

Florida Board of Governors

Request to Offer a New Degree Program

University of West Florida
University Submitting Proposal

Fall 2009
Proposed Implementation Date

College of Professional Studies
Name of College or School

Justice Studies
Name of Department(s)

Criminal Justice
Academic Specialty or Field

Graduate, Master of Science, Criminal Justice, CIP code 43.0104
Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees President Date

Signature of Chair, Board of Trustees Date Vice President for Academic Affairs Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation
Timeframe

Projected Student
Enrollment (From Table 1)

Projected Program Costs
(From Table 2)

	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	15	11.25	\$133,392	\$0	\$11,599
Year 2	17	12.75			
Year 3	19	14.25			
Year 4	21	15.75			
Year 5	23	17.25	\$133,392	\$0	\$7,733

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The proposed program is a graduate program offering a Master of Science in Criminal Justice. The Master of Science in Criminal Justice (MSCJ) has two tracks: a coursework option and an area research paper option. Each track requires a minimum of 33 credit hours, including 24 credit hours of criminal justice coursework. The coursework-only option requires 15 credit hours of required coursework plus an additional nine credit hours minimum of criminal justice electives; the area research paper option requires 15 credit hours of required coursework plus an additional six credit hours of criminal justice electives and a three-credit hour paper completed in consultation with a faculty advisor. Finally, each option requires nine additional hours of criminal justice or non-criminal justice electives.

The program also offers three optional specializations that students can choose from: Social Work; Public Administration; and Education. Specializations are completed using the nine hours of non-criminal justice electives. The specializations allow the students in the program to more specifically tailor their degree to their academic and career interests.

The purpose of the program is to prepare students for careers in 1) federal, state, county, and local criminal justice agencies, including management and administration, 2) careers in public or private criminal justice research and analysis, 3) teaching positions at community and state colleges, and/or 4) continued education at the doctoral level.

- B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/StrategicResources/>)**

The proposed program is consistent with the State University System (SUS) Strategic Planning Goals. The MSCJ directly supports Goal 1: Access to and Production of Degrees by offering multiple course delivery formats. Courses will be offered face-to-face, online, blended, and during evenings and weekends. The multiple delivery formats will enable students with diverse needs and learning styles access to and the ability to complete the graduate degree. Students will be able to complete the

program 100% online over a period of time.

The program will directly support Goal 2: Meeting Statewide Professional and Workforce needs by producing graduates who are qualified to move into positions of leadership within state criminal justice agencies. Furthermore, the state's workforce needs in criminal justice are exemplified by the fact that approximately 35,000 individuals released from Florida prisons each year, coupled with over 150,000 individuals placed under community supervision in the state, thus pointing to the continued need for graduates knowledgeable in criminal justice and offender reentry issues. In addition, Florida's recent approval of a state college system is likely to result in demand for instructors in criminal justice programs at those institutions. The proposed program will prepare graduates to teach at the community and state college level.

The program will also directly support Goal 3: Building world-class academic programs and research capacity by engaging students in the program in criminal justice research with nationally recognized scholars in the field. The faculty in the program engage in local, regional, and national research. The proposed program will enhance and expand the current research by enabling the faculty to work with students on numerous research projects.

The MSCJ program will directly support SUS Goal 4: Meeting community needs and fulfilling unique institutional responsibilities by offering the only graduate program in criminal justice in the region. Practitioners and students in the community wishing to earn a MSCJ will now have the opportunity to do so at UWF. The program will also help to foster relationships with community criminal justice agencies through research opportunities with the students and faculty in the program.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

Scholars and administrators in the profession of criminal justice have recognized the need for personnel with higher education since the early 1900s for the purpose of improving performance and professionalism in the discipline (Academy of Criminal Justice Sciences, 2008; U.S. President's Commission on Law Enforcement and Administration of Justice, 1967; U.S. National Advisory Commission on Criminal Justice Standards and Goals, 1973). Based on both quantity and quality of scholarship, academic criminal justice has become an established area of study, and substantial and rapid growth in the number of programs in criminal justice at national

and state levels reflects the need for more academicians and practitioners with postgraduate education. Furthermore, recent developments in Florida that permit state colleges to offer four-year degrees will result in a growing need for instructors with post-graduate degrees.

This growing need for master's degrees in the discipline is also evident at the state level. Nine out of 11 institutions within the State University System of Florida operate face-to-face-based master's degree programs in criminal justice, and the University of West Florida and New College of Florida are the only exceptions (Florida Board of Governors, 2008). Considering the geographic location and coverage of the Gulf Coast area, lack of a graduate program in criminal justice influences the local community of criminal justice. Without visible graduate programs in a regional university, local criminal justice personnel continue their postgraduate education through degree programs provided by online-based institutions such as Troy University and University of Phoenix.

As a regional comprehensive university, the University of West Florida will fulfill this national, state, and local need for more personnel with graduate education by implementing the MSCJ. Furthermore, the graduate program will also enhance research and service to the community. Funding opportunities in criminal justice are more readily apparent than in the past. For example, during 2006, the National Institute of Justice (NIJ) provided over \$1.1 billion for research in criminal justice, triple the funding provided just five years earlier in 2001 (NIJ, 2008). As such, state and local criminal justice agencies are seeking research proposals for developing and evaluating policies and programs. These needs will be fulfilled by the University of West Florida with the MSCJ.

The United States Bureau of Labor Statistics estimates that several criminal justice careers will encounter average to better-than-average growth in the next decade (<http://www.bls.gov/oco/ocos160.htm>). For example, employment as probation officers, correctional treatment specialists, and police officers is expected to grow by 11% by 2016; employment as correctional officers and private investigators is expected to grow by 16% and 18%, respectively by 2016. The continued growth of these occupations highlights the national, state, and local need for individuals with graduate degrees in criminal justice. The proposed program will seek to meet this need.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Undergraduate students majoring in Criminal Justice or Legal Studies were surveyed during the summer 2008 semester regarding their interest in pursuing a MSCJ. Seventy-three students responded to the survey. Of the respondents, 75.3% indicated an interest in pursuing a MSCJ at the University of West Florida. Of the respondents, 56.2% indicated an interest in a social work specialization; 60.3% indicated an

interest in a public administration specialization; and 43.8% indicated an interest in an education specialization. Furthermore, 68.5% expressed support for a delivery format that included a combination of face-to-face, online, and blended courses.

These data indicate considerable demand for the program being proposed. We anticipate additional demand from former students and from criminal justice practitioners throughout the local and regional community. Discussions are underway with a local law enforcement agency in an effort to establish cohorts of officers from that agency enrolling in a MSCJ program at UWF. Thus, several indicators point to substantial demand for the proposed program.

- C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

Similar programs exist at other State University System (SUS) institutions. Florida State University, University of North Florida, University of Central Florida, Florida Gulf Coast University, and Florida International University each have a Master of Science in Criminal Justice degree. The University of Florida has a Master of Arts in Criminology, Law and Society; the University of South Florida has a Master of Arts in Criminology and a Master of Arts in Criminal Justice Administration; and Florida Atlantic University has a Master of Science in Criminology and Criminal Justice.

The proposed MSCJ is the only graduate program in criminal justice west of Panama City, FL, south of Montgomery, AL and Hattiesburg, MS, and east of New Orleans, LA. The University of South Alabama does not offer a graduate program in criminal justice. The proposed program will meet the needs of the region for graduate criminal justice education in the Florida Panhandle and beyond. Currently, students in the region who wish to pursue a graduate degree in criminal justice must either relocate or enroll in an online Master of Science program offered by Florida State University. It is unlikely that the proposed face-to-face program will be in competition for students with this online program. The aforementioned survey data of UWF criminal justice students suggests that local students are interested in attending a face-to-face program locally.

Several faculty members in the proposed program have engaged in collaborative research in the past with faculty from similar programs in Florida, resulting in regional and national presentations and academic publications. The proposed program will offer additional opportunities to engage our students in similar collaborative research.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment**

projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

(Table B Graduate) Approximately 15 students enroll in criminal justice graduate courses offered as part of the Master of Science in Administration specialization in Criminal Justice (MSA-CJ). We expect that enrollment to continue and transfer into the proposed MS. Survey data discussed in the Request to Explore and Plan a New Degree Program revealed that over 80 percent of the students currently enrolled in the MSA-CJ and those that have graduated said they would be very or somewhat likely to enroll in the MSCJ with a mixed course delivery system. Furthermore, in Fall 2008 the Department started a Fast Track Bachelor's to Master's degree which is beginning to attract undergraduate students with a 3.5 overall GPA into the master's program after completing 111 undergraduate hours. Projected headcount for years 1, 2, 3, 4 and 5 are, respectively, 15, 17, 19, 21 and 23. Expected FTEs are, respectively, 11.25, 12.75, 14.25, 15.75 and 17.25. Conversion from Headcount to FTE calculated using the following formula: $[HC * (9 \text{ student credit hours per student fall semester} + 9 \text{ student credit hours per student spring semester} + 6 \text{ student credit hours per student summer semester})]/32$.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

The criminal justice profession as a whole has a commitment to diversity in regard to students, faculty and community. Our efforts in recruiting a diverse undergraduate student body have been highly successful and we intend to continue those efforts with our graduate program. Faculty and staff associated with the MSCJ are fully committed to recruiting and maintaining a diverse student body. We intend to specifically reach out to historically minority colleges and universities in our recruitment efforts.

Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

As explained in the Request to Explore and Plan a New Degree Program no new

budget is needed to support the MSCJ. The budget that currently supports the MSA – CJ will be redirected to the MSCJ. For this reason, therefore, Table 3 is not included.

Prior to 2008-2009 one faculty member (the department chair) involved in the program taught one three credit hour course a semester. He is no longer department chair. He is now teaching 9 credit hours per semester with 3 credit hours devoted to other professional duties normally associated with an academic position such as advising, professional development, and research and scholarship.

A new tenure-earning faculty member was hired fall 2008. He will be teaching 9 credit hours per semester.

Table 2 shows current base and continuing base of funding source for Years 1 and 5.

The entries under Current Faculty Salaries and Benefits represent the faculty member's current salary multiplied by the percent effort of involvement with the program in Years 1 and 5.

USPS Salaries and Benefits represent 20 percent of one support staff person's involvement with the program in Years 1 and 5.

Assistantships and Fellowships represents the total graduate assistantship support the program receives in Years 1 and 5.

Library expenditures devoted to the MS program represent 50 percent of book and serials expenditures and 75 percent of electronic expenditures in Years 1 and 5.

Expenses represent 20 percent of department expenditures in support of the MSCJ program in Years 1 and 5.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

No negative impact on the programs based on reallocation of resources as described in Request to Explore and Plan a New Academic Program is expected as the Department of Justice Studies (1) deletes its specialty in the online MSA-CJ degree and (2) replaces it with a MSCJ degree using face-to-face, online, blended, evening and weekend course delivery formats.

Nor does the shift from the online MSA-CJ degree to a MSCJ degree using face-to-face, online, blended, evening and weekend course delivery formats have any negative impact on the undergraduate criminal justice major with 400 students. The 19 students currently enrolled in the MSA-CJ represent only 10% of all students enrolled in the various MSA programs. Therefore, the shift from the MSA-CJ program to the MSCJ will have a minimal impact on the business program that contributes 12 student credit hours to the MSA-CJ program.

In fact, as described in the Request to Explore and Plan a New Academic Program, the faculty surveyed graduates of the MSA-CJ and those currently enrolled. Over 80 percent said they would be very or somewhat likely to enroll in the MSCJ with a mixed course delivery system (face-to-face, online, blended, evening and weekend). Furthermore, at a time in the future when the Department applies to the Academy of Criminal Justice Sciences (Academy of Criminal Justice Science) for certification of its graduate program, the new MSCJ curriculum will already be in compliance with the standard governing graduate program structure and curriculum.

To date, 80 percent of our graduate students live within a 90-mile radius of the Pensacola campus and 90 percent live within a 150-mile radius. Multiple course delivery formats (face-to-face, online, blended, evening and weekend) will still allow us to serve students living in these areas and reach out to the diversity of learning styles in our graduate student body. We project no negative impact on the population we are serving.

The proposed MSCJ will build on other strengths of the College of Professional Studies by offering concentrations in social work, public administration, and education, thereby aligning itself more closely with the UWF vision of becoming be the best regional comprehensive university in America.

And finally, we project that undergraduate research opportunities will increase because faculty will know that they can sustain the face-to-face interaction begun in undergraduate classes into graduate classes with the same students. That carry over, especially as it pertains to faculty-student research opportunities, is more difficult with exclusively online graduate programming.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

There will be some increased demand for electives from programs outside of the criminal justice program. Electives are needed for tracks in public administration, social work, education, and legal studies. The MSA-CJ currently uses courses from public administration. Since public administration program courses have typically not reached course limits, additional demand should not be a problem. Increased demand for education electives is needed for those who enroll in the education track. Because this track is designed for those who wish to teach criminal justice, education

courses that normally serve future teachers are currently in place. Criminal Justice is now part of a School of Justice Studies and Social Work. It is desirable for social work courses will be included in a track within a MSCJ degree. There will be no increased demand for prerequisites or changes in demand for general studies courses.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Recently, the Department's efforts at development raised \$225,000 for the development of a Mock Trial Courtroom that will benefit the MSCJ through opportunities for research, training, and instruction. Donations came from a number of sources including department faculty and students, area law firms, the Florida Bar Association, the Pace Foundation, and the offices of UWF's President and Provost. Remodeling of 78/145 is currently underway. In addition, a faculty member recently applied for a National Institute of Justice grant for research on electronic monitoring. Although the grant was not awarded, the knowledge gained through the application process for this prestigious grant will facilitate future applications for external funding. The proposed program will make grant awards more likely in the future due to the increased resources associated with an on-campus graduate program.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The proposed program will benefit the local community and state in several ways. First, the program will provide the opportunity for an advanced degree for members of the region and local community, which improves career and advancement opportunities within local, regional, and state organizations. Criminal justice agencies will benefit from a more educated and prepared pool of applicants.

Furthermore, the presence of an on-campus graduate program will provide greater opportunities for research with local, regional, and state agencies. Increased research will benefit the community by offering guidance to criminal justice agencies with regard to policy and budgeting. It will also meet the University's goals of having a greater impact on the region and improving the visibility and status of the University within the state, region, and local community. This, in turn, can serve as a recruitment tool for the program and university to increase enrollments.

As indicated in Table 1 and Table 2, the headcount in the proposed program is projected to increase each of the first five years after implementation without the need for additional financial resources allocated to the program. Thus, FTE generation will

continue to become more efficient, being reduced from \$11,599 per student FTE in Year 1 to \$7,733 per student FTE in Year 5. Thus, one benefit to the University will be increased FTE generation without a corresponding drain on resources.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)**

Not Applicable.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites they are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not Applicable.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

As noted in the 5-Year Strategic Plan, the University's mission is "to empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world." The SUS Strategic Plan outlines four broad goals for the University of West Florida. The proposed program contributes to the attainment of each of these goals:

Goal One: Promote Learning and Living Environments that Encourage the Development of Communities of Learners and Individual Potential in Students, Faculty, and Staff.

The proposed Master of Science in Criminal Justice relates to Goal One by improving the quality of the graduate education in criminal justice. The program is designed to engage students with the most up-to-date research and theories in the field to achieve the highest quality educational experience. The program offers an innovative curriculum focused on core criminal justice issues and historical and contemporary developments.

Goal Two: Attract and Inspire a Diverse and Talented Student Body Committed to Uncompromising Academic Excellence.

The proposed program is aimed toward attracting academically talented students from within our current undergraduate student population, the local and regional community, and throughout the state and country. By offering the program through face-to-face, online, and blended courses, we will be able to attract academically talented students who require classes to accommodate diverse scheduling needs. This will enable the program to attract military personnel, practitioners in the criminal justice field, and traditional full-time students. The close contact between faculty and

students made possible by multiple delivery formats will help to retain high quality students.

Goal Three: Provide Solutions to Educational, Cultural, Economic, and Environmental Concerns.

The proposed program's multiple delivery formats will align the program to the local and regional communities we serve, including the military community. By engaging students with innovative criminal justice research and theory, students will be prepared to address community problems. The program will seek to develop research and service partnerships with local and regional criminal justice organizations.

Goal Four: Manage Growth and Development Responsibly through Focus on Continuous Quality Improvement of Programs and Processes

The proposed program will emphasize exemplary customer service to students and external constituencies by fostering relationships between students and criminal justice agencies to address research, employment, and service needs. The program will also aid the departments' faculty in the acquisition of external funding through grant proposals.

For the past fifteen years, external program reviews for the undergraduate criminal justice program have pointed to the need for criminal justice graduate education in the Northwest Florida. The criminal justice undergraduate program enjoys strong enrollments ranging from 350 to over 400 majors. In addition, psychology and legal studies majors often minor in criminal justice. The undergraduate degree alone does not address many of needs of federal, state, and local law enforcement, corrections, victim advocacy, and private security. Our current graduates provide entry level staffing needs for these agencies, but our graduates do not have the skills in theory, research, program planning, budgeting, crime analysis, management, and the analysis of complex ethical issues needed to move our region forward. Law enforcement agencies require educated leaders—leaders who are knowledgeable about planning, assessment, and policy analysis informed by cutting edge theory. Our region is now home to a number of large correctional institutions including a \$120 million private corrections facility scheduled for construction in Santa Rosa County. With 650,000 prisoners released each year nationwide, communities need to develop the capacity for successful reintegration programs for ex felons which includes knowledge about crime, delinquency, and recidivism. To attract new business and industry, relationships between law enforcement and its citizens must be responsive, professional and courteous, including respect for diversity. Law enforcement can benefit from community policing strategies that incorporate the citizenry into planning and decision-making. An understanding of the roles, responsibilities, and functions of our criminal justice agencies are necessary to create these relationships. These needs can be better addressed by those with advanced degrees in criminal justice and can help move the region forward in a progressive direction. Currently our graduating seniors and criminal justice professionals in the field do not have access to a quality master

of science in criminal justice degree that combines traditional classroom learning with online delivery strategies.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed program is designed to build on existing strengths of programs within the College of Professional Studies—particularly public administration, social work, education, and legal studies. We have a long tradition cooperating with public administration in program development. We have discovered through trial and error that there is much more demand for a graduate criminal justice program that develops administrative capabilities than there is demand for a public administration program that incorporates a few criminal justice courses. A social work track will allow us to better serve victim advocate services and prison re-entry programs. Some of our students discover they would like to teach. The education track will help them pursue their interests. Our former students tell us they greatly benefit from legal education. Finally, the Center for Juvenile Studies could benefit from students with a greater capacity to do research and policy analysis.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning Process

Date	Participants	Planning Activity
March 2008	All Criminal Justice faculty	Series of emails were circulated discussing the new master's option.
April 2008	All Criminal Justice faculty	Face to face faculty meeting to discuss the planning process for moving forward with a proposal to offer a Master of Science, Criminal Justice.
June 2008 – November 2008	Matthew Crow, John Smykla	Program curriculum developed
November 2008 – January 2009	All Criminal Justice faculty	New courses developed

Events Leading to Implementation

Date	Implementation Activity
September 11, 2008	Program faculty submitted Request to Explore and Plan a New Academic Program to Dean Don Chu
September 15, 2008	Dean Chu approved the Request and submitted it to Provost Chula King
September 23, 2008	Provost Chula King submitted the Request to Explore and Plan a New Academic Program: Master of Science in Criminal Justice to Dr. Richie Platt, President of the Faculty Senate
October 24, 2008	Faculty Senate approved the Request to Explore and Plan a New Academic Program: Master of Science in Criminal Justice
December 12, 2008	UWF Board of Trustees approved the Request to Explore and Plan a New Academic

	Program: Master of Science in Criminal Justice
February 2009 – March 2009	Recruitment materials developed. Pamphlets and electronic communication materials produced.
March 2009	Recruitment of current and former UWF undergraduate students, local and regional criminal justice practitioners
March 3, 2009	Provost Chula King submitted the Request to Offer a New Academic Program: Master of Science in Criminal Justice to Dr. Richie Platt, President of the Faculty Senate

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Both Criminal Justice and Legal Studies completed program reviews during the 2007-2008 academic year. The responses to these review reports are being completed and all recommendations will be responded to as part of the university review process currently in progress. However, it should be noted that the reviewers of the Criminal Justice program specifically called for eliminating the business courses in the MSA-CJ and developing a pure Criminal Justice master's degree. Specifically, the review recommended that the department "explore the possibility of teaching some or all of the master level courses using the face-to-face instruction model...[and] the possibility of redefining the MSA-CJ that would replace the requirement of business courses with courses from other disciplines appropriate to degree track(s) such as from social work, psychology, and public administration."

The undergraduate Social Work program is fully accredited through 2010. The graduate Social Work program (MSW) is in the "Candidacy" stage of accreditation. Social Work has implemented all accreditation recommendations to date. The First class in the MSW began January 2009.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The following represent the student learning outcomes associated with the proposed MSCJ:

1. Content
 - Identify and describe various theoretical explanations of crime and delinquency

- Identify and discuss theoretical explanations of criminal justice
- Articulate the challenges faced by various criminal justice agencies
- Describe different methods for conducting research in criminal justice

2. Critical Thinking

- Analyze and critique the operation, functions, and methods of the criminal justice system and its components
- Analyze and interpret quantitative and qualitative data pertinent to the criminal justice system
- Compare, contrast, and evaluate criminal justice administrative and management strategies and tactics
- Explain historical and contemporary controversies and developments in criminal justice
- Outline racial, ethnic, and gender issues in criminal justice

3. Communication

- Write logical, articulate, and structurally sound papers
- Report findings from criminal justice and criminological research and literature

4. Integrity/Values

- Uphold ethical standards of criminal justice research and practice
- Describe and evaluate ethical controversies in criminal justice

5. Project Management

- Design and implement research strategies to examine issues in crime and the criminal justice
- Hypothesize relationships among various factors in crime and criminal justice

B. Describe the admission standards and graduation requirements for the program.

The following standards will guide the admission decisions to the program:

- An earned bachelor's degree in criminal justice or a related field from a regionally accredited U.S. institution or from an institution accredited by an equivalent accrediting body or a comparable degree from an international institution.
- Minimum 3.0 GPA on a 4 point scale, or a 3.0 GPA on a 4 point scale on the last 60 hours or coursework in the baccalaureate degree.
- Recommended minimum score of 400 on the verbal section of the Graduate Record Examination (GRE) and recommended minimum Score of 450 on the quantitative section of the Graduate Record Examination (GRE), OR
- Recommended minimum score of 390 on the Miller's Analogies Test (MAT).
- A letter of interest written by the student.
- Three letters of recommendation from individuals familiar with the

student's ability to succeed in a graduate program. At least two of the letters must be from former professors.

The graduation requirements include completion of 33 credit hours of coursework, with a grade of "B" or better in each of the required core courses.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

There are two tracks available for students to choose from: a Coursework Only Option and an Area Paper Option. For the Coursework Only Option, students are required to take 15 credit hours of required core courses, 9 hours of restricted elective courses, and 9 hours of unrestricted elective courses. The following table outlines the curricular framework:

Coursework Only Option

Required Core Courses (15 credit hours)

CCJ 6061 Criminological Theory (3)
CCJ 5xxx Criminal Justice Theory (3)
CCJ 6xxx Research Methodology (3)
CCJ 6xxx Analysis of Quantitative & Qualitative Data (3)
CCJ 5006 Criminal Justice Administration (3)

Restricted Elective Courses (9 credit hours)

CCJ 6xxx Penology (3)
CCJ 6xxx Policing and Society (3)
CCJ 5xxx Courts and Society (3)
CCJ 5xxx Criminal Justice Ethics & Moral Issues (3)
CCJ 5xxx Race, Ethnicity, Gender & Criminal Justice(3)
CCJ 6xxx Criminal Justice and the Juvenile (3)
CCJ 5018 Crime & Public Policy (3)
CCJ 6xxx Issues in Contemporary Criminal Justice (3)

Unrestricted Elective Courses (9 credit hours)

Graduate-level courses (course prefix 5000 or higher) in Criminal Justice, Social Work, Public Administration, and Education.

For the Area Paper Option, students are required to take 18 credit hours of required core courses, 6 hours of restricted elective courses, and 9 hours of unrestricted elective courses. The following table outlines the curricular framework:

Area Paper Option

Required Core Courses (18 credit hours)

CCJ 6061 Criminological Theory (3)
CCJ 5xxx Criminal Justice Theory (3)

Restricted Elective Courses (6 credit hours)

CCJ 6xxx Penology (3)
CCJ 6xxx Policing and Society (3)

CCJ 6xxx Research Methodology (3)	CCJ 5xxx Courts and Society (3)
CCJ 6xxx Analysis of Quantitative & Qualitative Data (3)	CCJ 5xxx Criminal Justice Ethics & Moral Issues (3)
CCJ 5006 Criminal Justice Administration (3)	CCJ 5xxx Race, Ethnicity, Gender & Criminal Justice(3)
CCJ 6xxx Criminal Justice Area Paper (3)	CCJ 6xxx Criminal Justice and the Juvenile (3)
	CCJ 5018 Crime & Public Policy (3)
	CCJ 6xxx Issues in Contemporary Criminal Justice (3)

Unrestricted Elective Courses (9 credit hours)

Graduate-level courses (course prefix 5000 or higher) in Criminal Justice, Social Work, Public Administration, and Education.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Semester	Course	Credit Hours
Year 1 Fall	CCJ 5xxx Criminal Justice Theory (R)	3
	CCJ 5006 Criminal Justice Administration (R)	3
	CCJ 5018 Crime & Public Policy (E)	3
	Semester Total	= 9
Year 1 Spring	CCJ 6061 Criminological Theory (R)	3
	CCJ 6xxx Research Methodology (R)	3
	CCJ 6xxx Restorative Justice (E)	3
	Semester Total	= 9
Year 1 Summer	CCJ 6xxx Penology (E)	3
	CCJ 5xxx Race, Ethnicity, Gender & Criminal Justice (E)	3
	Semester Total	= 6
Year 2 Fall	CCJ 6xxx Analysis of Data (R)	3
	CCJ 5xxx Criminal Justice Ethics (E)	3
	Semester Total	= 6
Year 2 Spring	CCJ 6xxx Criminal Justice Area Paper (R)	3
	Semester Total	= 3

(R) = Required Core Course; (E) = Elective Course

E. Provide a one- or two-sentence description of each required or elective course.

CCJ 6061 Criminological Theory (3)

This course examines criminological theories with emphasis on the origins and applications of relevant theoretical approaches to crime and criminally deviant behavior. The content addresses theoretical concepts and propositions of most (though not all) of the major criminological theories, the related empirical research that has tested these theories, and the corresponding policy implications.

CCJ 5xxx Criminal Justice Theory (3)

This course analyzes the theoretical perspectives associated with explaining the policies, organization, decisions, and operations of criminal justice systems, agencies, and individuals. Students examine classical and contemporary research in criminal justice.

CCJ 6xxx Research Methodology (3)

This course covers issues related to research methods and data analysis as they are applied in the field of criminal justice and criminology. Lectures and discussions will be used to help students understand what constitutes scientifically acceptable inquiry and how to conduct empirical research.

CCJ 6xxx Analysis of Quantitative & Qualitative Data (3)

Through this course, students practice methods and techniques for diagnostics, management, and analysis of data in both quantitative and qualitative nature. Statistical theory and research design issues are discussed along with hands-on computer experience using computerized statistical programs such as SPSS.

CCJ 5006 Criminal Justice Administration (3)

The content of this course focuses on the principles of organization, administration, and function of criminal justice agencies. These agencies include law enforcement, the courts, and corrections. Topics include an examination of management approaches and problems in criminal justice, including the planning and evaluation techniques and the use of information systems.

CCJ 6xxx Restorative Justice (3)

This course examines the principles of restorative justice from a critical perspective. In addition, a restorative approach is utilized to gain insight into contemporary criminal justice practices and policies.

CCJ 6xxx Penology (3)

This seminar introduces students to classical and contemporary readings in corrections. It offers the historical and philosophical contexts to critically assess contemporary correctional issues and introduces students to the importance of data-driven policy promoting critical evaluation and debate.

CCJ 6xxx Policing and Society (3)

Students will analyze classical and contemporary readings designed to examine the unique

position, organization, and challenges of policing a complex society. Content will also explore the future of policing.

CCJ 5xxx Courts and Society (3)

This seminar focuses on analyzing the role of courts in American Society. Students will examine the various influences on judicial organization, process, and decision making. The impact of courts within society and the criminal justice system are also explored.

CCJ 5xxx Race, Ethnicity, Gender & Criminal Justice (3)

This seminar dissects the pervasive links between crime, justice, race, ethnicity, and gender. Students will analyze the challenges posed by rendering justice in a multicultural society.

CCJ 6xxx Criminal Justice and the Juvenile (3)

This course examines the nature and extent of delinquency, explanatory models, and theories. In addition, the seminar includes topics related to the juvenile justice system and the process, such as juvenile waiver to the adult court, diversion and deinstitutionalization, police interaction, and community intervention.

CCJ 5018 Crime & Public Policy (3)

Students will analyze various policy initiatives designed to reduce the level of crime. Elements of criminological theory and research methods are applied to critically evaluate the effectiveness of policies.

CCJ 6xxx Issues in Contemporary Criminal Justice (3)

This course provides an in-depth study of issues confronting 21st Century criminal justice systems. Topics include those associated with current events and controversies.

CCJ 6xxx Criminal Justice Area Paper (3)

Under the direction of the faculty, the student prepares a comprehensive analysis of an area of interest within criminal justice. The paper may include a research proposal and/or a presentation of research findings.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

Not Applicable

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Academy of Criminal Justice Sciences (ACJS) is an international association established in 1963 to foster professional and scholarly activities in the field of criminal justice. ACJS promotes criminal justice education, research, and policy analysis within the discipline of criminal justice for both educators and practitioners.

ACJS Certification Standards for academic programs were approved May 2, 2005 and amended October 28, 2005 by the ACJS Executive Board. The goal of ACJS in adopting these standards and implementing a certification review process is to measurably improve the quality of criminal justice education.

The ACJS Executive Board will certify those programs that undergo ACJS certification review and that have demonstrated, through substantive, credible evidence, the program meets or exceeds all parts of every standard. Programs are required to provide evidence of program quality and effectiveness based on program outcome assessment.

The Department's timeline for seeking ACJS certification depends on gathering data across several years. For example, certification standards require resource data (e.g., last three years' worth of program budget), admission data (transcripts of current students and recent graduates), program quality data (for instance, the institution's program review and graduate program evaluation), and other evidence that can only be obtained with time. Depending on institutional resources, the Department could apply for certification of the MSCJ in 2015.

More information on ACJS certification of masters programs can be obtained at http://www.acjs.org/pubs/167_667_3517.cfm.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The proposed MSCJ will utilize a blended delivery system. Classes will be offered in face-to-face, online, and blended (mixture of face-to-face and online) formats. Face-to-face and blended courses will be offered as evening, weekend, and/or traditional day classes. The required core courses will be offered in a fully online format at least once every three years. Approximately two elective courses will be offered in a fully online format each academic year. The multiple delivery formats will enable students with diverse learning styles and schedule restrictions to complete the degree. There are no additional financial costs anticipated to accommodate the delivery of the

program. We do not anticipate collaboration with other universities with regard to the delivery of the program, except that qualified faculty from other universities may be sought to teach in the program as adjuncts.

IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

As shown in Table 4, five full-time criminal justice faculty will support the proposed MSCJ. All five hold the Ph.D. and are on 9-month contracts. One holds the rank of professor (tenured). Two hold the rank of associate professor (both are tenured). And two hold the rank of assistant professor (both are tenure-earning). The percentage of annual effort that each will direct to the proposed MSCJ varies from 0.13 to 0.25 with the Total Person-Years (PY) in Year 1 of 0.77 and in Year 5 of 0.77.

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

As explained in the Request to Explore and Plan a New Degree Program no new budget is needed to support the MS. The budget that currently supports the MSA will be redirected to the MS.

Table 2 shows current base and continuing base of funding source for Years 1 and 5.

There is no expectation of additional ranked faculty, visiting or adjunct faculty that are needed to support the program.

Current Faculty Salaries and Benefits represent the faculty members' current salary and fringe multiplied by the percent effort of involvement with the program in years 1 and 5. Faculty percent effort represents 10% of instructional time for two faculty members and 19% for three faculty members.

USPS Salaries and Benefits represent 20 percent of one support staff person's involvement with the program in Years 1 and 5.

Assistantships and Fellowships represents the total graduate assistantship support the program receives in Years 1 and 5.

Library expenditures devoted to the MS program represent 50 percent of book and serials expenditures and 75 percent of electronic expenditures in Years 1 and 5.

Expenses represent 20 percent of department expenditures in support of the MS program in Years 1 and 5.

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses SP 2003- FA 2008	Dissertations SP 2003- FA 2008	Professional Publications SP 2003- FA 2008
John Smykla	2	0	8 journal articles and books
Cheryl Swanson	3	4	9 journal articles
Kathrine Johnson	6	0	4 journal articles
Matthew Crow	4	0	9 journal articles
Chang-Bae Lee	0	0	4 journal articles

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The Criminal Justice faculty is a prolific group of teachers, scholars and academic citizens. Each faculty member teaches 9 credit hours per semester and devotes the equivalent of at least 3 credit hours to other professional duties normally associated with an academic position such as advising, professional development, and research and scholarship.

The faculty embrace all forms of instruction (face-to-face, online and blended). Online courses have become more popular over the past five years and the faculty have responded by offering several undergraduate courses each semester. Currently, all graduate courses are offered online. Most summer course offerings are online. Furthermore, the Department has developed a schedule for offering the seven courses in the undergraduate core online to meet online demand.

The number of undergraduate Criminal Justice majors hovers at about 400. The number of majors 2003-2004 through 2007-2008 is shown below:

2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
410	391	337	305	383

In addition to the Criminal Justice general degree, minors are offered in criminal justice, forensic studies, juvenile justice and forensic accounting. Criminal Justice students may complete their degree in Pensacola at the main campus, or at the Emerald Coast campus in Fort Walton Beach.

In 2006, an agreement between Criminal Justice and Social Work was signed the purpose of which is to facilitate the enrollment of students as double-majors in both the Criminal Justice and Social Work Programs at the University of West Florida. The dual major is only available on the Pensacola campus. To date, approximately 25 students have declared a dual major in Criminal Justice and Social Work.

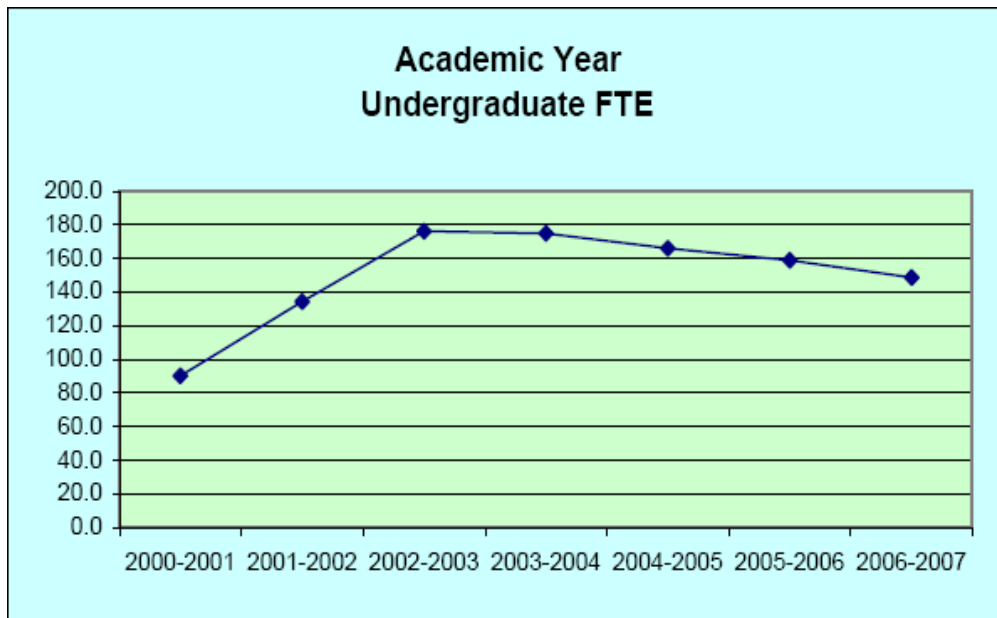
In 2000-2001, approximately 60 undergraduate Criminal Justice degrees were awarded. The number increased to approximately 120 in 2005-2006 and declined slightly to 100 in 2006-2007. Quite possibly the decrease was due to the increase in non-degree seeking students enrollment beginning fall 2005.

In summer 2002, the Criminal Justice program began offering graduate courses in the Criminal Justice Specialization of the Public Administration program. In fall 2004, the program became the Master of Science in Administration with five specializations of study, one of which is Criminal Justice. Approximately 20 graduate students are now enrolled in the Criminal Justice specialization. Some 10 to 15 students are enrolled in each graduate seminar.

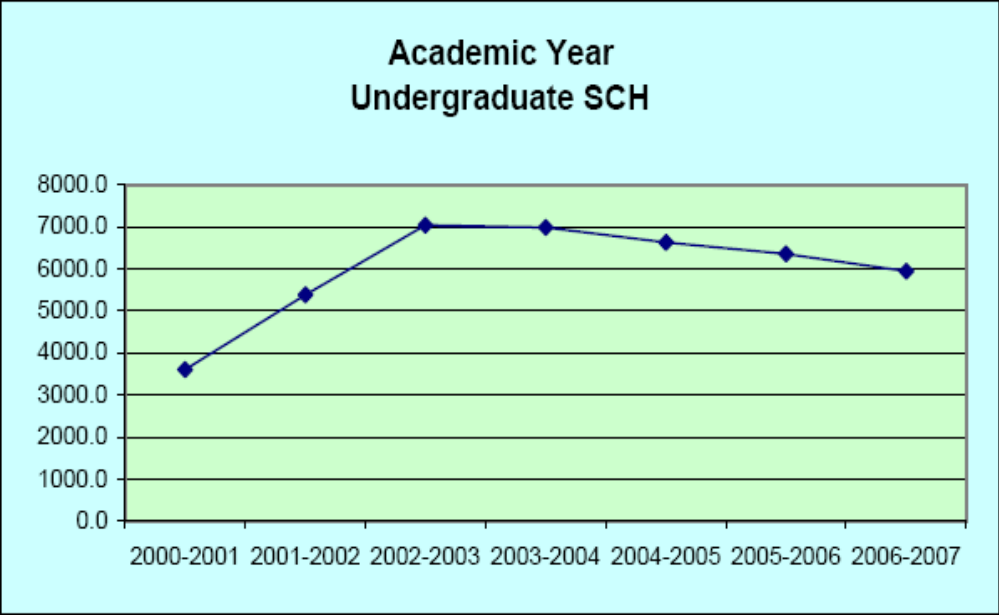
In summer 2005, Rebecca Pence became the first MSA-CJ student to graduate the MSA-CJ program. Rebecca now works as a case manager with the family courts, First Judicial Circuit of Florida. She is enrolled in the Ph.D. program at Capella University. As of Fall 2008, 13 students have graduated with the MSA-CJ.

When the Criminal Justice specialization was implemented in the Master of Science in Administration in 2002, there was a shift in resources and outcomes (including SCH and FTE production) from the undergraduate to the graduate program. We see that shift in FTE and SCH for the undergraduate and graduate programs from 2002-2007 in the tables below. We also find a parallel shift in the type of faculty teaching (from undergraduate to graduate level teaching) as bulleted in faculty activity shown below.

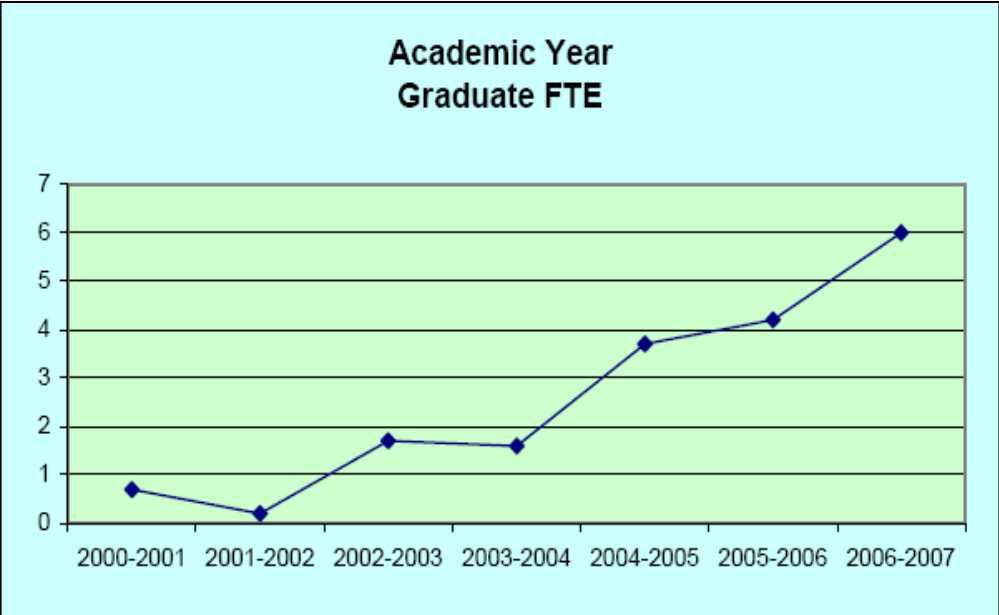
Criminal Justice Undergraduate FTE
Source: University Planning



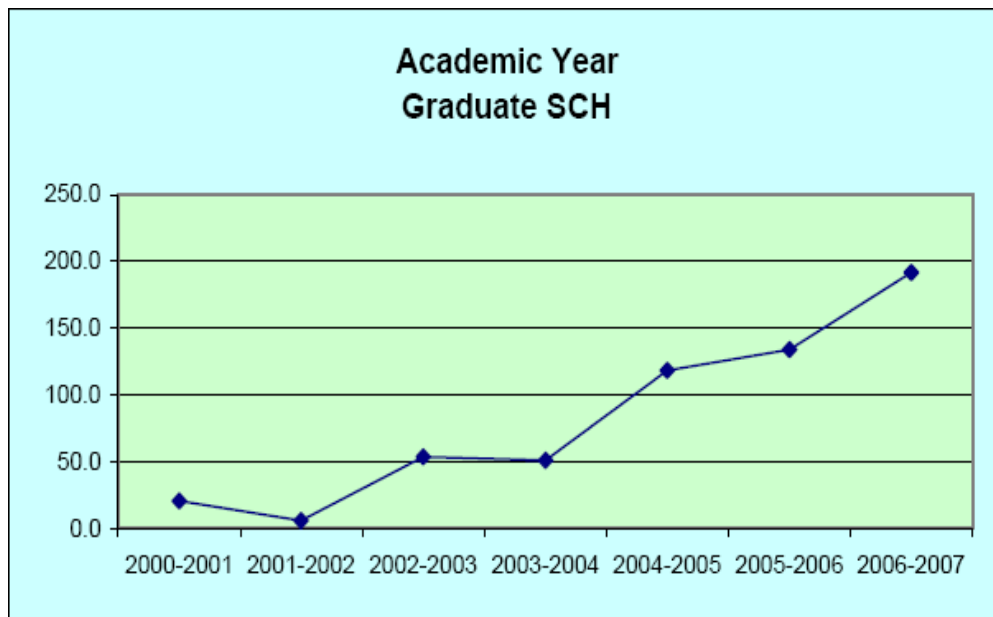
Criminal Justice Undergraduate Student Credit Hours (SCH)
Source: University Planning



Criminal Justice Graduate FTEs
Source: University Planning



Criminal Justice Graduate Student Credit Hours
Source: University Planning



As well as excelling in the classroom, the criminal justice faculty are active professionally. They regularly present at state, regional and national conferences. Several have been elected to national and regional offices, and several serve on editorial boards. They give interviews to the press, appear on radio and TV public interest programs, and deliver presentations to community groups.

A sampling of faculty activity in teaching, research and service for 2006-2007 and 2007-2008 is presented below:

ASSISTANT PROFESSOR MATTHEW CROW 2006-2007

1. developed new upper level undergraduate seminar, Issues in Policing.
2. incorporated suggestions from last year's assessment of general education course Survey of Crime and Justice and saw positive changes
3. Attended pedagogical workshops at national conferences
4. completed University of West Florida's General Education Course Assessment
5. included more writing assignments in undergraduate courses
6. nominated for University of West Florida's Distinguished Teaching Award
7. invited a senior colleague to observe his teaching
8. supervised two directed studies
9. supervised a graduate student applied research project
10. attended Studio-e for design and development of a graduate seminar in policing
11. has three research articles under review to journals with top rankings
12. working on a research project with a graduate student
13. rcvd a Scholarly and Creative Activities grant to support #12 above

14. working on a research project with an undergraduate student
15. presented papers at two conferences
16. rcvd a College of Professional Studies Travel Fund Match grant
17. faculty advisor to Criminal Justice Student Association
18. co-organizer of Criminal Justice & Legal Studies Career Fair and Relay for Life
19. served on College of Professional Studies Council
20. served on department search committee
21. served on department Budget Committee
22. serves as a reviewer for several publishers and journals
23. chaired a subcommittee for Academy of Criminal Justice Sciences
24. spoke with an area middle school about Criminal Justice & Legal Studies

ASSISTANT PROFESSOR MATTHEW CROW 2007-2008

- 1 – developed new graduate seminar, Policing
- 2 – supervised two graduate students applied research projects
- 3 – supervised one undergraduate directed study
- 4 – attended pedagogical workshops at national conferences
- 5 – as lead or sole author, had four manuscripts accepted for publication
- 6 – has two research articles under review to journals with top rankings
- 7 – presented papers at three conferences
- 8 – received a College of Professional Studies Travel Match Grant
- 9 – faculty advisor to Criminal Justice Student Association
- 10 – coordinated the Criminal Justice & Legal Studies career fair
- 11 – served on College of Professional Studies Council
- 12 – served on department search committee
- 13 – chaired a subcommittee for Academy of Criminal Justice Sciences
- 14 – participated in American Cancer Society's Relay for Life
- 15 – assisted in recruiting for Big Brothers Big Sisters of Pensacola
- 16 – served on the Board of Directors for Pathways for Change

ASSOCIATE PROFESSOR KATHRINE JOHNSON 2006-2007

1. two new preps
2. coordinator of Criminal Justice at Fort Walton Beach responsible for academic advising and coordinate class schedules
3. initiated discussion with OW for Criminal Justice courses at DeFuniak Springs
4. coordinated Criminal Justice Career Fair spring 2007
5. requested ATC conduct mid- and end-of-semester course evaluation for spring online class
6. attended Center for University Teaching, Learning, & Assessment sessions
7. participated in Studio-e to improve online instruction
8. involved with E-Communication project with universities in England and across the United States
9. supervised 5 interns, directed seven independent studies, and three applied research projects (graduate)
10. manuscript with colleague under review

11. published "Just Talking?" with Kunselman and Jones in New Jersey Criminal Justice Educator
12. made four conference presentation (two at Southern Criminal Justice Association, one at Academy of Criminal Justice Science, and one international)
13. invited roundtable participant at Academy of Criminal Justice Science
14. served on 13 university, college and department committees including service as Mentoring Fellow with Center for University Teaching, Learning, & Assessment
15. peer reviewer for textbook and journal publishers
16. serves as Secretary/Treasurer of the Corrections Section of Academy of Criminal Justice Science
17. serves Academy of Criminal Justice Science on ad hoc committee on assessment
18. elected to executive board of Southern Criminal Justice Association
- 19 member of Academy of Criminal Justice Science, American Society of Criminology, ACA and Southern Criminal Justice Association
20. volunteer instructor at UWF Fort Walton Beach for Lifelong Learning
21. service on Prevention Committee of the Domestic Violence Coordinating Council
22. participated in Parent University sponsored by the UWF Student Psychology Association in Fort Walton Beach

ASSOCIATE PROFESSOR KATHRINE JOHNSON 2007-2008

- 1 – one new prep, Criminology
- 2 – coordinator of Criminal Justice at Fort Walton Beach, responsible for academic advising and coordinating class schedule
- 3 – coordinated third annual career fair
- 4 – taught three sections of Research Design on three campuses
- 5 – supervised six interns, three directed studies, and four applied research projects
- 6 – recipient of the Distinguished Teaching and Mentor Award in honor of the 20th Anniversary of the Indiana University of Pennsylvania Criminology Doctoral Program
- 7 – published two articles
- 8 – presented papers at two conferences
- 9 – served on six university committees, General Studies Committee, Institutional Review Board, Employee Satisfaction Team, Employee Excellence Program Process Action Team, Excellence Matters, University Growth and Development
- 10 – served on College of Professional Studies Personnel Committee
- 11 – served second year as Mentoring Fellow with Center for University Teaching, Learning, & Assessment
- 12 – peer reviewer for textbook and journal publishers
- 13 – served as roundtable moderator and participant at Southern Criminal Justice Association and Academy of Criminal Justice Science conferences
- 14 – appointed to the Academy of Criminal Justice Science 2008 Program Committee
- 15 – serves as Secretary/Treasurer of the Corrections Section of Academy of Criminal Justice Science
- 16 – deputy chairs the Academy of Criminal Justice Science Assessment Committee
- 17 – member of Board of Directors for Southern Criminal Justice Association
- 18 – active member of several professional organizations (Academy of Criminal Justice Science, ACA, and Southern Criminal Justice Association)

- 19 – volunteer instructor at UWF/Fort Walton Beach Center for Lifelong Learning
- 20 – serves as member of Domestic Violence Coordinating Council Prevention Committee
- 21 – received a College of Professional Studies travel match grant

PROFESSOR JOHN SMYKLA 2006-2007

1. new course prep, online grad seminar
2. used group projects in grad seminar and used them as embedded assignments for assessment
3. used two synchronous discussions with colleagues in Mobile and Orlando in undergrad online class
4. attended pedagogical workshop at national conference
5. attended College of Professional Studies workshop on best practices
6. supervised one graduate directed study
7. supervised one undergraduate honors thesis
8. completed two-year data collection on Mobile's juvenile drug court
9. completed revisions for 4th edition of Corrections in 21st Century
10. historical research on policing in progress
11. serving two-year term on University Campus Security and Safety Committee
12. continue two-year appointment to Academy of Criminal Justice Science Constitution and Bylaws Committee
13. continued service on Academy of Criminal Justice Science Academic Review Committee
14. spoke to Law Academy students at Woodham High School
15. worked with others to raised over \$185,000 for mock trial courtroom
16. worked to increase dept FTEs, support faculty and staff, market MSA, steward of dept budget, assist Admissions with new student recruitment
17. participated in Relay for Life, attended Chipola graduation, and continued on editorial board of Criminal Justice Review and International Criminal Justice Review

PROFESSOR JOHN SMYKLA 2007-2008

- 1 – invited four Criminal Justice & Legal Studies faculty to co-teach special topics course, Citizen Response to Drunk Driving – students conducted drunk driving simulations around Pensacola and collected interview data
- 2 – in a special topics course, Jails, students' observations of four jails will be published in American Jails
- 3 – participated in conference on promoting student active learning and engagement in on line learning
- 4 – 4th edition of Corrections in the 21st Century published
- 5 – member of College of Professional Studies chairs
- 6 – chaired the 2008 Constitution and Bylaws Committee of the Academy of Criminal Justice Sciences
- 7 – served on the ACJS Academic Review Committee
- 8 – led the ACJS criminal justice program certification review for Washburn University

- 9 – proposed that ACJS lobby Congress for a Criminal Justice Awareness Month
- 10 – visited middle and elementary schools in Pensacola and a high school in Gulf Shores and talked about the fields of criminal justice and legal studies
- 11 – served on the UWF Program for Efficiency Committee
- 12 – served on College of Professional Studies committee to develop long- term goals for College of Professional Studies linked to UWF strategic goals

ASSOCIATE PROFESSOR CHERYL SWANSON WAS ON SABBATICAL IN 2006-2007.

ASSOCIATE PROFESSOR CHERYL SWANSON 2007-2008

- 1 – led a field trip with students in Alternative Punishment class to Santa Rosa County Jail
- 2 – led a field trip with students in Moral Issues in Criminal Justice class to Holman Prison
- 3 – attended two Center for University Teaching, Learning, & Assessment workshops
- 4 – developed a weekend format class that proved to be very successful
- 5 – non refereed article published in Corrections Today
- 6 – refereed article published in International Journal of Restorative Justice
- 7 – book chapter accepted in the second edition of Controversies in Victimology
- 8 – book contract for Everything I Didn't Learn in Kindergarten I Learned in Prison: A Restorative Justice Approach to Corrections
- 9 – taught Empathy and Accountability at Holman Prison
- 10 – developed introductory mini course on restorative justice and conflict resolution for new inmates entering Holman Prison Honor Dorm
- 11 – worked with inmates to organize honor dorm's Second Annual Health Fair
- 12 – organized a victim impact presentation which was shown in the MSNBC series Lockup Holman Extended Stay
- 13 – organized mid level review for tenure-earning faculty
- 14 – co-chaired CLJS By-Laws revision
- 15 – member of the ACC Common Prerequisite Discipline Committee
- 16 – member of the UWF Budget Advisory Committee
- 17 – member of the Informal Dispute Resolution Planning Committee

Major department accomplishments and changes in programs and services for 2006-2007 included:

- 1. Department raised over \$185,000 toward mock trial courtroom project.
- 2. Department engaged in conversation with OW Chataqua regarding offering courses at DeFuniak Springs.
- 3. Two department faculty (Kunselman and Johnson) engaged in international efforts with Dr. Helen Jones at Manchester Metropolitan University, Manchester, England
- 4. LS revised undergraduate curriculum
- 5. Department hired coordinator for Emerald Coast at Chipola

Major department accomplishments and changes in programs and services for 2007-2008 included:

1. Separate program reviews for Criminal Justice and Legal Studies were conducted in 2007-08
2. Department received a \$30,000 award from PACE Foundation for construction of the mock trial courtroom
3. Department held its third annual student honors ceremony and banquet with over 100 in attendance.
4. Department increased its online course offerings and increased both UG and GR FTEs
5. Department lost a legal studies faculty line due to budget cuts
6. Department hired one criminal justice faculty member to start fall 2008
7. Department received approval to implement a fast-track bachelors to masters program beginning fall 2008

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

CRIMINAL JUSTICE / LEGAL STUDIES

LIBRARY REPORT

October, 2008

General Information:

The University of West Florida Libraries includes three physical facilities: the John C. Pace Library (aka the Main Library) and the Curriculum Materials Library on the Pensacola campus and a branch library at the Emerald Coast Campus in Fort Walton Beach. Hours of access for the various facilities vary from 83.5 hours per week at the main library to 65 hours per week at the Emerald Coast Library.

Total library staff number 14 professional librarians and 28 support staff. Each academic discipline is assigned a Reference librarian to serve as a discipline specialist, providing library instruction and specific reference assistance for the students and faculty in that discipline. The Reference liaison for the Criminal Justice and Legal Studies programs is Shari Johnson who is also the Government Documents Librarian.

Researchers access the library collections of the University of West Florida through the library's website (<http://library.uwf.edu/>). Computers are located in all library facilities, and users with Internet connections may access the system from whatever computer is convenient to them. The online catalog provides access to electronic indexing and abstracting databases, including many which provide full-text journal articles and/or reference data. In addition, the library has access to full-text journals available from multiple providers including ScienceDirect (Elsevier), SpringerLink (Springer/Kluwer), Wiley Interscience Press, and Cambridge University Press. Over 90,000 full-text electronic books are available as well. Using their Nautilus Card or

Argonet identification numbers, students and faculty may access all electronic resources at any time from any place.

Funding:

Funding for the UWF Libraries remained steady from FY01 through FY07. In 2007-08 the state of Florida began experiencing revenue shortfalls and budget reductions were imposed on almost all state agencies, including the state university system. The final library materials allocation for 2007/08 was \$1,255,000, a 9% reduction from FY07. The 2008/09 library materials allocation is \$1,080,000 with 2% of that being held as a departmental reserve to offset possible additional budget reductions this fiscal year.

To address the budget reductions for 2008/2009, the library worked with all academic departments to identify journal subscriptions that could be cancelled with little or no impact on the program. Criminal Justice/Legal Studies cancelled six subscriptions effective January, 2009. Of those six, five were available in full-text through an aggregator or had become free online. The other was an annual Conference Proceedings series that was being distributed through a format that UWF does not support. Therefore, there was minimal impact on the UWF program.

Table 1 outlines expenditures for resources in Criminal Justice and Legal Studies for the period 2003/04 -2008/09 (est.). The library is currently committed to retaining subscription-based products such as journal packages and electronic databases (tallied in the line "Electronic Resources), leaving very little for book acquisitions.

Table 1: Library Materials Expenditures, Criminal Justice / Legal Studies: 2004/05 to 2008/09 (est.)

	2004/05	2005/06	2006/07	2007/08	2008/09 (est.)
BOOKS					
Crim/Legal direct	\$3,957	\$3,121	\$4,545	\$4,754	\$400
Library interdisciplinary (est.)	\$3,000	\$2,500	\$3,000	\$2,500	\$500
Reference (est.)	\$1,500	\$1,500	\$2,000	\$1,500	\$500
SUBTOTAL	\$8,457	\$7,121	\$9,545	\$8,754	\$1,400
SERIALS					
Crim/Legal direct	\$4,735	\$4,736	\$5,939	\$5,127	\$5,406
Library interdisciplinary (est.)	\$300	\$400	\$500	\$400	\$400
Reference (est.)	\$3,000	\$4,000	\$4,500	\$3,500	\$3,700
SUBTOTAL	\$8,035	\$9,136	\$10,939	\$9,027	\$9,506
ELECTRONIC					
Westlaw Campus (Jan 04+)	\$5,508	\$5,049	\$5,674	\$5,673	\$5,900
WestPack Paralegal Primary (Mar 05+)	\$1,960	\$5,956	\$8,000	\$8,868	\$9,223
Other electronic resources	\$8,400	\$12,320	\$25,150	\$24,500	\$25,000
SUBTOTAL	\$15,868	\$23,325	\$38,824	\$39,041	\$40,123
TOTAL EXPENDITURES	\$32,360	\$39,582	\$59,308	\$56,822	\$51,029

TOTAL MATERIALS BUDGET	\$1,240,000	\$1,300,000	\$1,440,000	\$1,255,000	\$1,080,000
Pct share of Crim/Legal-related	2.6%	3.0%	4.1%	4.5%	4.7%

Though the faculty have primary responsibility for ordering materials needed to support their courses, the Acquisitions Librarian and the Reference Librarian serving as a liaison with the department also order materials that they feel are relevant and appropriate for the collection. Those expenditures are reflected in the table above as “Interdisciplinary” and “Reference” expenditures.

As a member of the State University System of Florida library consortium, the UWF library provides its students and faculty access to a plethora of electronic resources which UWF, on its own, would otherwise be unable to afford. In addition to the UWF expenditures in Table 1, the consortium spends over \$3M for online databases including Criminal Justice Periodical Index, Legal Periodicals Full-Text, LegalTrac, Lexis Nexis Academic Universe, and PAIS International.

Collections:

Even with recent budgetary constraints, UWF library collections are quite good for an institution the size and age of UWF with the selections available being particularly well-suited to the current undergraduate curriculum. To support graduate programs, additional funding is necessary to provide the journal literature and other research resources needed for master’s theses (see Table 3).

In a continuing effort to provide resources electronically to meet the needs of students and faculty teaching or taking classes at a distance from the Pensacola campus, the library has been making the transition from print format to electronic format for those collections which are appropriate. Total library holdings as of June 30, 2008:

- 724,067 volumes (includes both book and bound journal volumes)
- 90,786 electronic book titles
- 5,019 current serial subscriptions (see format types below)
 - 1,638 current print serial subscriptions (single format)
 - 2,107 current electronic serial subscriptions (single format)
 - 1,214 current print and electronic serial subscriptions (both formats)
 - 60 other format

Books: Table 2 outlines the numbers and age of the book collection that supports the Criminal Justice / Legal Studies curriculum. Analysis of holdings in relevant Library of Congress classifications indicate that UWF holds approximately 36,828 physical titles and 7,372 electronic titles. Including all of the electronic books, over 31% of the collection has titles in these classifications with copyright dates within the most recent period (2000-08).

Table 2: Library Book Holdings in support of Criminal Justice / Legal Studies

Subject	LC Class	# of Titles *			TOTAL BOOKS
		Print books (pub 2000-2008)	Print books (all pub dates)	E-Books* *	
Social work, social & public welfare, substance abuse, social pathology	HV - HV5840	916	3,859	1,008	4,867
Criminology, Criminal Justice	HV6001 - HV9999	1,267	4,909	1,079	5,985
Political Science	J - JZ (all)	2,615	19,106	2,807	21,913
Law	K - KZD (all)	1,370	8,954	2,481	11,435
TOTALS		6,168	36,828	7,372	44,200

* From OCLC WorldCat Collection Analysis information

** Based on netLibrary and eBrary title listings

Journals: Two attachments provide detail on subscriptions relevant to Criminal Justice and Legal Studies. Attachment A provides a snapshot of major titles available through subscription, full-text electronic journal packages and aggregators such as *Criminal Justice Periodicals Index* (ProQuest). Attachment B includes titles of Abstracting and/or Indexing Databases that provide full-text access of journals at an article level. Students may access the journal literature through any of these indexing and abstracting resources.

As noted in Attachment A, the library has access to all full-text electronic journals available through *ScienceDirect* (Elsevier), Wiley Interscience, Oxford University, Cambridge University, Blackwell and Springer presses. These electronic journal packages are paid in part by UWF, but the extensive access to all titles is made available through the Florida state-wide public university consortium.

Research Resources: Of critical importance for both the Criminal Justice and Legal Studies programs is access to legal research tools. The library has an extensive law library and, in particular, subscribes to resources from WestLaw to provide that access. While the general student population has access to basic legal research through *Westlaw Campus*, Legal Studies students have individual password access to *Westlaw Paralegal* while taking research classes. *Westlaw Paralegal* offers in-depth research capability and prepares students for real-world legal research. Although the library pays for the subscription, faculty in the Legal Studies program are responsible for assigning and maintaining records on passwords for their students.

Government Documents: The library is a partial depository for United States government documents and is a full depository for Florida government documents. All documents that the library receives whether in print or online are cataloged in the library's online catalog for easy access by students and faculty. Relevant government documents are also included in subject research guides for Criminal Justice and Legal Studies (see "Services" section). Appendix C

presents a brief listing of significant government document holdings that support the Criminal Justice/Legal Studies program.

Projected Costs

Funding required to sustain the program is difficult to project in uncertain financial times; however, based on current resources and inflation rates for library resources, Table 3 outlines the estimated amount.

Table 3: Five Year Cost Projection to Sustain Criminal Justice / Legal Studies Research

	% annual incr. (est.)	2009/10	2010/11	2011/1012	2012/13	2013/14
BOOK Acquisitions	4%	\$8,500	\$8,840	\$9,194	\$9,561	\$9,944
SERIALS Renewals	10%	\$9,500	\$10,450	\$11,495	\$12,645	\$13,909
ELECTRONIC Renewals						
Westlaw Campus	4%	\$6,000	\$6,240	\$6,490	\$6,749	\$7,019
WestPack Paralegal Primary	4%	\$9,300	\$9,672	\$10,059	\$10,461	\$10,880
Other electronic resources	5%	\$25,000	\$26,250	\$27,563	\$28,941	\$30,388
Est. Total		\$58,300	\$61,452	\$64,800	\$68,357	\$72,139

Access:

Because the Library recognizes that it cannot own everything that researchers need, it is an active participant in multiple resource-sharing networks which provide electronic transmission of interlibrary loan requests for books and journal articles, including OCLC (Online College Library Consortium) which provides access to over 15,000,000 items world-wide. University of West Florida’s library actively partners with all of the State University System libraries in Florida, with the Florida community college libraries, and with 1,300 other libraries in the South and Southeast. The library uses commercial document delivery providers to quickly provide journal articles for UWF researchers when necessary. These include Copyright Clearance Center and the British Research Institute (BRI). The library also uses Ariel, a scanning and electronic transmission system which is used for receiving or sending journal articles or book chapters rapidly from one location to another. When received as an electronic file, journal articles can be provided direct to the requestor’s desktop.

Services

In an attempt to help library users navigate their way through the maze of print and electronic resources available, the library provides unique subject research guides which coordinate access to both print and electronic resources, including a selective listing of the “best resources” available on the Internet for that discipline. There are research guides for Criminal Justice, Law, and Public Administration, along with others which may have relevance to the programs.

The Criminal Justice research guide

<http://library.uwf.edu/eli2/Socialscience/Criminal/started.shtml> provides research strategies for users, guiding them to print resources for the discipline, as well as providing descriptions of, and links to, relevant databases, gateways, and Internet sites. Since the guides can be accessed via the Internet, users may use the pages from any location.

The library has also been responsive to the needs of clients who prefer to work from home. In addition to being able to access databases and materials in full-text online, clients may also take advantage of all online library services:

- read electronic reserves of course-required readings
- request Interlibrary Loan
- request Intercampus Loan (to/from the Emerald Coast Campus library)
- renew books
- submit a reference question for response
- request priority cataloging of an item which is on order
- suggest the purchase of a particular book or journal
- request that an item be recalled for use

In conclusion, current library collections and services are adequate to address the information needs of students and faculty in the Criminal Justice and Legal Studies programs. The library works closely with faculty in the department to ensure that resources needed for classes and research are made available either through acquisition or through alternate services such as interlibrary loan.

Revised October 31, 2008 by Helen Wigersma, Interim Dean of Libraries with data provided by
Dan North, Acquisitions Librarian
Lynn Shay, Serials Librarian
Shari Johnson, Reference and Government Documents Librarian

Appendix A

Criminal Justice / Legal Studies Journal Access: UWF Libraries 2007

Number of Serial Subscriptions in Criminal Justice / Legal Studies and related fields	
in Criminal Justice / Legal Studies	25
in Psychology	21
in Sociology	8
TOTAL	54

Major Criminal Justice/Legal Studies and related Psychology and Sociology titles to which UWF subscribes

	Format
American Sociological Review	Electronic
Criminal Justice & Behavior	Electronic
Criminal Law Bulletin	Print
Crime and Delinquency	Electronic
Criminology	Electronic
Criminology & Public Policy	Electronic
Journal of Contemporary Criminal Justice	Electronic
Journal of Criminal Justice Education	Electronic
Journal of Research in Crime & Delinquency	Electronic
Journal of Offender Monitoring	Print
Justice Quarterly	Electronic
Justice System Journal	Print
Law and Contemporary Problems	Electronic
Legal Assistant Today	Electronic
Prison Journal	Electronic
Social Problems	Electronic

Sample of Criminal Justice Full Text Titles in ScienceDirect, Wiley Interscience, Synergy (Blackwell), and SpringerLink

Aggression and Violent Behavior	Electronic
British Journal of Criminology	Electronic
Crime, Law and Social Change	Electronic
Critical Criminology	Electronic
Criminal Law Forum	Electronic
Crime, Law, and Social Change	Electronic
European Journal on Criminal Policy and Research	Electronic
Forensic Science International	Electronic
Howard Journal of Criminal Justice	Electronic
International and Comparative Law Quarterly	Electronic
International Journal of the Sociology of Law	Electronic
Journal of Criminal Justice	Electronic
Journal of Experimental Criminology	Electronic
Journal of Forensic Sciences	Electronic
Journal of Family Violence	Electronic
Journal of Investigative Psychology & Offender Profiling	Electronic

Journal of Gambling Studies	Electronic
Journal of Social Issues	Electronic
Law and Social Inquiry	Electronic
Social Science Research	Electronic

Criminal Justice titles for which UWF has full text access from ProQuest, Gale and/or Wilson aggregators

Alternatives to Incarceration	Electronic
Australian & New Zealand Journal of Criminology	Electronic
British Journal of Forensic Practice	Electronic
Canadian Journal of Criminology and Criminal Justice	Electronic
Corrections Compendium	Electronic
Crime Control Digest	Electronic
Criminal Justice Ethics	Electronic
Criminal Justice Review	Electronic
International Criminal Justice Review	Electronic
Journal of Criminal Justice & Popular Culture	Electronic
Journal of Criminal Law and Criminology	Electronic
Justice System Journal	Electronic
Judicature	Electronic
Law and Contemporary Problems	Electronic
Social Justice	Electronic
Violence and Victims	Electronic

Appendix B

**University of West Florida Libraries
Databases that Support the Criminal Justice/ Legal Studies Programs
October 30, 2007**

Database	Vendor	Dates Available	# Full text Journals	# Criminal Justice FT Journals
Criminal Justice Periodicals Index	Proquest	1981-	80	80
EBSCOhost	Ebsco	varies	985	13
Factiva	Dow Jones	1980-	1746	147
JSTOR	JSTOR	varies	729	40
Legal Periodicals Full Text	Wilson	1981-	290	282
LegalTrac	Gale	1980-	150	150
LexisNexis Academic Universe	LexisNexis	1997-	3953	800
National Criminal Justice Reference Service Abstracts	Proquest/CSA	1970-	0	0
OmniFile Full Text Mega	Wilson	1982-	3656	306
Oxford University Press	Oxford	varies	204	22
PAIS International	CSA	1976-	NA	NA
ResearchNow (BePress)	Berkeley	2000-	54	10
Social Sciences Full Text	Wilson	1983-	239	23
SpringerLink	Springer	1852-	1145	34
Synergy	Blackwell	1999-	784	38
Westlaw Campus	West	varies	700	700
Westlaw Paralegal	West	varies	700	700

University of West Florida Libraries
Government Documents that Support the Criminal Justice/Legal Studies Program
October 30, 2007

Source	Online Link	Call Number
Bureau of Justice Publications	http://www.ojp.usdoj.gov/bjs/pubalp2.htm	J 29.11/2
Code of Federal Regulations	http://purl.access.gpo.gov/GPO/LPS494	KF 70 A3
Federal Register	http://purl.access.gpo.gov/GPO/LPS1756	KF70 .A2
Florida Crime Statistics	http://www.fdle.state.fl.us/Crime_Statistics/index.asp	Electronic Only
Florida Statutes	http://www.leg.state.fl.us/statutes/index.cfm	KFF30.A1 F55
House and Senate Journals	http://purl.access.gpo.gov/GPO/LPS2564 and http://purl.access.gpo.gov/GPO/LPS486	XJH and XJS
National Archive of Criminal Justice Data	http://www.icpsr.umich.edu/NACJD/	Electronic Only
National Corrections Reporting Program		J 29.11/13
National Institute of Justice Publications	http://nij.ncjrs.org/publications/pubs_db.asp	J 28.8:C
National Institute of Law Enforcement and Criminal Justice Publications	NA	J 26.9:P
Sourcebook of Criminal Justice Statistics	http://purl.access.gpo.gov/GPO/LPS3639	J 29.9/6
Uniform Crime Report	http://www.fbi.gov/ucr/ucr.htm	J 1.14/7-8
United States Statutes at Large and Public Slip Laws	http://purl.access.gpo.gov/GPO/LPS30184	KF50 .U5
United States Reports: Cases Adjudged in the Supreme Court	http://www.supremecourtus.gov/index.html	KF101.U5

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

No additional library resources are needed to implement the Master of Science in Criminal Justice beyond what is already in place to support the MSA in Criminal Justice per Table 3 above.

 Library Director

 Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The main program office for Criminal Justice is located on the Pensacola campus, and houses the office administrator, academic advisor and work-study students. The office is located in the west wing of Building 85 in office 160. Office space is adequate to accommodate current and new faculty growth through Year 5.

Most Criminal Justice classes are held in Building 86, which has two computer labs and many classrooms in Building 86 are equipped with audio, visual and networking capabilities.

The Pensacola campus houses the staff personnel, five Criminal Justice faculty, and three Legal Studies faculty. One Criminal Justice faculty is located at Emerald Coast-Fort Walton Beach campus.

The Emerald Coast-Fort Walton Beach campus is located on the joint campus of Northwest Florida State College and the University of West Florida in Fort Walton Beach. There the department has two offices for faculty. UWF central administration supports all of its Emerald Coast-Fort Walton Beach programs with a full-time faculty support specialist to assist with clerical and scheduling needs. The campus also offers complete IT support services, student services, a bookstore, and library.

In addition to its Pensacola and Emerald Coast-Fort Walton Beach campuses, UWF also operates an online campus. Students at any location can enroll in online courses. There are numerous opportunities for faculty to learn University of West Florida's elearning platform. All Criminal Justice and Legal Studies faculty have either taught online or are enrolled in classes offered by the Academic Technology Center to learn University of West Florida's elearning platform.

In the main office at the Pensacola campus, there is a fax machine, laser-jet printer and heavy-duty shredder. There are also two copying machines in the building for department use. Emerald Coast-Fort Walton Beach faculty offices have a fax machine and printer. Every faculty member has his/her own desk top computer and printer and most have additional laptops on both campuses.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

We do not anticipate needing any additional classroom, teaching or research laboratory, office, or other space.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

There is no specialized equipment needed to implement the proposed program.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

No specialized equipment needed.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

No additional special categories of resources.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

Graduate assistantships from the MSA-CJ program will be transferred to the new program.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Not applicable.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

Not applicable.