doctoral student with assistantship with no prior graduate credit, required to obtain a master’s degree in JLCP

Year 1
Fall: JLCP 700 Theories of Justice (3 cr)
    JLCP 760 Crime and Crime Policy (3 cr)
    JLCP 780 Research Methods (3 cr)

Spring: JLCP 720 Behavior of Law (3 cr)
    JLCP 740 Justice Organization and Administration (3 cr)
    STAT 510 Statistical Foundations for Technical Decision Making (3 cr)

Year 2
Fall: Elective (3 cr)
    Elective (3 cr)
    STAT 535 Analysis of Experimental Data (3 cr)

Spring: JLCP 799 Master’s Thesis (3 cr)
    Electives (6 credits taken for doctorate)

2.5 Evaluation of Program Effectiveness and Benchmarks
Several metrics will be used to judge the new program.7

- The number of master’s students graduated (compared to a rate commensurate with comparable programs in criminal justice and criminology),8

- The number of master’s graduates placed in academic, research, or justice organization jobs (compared to a rate commensurate with comparable programs in criminal justice and criminology), and

- Student and graduate satisfaction with the program. Beginning in the program’s second year, an annual survey of enrolled students will be conducted, soliciting assessments of the program.

Additionally, every five years a panel consisting of GMU faculty and faculty from other justice programs will be assembled to review the progress of the program and comment upon areas of possible improvement. The comments of the panel will be collated and recorded, to be used when making strategic decisions for the advancement of the program.

2.6 Relation to Other GMU Programs

The JLCP Program offers students opportunities to take courses in the graduate curricula of several other GMU programs: Computational Social Science, Conflict Analysis and Resolution, Economics, Government, Law, Philosophy, Psychology, Public Administration, Sociology, Statistics. Faculty from these programs may serve on JLCP master’s thesis committees as appropriate. These programs will benefit by increased enrollments from JLCP students and from the justice-oriented perspective these students will bring to those classes.

2.7 Collaborative Efforts with Justice Agencies

A key component of GMU’s strategic plan is collaboration and linkages with government and private sector partners. The ADJ program already maintains such links, and the JLCP program takes advantage of these existing relationships by allowing students the opportunity to work with justice organizations in the area in conducting research. This is facilitated by the JLCP 790 Practicum in Justice, Law, and Crime Policy.

2.8 Advisory Committee for the Program

An advisory committee for the JLCP graduate program will be assembled. The advisory committee will be comprised of leading figures in the field of Justice, Law, and Crime Policy, much like the ADJ Program’s overall Advisory Committee, and will include representatives from justice agencies and organizations in the public and private sector, as well as faculty from other academic units at GMU and other universities.

---


8 Graduation rate defined as the number of JLCP M.A. graduates per year divided by the full-time-equivalent student enrollment in the program.
2.9 Response to Current and Future Needs

The M.A. in JLCP is a response to both current and projected future needs. The program is designed to fill the growing demand for teachers, researchers, and policy makers and practitioners in the justice and security fields with advanced degrees. More detail is provided in the Justification.

3. JUSTIFICATION FOR PROPOSED PROGRAM

The JLCP Program will provide benefits to the Commonwealth and the nation, offering future justice leaders the necessary training and experience to make a positive contribution to the administration of justice, whether through academic teaching and research or professional service. This is a time of extraordinary demand for highly trained experts who can teach, do research, and evaluate and design effective policies and practices in the area of justice, law, and crime policy. Available data and future projections indicate that the demand in this area is high and will continue to grow. Thus, this program is intended to respond to future, as well as current needs of the Commonwealth and nation.

This master’s program will be housed in an academic unit that in a short time has performed to very high academic standards in teaching, research, and outreach. Further, its curriculum will draw upon the strengths of a number of other existing academic programs in and outside of the College of Arts and Sciences. In this way it furthers the goal of the College of Arts and Sciences to bring diverse disciplines together to address important intellectual and societal problems. Finally, because a substantial number of the program’s graduates are expected to take jobs in federal agencies in the Northern VA/DC region, the program is capable of achieving national and international visibility for the University in a relatively short time period.

3.1 High Student Demand But Low Supply

Compared to other social science disciplines, criminal justice/justice studies is still a relatively new field, having developed less than 40 years ago. Its rise, however, has been impressive. According to the Academy of Criminal Justice Sciences and other tallies, there are over 600 criminal justice programs nationwide that grant a bachelors degree and almost 150 schools that support a master's degree in criminal justice.9 Together, these programs serve nearly a quarter million students. In 1997, U.S. News and World Report called criminal justice one of the most popular majors in academe, and student interest has risen sharply since the September 11, 2001 terrorist attacks.

In Virginia alone, 21 schools offer undergraduate or graduate programs in justice or criminology, including a mix of public and private institutions across the Commonwealth.

<table>
<thead>
<tr>
<th>Public Virginia Schools10</th>
<th>Private Virginia Schools</th>
</tr>
</thead>
</table>

http://faculty.ncwc.edu/toconnor/jusgrad.htm.

10 James Madison University does not have a criminal justice major, but it does offer a minor in criminal
Only three Commonwealth universities offer a master’s degree in justice/criminology (Old Dominion U., Radford U., and Virginia Commonwealth U.). Virginia ranks twelfth in the nation among the 50 states in population, but it is tied for 19th with Oklahoma (the 28th most populous state) for the number of master’s programs in criminal justice/criminology. Adding another master’s justice program to the Commonwealth’s inventory would help meet the needs of an under-served market, especially considering that there is no Commonwealth university in Northern Virginia that offers a master’s degree in justice.

GMU’s ADJ faculty currently offer a justice concentration in the Master of Public Administration program in the Department of Public and International Affairs, but the public administration program has a strong general management orientation with only a handful of justice courses available as electives (12 of 36 credits for the degree). The MPA curriculum does not afford as much opportunity for students to develop in depth a theoretical and empirical knowledge base in justice, law, and crime policy or methodological skill development as will the JLCP master’s program. Thus, adding the JLCP master’s program will not only provide for the essential intermediate step for the JLCP doctoral program, but it will also provide a heretofore unavailable curriculum focusing on developing and applying a broad justice knowledge base and research skills. For students seeking only a master’s JLCP degree, this will be especially valuable for meeting the growing need in justice organizations for mid-level researchers, capable of conducting and using research and evaluation.

3.2 Demand for Graduates

JLCP M.A. as a Stepping Stone to a Ph. D.

One justification for the JLCP master’s program is that it will serve as a stepping-stone to
the JLCP doctorate. Hence, it is appropriate here to consider the demand for a doctorate in this field. The growth curve in doctoral programs in criminology and criminal justice offers some sense of market trends. The American Association of Doctoral Programs in Criminology and Criminal Justice (comprised of universities offering a doctoral degree in criminology, criminal justice, or a similar discipline) reported recently that in the 25 years between 1966 and 1990, the number of universities offering doctorates rose from 1 to 8, but between 1990-2002 it increased from 8 to 18 (See Appendix C),\(^{11}\) a rate of 2.5 new programs every three years. Between 1999/2000 and 2002/2003 the total number of applications to all programs grew from 446 to 792. During that same four-year period, total admissions increased from 185 to 324, and total enrolled new students grew from 103 to 174. The total number of matriculated doctoral students grew from 563 to 911 during that period.\(^{12}\) During that period, the number of students graduating in the previous year grew from 56 to 73. Nearly 100% of all graduates were placed in jobs each year, and of these, 84-95 percent each year were placed in tenure track university positions, NGO research organizations, or criminal justice agencies.

The recession of the last few years has led universities to cut back on faculty recruitment in many fields. This has not been the case, however, in justice and criminology, where the number of faculty searches in academic year 2002-2003 was higher than in years past. According to Professor Ken Adams of the American Society of Criminology (ASC), there were 140 job ads in the Society’s Employment Exchange between September 2002 and February 2003.\(^{13}\) Staff at the Academy of Criminal Justice Sciences (ACJS) estimate that their Employment Bulletin carried upwards of 250 job listings between September 2003 and August 2003 (there is some overlap in job listings between the two bulletins). September 11\(^{th}\) has certainly played a part in the rise, say ASC and ACJS representatives, making criminal justice and security higher priorities in American politics and policy, and ultimately in academe too.\(^{14}\) As student enrollment continues to build in undergraduate justice programs, there will be increased demand for additional faculty.

**Jobs in Justice Policy/Administration and Related Areas**

Master’s and doctoral programs in justice studies also have a natural market in the policy/practitioner worlds, including justice agencies at the international, national, state, and local levels, as well as government contractors, companies, foundations, research groups, and social service organizations that specialize in law enforcement, national security, corrections, and international development. A striking example of the increasing demand for researchers in justice organizations is the marked trend in state and local law enforcement agencies toward “problem-oriented policing,” which relies heavily on police at all ranks who can understand empirical research and conduct research and

---

\(^{11}\) The number of departments in this survey is lower than the current total because the survey did not include schools with a law and society focus, because of recent additions, and because of some non-responses.

\(^{12}\) Some of the growth in matriculated students is attributable merely to more doctoral programs completing the survey, but the researchers also noted that new doctoral programs and more admissions per program were primarily responsible.

\(^{13}\) Emailed correspondence with Professor Adams, the coordinator of ASC’s Employment Exchange.

\(^{14}\) Emailed correspondence and phone interviews.
evaluation to solve community problems.  

Another very popular trend among the nation’s large, middle-sized, and even small police departments is “Compstat,” a program pioneered by New York City in 1994 that makes police middle managers directly responsible for reducing crime in their precincts and that uses crime statistics and geographic information systems to hold them accountable on a weekly basis. This approach relies heavily on managers and supervisors who know how to use criminological and criminal justice research and calls for increasing the cadres of crime analysts who provide them with technical research support. Over half the nation’s departments had implemented or were implementing this program four years ago, and researchers project that the vast majority will have adopted it by the end of this decade.  

The bottom line for the law enforcement “industry,” and for that of criminal justice generally, is that the lowest levels in these organizations are becoming increasingly college-educated, not only making it possible to create more research-driven organizations, but actually creating pressure to do so, in a trend toward “evidence-based policing.”

The most recent census of public justice agencies indicates that in 2000 there were over 2.2 million employees working in federal, state, and local criminal justice positions nationwide (police, courts, and corrections). Of those working in state and local government there were more than 1.9 million full-time-equivalent employees, comprising 13 percent of all state and local government employment. In the Commonwealth there were 48,000 full-time equivalent employees in the justice system. Statistics are not available on how many were interested in pursuing a graduate degree, but a rule of thumb is that no more than one percent of a government organization’s employees will be interested in pursuing a graduate degree at any given time, yielding a statewide estimate of 480 in the market for a graduate degree. If we assume conservatively that only one-third of these would be interested in a program located in Northern Virginia, the pool of potential applicants for a GMU master’s degree from current government employment alone is 160 per year, and this figure does not take into account the large number of federal justice employees in Northern Virginia and DC, the large number of NGO and private research firms in the region that need mid-level researchers, and the rapid growth of private security firms needing graduate-level staff, not to mention persons who seek a graduate degree in this area immediately following receipt of the baccalaureate. Further, the growth in law enforcement and corrections employment since 2000 means that these figures understated the current levels of government employment in the justice system. And finally, the creation of the U.S. Department of Homeland Security, alone, has opened up many more opportunities for professionals with specialized training in criminal justice, making Washington, D.C. and Northern Virginia one of the fastest growing job markets for experts in criminal justice.

---


Additional evidence on the interest in graduate-level study of the sort anticipated by the JLCP program is provided in letters from professional and private sector organizations expressing interest in and supportive of the JLCP doctoral proposal (Appendix D).

3.3 Future Employment Trends

The U.S. Department of Labor’s 2002-2003 *Occupational Outlook Handbook* predicts a strong and growing market for persons in a variety of occupations that are relevant to the proposed program (See Appendix E). Over the next seven years, employment in the following areas is expected to increase faster than average (21-35 percent) for police and detectives, correctional officers, probation officers and drug-treatment specialists, private detectives and investigators. Employment of lawyers is expected to grow about as fast as average (10-20 percent). While few, if any, of the JLCP graduates would take a “line position” in one of these occupations, these projections indicate that there will be an increasing demand for people with graduate degrees in relevant areas of study, to which the previously mentioned letters from a variety of research and professional organizations indicate. Inasmuch as past growth in justice and security employment trends is expected to remain robust into the projected future, the long-term prospects of the market for the proposed JLCP graduate degree are very good.

3.4 Comparison with Other Programs

The proposed JLCP M.A. program meets market demand in several ways. First, it offers a program that is structured to provide academic rigor (in theory and empirical analysis), while preparing students to address policy issues in ways that will speak to the needs of policy makers and practitioners. Existing programs in this field tend to stress one at the cost of the other, but this program is explicitly designed for the mutual benefit of both.

Second, no institution of higher learning in Northern Virginia offers a master’s degree in justice or criminology. Virginians desiring such a degree must attend one of the other three Commonwealth schools offering a master’s – all a considerable commuting distance from the Northern VA area, making it especially difficult for part-time students holding jobs in the Northern VA area to have convenient access to a master’s program.

Third, existing master’s programs in justice or criminology tend to rely on courses taught by faculty in the core academic unit (e.g., criminology) to the exclusion of other, related disciplines, or to rely heavily on the faculty from a wide array of academic units in a loosely constructed framework that lacks a strongly developed core curriculum. The first approach excludes much of great value that might be contributed by other social sciences, while the second makes it difficult to provide students with a coherent intellectual framework. The proposed JLCP program provides a solid core of required and elective courses taught by faculty in a single academic unit, while at the same time offering students the opportunity to draw from a broad range of other social science disciplines for their electives.

Fourth, GMU’s proximity to the nation’s capital makes the JLCP program especially well situated to attract a large number of individuals interested in the areas of justice, law, and crime policy. Three other DC-area master’s programs already exist (American U., U. of Maryland, and George Washington U.), but the market is large, and GMU will be especially competitive in terms of tuition cost for Virginia residents. Tuition costs at American U. and George Washington U., private schools, are substantially higher, and tuition costs at Maryland will only be more favorable for in-state students there.
Although the existing master’s programs in the three Washington-area universities share some features, they have also developed some unique identities:

**American University:** This 33-credit MS program (with a comprehensive exam) in Justice, Law, and Society has comparatively few substantive required courses, affording students the opportunity to select from a broad range of courses. Students specialize in either justice and public policy or law and society.

**George Washington University:** This 36-credit MA program is a joint program offered by the Sociology Department and the Forensic Sciences Department. The coursework is oriented heavily toward criminology and a variety of forensics options in the areas of psychiatry, physical and biological sciences, criminal law, commerce, photography, and security.

**University of Maryland:** Three options are offered in this 30-credit program – the regular MA, designed to lead to doctoral study, the professional MA in Criminal Justice to train students for management analysis and research in justice agencies, and a joint MA/J.D. degree.

There is little overlap between the proposed JLCP degree and the George Washington degree. The substantive topics covered by the other two schools’ graduate programs have more overlap with the JLCP program. The principal difference is that GMU’s JLCP program is more structured than the others (with more specific courses required), thus building a broader, rather than specialized degree of expertise in the field. This is consistent with the philosophy of the JLCP doctoral program, which the JLCP master’s program serves, and it also relevant to the demand for professionals more broadly knowledgeable of justice systems and justice policies. Research, justice practice, and policy making increasingly require experts able to transcend narrow subfields to see the connections and broader impacts. The JLCP program is designed to provide that foundation.

For Virginians who seek a broad, theoretical grounding in justice studies and who seek to apply their training in ways that address policy matters, GMU’s master’s program in Justice, Law, and Crime Policy will be an excellent fit. Given GMU’s focus, location, and growing reputation, we expect to recruit and place students both regionally and across the country.

### 3.5 Admissions and Enrollment Strategy

Enrollments in the JLCP master’s program will include some JLCP doctoral students who are required to complete a master’s degree before proceeding to the comprehensive examination. We estimate that 5 such students per doctoral cohort will fall into this category (3 who take 18 credits per academic year (AY) and 2 who take 9 credits per AY. We estimate that 8 students will be admitted each year to the JLCP master’s-only degree program (2 who take 12 credits per AY and 2 who take 9 credits per AY). Some master’s-only students may enroll in more credits per semester, but we prefer to be more conservative in our estimate. We estimate an attrition of two master’s-only students from the program at the end of the first semester.

Thus, we envision an enrollment strategy for the JLCP master’s program that supports the JLCP doctoral program with a few students each year, but that draws heavily on students who are working full-time or part-time and seek only a master’s degree.
The target year of full enrollment in the JLCP master’s program will be 2008-2009, when the fall semester headcount will be 36, 14 F.T.E. graduate students will be enrolled, and 10 students are expected to graduate from the program. This is a conservative estimate of the enrollment potential of the JLCP master’s program. A 2002 survey of doctoral programs in criminal justice found that the median number of students admitted to the master’s program was 21, ranging from as few as 3 to as many as 167.\textsuperscript{21} Especially in a strong market, such as the Capital Region, accomplishing these enrollments will be highly feasible.

As the program’s reputation grows we expect to experience increasing numbers of applicants while maintaining fairly constant enrollment levels in the program, thus relying on an increasingly selective admissions strategy. In a rapidly growing discipline, the best long-term strategy is to establish a program’s reputation on the quality, not quantity, of its graduates. That will enable the program to increase the competitiveness of its graduates over time.

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Instructions:

- Enter the appropriate dates at the top of each column.
- Provide fall headcount enrollment (HDCT) and annual full-time equivalent student (FTE) enrollment. Round the FTE to the nearest whole number.

Note: Target Year refers to the year the institution anticipates the program will have achieved full enrollment. The Council will review for possible closure any program that has not met SCHEV’s productivity standards within five years of the date of first program graduates. Programs that do not anticipate meeting SCHEV productivity standards should not be proposed.

Projected enrollment:

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Target Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDCT: 13</td>
<td>FTES: 6</td>
<td>HDCT: 23</td>
<td>FTES: 10</td>
<td>HDCT: 36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HDCT: 31</td>
<td>FTES: 13</td>
<td>FTES: 14</td>
</tr>
<tr>
<td>HDCT: 36</td>
<td>FTES: 14</td>
<td>HDCT: 36</td>
<td>FTES: 14</td>
<td></td>
</tr>
</tbody>
</table>

Definitions:

HDCT—fall headcount enrollment
FTES—annual full-time equated student enrollment
GRADS—annual number of graduates of the proposed program

Assumptions:

- 3 f.t. JLCP Ph. D. students required to take master’s degree per cohort (18 credits 1st AY & 12 credits 2nd AY). Take 2 AY’s to graduate with MA.
- 2 p.t. JLCP Ph. D. students required to take master’s degree per cohort (9 credits/AY except for 3 credits 4th AY). Take 3.5 years to graduate with MA.
• 4 p.t. JLCP master’s-only students per cohort (12 credits/AY except for 6 credits 3rd AY). Take 2.5 AY’s to graduate with MA.
• 4 p.t. JLCP master’s-only students per cohort (9 credits/AY except for 3 credits 4th AY). Take 3.5 AY’s to graduate with MA.
• Attrition of 1 f.t. Ph. D. student at end of first year
• Attrition of 2 p.t. master’s-only students at end of first semester (one from each category)

4. PROJECTED RESOURCE NEEDS

4.1 Available and Additional Resources

Full-Time Faculty

A minimum of eight full-time faculty are needed to operate this program to create the breadth and depth required. The ADJ program presently has five tenure-track faculty members and has hired an additional one to begin fall 2004. It is anticipated that funding for two more faculty positions will be made possible by the combination of enrollment growth and indirect cost recovery from externally funded research. We therefore anticipate that the program will have eight tenure-track faculty by fall 2005. In addition, the full-time faculty on fixed-term appointments may be available to assist with this program, sometimes teaching a course. The estimated resources include state-supported academic-year salaries for both current and projected new faculty. All of these faculty will be involved with the JLCP graduate program, covering a wide variety of subjects in justice, law and crime policy.

The current full-time faculty members and their areas of concentration are: Stephen Mastrofski (justice organizations and justice theory), Catherine Gallagher (crime/crime policy, research methods), Jon Gould (behavior of law and justice theory), Ed Maguire (justice organizations and research methods, and David Wilson (evaluation and research methods). Joining these faculty in fall 2004 will be Devon Johnson (justice theory and crime/crime policy). Faculty members will teach core and special topics courses in their research areas. New faculty will be expected to complement these courses as well as develop new, relevant special topics classes. See Appendix F for curriculum vitae of the ADJ faculty.

Affiliated and Part-time Faculty

Full-time term research faculty (both with doctorates) may also be available to teach classes on a more restricted and occasional basis, so for the purposes of this proposal, they are counted as part-time faculty: Allan Turner (justice organizations and security) and Peter Nacci (justice organizations and security).

The master’s program will draw from other, qualified GMU faculty who wish to teach JLCP students. For example, we expect that faculty from the Department of Public & International Affairs and the Philosophy Department will teach some of the JLCP courses in the justice and law field. The estimated resources for these part-time faculty efforts are calculated as a fraction (typically 0.25 FTE) of state-supported academic year salaries. At GMU part-time faculty slots are used to compensate academic units for use of faculty time. For example, when a Philosophy faculty member teaches a JLCP course, Philosophy would be given one part-time slot to staff the course otherwise taught by that
person. Faculty from other academic units who teach JLCP courses will be invited to have affiliated status with the program.

JLCP students will be offered the opportunity to take elective courses in related subjects taught by other GMU academic units. The ADJ program has consulted with these departments, receiving their approval for the cross-enrollment. The JLCP program has been developed to minimize course duplication with subjects taught by other units at GMU. It is anticipated that JLCP students would invite some faculty from other units who teach these elective courses to serve on their master’s thesis committee.

**Graduate Assistants/Targeted Financial Aid**

Graduate assistantships will normally not be made available for students enrolled in the JLCP master’s program, except for those admitted to the JLCP doctoral program who are required to acquire a JLCP master’s degree as part of their doctoral curriculum. Because their assistantships are part of the JLCP doctoral program proposal, they are not included here. While it is undoubtedly the case that offering financial aid to master’s students would increase the attractiveness of the program to a broader range of students, we anticipate that the largest share of the master’s students will support themselves from full- or part-time employment in the Capital Region.

**Classified Positions**

By the time that the JLCP MA program has achieved a full, stable enrollment (fourth year), it is anticipated that staff support of one FTE position will need to be dedicated to the JLCP Program. This would be phased in during the first three years of the program. Support for this position would be based on revenues generated by increasing enrollments (at the undergraduate and graduate levels) and indirect fund allocations.

**Equipment**

Personal computers have become an essential element of higher education, especially at the graduate level. It is estimated that 10 personal computers for graduate students would be needed, the purchase of which would be phased in over 4 years. It is anticipated that these computers will be available through purchases made for externally-supported research.

**Library**

Since 1999 the ADJ Program has worked closely with the Library to enhance the books and journals needed in the justice, law, and crime policy areas. Real progress has been made, but a master’s program will require additional support, especially for journal subscriptions, estimated to be an additional $5,000 per year. It is anticipated that these funds will be generated by increasing enrollments (at the undergraduate and graduate levels).

**Space, and Other Resources**

The ADJ Program is scheduled to move from its current space in Prince William Building 1 to space in Prince William Building 3 (Bull Run Hall) by fall 2004. The allocation of this space has been designed to accommodate growth in the ADJ Program. Approximately 10 carrels with personal computers would be made available for JLCP master’s students to use on a shared basis while on campus. There are no additional
space requirements for the Ph. D. program beyond those that will arise from increasing enrollments and externally funded research

There will be some annual costs associated with the recruitment of graduate applicants, processing of their applications, and administrative obligations during their matriculation. Costs include posting program advertisements in professional newsletters and bulletins, JLCP web design and maintenance, travel for recruitment and for students to attend conferences, and various office-related functions (photocopying, filing, etc.). This cost is estimated to be about $5,000 per year, to be phased in during the first four years of the program. Support for these costs will be generated by revenues from increasing enrollments and indirect fund allocations.

4.2 Sources of Funds

The funding sources for resources to support the program are discussed separately for each item in section 4.1 above.
PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes____ No___

- Has or will the institution submit an addendum budget request to cover operating costs? Yes____ No___

- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes____ No___

- Will each type of space for the proposed program be within projected guidelines? Yes___X___ No____

- Will a capital outlay request in support of this program be forthcoming? Yes____ No___X___
**Part B: Fill in the number of FTE positions needed for the program.**

<table>
<thead>
<tr>
<th></th>
<th>Program initiation year 2005 - 2006</th>
<th>Total expected by target enrollment year 2008 - 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going and reallocated</td>
<td>Added (New)</td>
</tr>
<tr>
<td>Full-time faculty</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classified Positions</td>
<td>0.4</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10.4</td>
<td>0</td>
</tr>
</tbody>
</table>

**Part C: Estimated $ resources to initiate and operate the program.**

<table>
<thead>
<tr>
<th></th>
<th>Program initiation year 2005 - 2006</th>
<th>Total expected by target enrollment year 2009 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part-time faculty</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate assistants</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classified positions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total personnel costs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Targeted financial aid</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Telecommunication costs</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other resource needs (specify)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Part D: Certification Statement(s)**
The institution will require additional state funding to initiate and sustain this program.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Program initiation year</th>
<th>Target enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005 - 2006</td>
<td>2009- 2010</td>
</tr>
<tr>
<td>Reallocation within the department or school</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reallocation within the institution</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other funding sources</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Statement of Impact/Other Funding Sources.

N/A


If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Chief Academic Officer