

EAST CAROLINA UNIVERSITY  
UNC-GA Mission Review  
Academic Program Development Form

COLLEGE/SCHOOL: School of Social Work DEPARTMENT: \_\_\_\_\_

API DISCIPLINE SPECIALTY TITLE: Criminal Justice

API DISCIPLINE SPECIALTY NUMBER: 2105

LEVEL: Bachelor \_\_\_\_\_ Master \_\_\_\_\_ 1st professional \_\_\_\_\_ Doctoral x

PROPOSED YEAR OF: Establishment 1994 Deletion \_\_\_\_\_ Redesign \_\_\_\_\_

**DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL MISSION AND UNIT VISION:**

ECU is committed to preparing qualified professionals for leading roles in human services. The School of Social Work has a history of demonstrated excellence in professional education for criminal justice practice. The undergraduate C. J. program has post-secondary certification by the Division of Standards and Education of the Department of Justice of North Carolina. The School has documented the need for a Doctoral Program in Criminal Justice in North Carolina. The ECU Doctoral Program will have the dual focus of research and administration/policy and program development. The program will be directed primarily to mid-career administrators in the criminal justice field. It is estimated that there will be 10-15 students in the 45 credit hour program. A doctoral dissertation will be required. The School is not proposing the development of a Master's program in C. J. because the School has a Master's Program in Social work with a criminal justice track, and because there are currently three Master's Degree Programs in Criminal Justice in North Carolina. The curriculum of the program may include the utilization of ECU faculty from related disciplines, such as public administration, sociology and business.

**RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:**

In the summer of 1990, the School conducted a preliminary study to assess the need for a Doctoral Program in Criminal Justice in North Carolina. Findings indicated that there are currently only 18 doctoral programs in CJ or criminology in the United States. There is no doctorate in CJ in North Carolina. The closest programs are in Maryland, Florida and Texas. National and local studies of employment projections and education needs of those in the C.J. field, clearly point to the need for more doctoral programs, particularly in North Carolina. Further education is identified as needed primarily for those in supervisory, management, administrative and teaching roles. The number of students in the C.J. program at ECU has doubled over the last three years. The faculty and administration of the School of Social Work are committed to continuing to respond to the need for quality education in this growing field.

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black				1	1	3	3	4	4	4
White				4	4	7	6	10	10	10
Other						0	1	1	1	1
Total				5	5	10	10	15	15	15

Percent non-resident: 10

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	.3	1	2	1						
Staff				1						
Total	.3	1	2	2						

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1991

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	9,000						9,000	
Operating	500						500	
Library								
Computing	500						500	
Other								
Total	10,000						10,000	

BUDGETARY IMPLICATIONS:

YEAR: 1992

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					40,000		40,000	
Operating					1,000		1,000	
Library								
Computing					2,000		2,000	
Other					2,000		2,000	
Total					45,000		45,000	

YEAR: 1993

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel					80,000		80,000	
Operating					2,000		2,000	
Library						10,000		10,000
Computing					3,000		3,000	
Other					4,000		4,000	
Total					89,000	10,000	89,000	10,000

YEAR: 1994

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	40,000				55,000		95,000	
Operating					1,000		1,000	
Library					3,000		3,000	
Computing					2,000		2,000	
Other					2,000		2,000	
Total					63,000		103,000	

APPENDICES

1. Needs Assessment - ECU Doctoral Program in C. J.
2. National Study supporting need for more doctoral programs in C. J.



July 31, 1990

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Ragsdale Building  
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Office of the Dean  
757-4208

Office of the Associate Dean  
for Undergraduate Studies  
757-4192/4194

Office of the Associate Dean  
for Graduate Studies  
757-4199/4204

Office of Field Education  
757-4210/4211

Dr. Maria O. McMahon, Dean  
School of Social Work  
East Carolina University  
Ragsdale Hall  
Greenville, NC 27858-4353

Dear Dr. McMahon:

It pleases me by cover of this letter to transmit to you and to East Carolina University my findings with regards to the question: "Does the need justify East Carolina University's pursuit of a doctoral program course of study in Criminal Justice?"

During the process of conducting this inquiry among relevant publics regionally and nationally, information on related topics came to light as well. I include this information in my reporting when I believe it has a significant bearing upon the point at hand. While my explorations on the topic are not exhaustive, my hope is that what I provide East Carolina University is more than adequate to make a decision on whether or not to pursue the matter.

You should know that the Department of Criminal Justice at UNC-Charlotte has expressed actively its interest in a doctoral program. One informed source, however, suggested that the University's administration may have other programs in mind, i.e. engineering and education, as priorities. Chancellor Emeritus E. K. Fretwell of UNC-Charlotte was contracted by the North Carolina Department of Community Colleges to evaluate programs taught by Community College faculty, including training needs of those people who teach criminal justice. I have requested a copy of this report from the Department and will forward it to you.

Please be assured of my continued interest in the criminal justice program and in the future of my alma mater.

Sincerely,

Roger D. Sharpe  
Assistant Professor in Criminal Justice

RDS:db

Enclosures

Greenville,  
North Carolina  
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DOES THE NEED JUSTIFY EAST CAROLINA UNIVERSITY'S PURSUIT OF  
A DOCTORAL PROGRAM COURSE OF STUDY IN CRIMINAL JUSTICE?

Introduction

In approaching this inquiry on whether or not the need justified East Carolina University in pursuing a doctoral program in criminal justice, I considered what scope of information would be most helpful to individuals who make such a determination. First, I decided to conduct my inquiry in a manner so as to ascertain what provision existed nationally for higher education in criminal justice at the doctoral level. If a master's graduate of a social work or criminal justice program or a political science, sociology or psychology program, or a mid-career criminal justice professional or educator in North Carolina sought a terminal degree in criminal justice research or practice, where might this individual apply? I corresponded with the heads of 18 existing doctoral programs in the United States, interviewed some and telephoned others when I had any question about written material they sent me. Among these educators, I feel especially fortunate personally to have interviewed Professor Emeritus Peter P. Lejins, President of the American Association of Doctoral Programs in Criminal Justice and Criminology on the topic of the future of criminal justice education. As well, Dr. Albert L. Record, Associate Dean of the School of Criminal Justice, Rutgers University, was very kind to share the results of his recent, national enrollment survey for criminal justice masters and doctoral programs.

Secondly, in providing East Carolina University useful information, I turned to sources which I thought would have a direct, professional interest in higher education programs--the criminal justice practitioners. We benefit generously from needs assessment studies conducted by the National Institute of Justice. These studies report on criminal justice needs, including the training and education for practitioners, as viewed by law enforcement, corrections, prosecution, and court administrators nationally. I also interviewed the North Carolina Secretary of Corrections, the Director of the State Bureau of Investigation and the Director of Special Programs (including Criminal Justice) for the North Carolina Department of Community Colleges in order to obtain their best thinking on the desirability of a doctoral program in criminal justice in North Carolina.

These findings are summarized in four parts: (1) the provision for doctoral programs in criminal justice nationally, (2) the need for higher education as assessed by practitioners nationally, (3) the need for higher education as

assessed by practitioners regionally and (4) conclusions and recommendations.

#### Provision for Doctoral Programs in Criminal Justice Nationally

The Academy of Criminal Justice Sciences identifies 91 graduate programs in the United States which offer a degree with at least an identifiable concentration in criminal justice or criminology. Among the nation's graduate programs in criminal justice, eighteen (18) offer a doctorate degree either in criminal justice or criminology. Eleven (11) of these programs are affiliated nationally with the American Association of Doctoral Programs in Criminal Justice and Criminology. Not one of the doctoral programs in criminal justice is located in North Carolina or the contiguous states of Virginia, South Carolina or Tennessee. The state presently has three graduate programs at the Masters' Level--Appalachian State University, North Carolina Central and UNC-Charlotte. Although East Carolina University has seniority over other constituent institutions of the University of North Carolina in granting a baccalaureate degree in the field of criminal justice, albeit a specialized one in social work and corrections originally, the concentration for a Master of Social Work student in criminal justice apparently is not sufficient for recognition by the Academy of Criminal Justice Educators.

An individual residing in North Carolina or the Southeastern Atlantic region of the United States, who possesses a desire to enroll in a doctoral program in criminal justice, may apply to programs only as close as the University of Maryland, College Park; Florida State University, Tallahassee; or San Houston State in Huntsville, Texas.

Among the 18 doctoral programs in the United States, the criminal justice faculty are identified by that name and most often as a department, school or college of the University. The areas of study for students seeking the criminal justice doctorate include a range of special programs, including but not limited to: criminology, public policy, urban studies, dispute resolution, human development, demographics, theory, minorities and women, environmental analysis and design, planned change, sociology, social psychology, and qualitative and quantitative research methods. As best as I can determine, all programs offer the Doctor of Philosophy degree. It appears that the diversity of program offerings of these universities reflects the competencies and interests of each criminal justice faculty and the general faculty of the institution, and the higher education needs as perceived by them and their constituencies. Table 1 provides specific enrollment data for doctoral programs as reported by institutions responding to a national survey conducted by Rutgers University.

Table 1

Criminal Justice Doctorate Programs  
Enrollment Survey Fall, 1989\*

School	Number of Applicants	Number of Acceptance	Number New Students	Minority Presence	Total Enrollment
Claremont	8	4	3	4	18
John Jay-CUNY	36	20	14	16	99
Florida State	15	14	6	13	35
Indiana Univ. of Penn.	58	12	9	2	15
Michigan State	18	8	8	0	20
Penn State	27	3	2	3	16
Rutgers	29	17	8	7	48
San Houston	27	21	11	8	38
SUNY-Albany	36	29	16	6	61
Univ. of Calif.-Irvine	9	2	1	1	21
Maryland	22	11	10	11	57
Western Michigan	5	4	3	7	21
	<u>290</u>	<u>145</u>	<u>91</u>	<u>78</u>	<u>449</u>

\*Source: Record, Albert L., School of Criminal Justice, Rutgers University, 1990.

The Need for Higher Education As Assessed by Practitioners Nationally

A fundamental question in determining the need of a terminal degree program in criminal justice must address the interest of practitioners in educational prerequisites for entry level positions in the professions. In other words, how much do practitioners expect a professional to acquire in study from a relevant field of knowledge apart from practice. As these entry level requirements increase, one might expect the educational and professional requirements of administrative heads of agencies--those who lead--to increase as well.

There exist several important studies nationally which convey an increasing demand for higher education programs for criminal justice. One study, conducted in 1989 by the Police Executive Research Forum on federal law enforcement officers attending the FBI Academy between 1973 and 1989, suggested the following. First, it was evident that there is increasing educational attainment of personnel. Secondly, levels of educational attainment among supervisory and management personnel is climbing. Thirdly, the study indicated that future law enforcement leaders will have more education than their contemporary counterparts. Already, the study noted, a graduate degree is required for employment by many federal criminal justice agencies.



Another encompassing study nationally was a needs assessment survey of various criminal justice practitioners, conducted under the aegis of the National Institute of Justice and reported by the U.S. Department of Justice in August, 1988. Some of the pertinent findings are noted here by groupings of practitioners.

Police Chiefs and Sheriffs:

Approximately two-thirds of police and sheriffs reported significant needs to improve training in mid-level supervision.

Wardens and State Corrections Commissioners:

Three-fourths of commissioners and two-thirds of wardens surveyed identified management training as primary personnel need of correctional administrators. Two main recruitment problems included locating qualified professional staff and a shortage of qualified minority applicants.

Probation and Parole Agency Heads:

Seventy (70) percent of agencies were interested in stress management training notably and eighty (80) percent, in training for handling special problem offenders. Agency heads also identified locating qualified professional personnel, shortages of qualified minorities, and poor image of corrections work, among the problems they must address.

Victim Assistance Program Administrators:

More than three-fourths of respondents identified need for improvement in law enforcement and social service training of those professionals who respond to victims of crime. More than two-thirds identified the need for improved training of hospital and mental health professionals.

These needs for higher education and training as identified by practitioners in the United States would reinforce the potential contributions of a University program wherein scientific research is conducted and top administrators and educators of practitioners are taught. Furthermore, the dramatic increase in the numbers of offenders in recent years will give rise to an increased demand for the higher education provision for professionals. An executive, in-house manpower forecast for the Federal Bureau of Prisons, for example, anticipates the Bureau's work force to grow from 16,598 (1990) to 38,623 by the end of 1994. This includes more than doubling the number of correctional institutional administrators, 865 present to 1738; social science professionals, 519 to 1407; psychologists, 160 to 390; recreation specialists, 159 to 540; and personnel management specialists, 218 to 492.

The Need for Higher Education As Assessed by Practitioners Regionally

The Community College System in North Carolina has 44 criminal justice associate degree programs providing, by the Director of Special Programs' estimate, a potential of approximately 100 perspective applicants for a doctoral program. "We need a doctoral program" was Mr. Barham's enthusiastic assessment. His

sentiment was shared equally by the Secretary of Corrections, Mr. Aaron Johnson, who noted the need for research and for educational programs for administrators. Secretary Johnson's concern over the forecast that 70 percent of the inmate population in North Carolina by the year 2000 would be African-American is the kind of concern that reinforces a need for academic inquiry and training of criminal justice practitioners in the solution of these anticipated problems.

The State Bureau of Investigation Director Robert Morgan expressed that little interest had ever been shown by any of North Carolina's universities in the State's top law enforcement agency. Nonetheless, he was interested in meeting with us to discuss the possibilities. The University of Maryland, according to the Dean of the Institute of Criminal Justice and Criminology, in contrast, is consulted and often contracted to conduct any research by relevant state agencies. (Mr. Morgan, former U.S. Senator and former Chair of ECU Trustees, should be a key participant in the planning of any doctoral program, in my view).

#### Conclusions and Recommendations

The preponderance of evidence from this inquiry has been on the side of the establishment of a criminal justice doctoral program course of study at a university in North Carolina. My assessment is that such a program's creation is inevitable. As a member of the North Carolina Senate during the 1977 Session, I recall the process by which a very expensive School of Veterinary Medicine was created on the basis of much less compelling circumstances.

If the administration of East Carolina University decides in favor of initiating the process for seeking approval from the Board of Governors in planning a doctoral program in criminal justice, I make these recommendations for consideration by those individuals in that process:

1. If in the School of Social Work's self-assessment, there is not really an interest in assuming a leadership role for the doctorate in criminal justice, I would hope the School would designate a faculty member in criminal justice for this purpose of leadership. It may be that the University would bring on board someone eminently qualified for this leadership position. I think it would be tragic if East Carolina University lost an opportunity to develop a program of this magnitude and importance to society. Both the Academy of Criminal Justice Sciences and the American Society of Criminology support officially the view that developing criminal justice education as a unified field is a desirable goal.
2. When appropriate, there should be a meeting scheduled in Raleigh between University representatives and leaders of major interest groups in criminal justice, not only to seek their support for the prospective program but to allow them to have substantial input into defining how the program might help in meeting their needs. The Secretary of Corrections, the S.B.I. Director, the President of the Community College System, and the Chief Administrator of the Federal Correction Center at Butner are among important publics to be included. The Advisory Committee for the Criminal Justice Curriculum Improvement Project of the Community Colleges represents the breadth of input which should be sought in the planning of a doctoral program.

3. When appropriate, the University should name an Advisory Board to the program, a board which represents both public and private sectors of society at the state and national levels of government, industry, and education.
4. Indications are that the strength of the doctoral program in criminal justice may develop along two lines: one in research and the other in administration/public policy development. It may be that East Carolina University could offer the Doctor of Criminal Justice Degree, a professional degree for mid-career administrators in criminal justice. Professor Peter Lejins, perhaps the dean of criminal justice educators in the world, emphasized the need for a program which includes study of all aspects relating to crime and the criminal. In this regard, our university could be especially imaginative by inviting the participation of other department faculties to teach in the program, i.e. sociology, psychology, social work, home economics (family relations), and political science; and for that matter, other faculties should be consulted in its planning stages.
5. One of the greatest potentials for the doctoral program exists in its offering top career opportunities for minority women and men. As with the undergraduate program in criminal justice at East Carolina University, the doctoral program is likely to be an attractive program for minorities.
6. Although the University of North Carolina in some instances has argued that a constituent institution draws students from a universal pool, there are several studies which show how students select a particular institution because of the institution's geographic proximity to where the student resides. I mention these because the concepts are useful in defending the establishment of a new degree program. Particular studies are cited in the Adams vs. Richardson case on desegregation in higher education.

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