NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Upstate

Name of Program (include degree designation and all concentrations, options, or tracks): Master of Science in Criminal Justice

Program Designation:

☐ Associate's Degree   ☒ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ 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: Spring 2024

CIP Code: 430103

Delivery Site(s): USC Upstate (Spartanburg and Greenville campuses)

Delivery Mode:

☐ Traditional/face-to-face   ☒ Distance Education
*select if less than 25% online   ☐ 100% online

                                    ☒ Blended/hybrid (50% or more online)

                                    ☐ Blended/hybrid (25-49% online)

                                    ☐ 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):

    SCW Department Academic Affairs Committee; January 15, 2022
    USC Upstate Graduate Committee; February 3, 2023
    USC Upstate Academic Affairs Committee; March 3, 2023
    USC Upstate Faculty Senate; March 31, 2023
    Board of Trustees; Board of Trustees Academic Excellence and Student Experience Committee: 6/9/2023
    Board of Trustees: 6/23/2023 (pending)

Background Information

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

The Master of Science in Criminal Justice provides students with advanced knowledge of crime, the criminal justice system, and related policy proposals to address adverse outcomes and disparities associated with the system. The program offers rigorous training in social science theory and methods and their application in areas such as criminal justice administration, evidence-based policing, public policy reform, and victim advocacy. Upon completion of the program, graduates will be prepared to work, or advance their careers in a wide array of criminal justice and social service-related fields, gain employment in organizations that require the application of social sciences methods (e.g., program evaluation, grant writing, etc.), or continue their studies in a Ph.D. program.

Program Objectives
1. Provide students with the skills to apply concepts, theories, and empirical evidence within criminal justice and social service agencies.
2. Prepare graduates to conduct and utilize applied research in criminal justice and social services to meet workforce needs.
3. Provide students with the necessary skills to effectively communicate empirical research findings and theoretical implications.

Student Learning Objectives
1.1 Critically evaluate empirical evidence, especially as it relates to criminal justice and social services.
1.2 Apply abstract concepts and theories to address issues within criminal justice and social services.
2.1 Design and complete an original research project that could inform criminal justice or social service agencies.
2.2 Apply empirical data to address issues in a particular area of criminal justice or social services (e.g., law enforcement, victim advocacy, etc.).
3.1 Effectively communicate original research findings and theoretical implications in written and oral form.

Admissions Requirements
A Baccalaureate or higher degree from an accredited college or university, or at least 90 hours of completed undergraduate credit hours and concurrent undergraduate enrollment in USC Upstate. Applicants to the 2-year program should have a GPA of 3.0 or above from an accredited university. Applicants with a GPA between 2.5 and 3.0 from an accredited university may be considered for conditional admission. Applicants to the 4+1 program must have a GPA of 3.5 or above. Applications are reviewed holistically. A personal statement and letters of reference are important contributors to the decision process.

Application Requirements
1. Application, application fee, residency form with all requested information and supporting documents. 2. Transcripts: Individuals seeking admission must provide official transcripts showing all post-secondary coursework attempted and an award of a baccalaureate degree from an accredited college or university. USC Upstate students who have completed at least 90 credit hours and wish to enroll in the 4+1 program may also apply. To be considered official, transcripts must be sent directly from the institution to USC Upstate or delivered in a sealed envelope bearing a registrar's stamp.
3. Letter of recommendation: Two letters of recommendation are required. Letters should be from professionals knowledgeable about the student's academic or professional potential.
4. Personal statement: Applicants are required to submit a one-page personal statement that describes their career goals and how this degree will be utilized to help attain those goals.

Nature and Purpose of Program

Purpose: The purpose of this new program is to prepare students for careers or career advancement in multiple criminal justice- and social service-related specialties and professions, and to respond to the needs identified by regional agencies, organizations, and criminal justice and social service systems to address disparities and adverse outcomes associated with the criminal justice system. The program is unique from other criminal justice programs because it focuses both on careers directly related to criminal justice (e.g., those in policing, courts, and corrections) and on careers that further a broader social welfare initiative. As such, our courses include in-depth analyses of social inequalities in the larger society, many of which also correlate with patterns of criminal activity and the adverse outcomes associated with addressing crime. For example, courses highlight racial, gender, and class inequities that restrict equal access to education, social services, and victim services, along with disparities that occur in the criminal justice process (e.g., sentencing disparities). Due to this emphasis on social services, many of our undergraduates go on to careers that are not part of the criminal justice system specifically. For example, they work at the Department of Social Services, Department of Juvenile Justice, victim advocacy organizations, and non-profits that address underlying social inequality and criminal justice reform. The proposed program's focus on applied research and systematic analysis will prepare graduates for careers in multiple occupations and industries, enable them to support and contribute to applied research initiatives (e.g., program evaluation, grant writing, etc.), and assure they will be effective and impactful members of trans-disciplinary teams.

Program Structure: The Master of Science in Criminal Justice requires 30 hours of graduate credit. 18 hours will be gained from required, core classes. These include courses in advanced qualitative and quantitative methods, criminological theory, critical issues in criminal justice, and a capstone project requiring original research. An additional 12 hours of electives are required. Courses are offered so that students can complete the program completely online and asynchronously, or attend courses in several modalities (online/asynchronous, face-to-face, or in a Hyflex online setting). All courses will be taught using a Hyflex modality.

All core courses will be available as Hyflex options. Hyflex courses are offered to students in face-to-face and virtual settings synchronously, and the lecture is recorded for asynchronous, online students. Elective courses will be available to all students in the program, as well as exceptional undergraduates (i.e., students with a 3.5 GPA or higher), subject to approval from the Graduate Coordinator. This will ensure that elective courses will have adequate enrollment.

2-year or 4+1 curriculum: Students can complete the program in one of two ways: they can follow the 2-year or 4+1 curriculum.

Students who have earned a Bachelor of Arts or Bachelor of Science from an accredited university may enroll in the 2-year program. Students will complete courses in the Fall and Spring semesters, with the option of completing up to two elective courses during the Summer semesters. The 2-year program will be especially attractive to criminal justice and social service practitioners and other employees in organizations requiring applied social science methodologies (e.g., program evaluation, grant writing, etc.).

Current USC Upstate undergraduate students who have completed 90 hours of undergraduate credit and who are enrolled in an undergraduate program at USC Upstate may apply to the 4+1 program. This allows students to complete graduate courses as they complete their Bachelor's degree. Students can complete the Master's degree one year after completing the Bachelor's degree from USC Upstate. Students will complete courses in the Fall, Spring, and Summer semesters.

Target Population: There are two primary target populations for this proposed program: individuals who have already gained employment in the field and are looking to advance their careers by re-entering academia, and "traditional" students who are currently enrolled in USC Upstate as undergraduate students.

Criminal justice and social service professionals who wish to further their education and expand their career opportunities and employability through full- or part-time graduate study will make up the majority of students in the 2-year program. While this population may have any type of employment, we anticipate the majority will be working in fields directly related

to criminal justice (e.g., policing, courts, and corrections) or social services (e.g., victim services, non-profits, rehabilitation services, services for at-risk youth). Our Hyflex course modality will allow these professionals to attend courses in a manner that is consistent with holding full-time employment.

The program is also designed to meet the needs of current undergraduate students wanting to acquire an advanced degree more efficiently and cost-effectively through a 4+1 curriculum. Full-time students who follow the course map will be able to gain their Master's degree within one year of graduating with a Bachelor's degree.

Institutional Mission and Strategic Plan
According to USC Upstate's Mission Statement, "The University of South Carolina Upstate is a leading regional public university that transforms the lives of our diverse students, their families, and communities – advancing social and economic mobility throughout the Upstate region…Our innovative courses and programs are offered in a variety of formats and locations to meet undergraduate and graduate student needs…A University of South Carolina Upstate education empowers students to become lifelong leaders in their professions and communities." The University's strategic plan focuses on the deliverance of rigorous, career relevant, and accessible education.

The M.S. in Criminal Justice program is intended to advance social and economic mobility in the Upstate for both current undergraduates and those already working in the criminal justice and social service fields, by providing the skills and knowledge necessary for employment advancement. The Hyflex modality of courses allows full-time employees and full-time traditional students to tailor their degree in a way that best meets their economic and personal needs. The program is intended to allow full-time employees to complete courses in a way that will not interfere with work demands, but also gives them the ability to participate in course activities (via synchronous and asynchronous online courses offered in a Hyflex modality).

Furthermore, those wishing to complete courses in the traditional, face-to-face setting will be able to do so. The program objectives are specifically tailored to current and prospective employees in the criminal justice and social service fields. Upon completion of the degree, students will be well-prepared to critically analyze and propose solutions to common issues in these fields. They will also be able to apply empirical data, and collect and analyze original data, to address said issues. Finally, the program will help students develop oral and written communication skills that can be directly applied to the field. The proposed program is designed to meet the needs of criminal justice and social science professionals in the Upstate region who wish to further their education to expand their career opportunities and employability through graduate study part-time or full-time. The proposed program's focus on applied research will prepare graduates for careers in criminal justice-related fields, enable them to support and contribute to applied research, and assure they will be effective and impactful community members in Upstate South Carolina.

Assessment of Need

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

The need for professionals in criminal justice- and social service-related fields is strong in South Carolina and should remain strong as the state continues to grow and develop. The need, which extends into the public, private, and non-profit sectors, is a consequence of population growth, greater emphasis on safety and security, the need for greater professional development among criminal justice and social service professionals, and desire for improved quality of life reflected in regional community initiatives.

Evidence suggests that projected job growth in criminal justice- and social service-related fields is higher than average. According to the U.S. Bureau of Labor Statistics (2022), the overall employment in community and social service occupations is projected to grow 10 percent from 2021 to 2031, faster than the average for all occupations. Employment of social and community service managers, those who coordinate and supervise programs and organizations, is projected to grow 12

percent from 2021 to 2031, much faster than the average for all occupations. Information from O-Net online indicates that jobs in criminal justice fields requiring advanced degrees or analytical skills (e.g. intelligence analysts, mediators and arbiters) are on track to increase in the next decade. A "bright outlook" and new demand is projected to come for Digital Forensics Analysts, those who conduct investigations of computer-based crime, in the next decade. All of these criminal justice- and social service-related fields are projected to grow in South Carolina between 5 and 10%.

Demand for professionals in these fields is also expected to rise as public agencies, businesses, and non-profit community organizations emphasize evidence-based development and application of policies and procedures in the areas of policing, crime-reduction, crime analysis, public safety, and victim service support. Given the increasing emphasis on data-driven and evidence-based approaches to crime, the need for professionals with advanced analytical skills grounded in the behavioral and social sciences will grow. According to experts on the changing landscape of law enforcement work, the need for criminal justice education and training to be grounded in strong research and analysis skills will continue to grow at the local, state and federal level. Law enforcement professionals need to be able to collect, analyze and interpret larger amounts of data, data that is increasingly computer-generated, and data that circulates beyond the traditional 'silos' of discrete types of crime and criminal investigation.

This degree will meet the need of current criminal and social service professionals in the Upstate region who wish to further their education, expand their career opportunities, and advance to higher level leadership positions within their field. For example, 35% of police chiefs and sheriffs have a Master's degree or higher. Law Enforcement officers with Master's degrees can expect to earn 5% to 7.5% higher salaries than their peers with Bachelor's degrees.

The broader focus of the program and location in the Upstate will appeal to professionals not currently served by existing excellent programs within the U of SC system (School of Criminology and Criminal Justice), or through other programs in other areas of South Carolina. The plan anticipates that approximately 20% of projected student enrollment will be students enrolled in one or two courses each semester, allowing us to plan to serve our working adult community (based on undergraduate student enrollment numbers of full-time workers). In particular, the program facilitates graduate study for professionals within our regional criminal justice system who have limitations as working adults and can enroll in a graduate program on a part-time basis only. USC Upstate and SCW view the potential student pool for this degree as non-competing and non-overlapping with the program offered at U of SC. Additionally, the focus on data analysis and research is the pillar of the Upstate Master's program, differing from other degrees offered in South Carolina.

Structured as a 4+1 program, the degree will also meet the need of advanced undergraduate students (i.e. eligible for the graduate program) in the social sciences who seek to acquire a graduate degree in a more efficient and cost-effective manner than traditional 2-3 year graduate programs. Given there are no other social science Master's degrees offered at USC Upstate, this program has potential appeal to students across the social sciences. A recent survey of upper-level criminal justice majors revealed strong interest in pursuing a graduate program if offered at USC Upstate. Based on recent enrollments in Criminal Justice, approximately 20 students would be eligible for the Master's program, as Seniors with a 3.5 or higher.[1] Beyond Criminal Justice, some students in Sociology, Psychology, Political Science, and Interdisciplinary Studies have also expressed interest. An advanced degree in criminal justice opens more opportunities for advancement within the criminal justice and social/community services fields, as well as higher income. For students interested in working at the federal law enforcement level, a Master's degree in criminal justice with strong emphasis in the social sciences may be strongly encouraged or required.

Finally, USC Upstate and SCW are committed to meeting the needs of regional partners, including state and local law enforcement agencies and social service providers, as well as local and state non-profit social and community service organizations. This includes developing course offerings around the scheduling needs of their staff and assisting adults in the field hoping to advance their skills and positions but who may lack a rigorous or substantial academic background. As a regional public institution, USC Upstate and SCW are proud to develop and offer graduate programs that are both academically rigorous and practitioner-focused, exposing graduate students to research and developing their ability to apply various theoretical and methodological research approaches to their practice. This approach allows our students to learn to conduct and utilize research in their daily work, to function as high-quality members of trans-disciplinary teams, and to supply valid and reliable data for criminal justice and social service professionals and researchers as a part of their work.

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[1] This projection is based on enrollments of the last few years. Approximately 25-33 students are active Criminal Justice majors, with

about 37% of them Seniors, and about 8% have a 3.5 GPA or higher.

Thus, the Master in Criminal Justice program, with its broad approach, flexibility and regional location, meets diverse needs that likely extends beyond what is offered by the few institutions in South Carolina offering a Criminal Justice graduate degree. As economic growth and development in South Carolina and the Upstate region continue, graduates of the proposed Criminal Justice program will help meet the workforce development needs and improve our law enforcement, criminal justice and social/community service systems in the region and the state.

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

    N/A

Employment Opportunities

Occupation	State		National		Data Type and Source[1]
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Survey Researchers	82	35.7%	11,100	6%	bls.gov
Data Scientists	646	7.6%	153,800	36%	bls.gov
Police and Detectives	14,600	2.7%	828,800	3%	bls.gov
Supervisors of Police and Detectives	1,729	4.1%	136,000	3%	bls.gov
Supervisors of Protective Service Workers	187	3.6%	26,300	6%	bls.gov
Social and Community Service Occupations	31,598	1.6%	194,100	12%	bls.gov
Social and Community Service Managers	1,276	5.4%	194,100	12%	bls.gov
Arbitrators, Mediators, and Conciliators			9,500	6%	bls.gov

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

    For examples of jobs in South Carolina that would fall into the category of Social and Community Service Managers, see several of the jobs posted with the South Carolina Coalition Against Domestic Violence and Sexual Assault. Featured on the

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[1] All data captured on May 23, 2023.

website of the [International Association of Law Enforcement Intelligence Analysts](#) are examples of job opportunities in this field, some of which are openings in the southeast. Here's a detailed description of a [crime analyst position](#) in Greenville, SC.

According to a [2021 South Carolina Economic Analysis Report](#), social and community service jobs in the Greenville area are projected to grow by 11% (2018-2028), and legal occupations by 25%. Across occupations, Spartanburg and Greenville counties ranked among the highest statewide with job openings for healthcare and social service workers. Numerous job opportunities in South Carolina would fall into the category of Social and Community Service Managers, with roles as advocates, service providers, support specialists, and client managers. With an increase in awareness of domestic violence and sexual assault, including bi-partisan support of Congress to pass the legislation in 2021 that supports advocacy throughout critical intersections of services and assistance, an increase in social service organization staff, government agency staff, community-based advocates, and other multi-disciplinary organizations occupations is necessary. According to the 2021 South Carolina Coalition Against Domestic Violence and Sexual Assault Impact Report, access to health care, mental health services, substance abuse treatment, legal assistance, housing, and affordable childcare are just some of the areas to be addressed through system partnerships and community organizations. As social and community service managers plan, direct, and coordinate the activities of an organization it is crucial to have knowledge of strategic planning, resource allocation, and principles of human behavior through the study of psychological research methods.

In the criminal justice field, analysts are expected to have rapid growth with new and emerging occupations (CareerOneStop, 2023). The need for an analytically skilled workforce is demonstrated through Intelscope, a membership-only publication from the International Association of Law Enforcement Intelligence Analysts (IALEIA). Featured on the website of the International Association of Law Enforcement Intelligence Analysts are articles about training, methodology, certification, standards or the processes necessary for analysts. Analysts are responsible for knowing about the current trends throughout their jurisdiction in addition to knowledge of what is happening across the world. Analysts are often responsible for tracking the changing directions of policing, and crime focus that may change funding sources, resource allocation and opportunities in the future such as intelligence-led policing, terrorism, and gangs as a few examples. A recent job posting for a Crime Analyst in Greenville, South Carolina, seeks candidates that have the ability to apply current data-driven philosophies of crime and intelligence analysis, including community-oriented policing, problem-oriented policing, and intelligence-led policing to retrieve and process crime data to produce accurate statistics. Due to the nature of this occupation, the outlook shows an above-average trend for growth, and with coursework in advanced qualitative and quantitative methods, criminological theory, critical issues in criminal justice, and a capstone project requiring original research through the USC Upstate program will provide a workforce for these emerging needs.

Description of the Program

Explain how the enrollment projections were calculated.

Enrollment estimates below are based on Criminal Justice undergraduate students' interest to further their education by obtaining a Master of Science in Criminal Justice, while remaining in Upstate South Carolina. As indicated above, a Spring 2022 survey of advanced undergraduates in upper-level criminal justice courses expressed strong interest in a graduate program.[2] If 20 students are eligible each year, it is projected that a small portion (10-20%, or 4-5 students) will likely enroll in the program. Additional enrollments are drawn from students graduating in other majors at USC Upstate, including Sociology, Political Science, Psychology, and Interdisciplinary Studies.

In addition to recent graduates, this program will attract professionals working in the criminal justice field (e.g., law enforcement, corrections, courts, juvenile justice facilities, crime analysis) and in related social and community service fields (e.g. victim advocacy, public policy, social services, rehabilitation). Our estimated initial enrollment in Spring 2024 is 8 students. We anticipate a 20% increase in enrollment by the end of the first year (based on current student demand). Because students can either complete the 4+1 program or the 2-year program, and Summer electives are available, it is possible that students could graduate by Spring 2025. Thus, a 20% increase includes the possibility of "losing" students due to graduation and an increase in enrollment. By the next year, we anticipate a 30% increase in enrollment. Given the demographics of USC Upstate students and the appeal of the program to those currently working, we assume approximately 20% of students will take fewer than 9 credit hours per semester.

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2023-2024		8	4
2024-2025	10	10	6
2025-2026	13	13	8
2026-2027	16	19	11
2027-2028	21	23	12

Thus, by Spring 2027, we anticipate a near 50% increase in enrollment from the prior year and slightly over 20% enrollment by Spring 2028. Overall, from Spring 2024 to Spring 2028 our enrollment estimate nearly triples.

While students will be able to complete elective courses during the Summer, it is not mandatory that they do so. Thus, we have estimated a low enrollment for the Summer semesters. Because exceptional

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[2] Of 58 students surveyed, 38 indicated they were very interested in a program.

undergraduates may be allowed to enroll in elective courses, low course enrollment is not a concern in regard to graduate courses being canceled in the Summer semesters.

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

☐Yes

☒No

Curriculum

New Courses
List and provide course descriptions for new courses.

CRJU U610. Law Enforcement and Social Control (3) Strategies and consequences of public responses to criminal and deviant behaviors. Theories and tactics relating to policing criminal behavior will be analyzed, as will more informal but public responses to the breaking of social norms. Public perceptions of law enforcement and the proposed policies regarding policing will be evaluated. Prerequisites: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U615. Special Topics in Criminal Justice (3) An advanced analysis of a particular topic relating to the criminal justice system. The topics may encompass issues related to the criminal justice system not extensively covered by other courses, such as weapons, trafficking, and mental health. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U620. Processing Offenders (3) The administration of criminal justice in U.S. federal and state court systems. Students will analyze the how Americans accused of crimes proceed through the court system. Strengths and weaknesses of the contemporary American court system will be evaluated. Prerequisites: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U630. Treating Offenders (3) Penology emphasizing the philosophy, programs, policies, and problems associated with responses to crime. Students will evaluate the ways in which offenders are diverted from the criminal justice system via other social service agencies, punished in public institutions and communities, and monitored upon completion of their sentence. Prerequisites: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U635. Public Safety Administration (3) Problems, processes, and theories of communication, decision-making, and control in public safety agencies. Students gain an in-depth understanding of each segment of the criminal justice system and related social service agencies, including how agencies work with one another to process offenders and divert potential offenders from the criminal justice system. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U640. Place and Crime (3) Theoretical, methodological, and ethical foundations of place-based criminology. Students will analyze ways in which statistical data is applied to the study of criminogenic neighborhood factors and crime rates. Theories related to the social control of high-crime neighborhoods will be evaluated, as will the ethics associated with policing these types of communities. Prerequisites: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U645. Children and Crime (3) Identification and treatment of youthful offenders in the context of juvenile justice systems. Students will evaluate prevention and intervention strategies in the juvenile justice process, analyze the social factors that produce youthful offending, and evaluate public responses to juvenile offenders. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U650. Victim Services (3) Problems, processes, and theories of communication, decision-making, and control in victim service agencies. Students gain an in-depth understanding of how victims of crime are handled within and outside of the criminal justice system, including how agencies work with one another to address victim needs. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U655. Violent Crime (3) Theories, causes, consequences, and prevention of violent acts. Topics include trends and patterns, violent offenders, typologies of violent behavior, social construction of violence, and criminal justice responses. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

*CRJU U660. Applied Qualitative Methods (3) Research techniques and ethical considerations raised by the genres of ethnography, content analysis, interviews, focus groups, and participant observation. Students will design and conduct an original study in one or more of these methods and will disseminate findings in written and oral formats. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

*CRJU U665. Applied Quantitative Methods (3) Research techniques and ethical considerations raised by the use of statistics in research design, data collection, and data analysis. Students will design and conduct an original study using quantitative methods, and disseminate research findings in a written and oral format. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

*CRJU U670. Advanced Criminological Theory (3) Traditional and contemporary theoretical paradigms applied to current crime trends, with emphasis on the impact of criminological theory on public responses to violent and non-violent crimes. Examples of theories to be discussed include Conflict/Critical, Labeling, Feminist, Social learning, Social bonding, Strain, General strain, Life course, Deterrence, Rational choice, Routine Activities, and Lifestyle. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

*CRJU U675. Critical Issues in Criminal Justice (3) Recent public policies adopted in response to crime. Such policies may be intended to deter crime, address victim needs, rehabilitate offenders, improve community-police relationships, protect civil liberties, or create new crimes (e.g., new forms of cybercrime, abortion, etc.). Students will evaluate how such policies are developed and implemented, and analyze the effects on society or a particular social group. Prerequisite: Admission to the graduate Criminal Justice program, or permission of the Graduate Coordinator.

CRJU U680. Internship (3) A planned program of observation, study and work in selected criminal justice and related agencies. Prerequisites: Minimum of 9 earned graduate credit hours from USC Upstate in Criminal, minimum GPA of 3.0 and consent of instructor. Meeting prerequisites does not guarantee an internship placement. A history of illegal drug use or experimentation, a criminal record, location of desired internship, inability to attend on-campus seminars, and other issues may prevent program acceptance as an intern. (This course is not required and only work that is not financially compensated by the organization is accepted.)

*CRJU U690. Capstone I (3) An in-depth study of a topic selected by the student which showcases the students' skills and knowledge and contributes to the general knowledge in the criminal justice field. Working with their thesis committee, students will develop a research question, complete a literature review, and design a research project. Prerequisites: Admission to the graduate Criminal Justice program and 9 hours graduate credit from USC Upstate in Criminal Justice.

*CRJU U695. Capstone II (3) Completion of the capstone research project. Using the scientific method collect and analyze data, students will disseminate the results of their original project via a written paper and an oral presentation to their thesis committee. Prerequisites: Admission to the graduate Criminal Justice program and CRJU U801.

*Denotes core (required) courses.

Total Credit Hours Required: 30 credit hours (4+1 Program)

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
		Applied Quantitative Methods	3	Elective	3
				Elective	3
Total Semester Hours		Total Semester Hours	3	Total Semester Hours	6
Year 2					
Fall		**Spring**		**Summer**	
Elective	3	Elective	3		
Applied Qualitative Methods	3	Critical Issues in CRJU	3		
Advanced Criminological Theory	3	Capstone II	3		
Capstone I	3				
Total Semester Hours	12	Total Semester Hours	9		

Total Credit Hours Required: 30 credit hours (2-year Program)

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
Elective	3	Elective	3		
Applied Qualitative Methods	3	Applied Quantitative Methods	3		
Advanced Criminological Theory	3	Critical Issues in CRJU	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	
Year 2					
Fall		**Spring**		**Summer**	
Elective	3	Elective	3		
Capstone I	3	Capstone II	3		
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	

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
M.A. in Criminology and Criminal Justice	30	USC Columbia	An accelerated program for USC undergraduates	USC Columbia offers a few similar courses, but overall their courses lack the specific focus on social services. USC Upstate's proposed courses are broader in nature, not focusing solely on the criminal justice system, but social service systems as a whole. USC Upstate allows students to complete their studies in Hyflex modalities (either face-to-face, online synchronously, or online asynchronously). USC Columbia must be completed in person. USC Columbia requires a comprehensive exam for graduation.
Master of Criminal Justice	36	Anderson University	Hybrid model with some online and face-to-face coursework.	Anderson's program requires applicants have five years of law enforcement experience. It focuses on law enforcement personnel, while USC Upstate's will have broader appeal for anyone working in the field or working in an organization requiring applied social science methodology. Anderson's program is a "hybrid" requiring that students meet on

				campus twice a month; thus, USC Upstate's program is more accessible to practitioners or those wanting a fully online education.
M.S. in Criminal Justice	36-42	Charleston Southern University	Face-to-face, hybrid, and online coursework.	Charleston Southern's program focuses on criminal justice, specifically in the areas of policing, courts, and corrections, as made clear by its course offerings and student learning outcomes. USC Upstate's program is broader and incorporates a focus on social service agencies. Charleston Southern does not offer an accelerated 4+1 program for undergraduates. Courses are not offered in a Hyflex modality.
M.A. in Criminal Justice	30	Columbia College	Courses offered online	Columbia's curriculum focuses on the study of crime and the application of knowledge to criminal justice agencies, as made clear by its course offerings and student learning outcomes. It lacks USC Upstate's incorporation of social service-related coursework and topics. Columbia's program is fully online, while USC Upstate offers Hyflex courses. Columbia requires students

				complete 7-week courses as a cohort. Thus, students do not have the option of taking 16-week courses, nor are they able to select electives that are of particular interest to them.

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.)
Associate Professor of Criminal Justice, Full-time	Processing Offenders Children and Crime Advanced Qualitative Methods Capstone I and II	Ph.D., Foundations of Education, University of South Carolina M.C.J., University of South Carolina	
Associate Professor of Criminal Justice, Full- time	Law Enforcement and Social Control Children and Crime Advanced Quantitative Methods Capstone I and II	Ph.D. Criminal Justice, Sam Houston State University	
Associate Professor of Criminal Justice, Full- time	Public Safety Administration Advanced Criminological Theory Capstone I and II	Ph.D., Criminal Justice, Sam Houston State University	
Assistant Professor of Criminal Justice, Full- time	Place and Crime Victim Services Violent Crime Advanced Quantitative Methods Critical Issues in Criminal Justice	Ph.D., Criminal Justice, Rutgers University	
Assistant Professor of Criminal Justice, Full- time	Treating Offenders Advanced Criminological Theory Critical Issues in Criminal Justice Capstone I and II	Ph.D., Criminology and Criminal Justice, Florida State University	
Associate Professor of Criminal Justice, Full- time	Law Enforcement and Social Control Place and Crime Capstone I and II	Ph.D., Sociology/ Criminology & Deviance Track, University of Central Florida M.C.J., Criminal Justice, University of South Carolina	Graduate Certificate Crime Analysis, University of Central Florida
Associate Professor of Criminal Justice, Full-time	Treating Offenders Victim Services Violent Crime Advanced Qualitative Methods Capstone I and II	Ph.D., Sociology, University of Colorado-Boulder M.S., Criminal Justice, University of North	

		Georgia	
Senior Instructor of Criminal Justice, Full- time	Processing Offenders Public Safety Administration	J.D., St. John's University School of Law	
Palmetto College Coordinator, Full-time	Internships	M.S., Criminal Justice, Anderson University	Internship coordination for CRJU undergraduates

Total FTE needed to support the proposed program:
Faculty: 8
Staff: 1
Administration: 1

Faculty, Staff, and Administrative Personnel
Discuss the Faculty, Staff, and Administrative Personnel needs of the program.
The program will need a Graduate Coordinator, who will be a full-time faculty member. The Coordinator will receive 2 course releases per semester, requiring 2 undergraduate courses be taught by an adjunct. Core graduate courses will require a faculty member to teach as part of their required teaching load. A maximum of two core courses will be offered each semester. Thus, one or two adjuncts will be needed to make up two undergraduate courses that would normally be offered by those faculty members. Capstone I and II will be guided by a faculty mentor, but will not count as part of that faculty member's teaching load.

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Resources

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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.

Current library/learning collections, resources, and services that support existing business programs will be sufficient. Students will have access to all materials in electronic formats--e-books, e- journals, online article indexes, reference and other e-content databases, and streaming video-- belonging or licensed to USC Upstate library and accessible through the Internet. Students will also be able to access licensed subscriptions.

The USC Upstate Library provides access to excellent resources with over 240,943 volumes and 730 journal subscriptions. There are 22 public reference computers that allow access to the Internet and electronic resources, including the library's online catalog. Within the physical structure of the library, there is a general use computer lab that houses 36 workstations. The Library also subscribes to more than 250 electronic databases. Most of these databases are available to students via remote access using their University username and password procedures. In addition to the library's online catalog, there is electronic access to more than 250 databases, 489,000 electronic books, and more than 235,000 full-text electronic journals. These resources are available via remote access through a campus proxy server. Additionally, the Library offers library instruction/information literacy sessions to classes upon the

invitation of the instructor. This instruction includes information on using the library and its resources, as well as using information responsibly, and finding and evaluating electronic resources. Students are instructed in developing information strategies that will allow them to participate in lifelong learning.
The Library is open a total of 82.5 hours per week with on-site and via email reference available. Circulation, reserves, interlibrary loan and loan through Partnership Among South Carolina Academic Libraries (PASCAL) is available to faculty and students.

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.

Once accepted into the program, each student will be assigned a faculty advisor (the graduate program coordinator). The student and advisor will meet regularly from the beginning of the program until graduation. The advisor will work with students on academic issues and direct them to other resources as needed. Students in this program will have access to all support services available to students of USC Upstate. No additional special student support services are needed to support this new program. The graduate studies office and financial aid office will assist students with the enrollment process and financial aid information.

USC Upstate provides student academic support services via the Student Success Center. The Student Success Center provides Academic Support, Advising Services, Career Services and the Opportunity Network. These programs include services such as tutoring, supplemental instruction, transfer advising and mock interviews. Additional student services offered at USC Upstate include Financial Aid, Disability Services, and Counseling.

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

No new physical facilities are needed to support the program. All faculty members already have their personal office space. The classrooms and computer labs on USC Upstate's campus (both in Spartanburg and Greenville) are sufficient to meet student demand in face-to-face courses.

Equipment
Identify new instructional equipment needed for the proposed program.

No instructional equipment is needed for the program. Faculty members have access to laptops and video cameras necessary to offer synchronous online courses.

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

	1st		2nd		3rd		4th		5th		Grand Total	
Sources of Financing for the Program by Year												
Category	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Tuition Funding	34,098	34,098	43,841	77,939	53,583	131,522	82,811	214,333	100,672	315,005	315,005	772,897
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	34,098	34,098	43,841	77,939	53,583	131,522	82,811	214,333	100,672	315,005	315,005	772,897
Estimated Costs Associated with Implementing the Program by Year												
Category	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Program Administration and Faculty/Staff Salaries	18,400	18,400	18,400	36,800	18,400	55,200	49,700	104,900	49,700	154,600	154,600	369,900
Facilities, Equipment, Supplies, and Materials	3,000	3,000	3,000	6,000	3,000	9,000	5,000	14,000	3,000	17,000	17,000	49,000
Library Resources												
Other (specify)	2,000	2,000	1,000	3,000	1,000	4,000	1,000	5,000	1,000	6,000	6,000	20,000
Total	23,400	23,400	22,400	45,800	22,400	68,200	55,700	123,900	53,700	177,600	177,600	438,900
Net Total (Sources of Financing Minus Estimated Costs)	10,698	10,698	21,441	32,139	31,183	63,322	27,111	90,433	46,972	137,405	137,405	333,997

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.

The source of financing for this program is student tuition generated. The tuition is calculated based on the 2022-2023 fee structure when the proposal was prepared. For students enrolled in 11 hours or fewer, the rate is $572.25 per credit hour. When that rate is reduced by $31, due to Institution Bond reductions ($24) and Renovation Reserve ($7), the actual cost is $541.25 per credit hour, for SC residents. For the advanced undergraduate students enrolled in the 4+1 structure, the undergraduate rate applies which is $467 per credit hour for the graduate courses.

The total tuition is calculated using the graduate student rate with 10% of students enrolled for 3 credit hours, 10% of students enrolled for 6 credit hours, and 80% of students enrolled for 9 credit hours. We anticipate a 20% increase in total enrollment each academic year – from fall to spring semester.

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2023-2024		8	4
2024-2025	10	10	6
2025-2026	13	13	8
2026-2027	16	19	11
2027-2028	21	23	12

Projected Enrollment by Credit Hour Carried and Tuition Generated

YEAR	3 credit hours	6 credit hours	9 credit hours	Total	X $541.25/credit hr
2023-2024	1 (3)	1 (6)	6 (54)	8 (63)	$34,098
2024-2025	1 (3)	1 (6)	8 (72)	10 (81)	$43,841
2025-2026	2 (6)	2 (12)	9 (81)	13 (99)	$53,583
2026-2027	2 (6)	2 (12)	15 (135)	19 (153)	$82,811
2027-2028	2 (6)	3 (18)	18 (162)	23 (186)	$100,672

Regarding the estimated costs associated with implementing the program, new costs would be incurred for program administration and faculty/staff salaries. In addition to relying on SCW's current faculty, administration, and staff, this program budget includes:

- One current full-time faculty member will be appointed as the graduate program coordinator (responsible for advising, scheduling, assessment, and recruitment, in addition to other duties). The coordinator will receive two course releases per semester.
- Adjunct faculty will be hired to teach four undergraduate courses per semester to cover: a) the two course releases for the FTE faculty graduate coordinator, and b) two sections of undergraduate courses due to FTE

having to teach two required graduate courses per semester. The total cost for adjunct faculty salary is calculated as 8 courses per year at the per-course rate of $2300.

- One additional full-time faculty member to teach new courses and practicum experiences (beginning in Year 4). The new hire will teach undergraduate classes in addition to graduate classes. The new hire would reduce the need for adjunct faculty, down to two courses per semester (4 per year) to be taught by adjuncts. We anticipate that the new hire and the Master's program will help raise the profile of the undergraduate program, which will increase enrollments and justify the new hire. The cost of the new faculty hire is estimated based on CUPA salary data for Criminal Justice faculty at the Assistant Professor rank ($60,000), plus 35% fringe ($21,000), divided in half. Thus, 50% of the total new hire cost for salary and fringe ($40,500) is included in the budget, starting in Year 4.

The Facilities, Equipment, Supplies, and Materials line in the budget consists of technology for faculty and staff, teaching materials and software, and office supplies.

The items that are budgeted under Other include program administration costs, initial startup expenses, and compensation for marketing and recruitment.

The M.S. in Criminal Justice program request for one faculty FTE is based upon SCW's analysis of program and student need; it also takes into account the level and type of student enrollment, the nature of the courses required by the program, and involvement of community experts as instructors and adjuncts.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Program will: Provide students with the skills to apply concepts, theories, and empirical evidence within criminal justice and social service agencies.	Students will: Student Learning Objectives 1.1 Critically evaluate empirical evidence, especially as it relates to criminal justice and social services. 1.2 Apply abstract concepts and theories to address issues within criminal justice and social services.	Assessed in: CRJU U772: Critical Issues in Criminal Justice Students will complete a final paper for this course as part of the course grade. The paper requires students to pick a specific issue within criminal justice or social services (e.g., prison overcrowding, high employee turnover, felon voting rights, etc.) and propose solutions to the problem using empirical evidence and criminological theories and concepts. A rubric to evaluate the final paper will be the assessment tool

		for SLO's 1.1 and 1.2.
Program will: Prepare graduates to conduct and utilize applied research in criminal justice and social services to meet workforce need.	Students will: 2.1 Design and complete an original research project that could inform criminal justice or social service agencies. 2.2 Apply empirical data to address issues in a particular area of criminal justice or social services (e.g., law enforcement, victim advocacy, etc.).	Assessed in: CRJU U802: Capstone II Students will complete an original research study. The study requires them to design a research project, collect data or access a data set, analyze data, and apply the data to an existing problem or question in an area of criminal justice or social services. A rubric used to evaluate the written thesis and oral presentation will be the assessment tool for SLO's 2.1 and 2.2.

Program will:	Students will:	Assessed in:
Provide students with the necessary skills to effectively communicate empirical research findings and theoretical implications to meet workforce needs.	3.1 Effectively communicate original research findings and theoretical implications in written and oral form.	CRJU U802: Capstone II Students will complete an original research study. They will submit a thesis paper with their findings and corresponding theoretical implications for a specific area of criminal justice to their thesis committee. Students will also orally present their findings and theoretical implications to their thesis committee. A rubric used to evaluate the written thesis and oral presentation will be the assessment tool for SLO 3.1.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Employment will be tracked in two ways. First, the graduate program coordinator will distribute an electronic survey to all alumni annually at the end of the Fall semester. The survey will ask about current employment, salary, job satisfaction, perceptions of job preparedness, and future career goals. Second, the graduate program coordinator will distribute an electronic survey to employers to obtain feedback about the program and collect employment data. This data collection takes place every two years, at the end of the Fall semester.

The employment surveys and rubric results will be made available via the yearly Continuous Improvement Blueprint (CIB), written by the CRJU Assessment Coordinator for the M.S. program. If the program fails to meet the program goals, faculty will meet and discuss changes to be made to improve scores. As the CIB is due October 1st, changes should be discussed in the Fall semester and implemented in the Spring semester.

The program will also create a community advisory board in Year 2. This board will meet once per semester. The board will provide feedback about community need for Master's students, generate student recruitment ideas, and review the offered curriculum.

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

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