

NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Columbia

Name of Program (include degree designation and all concentrations, options, or tracks): Master of Studies in Law (M.S.L.) in Public Safety Executive Leadership

Program Designation:

- | | |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation: Fall 2025

CIP Code: 430103

Delivery Site(s): 51102 and 85500

Delivery Mode:

- | | |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input checked="" type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

School of Law Dean: 9/5/2023

Department of Criminology and Criminal Justice: 9/29/2023

Provost Pre-authorization: 11/17/2023

Graduate Council Committee on Humanities, Social Sciences, Education and Related Professional Programs: 11/11/2024

Graduate Council: 11/25/2024

Provost: 2/12/2025

President: 2/17/2025

Board of Trustees Academic Excellence and Student Experience: Expected 3/17/2025

Board of Trustees: Expected 3/17/2025

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

In 2022, the University of South Carolina School of Law received \$10 million in funding from the South Carolina General Assembly to develop leadership training for command staff and prospective command staff public safety officers within the state. The South Carolina state legislature appropriated funds for the Excellence in Policing & Public Safety (EPPS) program to fill critical gaps in public safety training, technical assistance, and research. The proposed *Public Safety Executive Leadership* master's degree partially fulfills this legislative directive. We intend to offer classes in Fall 2025 and anticipate an initial enrollment of 14 graduate students. The goal is to deliver ongoing training and be self-sustaining through tuition revenue once the general assembly startup funding is expended.

As the state's only public law school, the USC Joseph F. Rice School of Law, working closely with the USC Criminology and Criminal Justice Department, is uniquely qualified to provide up-to-date legal, policy, and leadership training to the state's public safety community, particularly the small departments that are underserved due to training budget constraints. For the past year, the School of Law and Criminology and Criminal Justice Department piloted the proposed curriculum in seven one-week seminars with 31 South Carolina police officers as students. These participants were selected to ensure a variety of agency sizes, geographic locations, and agency ranks. The students provided valuable feedback used to fine-tune the proposed MSL curriculum. The state appropriation was used to cover the costs of these pilot seminars. The proposed 30-hour hybrid master's will be offered online and in-person (a series of one-week sessions) at the School of Law's campus in Columbia. The MSL differs significantly from a criminal justice master's program. For instance, the MSL's focus is on leadership within public safety organizations, especially for those already in or aspiring to hold high-level positions within law enforcement, fire services, emergency management, and related sectors. The curriculum emphasizes the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making. The program is designed to help individuals in public safety roles develop strategic thinking, managerial skills, and legal knowledge relevant to their work. In contrast, an MS/MA in Criminal Justice or Criminology is focused on the criminal justice system and criminological theory. They are designed for those students who want to understand, from an academic perspective, the nature of crime, criminal behavior, law enforcement, and the justice system as a whole. The curriculum often includes courses on criminological theory, research methods, and criminal justice policy related to law enforcement and corrections.

As noted above, the South Carolina General Assembly recognized the need to develop aspiring and current executive level public safety leaders throughout the state by modernizing training to incorporate concepts like evidence-based policing, civil rights, communications skills, crisis management, and working with their respective communities for better public safety outcomes. In short, the aim of the Public Safety Executive Leadership program is to provide rigorous, practical, evidence-based leadership training for law enforcement and other public safety executives and those aspiring to be such executives in South Carolina. The program targets mid-career public safety officers, but does not specify a certain level or rank. Advanced education in legal, ethical, leadership, and management principles should lead to promotional opportunities for graduates. This objective aligns perfectly with the University of South Carolina's mission and goals to "educate students through outstanding teaching, and to provide research scholarship, and service that drives community and economic impact for the benefit of the state."

The program is also endorsed by an advisory board of state law enforcement executives that help steer the direction of the program, including making curriculum recommendations. Board members include:

- Amy Prock, Chief, Myrtle Beach Police Department AStanley@cityofmyrtlebeach.com
- Jackie Swindler, Director, South Carolina Criminal Justice Academy ljswindler@sccja.sc.gov
- J.J. Jones, Executive Director, South Carolina Police Chiefs' Association jj@scpolicechiefs.org
- Greg Mullen, Retired Public Safety & Police Chief, Clemson University gmullen@clemson.edu
- Leon Lott, Sheriff, Richland County Sheriff's Office llott1@sc.rr.com;
- Wendy Regoeczi, Chair, USC Department of Criminology & Criminal Justice Regoeczi@mailbox.sc.edu

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

As stated above, the South Carolina General Assembly recognized the need to develop executive level public safety leaders throughout the state by modernizing training for better public safety outcomes. The M.S.L. in Public Safety Executive Leadership will fill a critical gap by providing evidence-based training on the legal considerations, skills, and disciplines that public safety professionals in all career stages need to ensure fair, effective public safety services. Public safety executives are often faced with complex, dynamic, and ill-defined problems, often with legal implications. In addition to academic concepts, this program will also require students to engage in higher-level, transferable skills and thought processes to prepare them for senior leadership positions.

Public safety officers (police, FBI agents, border patrol, emergency management personnel, correctional officers, probation officers, fire safety, etc.) are called upon to address a host of inherently complex social issues. Yet, their training and standards fail to equip them with the skills necessary to serve their communities effectively. Professional development is limited, especially for executives and mid-level supervisors (e.g., sergeants and lieutenants). There is increasing recognition in the United States that current training models are insufficient to meet the needs of modern communities. Currently, no center in the country is dedicated to developing and delivering evidence-based training for public safety professionals at every stage of their career in all skills and disciplines necessary to provide fair, effective public safety services. The School of Law recently created the Excellence in Policing & Public Safety Program (EPPS) that served as a pilot to test this curriculum and is uniquely positioned to offer an innovative course of study through the proposed M.S.L. Our faculty have deep expertise in working collaboratively to improve public safety at the local, state, and federal levels. Drawing on firsthand experience working in public safety, at the National Institute of Justice, and at academic institutions, including Harvard Law School and New York University School of Law, our leadership and faculty have the skills and gravitas to develop, refine, and deliver professional appropriate, career-enhancing training programs.

This program addresses four distinct dimensions of complexity for public safety executives:

- **Complexity of Public Safety Challenges:** In today's rapidly changing world, public safety agencies are confronted with increasingly complex challenges, including evolving societal issues, cybercrime, and rapidly changing community dynamics. Public safety executives need a deep understanding of these issues and the skills to effectively manage the day-to-day operations of their organizations, let alone in times of crisis. A dedicated degree program ensures that leaders in this field are equipped with the knowledge and expertise required to make informed decisions and lead their teams confidently.

- **Ethical and Legal Considerations:** Public safety executives often face ethical and legal dilemmas in their decision-making processes. A comprehensive degree program equips them with the necessary knowledge of laws, regulations, and ethical frameworks, helping them make sound and morally responsible decisions while upholding the public's trust.
- **Interdisciplinary Approach:** Public safety executive management involves various disciplines, both in daily operations—such as the connections between public safety and public health—and in the research base that underlies evidence-based practices. A specialized degree program allows professionals to gain a holistic perspective by integrating knowledge from these diverse areas. This interdisciplinary approach fosters better collaboration and communication among agencies and stakeholders, ultimately leading to more effective public safety responses.
- **Strategic Leadership and Management Skills:** Public safety leaders must excel in strategic planning, budgeting, policy development, and personnel management. A tailored degree program offers courses and training that specifically address these critical skills. Developing strategic leaders who can navigate bureaucratic challenges and allocate resources wisely is essential to ensure public safety agencies can respond effectively to evolving threats.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no special articulation agreements, however, up to 12 semester hours of graduate credit may be transferred into a master's program that requires 30 hours.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Detectives and Criminal investigators	130 annually	11% growth projected 2020-2030	8,500 annually	2% growth projected 2023-2033	O*Net
Police and Sheriff's Patrol Officers	1,030 annually	14% growth projected 2020-2030	53,800 annually	4% growth projected 2023-2033	O*Net

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The most relevant data is for Detectives and Criminal Investigators. Future employment data for South Carolina Detectives and Criminal Investigations is positive, with an expected 10-year growth of 11%. (O*Net). The Department of Administration for South Carolina (Law Enforcement Compensation Analysis, Feb. 2022) expects that 15.63 % of all state officers will be eligible to retire by 2027. As of January 2022, there were 444 vacant positions

(18%) within the state. Thus, job opportunities for graduates of this master's program appear plentiful given the vacancy rate and anticipated retirements; however, public safety officers in this program will already be employed. This program will enable graduates to be competitive for senior level, executive leadership positions and help them advance in their careers.

Additionally, a report run on 2/23/2023 using Lightcast Analyst showed the following target occupations:

Occupation	2020 Jobs*	Annual Openings*	Median Earnings	Growth (2020 - 2025)*	Employment Concentration (2020)*
 Managers, All Other	1,649	247	\$36.09/hr	+32.75%	0.76
 Project Management Specialists	1,035	493	\$41.95/hr	+169.28%	0.54
 Business Operations Specialists, All Other	975	297	\$35.08/hr	+82.97%	0.43
 Police and Sheriff's Patrol Officers	830	92	\$24.22/hr	+12.17%	1.37
 First-Line Supervisors of Police and Detectives	229	25	\$36.41/hr	+8.30%	0.99
 Detectives and Criminal Investigators	215	21	\$28.75/hr	+3.26%	0.93
 Emergency Management Directors	74	11	\$36.22/hr	+4.05%	1.72
 Labor Relations Specialists	73	14	\$24.13/hr	+15.07%	0.45
 Public Safety Telecommunicators	28	7	\$18.42/hr	+46.43%	0.89

Moreover, high-level public safety positions often require advanced education and formal credentials for professional advancement. For example, executives in law enforcement, in mid-size to large cities, often have some masters-level credit if not a full terminal degree. Attendance at the FBI National Academy, which offers masters-level credit though the University of Virginia, is one such credential. Within South Carolina, the Director of the SC Department of Corrections and the Chief of Police in North Charleston both possess terminal degrees.

A Master of Studies in Law is a unique degree-offering that may prove particularly desirable for promotional boards, given the advanced education in legal concepts that is often missing from public administration and criminal justice programs. Graduates from the proposed MSL should be well-positioned to advance their careers, either through the ranks within or across agencies and departments. While any graduate degree, including both the MSL and an MS/MA, can improve a student's employment opportunities within the public safety field, the MSL and the MS/MA differ in terms of target student and career impact. The MSL is primarily aimed at mid- to senior-level professionals in the public safety field (e.g., police officers, fire chiefs, emergency managers, etc.) who are seeking to advance into leadership or executive positions. Our program will be targeted to individuals already working in the field who want to enhance their leadership, management, and legal expertise in the context of public safety organizations. In contrast, MS/MA graduates can pursue a variety of roles in the criminal justice field--officer, agent, corrections administrator, or policy analyst—at a non-profit focused on criminal justice reform, or in research, teaching, or working with government agencies in creating or implementing criminal justice policies. While both programs can be beneficial to career advancement in law enforcement and criminal justice-related fields, the MSL in Public Safety Executive Leadership is more focused on upper-level management and leadership within the public

safety domain, while the MS/MA is more research and analysis-oriented, focusing on the study of crime, prevention, and law enforcement practices.

Finally, given the hybrid delivery of the course content and admissions priority extended to South Carolinians, keeping talent in South Carolina should be easily achievable.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
1	14	14	14
2	31	31	18
3	35	35	18
4	35	35	18
5	35	35	18

Explain how the enrollment projections were calculated.

Enrollment projections are based on the School of Law's M.S.L in Health Systems law program that was launched in August 2023. We expect to recruit 14 new students in year 1 and 18 new students in Year 2 (with attrition estimated at one student per year)

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒ Yes

☐ No

For a master's level degree, an incoming student must have a bachelor's degree. Admission to the MSL is not predicated upon a particular undergraduate degree type. Applicants must complete an interview for admission. Within the interview, applicants must demonstrate sufficient and substantive professional experience in public safety. This requirement is not dependent on years of experience or achieved rank.

Furthermore, students will need to submit two letters of recommendation. For current law enforcement officers, one letter should be from the chief of police or equivalent leader supporting the applicant's candidacy while employed. Admission preferences will be given to South Carolina law enforcement officers.

New Courses

List and provide course descriptions for new courses.

Required Courses

LAWG 701 Principles of Leadership & Management: Legal, Ethical, and Organizational Considerations (3 credit hours)
This course develops essential leadership and management skills for effective public safety administration, covering legal, ethical, and organizational responsibilities. Students will learn to navigate moral dilemmas, promote integrity,

optimize operations, and manage risks. They will also explore the role of agency culture and how to foster a positive environment, ensuring they are prepared to lead with vision and excellence. No prerequisite.

LAWG 702 Evidence-Based Policing & Public Safety (3 credit hours)

This course emphasizes evidence-based practices, teaching students to integrate research-informed and data-driven insights into public safety operations and evaluate impacts. It covers the latest research, analytical techniques, and the importance of collaborative research partnerships. Students will learn to cultivate a culture of continuous learning to address challenges, enhance public trust, and drive positive change through evidence-based practices. No prerequisite

LAWG 703 Civil Rights: Practices for Public Safety Leaders (3 credit hours)

This course provides public safety leaders with a legal and practical understanding of advancing civil rights through effective administration. It covers the origins of law enforcement authority, civil rights litigation, and key issues like racial profiling and protest response. Students will develop their own leadership approach to promote justice, respect, and equal protection under the law.

Prerequisites: C or better LAWG 701 and LAWG 702.

LAWG 704 Sound Agency Management: Law, Policy, and Strategy (3 credit hours)

This course covers best practices and legal requirements for human resource management in public safety agencies. Students will learn to navigate organizational change, leadership roles, and strategies for improving hiring, assessment, and retention of qualified officers. By the end of the course, students will be equipped to handle complex HR challenges, promote a positive culture, and ensure a fair working environment.

Prerequisites: C or better LAWG 701 and LAWG 702.

LAWG 705 Co-Producing Public Safety: Building Trust and Centering Community Needs (3 credit hours)

This course equips students to understand crime drivers and develop community-centered solutions, leveraging public partnership for safety. Students will learn social determinants of public safety, multi-disciplinary interventions and co-responder models, preparing them as executives to advance collaborative, community-focused solutions.

Prerequisites: C or better LAWG 701 and LAWG 702.

LAWG 706 Critical Incidents: Responding to and Learning from Near Misses and Unintended Outcomes (3 credit hours)

This course teaches public safety leaders to use near misses and unintended outcomes to improve future performance. Through case studies of critical incidents and sentinel event reviews, students will learn to identify system weaknesses and develop, implement, and assess recommendations for improvement. By course end, students will be equipped to lead organizations in learning from negative outcomes and conducting comprehensive, forward-looking reviews for better performance.

Prerequisites: C or better LAWG 701 and LAWG 702.

LAWG 707 Collaborative Communications in Public Safety (3 credit hours)

This course develops skills for fostering strong relationships with staff, communities, media, and policymakers through effective communication. Students will gain practical experience in applying communication principles to support trust and collaboration among key stakeholders.

Prerequisites: C or better in LAWG 701 and LAWG 702.

LAWG 708 Directed Study in Policing And Public Safety (3 credit hours)

This course helps public safety executives apply their knowledge to real-world challenges through individualized research and practical projects, developing actionable strategies to enhance public safety and leadership. This

capstone experience bridges academic learning with practical implementation, preparing graduates to advance effective public safety services.

Prerequisites: C or better LAWG 701 and LAWG 702.

Elective Courses (Students select 2 of the 4)

LAWG 711 Budgeting, Fiscal Management, and Strategic Planning for Public Safety Leaders (3 credit hours)

This course explores essential financial principles for public safety administrators, including budgeting, revenue streams, financial reporting, and legal obligations, to optimize resource allocation and maintain public trust. Students will learn to conduct cost-benefit analyses, develop long-term financial strategies, and create strategic budgets and plans that align with agency objectives and community needs.

Prerequisites: C or better LAWG 701 and LAWG 702.

LAWG 712 Legal and Ethical Considerations in Public Safety: Today, Tomorrow, and Beyond (3 credit hours)

This course equips public safety leaders with the knowledge and tools to navigate complex ethical dilemmas through ethical theories, case studies, and real-world scenarios. Students will develop a strong legal and ethical framework to address rapidly evolving challenges, including technology, artificial intelligence, and cybercrime, ensuring transparency, privacy, and public trust in their decision-making.

Prerequisites: C or better LAWG 701 and LAWG 702.

LAWG 713 Crime Prevention: Law, Research, Strategies, and Tactics (3 credit hours)

This course examines evidence-based approaches to crime prevention, focusing on crime patterns, social determinants, and community engagement. Students will learn to design locality-specific strategies using data, technology, and collaboration with communities and interagency partners to develop and evaluate comprehensive crime prevention plans.

Prerequisites: C or better LAWG 701 and LAWG 702.

LAWG 714 Leadership for Officer Health, Safety, and Wellness (3 credit hours)

This course equips public safety leaders with strategies to prioritize the physical, mental, and emotional well-being of their personnel, addressing stress, burnout, and resilience. Students will learn legal requirements and evidence-based approaches to enhance officer wellness, fitness, and support, ultimately fostering a supportive and resilient work environment.

Prerequisites: C or better LAWG 701 and LAWG 702.

The content of these courses has been pilot tested with 31 mid- to executive-level public safety offices in South Carolina. Five guiding principles direct the EPPS program and the development of this MSL: Relevant; Responsive & Community-Driven; Academically Rigorous & Evidence-Based; Actionable; and Accessible & Inclusive. To that end, the curriculum has been designed with the help of an educational psychologist and adapted with iterative feedback from the pilot program. Of note, the Directed Study is designed to be a publishable, and actionable synthesis of material learned over the course of the program. More specifically, a paper of publishable quality or a written policy addressing a real-world problem within the student's organization will be required. Active pedagogy is a hallmark of the training philosophy: the required in-person components will feature activities such as a pop-up press briefing, a city-council simulation, and a series of community interviews. In line with the Universal Design for Learning, students will be given autonomy in the direction of their studies, thereby creating relevance and inclusivity.

Total Credit Hours Required: 30

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
LAWG 701	3	LAWG 703	3	LAWG 705	3
LAWG 702	3	LAWG 704	3	LAWG 706	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		Spring		Summer	
LAWG 707	3	LAWG 708	3		
Elective Course	3	Elective Course	3		
Total Semester Hours	6	Total Semester Hours	6		

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MS in Criminal Justice,	36-42	Charleston Southern University	Includes coursework on ethics	Focused on the criminal justice system and criminological theory, not the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making.
MS in Public Safety Management	33-36	Charleston Southern University	Includes coursework in public safety management.	Focused on public administration, not the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making.
MS in Criminal Justice	30	Columbia College:	Includes coursework on leadership ethics and communication	MSL focuses on the legal frameworks that apply to the

				exercise of leadership skills, public administration, and policy-making.
MS in Criminology and Criminal Justice	30	Lander University	Includes coursework in crisis communication	MSL focuses on the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making. Lander's program is fully online while the MSL is hybrid.
MA in Criminology and Criminal Justice	30	USC Columbia	None – designed to not duplicate	MSL focuses on the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making.
MS in Criminal Justice	30	USC Upstate	None	MSL focuses on the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making.
MS in Criminal Justice	30	Newberry College	Includes coursework on ethics	MSL focuses on the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making.
MS in Criminal Justice	30	Claflin College	None	MSL focuses on the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making.
MS Criminal Justice	36	Anderson College	Includes coursework on the role of the chief executive	MSL focuses on the legal frameworks that apply to the exercise of leadership skills, public administration, and policy-making. Anderson's program is online only while the MSL is hybrid.

While there are no other Master of Studies in Law programs in South Carolina, the institutions above offer master's degrees in Criminology and Criminal Justice.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Full-time	701 - Principles of Leadership & Management: Legal, Ethical, and Organizational Considerations	BA-U. of South Carolina Note: This faculty member is approved under alternative credentialing using work and professional experience as well as specialized training (see other qualifications). To adhere to USC policy, documentation of the instructor's alternative qualifications to teach the course are maintained by the department and in the USC faculty credential database and provided to SACSCOC during reviews.	Graduate, FBI National Academy Graduate Dept. of Homeland Security Leadership Academy Executive Director, Graduate Faculty Appointment, Former Chief of Police, Cayce Police Department.
Part-time	702 - Evidence-Based Policing & Public Safety	PhD-Political Science Masters-Public Affairs BA-Business U. of Utah	Assistant Professor, USC Department of Criminology & Criminal Justice. Former police officer, Salt Lake City Police Department
Part-time	703 - Civil Rights Practices for Public Safety Leaders	JD-UVA BA English-Florida State	Climenko Fellow on Law, Harvard Law School Faculty Director and Professor, USC School of Law, former Tallahassee, Florida Police Officer
Full-time	704 - Sound Agency Management: Law, Policy, & Strategy 707 - Collaborative Communications in Public Safety	EdD-Organizational Leadership, Grand Canyon U Masters-Criminal Justice, Charleston Southern BA-Hampton University	Lead Instructor, USC School of Law. Former police officer, Charleston Police Department; Instructor, Federal Law Enforcement Training Center
Part-time	705 - Co-Producing Public Safety: Building	PhD-Sociology, U. Toronto	Department Chair, USC Department of Criminology & Criminal

	Trust and Centering Community Needs	Masters-Sociology, U. Alberta BA-Criminology, U. Toronto	
Part-time	706 - Critical Incidents: Responding to and Learning from Near Misses and Unintended Outcomes	JD-George Washington BS-Catholic U.-Psychology	Adjunct Attorney with the U.S. Department of Justice
Full-time	708 - Directed Study in Policing and Public Safety	BS-Florida State JD-Samford U.	Professor of Practice; formerly an FBI Agent and U.S. Attorney; U.S. Department of Justice Chief Learning Officer
Adjuncts (up to 4 depending on experience related to the four elective course topics)	Elective Courses		

Total FTE needed to support the proposed program:

Faculty: 3

Staff: 1

Administration: 1

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Other than hiring adjuncts to teach electives, the faculty, staff, and administrative personnel to support this program are in place.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Students will have access to the School of Law's library as well as the Thomas Cooper Library. The budget contains some funding to support additional library resources, if needed.

The Thomas Cooper Library acquires material in a variety of formats to support current and projected curricular offerings, the needs of students, and faculty teaching and researching. Reference librarians are available during normal operating hours. Reference and literature search requests are accepted in-person, by telephone, or online. Assistance is offered in locating materials, computerized bibliographic searches, identifying authoritative web sites with quality content, using local databases, interlibrary loan requests, class presentations, and advice on library services and policies.

Interlibrary loan services are provided to obtain materials that are not available from University Libraries. The University Libraries provides interlibrary loan services to current students, faculty, and

staff of the University of South Carolina Columbia campus free of charge. Faculty may have up to 100 active requests, staff may have up to 25 active requests, graduate students may have up to 50 active requests, and undergraduates may have up to 15 active requests. Electronic desktop delivery of book chapters and periodical articles can be requested through the Scan and Deliver link located in the library catalog or via the Scan and Deliver option in ILL Express.

Students also have access to additional library collections, databases, and resources provided by the Partnership Among South Carolina Academic Libraries (PASCAL). In addition to shared licensing of electronic resources, PASCAL Delivers enables students, faculty, and staff to request and receive print books from participating academic libraries in South Carolina.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

No additional services will be needed. There are a variety of support services provided by the USC Graduate School to support graduate students.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No new facilities are needed. In-person portions of the courses will be taught at the Joseph F. Rice School of Law's main building or in classroom space in the adjacent Taylor House. The budget does show the share of the program's cost for rent in the Taylor house and to maintain classroom space in the total costs under facilities, equipment, supplies and materials, but also shows the same amount in the reallocation of existing funds because these costs are already being covered by the school.

Equipment

Identify new instructional equipment needed for the proposed program.

No new equipment is needed for this program. The budget does show the share of the program's cost for copier rental and general office supplies in the total costs under facilities, equipment, supplies and materials, but also shows the same amount in the reallocation of existing funds because these costs are already being covered by the school.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☐ Yes

☒ No

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$131,040.00	\$131,040.00	\$617,760.00	\$617,760.00	\$842,400.00	\$842,400.00	\$842,400.00	\$842,400.00	\$842,400.00	\$842,400.00	\$3,276,000.00	\$3,276,000.00
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$60,591.00	\$60,591.00	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$510,632.00	\$0	\$520,169.00	\$0	\$544,146.00	\$0	\$564,218.00	\$0	\$577,286.00	\$0	\$2,716,451.00
Federal, Grant, or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$191,631.00	\$702,263.00	\$617,760.00	\$1,137,929.00	\$842,400.00	\$1,386,546.00	\$842,400.00	\$1,406,618.00	\$842,400.00	\$1,419,686.00	\$3,336,591.00	\$6,053,042.00
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$162,354.00	\$306,366.00	\$163,768.00	\$310,469.00	\$171,316.00	\$324,779.00	\$176,455.00	\$334,523.00	\$181,749.00	\$344,559.00	\$855,642.00	\$1,620,696.00
Facilities, Equipment, Supplies, and Materials	\$0	\$366,620.00	\$0	\$373,468.00	\$0	\$390,683.00	\$0	\$406,150.00	\$0	\$414,476.00	\$0	\$1,951,397.00
Library Resources	\$2,333.00	\$ 2,333.00	\$2,308.00	\$2,308.00	\$2,344.00	\$2,344.00	\$ 2,344.00	\$2,344.00	\$2,344.00	\$2,344.00	\$11,673.00	\$11,673.00
USC Participation Tax (17% of tuition revenue)	\$22,277.00	\$22,277.00	\$105,019.00	\$ 105,019.00	\$143,208.00	\$143,208.00	\$143,208.00	\$ 143,208.00	\$143,208.00	\$143,208.00	\$556,920.00	\$556,920.00
Other (Travels)	\$4,667.00	\$4,667.00	\$ 4,615.00	\$ 4,615.00	\$4,688.00	\$4,688.00	\$4,688.00	\$ 4,688.00	\$4,688.00	\$4,688.00	\$ 23,346.00	\$23,346.00
Total	\$191,631.00	\$702,263.00	\$275,710.00	\$ 795,879.00	\$321,556.00	\$865,702.00	\$326,695.00	\$890,913.00	\$331,989.00	\$909,275.00	\$1,447,581.00	\$4,164,032.00
Net Total (Sources of Financing Minus Estimated Costs)	\$0	\$0	\$342,050.00	\$ 342,050.00	\$520,844.00	\$520,844.00	\$515,705.00	\$515,705.00	\$510,411.00	\$510,411.00	\$1,889,010.00	\$1,889,010.00

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Sources of financing include tuition and reallocation of existing funds that are currently used to pay for rent on the Taylor house, maintain classroom space, and purchase supplies. The \$10,000,000 state appropriation will also offset any program losses in year 1.

The costs show the new and existing faculty costs, the program's cost for rent in the Taylor house and to maintain classroom space as well as copier and supply costs in the total costs under facilities, equipment, supplies and materials. The new faculty costs include the cost for the up to four new adjuncts and the adjunct costs of existing faculty from the Department of Criminal Justice and the School of Law (four). The total Program Administration and Faculty/Staff Salaries costs include the costs of existing faculty full-time (three), the program director, and training director. The costs for existing faculty and staff and facilities costs are shown in the reallocation of existing funding; some additional reallocation is also provided to cover additional adjunct costs. The USC participation tax is the share of tuition revenue used to support the university and the academic and support services offered.

Evaluation and Assessment

Program Objectives Knowledge and Application of Legal and Ethical Considerations, including - A practical familiarity with the legal principles that govern the administration of public safety agencies. - In-depth knowledge of the legal doctrines related to their public safety mission, with a focus on preserving civil rights and civil liberties within their agencies and communities. - Robust knowledge and thoughtful application of ethical decision-making guidelines for lawful, effective, legitimate, and efficient policing.	Student Learning Outcomes Aligned to Program Objectives PLM Course -Define and examine the dimensions of public safety -Examine leadership theories/models regarding their relationship to public safety -Create a leadership training program for line supervisors and field training officers. -Utilize principles of strategic risk management to inform police practice. EBP Course -Define evidence-based policing -Understand the basics of scientific methods and statistical analysis -Demonstrate the ability to read and assess research articles	Methods of Assessment Class Participation (20%) Quizzes (10%) Reflection Papers (30%) Capstone Project/Final (40%)
Skills to Advance Evidence-Informed, Effective Public Safety Strategies, including - How to identify, interpret, integrate, and contribute to scientific research relevant to	CR Course -Define and describe civil rights. -Articulate the historical interaction of civil rights and policing in the United States.	Methods of Assessment Class Participation (20%) Quizzes (10%) Reflection Papers (30%) Capstone Project/Final (40%)

<p>public safety practices.</p> <ul style="list-style-type: none"> - How to locate and assess promising practices across disciplines - both nationally and internationally, for the transferability and effectiveness of these practices in their own jurisdictions. - How to analyze existing assets to support transformational change, including funding, communities of practice, and professional resources. 	<ul style="list-style-type: none"> -Demonstrate knowledge of key civil rights protections relevant to interaction between police and the public. -Demonstrate an understanding of their legal duties and responsibilities in upholding civil rights. -Explain the intersectionality of civil rights issues and their implications for diverse communities. 	
<p>Competencies to Co-Produce Public Safety with Communities, including</p> <ul style="list-style-type: none"> - Knowledge of historical and current socio-legal factors that impact community/police relations. - Skills needed to foster community trust and to engage the public as meaningful partners in identifying public safety priorities and improving public safety outcomes. - How to design and implement multi-disciplinary responses that center community needs and wholistically address public safety problems. 	<p>COPRO Course</p> <ul style="list-style-type: none"> -Describe the intersection of public safety and public health -Identify factors that contribute to crime rates other than police or other criminal justice system activities -Explain the social determinants of health and their influence on personal choice, environmental exposures, crime, and the criminal justice system -Summarize the landscape of social services and other providers engaged in preventing and responding to contributing factors of crime -Explore the epidemiology of violence and its implications for public safety responses -Identify the biology and contributing factors of substance use disorders, with a focus on the opioid epidemic -Apply public health approaches to public safety strategies for responding to the opioid epidemic -Identify effective responses to individuals living with behavioral and mental health disorders and/or experiencing a mental health crisis 	<p>Methods of Assessment</p> <p>Class Participation (20%) Quizzes (10%) Reflection Papers (30%) Capstone Project/Final (40%)</p>

	-Discuss the mental health impact of police interactions on citizens and of citizen interactions on police	
<p>Knowledge and Application of Sound Leadership and Management Principles, including</p> <ul style="list-style-type: none"> - Those oriented towards continuous learning and improvement, including systems design, culture change, cognitive flexibility, and social learning . - Those specific to governing public safety agencies, including sound recruitment, retention, and promotional processes; accountability systems; and budgeting and strategic planning. - Critical and strategic thinking skills, with a particular focus on navigating changing landscapes, applying strategic foresight, and orchestrating responsive, effective, and sustainable solutions. 	<p>Critical Incidents Course</p> <ul style="list-style-type: none"> -Identify and distinguish the accountability and enhancement goals of critical incident review -Understand how to create a culture of continuous learning that is balanced with a culture of accountability. -Explore sentinel event reviews and their utility in preventing bad outcomes in public safety and criminal justice. -Design a multi-faceted system that would allow a public safety agency to identify near misses -Articulate how and when to conduct sentinel event reviews. Understand how to develop, implement, and measure recommendations arising from sentinel event reviews and other similar after-action review processes. -Articulate the legal and ethical implications of responding to and preventing critical incidents and other sentinel events. -Understand leadership responsibilities and promising practices for navigating agencies through the aftermath of critical incidents. 	<p>Methods of Assessment</p> <p>Class Participation (20%) Quizzes (10%) Reflection Papers (30%) Capstone Project/Final (40%)</p>
<p>Communication and Collaboration Skills, including</p> <ul style="list-style-type: none"> - Competence in articulating and advocating for sound professional practices and public policies to improve public safety outcomes at the local, national, and international level. - Oral and written communication skills across the 	<p>Legal & Ethical Considerations Course</p> <ul style="list-style-type: none"> -Explore and apply different ethical decision-making models, including Just Culture, Moral Rights, Utilitarianism, and Care Ethics -Develop systems-design strategies to foster an ethical culture within their departments 	<p>Methods of Assessment</p> <p>Class Participation (20%) Quizzes (10%) Reflection Papers (30%) Capstone Project/Final (40%)</p>

types and contexts of communication common to public safety executives such as with internal team members (supervisors, peers, and subordinates), external stakeholders (community members and elected officials), and media (traditional and social). - The flexible, varied skills needed to work collaboratively and effectively across internal and external stakeholders.	<ul style="list-style-type: none"> -Identify how community collaboration can contribute to ethical police practices -Demonstrate effective communication to internal and external stakeholders about ethically complex situations -Articulate, as public safety leaders, individual values and principles that guide decision-making in challenging situations -Apply legal and ethical decision-making to real-world case studies -Analyze existing departmental policies for consistency with legal and ethical principles -Develop strategies to identify potential legal issues and implement preventative measures 	
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Explain how the proposed program will be evaluated, including all program objectives and plans to track employment. Describe how assessment data will be used.

The advisory board and faculty will use this data and student course and instructor evaluations to improve the curriculum as needed. Faculty and the advisory board will also ensure emerging issues are addressed in courses. Employment data may not be relevant because the officers in the graduate program will already be employed. Per the University's program assessment policy, program assessment plans are implemented on a two-year schedule with six terms to collect results for all program learning outcomes. The two-year schedule affords an opportunity for programs to complete all the steps in the assessment process, including discussing the impact of assessment results on future program activities and/or curricula.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒ Yes

☐ No

The School of Law will seek the American Bar Association's (ABA) acquiescence to operate a master's program once the Board of Trustees' approval is received.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

☒ No



City of Myrtle Beach

Police Department

S O U T H C A R O L I N A

February 19, 2025

South Carolina Commission on Higher Education
1122 Lady Street Suite 400
Columbia, South Carolina 29201

Dear Sir or Ma'am:

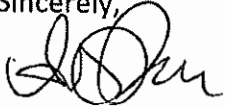
As a law enforcement leader, we are consistently looking for opportunities to provide our team members with, to advance their skill sets and address the changes and challenges within our profession. Training is an essential part of law enforcement and needs as growing leaders. In 2023, the South Carolina Legislature appropriated \$10 million to the University of South Carolina School of Law to establish the Program for Excellence in Policing and Public Safety (EPPS). This program is focused on partnering police, educators, researchers, and communities together to improve public safety throughout our state. Education in leadership is one of the key focal points and continues to be a driving force for this program as we continue to see it develop.

When you evaluate the need for education throughout our field, it is based on several different areas. Officers need to meet the demands of their community and their profession and do so effectively. Now more than ever, learning plays a key role in this process. These areas include critical thinking through problem solving and decision making, communication skills through active listening and de-escalation, evidence-based policing techniques and tactics, and much more. EPPS is taking the time to evaluate this in a higher education continuum for command staff level team members by transitioning leadership into an active learning-based platform. This platform includes real-world scenarios to apply, learn from and take back to home agencies to give the continued growth. This development will provide our growing command leadership with the opportunity to reach the competencies in the areas of need for leadership, application and follow through but also gain to credentials as they grow as leaders.

The Master's Degree in Public Safety Executive Leadership is in demand in South Carolina and in the law enforcement profession. It will continue to change how we police, how we relate to our communities, and how we lead. I support this program, the Advisory Board and the EPPS Program Team in pursuing this degree for University of South Carolina. It is my hope that as we as law enforcement professionals, researchers, educators, and community members work together, we will continue to see the impact we are making in our communities by providing this needed support.

Thank you for your time and consideration. Should you have any questions or would like to speak to me directly in reference to this recommendation, I can be reached at (843) 918-1301.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amy S. Prock', written in a cursive style.

Amy S. Prock
Chief of Police

Gregory G. Mullen
Chief of Police (RET.)
1085 Old Clemson Highway
Seneca, SC 29672
GM@gregorymullen.com
864-332-9098

February 22, 2025

SC Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, SC 29201

Dear Commission Representatives,

I am writing to express my strong and enthusiastic support for the proposed Master in Executive Police Leadership at the University of South Carolina's Joseph F. Rice School of Law. As a career law enforcement and public safety leader with over three decades of leadership experience in local and state government, including within an institution of higher education, I have seen firsthand how essential it is to blend theoretical knowledge with practical application to successfully navigate leadership at the highest levels. This proposed program is an outstanding step forward in enhancing the effectiveness of law enforcement leadership in South Carolina, and I am proud to be a part of the initiative that will shape its success.

This master's program is a key component of a transformative state initiative funded through a \$10,000,000 legislative appropriation designed specifically to facilitate career advancement, retention, and recruitment to improve law enforcement and public safety leadership across South Carolina for the benefit of the people of South Carolina.

The master's degree being proposed is the third prong of the broader Excellence in Policing and Public Safety (EPPS) Program that includes executive development and credentialing, advanced training on emerging issues, and specialized support that will equip officers and leaders with the research, resources, and technical assistance they need to build safer, more effective communities. By adding the master's degree offering, we will now have the programs three prongs complete, which will allow the program to offer participants the opportunity to complete their formal educational efforts with a full degree.

As a current Advisory Board member of the EPPS program, which this graduate program will be a part of, I have been directly involved in the launch, development, and strategic planning of this initiative. I can confidently say that the goals and objectives identified for this program align perfectly with the needs of our state's public safety and law enforcement agencies and is long overdue. It will have a transformative impact on the leadership capabilities of our current executives, as well as those who will lead South Carolina's organizations in the future.

The integration of legal education with leadership training is critical for developing the executive-level leaders who will be tasked with navigating the complex and ever-changing landscape of public safety. As the challenges in law enforcement and public safety continue to evolve, we need leaders who not only understand the law but also possess the leadership skills to implement change, inspire their teams, and effectively connect with the communities they serve. The master's in executive Police Leadership will give these leaders the tools they need to make informed, strategic decisions and lead with integrity, empathy, and effectiveness.

I am confident that the Master in Executive Police Leadership will have a lasting and positive impact on law enforcement leadership in our state and beyond, and I fully support its pursuit of accreditation. The unique combination of legal training, leadership development, and real-world application makes this program an essential component of the broader effort to strengthen law enforcement leadership and improve public safety outcomes across South Carolina.

Thank you for considering this important initiative. Should you require any further information, I would be more than happy to provide additional insights into the strategic importance of this program and its potential impact.

Sincerely,

A handwritten signature in cursive script that reads "Gregory Mullen".

Gregory G. Mullen
Chief of Police (RET.)