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<td>Stephen D. Mastrofski, Professor and Director of the Administration of Justice Program, Department of Public and International Affairs, College of Arts and Sciences</td>
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<td>(703) 993-8313, <a href="mailto:smastrof@gmu.edu">smastrof@gmu.edu</a></td>
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A Proposal for a Ph.D.
In
Justice, Law, and Crime Policy

presented by

The Administration of Justice Program
George Mason University

March 30, 2004
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Summary

The College of Arts and Sciences proposes a new Ph. D. 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 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 demand for doctorates in the JLCP area is high and is growing. Criminal justice is one of the most popular undergraduate academic majors nationwide. Department of Labor projections indicate that jobs in the justice field will grow faster than average (21-35%) in the next 7 years, further increasing the demand for students with baccalaureate degrees in this field, and hence increasing demand for university faculty to meet the teaching demand. Despite the rapid increase in criminal justice/criminology doctoral programs over the last decade, graduates of these programs have not kept pace with job openings. A JLCP doctoral 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 government contractors, companies, foundations, research groups, and social service organizations specializing in law enforcement, national security, corrections, and international development. Justice and security organizations are seeking researchers with doctorates in the social sciences. 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 this field. No university in the Commonwealth offers a doctorate in justice or criminology; the proposed program fills this important gap.

In view of these considerations, we propose a program that serves both the academic and policy markets. The signature feature of this program is training doctoral students to bring the best that social science 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 these requirements, students complete electives in two substantive specialty fields, then the comprehensive (qualifying) examination, and finally the dissertation. Collaboration with justice organizations for conducting policy-relevant research is an important aspect of the curriculum.

The program draws on the Administration of Justice (ADJ) program for core courses and electives, and also makes available a wide range of electives from courses in other academic 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 established a strong record of teaching, high quality research, and linkages to the policy and practitioner communities in the fields of justice, law, and crime policy. Since 1999 the ADJ Program 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 multidisciplinary 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 to begin in 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 the following academic year. 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. It 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

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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. 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, as well as law and 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, which is 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) Program will be to train the future generations of leaders in the field of justice, law, and crime policy. JLCP students will become researchers, teachers, and policy experts in academia, government, and private organizations. There are growing needs for broadly trained justice experts, and this Ph.D. 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 doctoral program in Justice, Law, and Crime Policy extends the Program’s commitment to excellent teaching, research, and outreach to the highest academic degree offered in this field. This will give the ADJ Program the opportunity to provide the Commonwealth and the nation with graduates possessing the ability and
commitment to ensure that their teaching and research are useful to policy makers and practitioners. In addition, having a doctoral program will help to attract and retain at GMU the best scholars, virtually all of whom desire to work with advanced graduate students to do cutting edge research, teaching, and outreach.

2.2 Program Objectives

The principal objective of the JLCP Program is to provide a rigorous course of study that will prepare students to do research, teach, develop and test policies, and administer agencies and programs designed to administer law, achieve justice, reduce crime, and enhance domestic security. 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 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. 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 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, eventually choosing two areas of specialization from (a) Justice and Law, (b) Justice Organizations, Administration and Leadership, and (c) Crime and Security. After successfully completing the course requirements, a master’s thesis, and qualifying examinations, students will complete a dissertation of original research. All students must take 72 credit hours of course work – 48 of which are for course requirements and 24 of which are for dissertation research. Full-time students are expected to graduate in five years, part time students in seven years.

A coordinator, responsible for administering the JLCP program 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 72 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) and electives (3 credits) in Analytic Methods: total, 12 credits

3. Electives in each of two substantive fields of specialization (9 credits per field): total, 18 credits

4. General elective: 3 credits of any course relevant to JLCP degree: total, 3 credits

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

6. Doctoral Proposal (JLCP 998): 3 credit minimum (6 credit maximum)

7. Doctoral Dissertation (JLCP 999): 12 credit minimum (21 credit maximum)

A maximum of 24 credits of doctoral proposal & dissertation (combined) may be applied to the degree.

X Plan of Study (submitted before the end of the 1st year)

X Comprehensive Examinations (In two specialty fields and analytical methods)

X Doctoral Dissertation (submitted and successfully defended in public examination).

Prior Graduate Work

Students who enter the JLCP program with a master’s degree in criminal justice, criminology, law and society, or a related social science discipline (economics, political science, psychology, or sociology) from another institution or from another department/program within the University will not be required to obtain a JLCP master’s degree, but 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. Students who have prior graduate degree course work but have not completed a master’s degree may also petition to have these graduate credits applied to their JLCP requirements. For students entering
with a master’s degree or graduate credit from another institution or program, a maximum of 24 credits may be applied to satisfying requirements for the JLCP doctoral degree.

Admission Requirements

Applications will be accepted for the fall semester only. The deadline for receipt of applications materials is February 1 for students who seek financial assistance and April 1 for all others. International student application deadlines are one month prior to each of these deadlines (January 1 and March 1, respectively). 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 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 doctoral study in justice, law, and crime policy.

Students may be accepted into the JLCP doctoral program without having received a prior master’s degree in a related field, but those admitted without a prior master’s will be required to complete the JLCP master’s degree as an integral part of the JLCP doctorate (see “Master’s Degree” in section 2.4). For students admitted to the doctoral program in this way, the JLCP doctoral program will be the primary program and the JLCP master’s program will be the secondary program.

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).

4The 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).
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

Financial assistance will be available at competitive levels through graduate assistantships and fellowships. Except in extraordinary cases, assistantships and fellowships will be awarded only to full-time students. Students admitted to the JLCP program with such financial assistance will be presumed eligible for three years of full-time assistance (stipend and tuition), conditioned on satisfactory progress in the program of study.

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, with special strength in methods appropriate for studying topics in the student’s specialty area of research.

Graduate students must demonstrate the ability to:

- Conduct independent and innovative scientific research in the field of justice, law, and crime policy,
• Contribute to the development or testing of theories relevant to the field, 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 new students. The advisor will assist the assigned student in creating and fulfilling a plan of study that meets the above requirements. Upon reaching candidacy, the chair of each student’s dissertation committee will take responsibility for advising. Each year the JLCP faculty will assess the progress of doctoral 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.

Before the end of the first year of graduate study a doctoral student must submit a program of study for approval to the dean of CAS. This plan may be subsequently revised and submitted to the graduate coordinator approval. The program of study must include the courses to be completed, research skills required, subject areas to be covered by the comprehensive examination, and a proposed date for the comprehensive examination. Doctoral students are expected to consult with their JLCP faculty advisor and other prospective members of the student’s dissertation committee. The advisor and a minimum of two other faculty members must review the plan (noting their

**Master’s Degree**

To complete the JLCP master’s degree, students must successfully complete 12 credits of category 1 (see Program Requirements), 9 credits of category 2, 6 credits of category 3, and 3 credits of category 5. The master’s thesis must be defended orally before a committee of three faculty, two of whom must be part of the JLCP 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.

**Comprehensive (Qualifying) Examinations**

One prerequisite of admission to candidacy for the doctoral degree is successful completion of a written comprehensive (“qualifying”) examination in each of two core areas of the student’s choosing. Each field examination must include questions that require the candidate to demonstrate competence in dealing with methodological issues relevant to study in that field. Questions from the two fields may be administered at one time or serially, depending upon the preference of the committee. The exam format and duration will be determined by the student’s examining committee. Students are not eligible to take the comprehensive examinations until they have successfully completed course work for curriculum categories 1-3 and category 5, if applicable.
JLCP faculty members will be assigned by the JLCP graduate coordinator to examine the student. At least two JLCP faculty must evaluate the student’s exam in each of the two fields selected. The exam readers may, and in all likelihood will, vary from field to field. Non-JLCP faculty may be appointed to serve as a reader on a particular student’s examination committee where appropriate. The readers for each exam will confer to compose the question or questions for that part of the examination. Each reader must assign a grade from the following categories: Distinguished, High Pass, Pass, and Fail. A student will have passed a part of the examination only when both of the faculty readers for a given examination assign it a passing grade (Pass, High Pass, or Distinguished). If one reader gives it a passing grade and one gives it a failing grade, then a third reader will be assigned to break the tie. A student must pass both parts of the examination to be admitted to doctoral candidacy. At the discretion of the readers for a given field of the examination, that field of the written comprehensive examination may be repeated once in the event that he/she fails the examination.

Upon successful completion of both parts of the written comprehensive examination, the student will be required to offer an oral defense of his or her answers, graded by the readers of both parts of the written exam. The oral portion may last up to two hours. If all readers of the written exam assigned a grade of High Pass or Distinguished, then, the student’s oral portion of the exam will be waived. Students who fail the oral portion can retake the oral examination only once.

The JLCP coordinator will notify the College of Arts and Sciences of the results of the student’s examination.

**Dissertation Committee Selection**

Students who successfully complete their comprehensive exams are allowed to form a dissertation committee, prepare and defend a dissertation proposal, and conduct original and independent dissertation research.

Students should initiate the formation of the dissertation committee by the time 27 credit hours have been completed. Upon the recommendation of the JLCP coordinator, the dean will formally appoint the committee. The student’s committee is comprised of at least four appropriately qualified individuals: a dissertation supervisor and 3 others. At least 2 members of the committee must be full-time JLCP faculty. One member of the committee should be a member of GMU’s graduate faculty outside JLCP. Additional members, if appropriately qualified, may be appointed who are not members of the graduate faculty or who are from outside the university. The chair of the supervisory committee, who is also the dissertation director, must be a full-time JLCP faculty member. The committee must be approved by the dean of CAS and the coordinator of the JLCP program. Changes to the committee are permissible but must be similarly approved.

**Dissertation Proposal Defense**

Before the student may enroll in doctoral research, the dissertation proposal must be approved by the dissertation supervisory committee. While preparing the written proposal, the student will enroll in 3-6 credits of JLCP 998 (Doctoral Dissertation Proposal). The committee will assess the proposal and assist the student in fulfilling his/her responsibility to have a clear topic with the potential to make a significant contribution to the field, using an appropriate methodology. The committee will also assess whether the student has the intellectual background and the resources to have good
prospects of completing a successful dissertation in a timely manner.

The dissertation committee will determine the appropriate length and format of the written proposal, but it should at a minimum provide sufficient detail for the committee to make a determination of the utility and feasibility of the proposed study. When the student’s dissertation supervisor is satisfied that the proposal is ready to defend, the student will submit it to the committee. The student will meet with the committee and offer an oral defense of the proposal. The student may be required to meet with the committee again if it deems that additional work is required before the student may proceed with dissertation research. When the committee approves the proposal, the student is admitted to candidacy for the doctorate in JLCP.

**Doctoral Dissertation**

The Ph. D. dissertation entails independent research course work. A student must take at least 12 credits of doctoral dissertation research (JLCP 999) and may take up to 21 credits of that course. A maximum of 24 combined credits of doctoral proposal (JLCP 998) and JLCP 999 may be taken. The work must represent an achievement in research; it must be a significant contribution to its field; and it should be deemed publishable in refereed journals or a quality press.

**Dissertation Defense**

The student prepares to defend the dissertation in consultation with the dissertation supervisor. The date of the defense must be agreed upon by all members of the committee, and the dissertation must be made available to the committee at least two weeks before the examination date. The defense is given as a public seminar presentation of the dissertation (publicly announced two weeks before the defense), followed by an oral examination by the committee. If the candidate successfully defends the dissertation, the committee recommends that the final form of the dissertation be completed, and that the graduate faculty of George Mason University accept the candidate for the Ph. D. degree.

**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). The JLCP 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 graduate degrees in both
programs. Should the Department of Public and International Affairs subsequently offer a doctorate, these cross-listed courses would also be available to those students as well, thus substantially increasing the efficiency of the graduate education of both programs. Courses marked with a double asterisk (**) denote JLCP courses that are crosslisted with currently existing courses in either GOVT or PUAD.

Students establish specialization in a given field of study by successfully completing the required core courses in that area plus 9 credits (normally three courses) of electives in that area. At least 3 credits taken in each area must be from a JLCP course.

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.

Mastery of 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 doctoral 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

X  JLCP 700/GOVT 726 Theories of Justice
X  JLCP 720/GOVT 728 Behavior of Law

Justice-related Elective Courses

X  JLCP 702/GOVT 732 Comparative Justice
X  JLCP 703/GOVT 727 Restorative Justice
X  GOVT 520 Political Theory
X  GOVT 725 Democratic Theory and Democratization
X  GOVT 631 Seminar in Comparative Politics and Institutions
X  SOCI 611 Classical Sociological Theory
X  SOCI 612 Contemporary Sociological Theory
X  SOCI 619 Conflict and Conflict Management Perspectives from Sociology
X  SOCI 640 Social Theory and Social Policy
X  CONF 501 Introduction to Conflict Analysis and Resolution
X  CONF 701 Theories of Social Harmony
X  CONF 720 Ethnic and Cultural Factors in Conflict Resolution
X  CONF 721 Conflict and Race
X  CONF 723 Conflict and Gender
X  CONF 724 Conflict and “-isms”
X  CONF 726 Moral and Philosophical Foundations of Conflict
X  CONF 747 Reconciliation
X  CONF 802 Micro Theories
X  CONF 803 Macro Theories
X  PHIL 656 Happiness and the Quality of Life
X  ECON 611 Microeconomic Theory
X  ECON 852 Public Choice I
X  ECON 854 Public Choice II

Law-related Elective Courses

X  JLCP 721/GOVT 713 Constitution, Criminal Procedure, and Security
X  JLCP 722/GOVT 707 Civil Justice
X  JLCP 723/GOVT 708 Law and Social Control
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.

Core Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>JLCP 740/PUAD 790</td>
<td>Justice Organization and Administration</td>
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Elective Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>JLCP 741/PUAD 793</td>
<td>Conduct of Justice Organizations at Street Level</td>
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<tr>
<td>JLCP 742/PUAD 795</td>
<td>Leadership in Justice and Security Organizations</td>
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<tr>
<td>JLCP 743/PUAD 797</td>
<td>Changing Justice and Security Organizations</td>
</tr>
<tr>
<td>JLCP 749/PUAD 799</td>
<td>Issues in Justice Administration**</td>
</tr>
<tr>
<td>JLCP 509/PUAD 509</td>
<td>Justice Organizations and Processes**</td>
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<tr>
<td>JLCP 510/PUAD 510</td>
<td>Policing in a Democratic Society**</td>
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<tr>
<td>JLCP 691/PUAD 691</td>
<td>Justice Program Planning and Implementation**</td>
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<tr>
<td>PUAD 502</td>
<td>Administration in Public and Nonprofit Organizations</td>
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<tr>
<td>PUAD 620</td>
<td>Organization Theory and Management Behavior</td>
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<tr>
<td>PUAD 621</td>
<td>Principles and Practices in Government Organization and Management</td>
</tr>
<tr>
<td>PUAD 622</td>
<td>Program Planning and Implementation</td>
</tr>
</tbody>
</table>

5 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.
3. Crime and Security

The proposed program differs from the majority of doctoral 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.

Students selecting this area for specialization will be fluent in 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 themselves. Because this area is so important in the world of social science research, students will be required to take at least four courses. These include: JLCP 780 (Research Methods), two statistics courses listed under the headings Statistics Series 1 or Statistics Series 2, and a research methods course from the elective list, one that will enhance their understanding and skill in the specific analytical methods they propose to use in their dissertation research.

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
X  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.

X  STAT 554 Applied Statistics
X  STAT 656 Regression Analysis*

Electives

•  JLCP 781/PUAD 791 Justice Program Evaluation**
•  SOCI 631 Survey Research or PSYC 541 Survey Research
X  SOCI 632 Evaluation Research for Social Programs
X  SOCI 634 Qualitative Research Methods
X  STAT 574 Survey Sampling I*
X  STAT 674 Survey Sampling II
X  STAT 658 Time Series Analysis and Forecasting
X  STAT 662 Multivariate Statistical Methods
X  STAT 665 Categorical Data Analysis*
X  STAT 673 Statistical Methods for Longitudinal Data Analysis
X  PSYC 653 Evaluative Research in Psychology
X  PSYC 640 Techniques in Industrial/Organizational Psychology
X  PUAD 643 Public Policy Research
X  CSS 600 Introduction to Computational Social Sciences
X  CSS 610 Computational Analysis of Social Complexity

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

Other Required Courses

X  JLCP 799 Master’s Thesis
X  JLCP 998 Doctoral Dissertation Proposal
X  JLCP 999 Doctoral Dissertation Research

Other Elective Courses Not Listed Above

Any of the below listed courses may be taken as electives. Application of these course credits to particular study areas of specialization require approval from the JLCP program coordinator

X  JLCP 790 Practicum in Justice, Law, and Crime Policy
X  JLCP 795 Special Topics
X  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

This assumes a full-time student entering with no credit for prior graduate work, and required to complete a master’s degree. Field 1 and Field 2 refer to the substantive fields of specialization selected by the student.

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)
Submit plan of study

**Year 2**

**Fall:**
- Elective in selected Field 1 (3 cr)
- Elective in selected Field 2 (3 cr)
- STAT 535 Analysis of Experimental Data or SOCI 630 Analytic Techniques of Social Research (3 cr)

**Spring:**
- JLCP 799 Master’s Thesis (3 cr)
- Elective in selected Field 1 (3 cr)
- Elective in selected Field 2 (3 cr)

**Year 3**

**Fall:**
- Elective in selected Field 1 (3 cr)
- Elective in selected Field 2 (3 cr)
- Elective in analytic methods (3 cr)

**Spring:**
- Take comprehensive doctoral examination
- Elective in any field (3 cr)

**Year 4**

**Fall:**
- JLCP 998 Doctoral dissertation proposal (6 cr)
- Defend dissertation proposal

**Spring:**
- JLCP 999 Doctoral dissertation research (6 cr)

**Year 5**

**Fall:**
- JLCP 999 Doctoral dissertation research (6 cr)

**Spring:**
- JLCP 999 Doctoral dissertation research (6 cr)
- Defend dissertation

### 2.5 Evaluation of Program Effectiveness and Benchmarks

Several metrics will be used to judge the new program.\(^6\)

- \(\times\) The number of Ph. D. students graduated (compared to a rate commensurate with comparable doctoral programs in criminal justice and criminology),\(^7\)

- \(\times\) The number of Ph. D. graduates placed in teaching/research institutions and in justice and security organizations (compared to a rate

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\(^7\) Graduation rate defined as the number of JLCP Ph. D. graduates per year divided by the full-time-equivalent student enrollment in the program.
commensurate with comparable doctoral programs in criminal justice and criminology), and

X The publication rate of Ph. D. graduates in quality research outlets (compared to a rate commensurate with comparable doctoral programs in criminal justice and criminology).

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 many 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, and Statistics. Faculty from these programs may serve on JLCP master’s and dissertation 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 doctoral 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. Another collaborative feature of the JLCP Program will be the fellowships sponsored by justice and security organizations (see Graduate Assistants/Targeted Financial Aid subsection of Projected Resource Needs).

2.8 Advisory Committee for the Program

An advisory committee for the doctoral 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.

2.9 Response to Current and Future Needs

The Ph. D. 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. 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 doctoral 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, the program is capable of achieving national and international visibility for the University in a relatively short time period, much quicker than would be required in older, more established disciplines. It will make GMU a major player in creating new knowledge in this field and making it useful to those who can translate it into policy and practice.

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 bachelor’s degree and almost 150 schools that support a master’s degree in criminal justice.\(^8\) 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 11th terrorist attacks. However, there are only 28 universities that are approved to offer a Ph.D. in justice or criminology studies.\(^9\) If doctoral programs in law and society are added, the number rises to just 30 institutions. These schools include\(^{10}\):

- American University
- Arizona State University
- Florida State University
- Indiana University
- Indiana University of Pennsylvania
- John Jay College, City University of New York
- Kent State University
- Michigan State University
- New York University
- Northeastern University
- North Dakota State University

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\(^9\) Several of these programs have only recently been approved and have not yet enrolled their first cohort of doctoral students.

\(^{10}\) The University of Montreal offers a doctorate in criminology, but it is excluded from the list because it is out-of-country.
Ohio State University
Pennsylvania State University
Prairie View A&M
Rutgers University
Sam Houston State University
Temple University
University at Albany
University of California, Berkeley
University of California, Irvine
University of Cincinnati
University of Delaware
University of Illinois, Chicago
University of Maryland
University of Missouri, St. Louis
University of Nebraska, Omaha
University of Pennsylvania
University of South Florida
University of Southern Mississippi
Washington State University

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. Yet Virginia has no doctoral program in justice studies, whether criminal justice, criminology, or law and society.

<table>
<thead>
<tr>
<th>Public Virginia Schools</th>
<th>Private Virginia Schools</th>
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<tr>
<td>Longwood University</td>
<td>George Mason University</td>
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<td></td>
<td>Averett University</td>
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<td>Mary Washington College</td>
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<td>Eastern Mennonite</td>
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<td>University</td>
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<td>Norfolk State University</td>
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<td></td>
<td>Emory &amp; Henry College</td>
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<td>Old Dominion University</td>
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<td>Ferrum College</td>
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<td>Radford University</td>
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<td>Hampton-Sydney College</td>
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<td>Virginia Commonwealth University</td>
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<td>Hollins University</td>
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<td>Marymount University</td>
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<td>Roanoke College</td>
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<td>St. Paul’s College</td>
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<td>Shenandoah University</td>
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<td>Sweet Brier College</td>
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<td>University of Richmond</td>
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<td>Virginia Internant College</td>
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<tr>
<td></td>
<td>Virginia Wesleyan</td>
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</table>

11James Madison University does not have a criminal justice major, but it does offer a minor in criminal justice.
At George Mason University, student interest in Administration of Justice has increased rapidly since full-time faculty were hired in 1999, and the program frequently receives unsolicited inquiries from potential, interested doctoral students.

3.2 Demand for Graduates

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), 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. 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.

Academic Jobs

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. 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 11th 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. 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

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

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12 The number of departments in this survey is lower than that in the total list because the survey did not include schools with a law and society focus, because of recent additions, and because of some non-responses.

13 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.

14 Emailed correspondence with Professor Adams, the coordinator of ASC’s Employment Exchange.

15 Emailed correspondence and phone interviews.
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 evaluation to solve community problems.\textsuperscript{16}

Another very popular trend among the nation’s large, middle-sized, and even smaller police departments is “Compstat,”\textsuperscript{8} 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 or monthly 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.\textsuperscript{17} 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,\textsuperscript{18} 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.”\textsuperscript{19}

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).\textsuperscript{20} 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.\textsuperscript{21} 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 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 GMU’s JLCP 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


\textsuperscript{18}Committee to Review Research on Police Policy and Practices (2004), pp. 139-141.


figures understate 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 support for 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 doctorates in relevant areas of study, to which the previously mentioned letters from a variety of research and professional organizations indicate. Indeed, the demand for college professors in general is reported to be “much brighter than it has been in recent years,” growing 21-35 percent. While there will be stiff competition for academic social science positions, the report says that prospects are best for those with advanced degrees. Here the strongest demand will be in government, social service organizations, and research and consulting firms. Thus, the proposed JLCP program is well positioned to serve both the academic Ph. D. market and the growing Ph. D. market outside academia.

3.4 Comparison with Other Programs

The proposed JLCP 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 the Commonwealth offers a doctorate in justice or criminology. Virginians desiring such a degree must attend schools outside the Commonwealth. Third, existing doctoral programs in this area 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 some of their electives. Third, 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. Two other DC-area doctoral programs already exist (U. of Maryland and American 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., a private school, are substantially higher, and tuition costs
at Maryland will only be more favorable for in-state students there. A detailed discussion of these advantages follows.

As the ADJ faculty began to consider a doctoral program in 2002, they surveyed department chairs and other faculty leaders from graduate programs in criminal justice, criminology, and law and society mentioned above (see Appendix F). The questions to them were two-fold: first, whether they believed the field of justice studies needed an additional doctoral program, and second, whether they thought the GMU market niche made sense. The response to both questions was a resounding “yes.” As the director of one doctoral program explained:

The [justice] field is still not turning out enough applicants to fill available academic positions, and there is no sign that we're approaching a glut anytime soon. Also, enough programs are weak that a new strong program has the potential to be quite competitive.

Added the dean of a criminal justice college,

I do believe there is room for additional Ph.D. programs. Our experience is that there continues to be a shortage of new faculty, and in our case, for example, I anticipate that at least four of our faculty will retire in the next few years. We have had no trouble placing our Ph.D.s in both the education and public/government sector.

The key issue, each person noted, was the niche for GMU’s program, and the vast majority of respondents approved of our plans. “Given your proximity to D.C. and the East Coast you have some advantages,” explained the chair of a large university’s department of criminal justice. Balancing theoretical orientation with policy application not only opens more opportunities for our graduates but also makes our research and teaching more useful. The doctoral proposal emphasizes interdisciplinary studies, taking advantage of GMU’s strengths in the social sciences and applied fields, while examining questions of justice from a variety of perspectives. Many of the doctoral programs in criminal justice have been quite narrow, emphasizing either criminology or the various units of the criminal justice system. GMU’s program envisions a broader scope. We certainly expect to familiarize our students with core areas of criminal justice, such as policing, corrections and courts, but we want to link justice operations to greater questions of social control and policy. As a criminal justice dean explained: “I value the ‘traditional programs’, but I also fear that these programs run the risk of imploding on themselves because they become so inbred that no new perspectives and ideas are able to emerge.” Said the director of a justice studies program: “I do think it is a good idea to get beyond the [traditional] criminal justice focus. I know that we have become a more interesting place as the mission has broadened.”

There have been several rankings of doctoral programs in criminal justice, and the rankings vary with the criteria used. Using publication rates of Ph. D. graduates in academic journals, the most recent university ranking listed the University of Maryland, Michigan State University, the University of California at Irvine, Florida State University, and Sam Houston State University as the top five.22 An earlier ranking, using

faculty publications and citations, produced a similar listing (Maryland, Cincinnati, Rutgers, SUNY-Albany, and UC-Irvine). Other schools included in the top ten of the twenty schools ranked in the earlier study were Temple, the University of Missouri-St. Louis, Nebraska, and Northeastern. In terms of resources and other aspects of institutional capacity, this group represents institutions with which GMU can be competitive.

Furthermore, there are no other doctoral programs in criminal justice, criminology, or justice studies in Virginia that might dilute GMU’s appeal. The University of Maryland and American University have related programs, but GMU’s proposal is easily distinguished and appeals to a different and, for GMU’s purposes, more promising market. Maryland’s program, while justifiably well-regarded, focuses on traditional criminology, seeking to understand why crime occurs and how various interventions affect it. AU’s program is inter-disciplinary, but it requires considerable coursework in fields outside the emerging discipline of justice (two of three major areas). As a private institution, AU’s tuition is significantly higher than that of GMU, and Virginia residents would pay steep out-of-state tuition to attend Maryland. 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 doctoral 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

We anticipate admitting a cohort of 9 students per year to the JLCP Program: 5 full-time and 4 part-time. We anticipate that 3 of the full-time students and 2 of the part-time students will be admitted without having acquired a prior master’s degree in another program. We anticipate that full-time students can complete the entire course of study in 8-10 semesters, depending upon the amount of credit given for prior graduate course work. Part-time graduate students should be able to complete the course of study in 12-14 semesters, depending upon the amount of credit given for prior graduate course work. Taking into account expected attrition in each cohort (1 full-time and 1 part-time student in the first year and 1 full-time and 1 part-time student who complete all course work but not the dissertation), we project that the program should have 2 graduates at the conclusion of the 4th year and achieve an annual rate of 5 graduates by the 7th (target) year, when full enrollment will be achieved.

The target year enrollments in the Summary of Projected Enrollments fall in the mid-

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24 A 2002 survey of related doctoral programs in criminal justice and justice studies finds a median of 5.5 students per entering class, with a range of 2-24 in that year (Todd R. Clear & Natasha Frost, “Annual Report to the Association of Doctoral Programs in Criminology and Criminal Justice.” November 25, 2002 --Appendix A).

25 Full-time students are presumed to take this long to complete the curriculum because all will be funded with assistantships or fellowships requiring on average, 20 hours of work per week. These students therefore will normally enroll in no more than 9 credit hours per semester.
As the JLCP program’s reputation grows we expect to experience increasing numbers of applicants while maintaining fairly constant enrollment levels in the doctoral 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. The part-time students will take longer to complete the program, but their presence will enhance the program’s policy relevance and help to establish even stronger links with the policy and practitioner communities.

The mean number of doctoral applicants applying to 24 such doctoral programs in 2002/03 was 33; the mean number accepted was 13.5; the mean number enrolled was 7.25; the average program acceptance rate was 45 percent and the average rate of accepted applicants who enrolled was 57 percent (Appendix C: Tables 1, 3, 4, and 5). Located near the nation’s capital, we anticipate that by the fifth year we should be receiving at least 33 doctoral applications per year. These application and acceptance averages project to an annual enrollment of 8.5 doctoral students, which is close to the projected cohort size of 5 full-time and 4 part-time students.
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></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HDCT 4</td>
<td>FTES 2</td>
<td>HDCT 8</td>
<td>FTES 5</td>
<td>HDCT 14 FTES 8</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:

- Each cohort includes 2 f.t. students admitted with prior master’s degree and 3 f.t. students without master’s degree; 2 p.t. students admitted with prior master’s degree and 2 p.t. students admitted without prior master’s degree.
- Headcounts & credits from courses taken in pursuit of JLCP master’s degree not counted here, but rather in doctoral proposal.
• Attrition of 1 f.t. and 1 p.t. student admitted without master’s upon completion of JLCP master’s.
• Attrition of 2 additional students who complete all doctoral course work but do not complete dissertation.
• JLCP master’s degree credits not included in calculation of HDCT or FTE’s.
• F.t. students admitted with prior master’s degree take 54 credits over 8 semesters; p.t. students admitted with prior master’s degree take 54 credits over 12 semesters; average of 18 prior graduate credits applied to requirements of doctoral degree.
• FT students admitted without prior master’s take 42 credits over 7 semesters (after completing 30 credits for master’s in JLCP); p.t. students admitted without prior master’s take 42 credits over 8 semesters (after completing 30 credits for MA).

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 one course per year. The estimated resources include state-supported academic-year salaries for both current and projected new faculty. It is estimated that by the target enrollment year the additional workload of intensive dissertation research supervision required by a larger number of students entering the advanced stages of the program will justify an additional two faculty positions (one senior, one junior), which will be supported by reallocation within the institution. All of these faculty will be involved with the doctoral 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 G 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 doctoral 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 doctoral dissertation committee.

**Graduate Assistants/Targeted Financial Aid**

A survey of existing doctoral programs in criminal justice and criminology finds that the vast majority provide financial support to full-time students.27 As is typical in the social sciences, this support is offered over the first three years of graduate study, taking students from their matriculation through the start of their doctoral research.

In order to be competitive the JLCP program must provide comparable support, which averaged $11,000 (stipend) per year plus tuition at these schools in 2002-03. Given the cost of living in the Northern Virginia area, being competitive will require a minimum stipend of $15,000 plus full tuition remission. In recognition of the Commonwealth’s strained financial situation and its impact on GMU, financial aid for JLCP students will come from existing resources for graduate assistantships and from new external support for JLCP fellowships generated through grants and gifts.

It is anticipated that it will be feasible to provide full financial support (academic-year stipend and tuition) for five students in each year’s cohort, covering those students for three years. This level of support will take these students through all requirements except the dissertation, for which they will be encouraged to obtain support.28 Thus, by the program’s fifth year, the JLCP program will need to offer full financial support for 15 graduate students per year. It is anticipated that support will come from the following sources:

<table>
<thead>
<tr>
<th>Number of Assistantships</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>National Institute of</td>
</tr>
</tbody>
</table>


28After reviewing practices at a number of other similar programs, we consider it feasible for fourth- and fifth-year students to be supported by their own grants, pre-doctoral fellowships, and other faculty-generated research grants. Pre-doctoral fellowships in this field are available from a variety of sources, including the National Institute of Justice, NSF, and private-sector organizations.
The Administration of Justice Program has recently executed a 5-year renewable memorandum of understanding (MOU) beginning January 2004 to provide the National Institute of Justice (NIJ) with two full-time graduate students per academic year (and summer), which includes stipend and full tuition. Under this MOU, students are assigned to work at NIJ on research and evaluation projects in their areas of interest. They will receive day-to-day supervision from NIJ staff and overall supervision by JLCP faculty. This MOU is an addition to the same arrangement that NIJ has had for many years with two other universities with doctoral programs in the Washington area (U. of Maryland and American U.), so it is anticipated that it will continue indefinitely.

In the few years that they have been at GMU the ADJ faculty have enjoyed considerable success in securing external funding. Several of these projects have supported graduate student assistantships. Since 2001 the ADJ Program has supported 4-5 full-time graduate assistants through externally funded research. Proposals for other research projects have been submitted or are being prepared for submission, and each of them requires graduate research assistants. We estimate that the faculty will have sufficient external funding to support at least 4 full-time assistants by 2008, the third year of the doctoral program.

The JLCP Program will solicit funding support from private sector (for-profit and NGO’s) in Northern Virginia and the Capitol Region. These will be modeled after the NIJ arrangement. The sponsor will provide funding for research assistants, who will work with the sponsoring organization on research, evaluation, and outreach projects of use to the sponsor. The sponsor will thus receive the benefit of the student’s services and the student will receive not only financial support, but valuable experience and the opportunity to conduct research and gather data for a thesis and dissertation. Sponsors would fund fellowships through the University’s Development Office by providing “immediate use” funds to the University. Appendix H provides details on how this arrangement would work. Potential sponsors include research NGOs and firms, private security firms, professional justice associations, and government agencies.

The Provost’s Office will provide 3 “high potential” graduate assistantships, adding them one per year beginning in the first program year.

Since 1999 the Department of Public and International Affairs has assigned one of its graduate teaching assistants to the ADJ Program. This assistantship would be used to support a JLCP doctoral student. In addition, it is anticipated that the large and continuing enrollments in ADJ will justify reallocation of two additional teaching assistantships from CAS and/or the Provost’s Office to enable the ADJ Program to offer discussion sections and to give doctoral students experience in teaching their own courses.

**Classified Positions**
By the program’s fifth year JLCP enrollments will be sufficient to require staff support of one FTE position. This would be phased in during the first four 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 20 personal computers for graduate students would be needed, the purchase of which would be phased in over 5 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 doctoral 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), which is scheduled for completion by fall 2004. This space has been designed to accommodate graduate research and teaching assistants, and those in charge of planning space allocations at GMU have provided for expansion of the space allocated to the ADJ program as faculty and student numbers grow. 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 $10,000 per year, to be phased in during the first five 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__X__

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

- 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__X__

- 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 2011 - 2012</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>5</td>
<td>0</td>
</tr>
<tr>
<td>Classified Positions</td>
<td>.4</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15.4</td>
<td>0</td>
</tr>
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</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 2011 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time faculty</td>
<td>0</td>
<td>$180,000</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>
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<td>0</td>
</tr>
<tr>
<td>Total personnel costs</td>
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<tr>
<td>Targeted financial aid</td>
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<td>0</td>
</tr>
<tr>
<td>Equipment</td>
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<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Telecommunication costs</td>
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</tr>
<tr>
<td>Other resource needs (specify)</td>
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<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>$180,000</td>
</tr>
</tbody>
</table>

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

_____ Yes _______________________________________________
Signature of Chief Academic Officer

__X__ No _______________________________________________
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 2005 - 2006</th>
<th>Target enrollment year 2009- 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocation within the department or school <em>(Note below the impact this will have within the school or department.)</em></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reallocation within the institution <em>(Note below the impact this will have within the school or department.)</em></td>
<td>0</td>
<td>$180,000</td>
</tr>
<tr>
<td>Other funding sources <em>(Please specify and note if these are currently available or anticipated.)</em></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Statement of Impact/Other Funding Sources.
Given the credit hours and external funding to be generated by the addition of this program, the impact on the College is expected to be minimal.

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.

__X__ Agree _______________________________________________
Signature of Chief Academic Officer

_____ Disagree _______________________________________________
Signature of Chief Academic Officer