

NATIONAL CRIMINAL JUSTICE
EDUCATIONAL CONSORTIUM



VOLUME III

CRIMINAL JUSTICE EDUCATION
MANPOWER SURVEY

MEMBER SCHOOLS:

Arizona State University
Eastern Kentucky University
Michigan State University
Northeastern University
Portland State University
University of Maryland
University of Nebraska at Omaha

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NATIONAL CRIMINAL JUSTICE
EDUCATIONAL CONSORTIUM REPORTS

GENERAL EDITORS: James W. Fox,
Don C. Gibbons, Peter P. Lejins,
John H. McNamara, Norman Rosenblatt,
I. Gayle Shuman, Vincent J. Webb
(NCJEC Board of Directors)

VOLUME III

CRIMINAL JUSTICE EDUCATION
MANPOWER SURVEY

By

James W. Fox
Robert W. Ullman

VOLUME EDITORS: Gilbert H. Bruns
Carolyn O'Hearn

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National Criminal Justice
Educational Consortium

PREFACE

This volume is the third in a series of four Reports growing out of the National Criminal Justice Educational Consortium project. This Consortium was funded in 1973 by the Law Enforcement Assistance Administration and involved seven universities. The project was a three-year endeavor designed to lead to the development or strengthening of graduate programs in criminal justice at the seven member institutions: the University of Maryland, Michigan State University, Arizona State University, the University of Nebraska at Omaha, Portland State University, Northeastern University, and Eastern Kentucky University. The first two of these universities had master's and doctoral programs in existence at the time of the creation of the Consortium, while the other five were charged with developing new graduate programs.

As in all human events, individual historical episodes are to some degree unique. In the case of this educational development experience, each of the seven member universities differed from the others in a number of important ways. The criminal justice program development events at the individual institutions varied in many ways from one university to another. Volume I, Program Histories: The Seven Consortium Institutions, presents detailed narrative accounts of the particular

experiences at each of the seven universities. The interested reader can learn a good deal about the nuances of university life, curriculum development, and related matters from these seven program analyses in Volume I.

But, the historian's task is also one of extracting commonalities of experience out of somewhat parallel historical experiences. Although no two economic developments, revolutions, wars, or educational experiences are entirely similar, some common threads can be discerned among them. Volume II, An Analysis of the Consortium Endeavor, centers about the shared problems, successes and failures, and other experiences undergone by the seven Consortium institutions. Volume II should be of considerable value not only to those readers who are interested in graduate education in criminal justice but also to students of educational organizations who wish to learn about the broader topics of educational innovation, curriculum development, or educational consortia.

One of the core questions or issues regarding graduate education in criminal justice has to do with manpower needs. How many persons with advanced degrees in criminal justice will be needed in future decades? How many positions in educational institutions, criminal justice agencies, or other organizations will actually open up to holders of graduate degrees in criminal justice? What kinds of specific skills and knowledge will be required of those criminal justice graduates? Volume III, Criminal Justice Education Manpower Survey, presents the results of a comprehensive attempt on the part of the Consortium institutions to provide some tentative answers to these queries.

The issue of the substantive content of criminal justice graduate programs is addressed in various places throughout these four volumes, as is the companion question of the most appropriate institutional location for graduate programs in criminal justice. Each of the seven Consortium institutions had to face these and related questions. However, Volume IV, Criminal Justice Doctoral Education: Issues and Perspectives, is focused specifically upon key issues in criminal justice education. This Report draws heavily from the proceedings of a conference on criminal justice doctoral education held at the University of Nebraska at Omaha on October 21-23, 1975. The reader will encounter a good many provocative analyses of the problems and prospects for the emerging field of criminal justice within the pages of Volume IV.

The Directors and staff members of the seven Consortium institution projects regard these four volumes as a major product of the educational development experience. Final answers to major questions are not presented in these volumes, for such propositions would be highly premature. The final outlines of criminal justice graduate education are not yet entirely clear. Much work remains to be done toward the development of criminal justice graduate education that speaks to the central issues of crime control in modern society. But, if we have managed to identify some of the major problems that cry out for attention, the purposes of these volumes will have been achieved.

The supervision and general editorship of these Reports was the responsibility of the Consortium Board of Directors, composed of the Project Directors of the seven Consortium universities: Peter P. Lejins, Chairman, University of Maryland; Norman Rosenblatt, Vice Chairman, Northeastern University; John H. McNamara, former Chairman, University of Michigan; James W. Fox, Eastern Kentucky University; Don C. Gibbons, Portland State University; I. Gayle Shuman, Arizona State University; and Vincent J. Webb, University of Nebraska at Omaha.

The Board of Directors appointed a Consortium Reports Committee chaired by Peter P. Lejins; membership of this committee has included Gilbert H. Bruns, James W. Fox, Norman Rosenblatt, and Vincent J. Webb. The Consortium Reports Committee assigned to Robert W. Ullman of Eastern Kentucky University the chairmanship of a Volume III Task Force, to be assisted by Michael R. DeShane, Portland State University; Dennis E. Hoffman, University of Nebraska at Omaha; Ralph G. Lewis, Michigan State University; John C. Mowen, Arizona State University; James M. Parker, Northeastern University; and Gerald R. Wheeler, University of Maryland.

Responsibility for the overall organization of these many efforts, including outlining, editing, writing of certain portions, typing, proofreading, reproduction, and assembly of the Reports rested with the staff of the Office of the Coordinator: Gilbert H. Bruns, Coordinator; Pat (Wilson) Young, former Assistant to the Coordinator; Carolyn O'Hearn, Publications Liaison Specialist; Charlotte C. Howard and Elaine Stern, Project Assistants; and Marilyn Thompson, secretary.

The representatives of the National Criminal Justice Educational Consortium wish to take this opportunity to express their appreciation for both the financial and moral support of the Law Enforcement Assistance Administration, without which these volumes and the achievements reported in them would not have been possible. Gratitude is due especially to Administrator Richard W. Velde, J. Price Foster, Director of the Office of Criminal Justice Education and Training, and Program Managers Carl W. Hamm and Jean F. Moore.

Although the Law Enforcement Assistance Administration provided the funding for the Consortium, the views presented in these volumes do not necessarily represent the opinions and views of that agency. Instead, the claims and conclusions advanced in these pages should be attributed to the members of the National Criminal Justice Educational Consortium.

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CHAPTER 1. INTRODUCTION

The National Criminal Justice Educational Consortium was established in 1973 following the awarding of the first major grants from the federal government for the specific purpose of developing advanced graduate level education for criminal justice personnel. The Law Enforcement Assistance Administration (LEAA) was the federal agency which established the grants, selected the seven member universities, awarded the grants, and monitored the three-year program. A Board of Directors for the Consortium was formed, composed of the Project Directors from the seven institutions.

Each institution also was authorized to employ a professional staff member as a Research Director, and the Board of Directors established a committee, composed of these Research Directors, to organize and encourage both cooperative and independent research efforts in various areas of criminal justice. At that time, the Board of Directors specifically directed the Research Directors to submit a proposal for a manpower study of personnel holding criminal justice graduate level degrees.

The initial meeting of the Research Directors took place in Tempe, Arizona, in January 1974, and meetings continued on a monthly basis for approximately one year. Dr. Robert W. Ullman, from Eastern Kentucky University, was elected chairman of the committee in February 1974. Shortly thereafter, in

May 1974, Dr. Ullman submitted a proposal for a national manpower study of criminal justice graduate level personnel. The proposal was reviewed by the Research Directors and submitted to the Board of Directors in December 1974. The Board of Directors established a Task Force for the Manpower Research Project at this time and appointed Dr. Ullman as chairman and all permanent Research Directors as members of the Task Force.

During these design stages of this project, the National Planning Association was awarded a major LEAA grant to conduct a nationwide manpower study of operational agencies. In addition, in 1971 the American Justice Institute of Sacramento, California, had been awarded a major grant, the purpose of which was to conduct a research project, Project STAR, involving an effort to "identify appropriate roles for the criminal justice system and to develop means for achieving desired role performance in a four-state area."

The significance of these activities for the research project of the Consortium was apparent. Dr. Charles P. Smith, Project Director for Project STAR, was invited to attend a combined meeting of the Consortium Board of Directors and the Research Directors for the purpose of explaining the objectives, design, and preliminary findings of Project STAR. This meeting took place in Tempe, Arizona, in April 1974. In addition, Dr. Harold Wool, Project Director of the National Planning Association Manpower Study, was invited to attend a similar meeting in Tempe, Arizona, in December 1974.

Following these meetings, Dr. Ullman and personnel on his staff met with both Dr. Smith and Dr. Wool on numerous occasions. The purpose of the meetings with Dr. Smith was to discuss design issues, with particular emphasis upon survey questionnaires, response rates, and any possible overlap of the research projects. The meetings with Dr. Wool focused on many of the same issues, but also included the consideration of integrating the data input to provide for maximum cohesion between the data sets of these two major studies--the Consortium project and the NPA project.

PURPOSES

When the Consortium was established in 1973, many were convinced that the President's Commission on Law Enforcement and Administration of Justice was correct in its advocacy of higher education for criminal justice personnel, but there was no research indicating the degree to which graduate level criminal justice personnel were needed in operating agencies, in LEAA and related agencies, in research corporations conducting criminal justice research, or in higher education. The project to be conducted by the National Planning Association was expected to meet the need for information regarding the operating agencies. However, this left the large area of higher education as a potential employer and the areas represented by LEAA and related planning and research agencies and corporations yet to be studied.

The task of providing an effective, responsible, and democratically responsive criminal justice system for this country was felt to be too important to permit the expenditure of the limited amount of money available upon educational programs which would not themselves address that task. On the other hand, as we have said in Volume IV of these Reports, there was and is general agreement among many leaders in criminal justice in this country that it is through higher education and research that this task will be accomplished. If this is true, then to fail to provide adequate support at the graduate level could restrict the levels of education possible and thwart the fulfillment of the task before us.

It was clear that responsible budgetary planning for decisions on these matters required information that was not then available regarding the degree to which educational institutions could meet the need for graduate level criminal justice personnel. These considerations included such concerns as the location of graduate level programs throughout the country, the content of these programs, the degree of reciprocity between graduate level program content and competencies needed in the field, and the qualifications of faculty presently in these educational programs.

These were the primary concerns which were expressed to the Consortium Board of Directors by many leaders in American criminal justice and by the Board of Directors to the Task Force. These became the objectives of the Consortium Manpower Study.

The Consortium survey therefore focused upon the manpower needs in the following areas:

A. The Needs of Institutions of Higher Education for

Criminal Justice Master's and Doctoral Graduates
Questionnaire efforts in this area were addressed to the following questions:

1. What is the current enrollment in criminal justice educational programs?
2. What areas of study or concentrations are offered in criminal justice degree programs?
3. What types of degrees are offered in criminal justice educational programs?
4. What criminal justice degree-granting programs are presently offered in the United States and its territories?
5. What is the present status of criminal justice education manpower in the United States?
6. What are the characteristics of present criminal justice faculty?
7. To what extent is criminal justice work experience required for employment on a criminal justice faculty?
8. To what extent do institutions of higher education require or recommend that criminal justice faculty members actively participate in research?

9. What criminal justice degree programs and/or areas of study will be added during the next five years?
10. What is the projected number of additional faculty needed by area of study in criminal justice during the next five years?

B. The Needs of Research Agencies

Research agencies which were actively soliciting and/or conducting research in the criminal justice system for LEAA and its regional offices were contacted to seek answers to these questions:

1. Do research agencies have a need for research and planning-oriented master's and doctoral graduates in criminal justice?
2. Given the level of activity in which these agencies are presently engaged and/or expect to maintain, do they anticipate a need for this type of professional manpower? How many? With what experiences and competencies?

C. The Needs of State and Regional Criminal Justice Planning Agencies

Questions posed were:

1. What are the required or recommended qualifications of present agency staff?
2. Are agency needs for qualified administrators, planners, and researchers currently being met?

3. What do the agencies project as future needs in these areas?

D. The Needs of the Law Enforcement Assistance Administration and Its Regional Agencies

Exploration centered around the need for administrators, evaluators, planners, researchers, and technical consultants in these agencies. Questions for which answers were sought included:

1. What are the qualifications and competencies desired for positions within the agencies?
2. What projected needs do the agencies see for advanced degree personnel in criminal justice?

SELECTED REVIEW OF CRIMINAL JUSTICE MANPOWER RESEARCH

Since the passage of the Manpower Development and Training Act of 1962, manpower research at every level appears to have increased quantitatively and improved qualitatively. Title I of this Act requires the President of the United States to submit an annual Manpower Report on the resources, requirements, training, and utilization of the nation's manpower. It follows then that Congress, cognizant of major changes in our economy and society, looks upon manpower as a major national resource that requires annual appraisal by the executive in order for the Congress to consider continuing legislative action.

Additionally, since the passage of the Manpower Development and Training Act, there has been a marked increase

in the number of studies which attempt to forecast manpower needs for various industries and professions. DeShane and Griswold (1975) asserted that "the need for these studies is clear. With increasing specialization, the requirement of long periods of training for many occupations, and a rapidly changing technology, it is often the case that the necessary trained manpower for certain occupational categories is not sufficient to meet the need."

The Law Enforcement Assistance Administration, recognizing this need, contracted with the National Planning Association to assess criminal justice manpower requirements and issues during the next decade. The results of this assessment should provide decision makers with the necessary information to guard against manpower deficiencies. The National Planning Association's methodology for this study utilizes a goals analysis approach which consists of defining a broad number of national goal areas, determining the costs of implementing these goals simultaneously in the future, and analyzing the overall economic and manpower consequences which would result from the pursuit of these goals. This approach emphasizes potential economic and manpower impact which may be generated by pursuit of different national goals, with the attainment of these goals being determined by future manpower constraints.

The Joint Commission on Correctional Manpower and Training, consisting of 95 national, international, and regional organizations and public agencies, has completed a very

comprehensive series of studies and reports upon the recruitment and retention of manpower in corrections. With emphasis upon the ever-changing roles and performance of correctional workers, Galvin and Karacki (1969) indicated the "emergence of new, altered, or enlarged pools of manpower from which staff could be recruited, reassigned, transferred, or promoted. Factors associated with this transition include "new or modified higher education programs at the junior college, baccalaureate, and graduate levels."

The Joint Commission further reported in Perspectives on Correctional Manpower and Training (January 1970) that "graduate professional training is rare at all levels of employment" in the correctional system. Additionally, there is a shortage of highly trained personnel among administrators in the system, supervisory personnel as well as specialists. The Commission further pointed out the lack of advanced training:

Persons without college education constitute 10 percent of administrators, 18 percent of supervisors, and 6 percent of specialists. If the competition for these jobs becomes increasingly dependent on formal education, opportunities for continuing education are crucial to those occupants of status positions who have special aptitudes for performing the associated tasks.

The researchers, in this volume, have not attempted to answer the direct question: Is advanced education required in the criminal justice system? The answer to this question will be debated for some time. True, some advanced degree

personnel are currently working in criminal justice agencies as confirmed by a follow-up of criminal justice master's graduates from Eastern Kentucky University; however, educational requirements for many of the positions within the agencies generally do not specify an advanced degree as a requirement for these positions.

The research efforts in this study have been primarily directed toward the needs of higher education for advanced degree personnel in criminal justice because higher education is a major consumer of advanced degree personnel. Ginzberg (1968) in Manpower Agenda for America stated that "higher education itself will be a major consumer of the trained manpower which it will provide during the years to come."

The LEAA educational standards and goals emphasize the desirability of the attainment of associate and bachelor's degrees for criminal justice workers within a reasonable time period. In the effort to provide qualified undergraduate instruction, institutions of higher education will continue to need advanced degree personnel. Hence, this research effort is primarily directed to the numbers of advanced degree personnel needed, in what areas, and with what qualifications.

DIMENSIONS OF THE STUDY

The educational manpower questionnaire was sent to all institutions of higher education listed in the Community and Junior College Directory and the Education Directory, excluding seminaries and schools no longer in operation. This

population included universities, colleges (four or more years), junior colleges, community colleges, technical institutes, and professional schools. In presenting the results of the study, categories have been designated as follows:

1. university, 2. colleges (four or more years), 3. colleges (two years), 4. other--technical institutes. Professional schools were categorized as the researchers deemed appropriate.

The actual collection of data was performed by institutions in the National Criminal Justice Educational Consortium. All institutions utilized the same questionnaire. Eastern Kentucky University surveyed LEAA Regions 2, 4, 6, 10; North-eastern University surveyed LEAA Region 1; the University of Maryland surveyed LEAA Region 3; Michigan State University surveyed LEAA Region 5; the University of Nebraska at Omaha surveyed LEAA Regions 7 and 8; and Arizona State University surveyed Region 9. The returned questionnaires were then forwarded to Eastern Kentucky University for processing, collation, coding, and analysis.

There were two major phases to the survey. In October-December 1974, the questionnaire was sent to institutions in Region 4. After this initial surveying (Phase One), changes were made in the questionnaire. A question on LEEP participation and a question concerning manpower needs in light of budgetary constraints were added.

In Phase Two, Regions 1-3 and 5-10 were surveyed. This survey involved three mailings and a telephone follow-up

only to those schools identified from prior studies as having programs. At this time a telephone follow-up, coupled with another mailing, was made to those schools in Region 4 who had been identified in previous studies as having a program but who had not responded to the first set of mailings in Phase One.

The results which follow are based on the returned questionnaires from all regions of the United States.

The Criminal Justice Education Manpower Survey was conducted in 2881 institutions of higher education throughout the United States and its territories. Of these 2881 institutions, 2143 (74 percent) completed the questionnaire. Table 1 presents a breakdown of the returns by LEAA Region. Return rates ranged from 49 percent in Region 8 to 89 percent in Region 7. The questionnaires for Regions 5 and 8 were sent out during June, July, and August 1975. Some of the personnel who would have been responsible for replying to the questionnaire were on summer vacation, and this may have accounted for the lower return rate in these regions.

Table 2 presents a breakdown of the responding institutions into three categories: those having an independent criminal justice program and/or a criminal justice program in another academic department, those planning to add a program, and those with no programs or future plans to add one. Of the schools responding, 41 percent reported that they have a criminal justice program, 4 percent plan to add a program,

Table 1
Questionnaire Return Rates
(percents by rows)

LEAA Region (states included)	Questionnaires		%
	Sent	Returned	
1 (CT, ME, MA, NH, RI, VT)	254	166	(65)
2 (NJ, NY, PR, VI)	259	197	(76)
3 (DE, DC, MD, PA, VA, WV)	323	249	(77)
4 (AL, FL, GA, KY, MS, NC, SC, TN)	513	420	(82)
5 (IL, IN, MI, MN, OH, WI)	565	339	(60)
6 (AR, LA, NM, OK, TX)	250	213	(85)
7 (IA, KS, MO, NE)	233	208	(89)
8 (CO, MT, ND, SD, UT, WY)	155	76	(49)
9 (AZ, CA, HI, NV, GU)	238	194	(82)
10 (AK, IO, OR, WA)	91	81	(89)
Total	2881	2143	(74)

and 55 percent reported that they have no program and do not plan to add one.

For all of the regions a telephone follow-up was employed after the third mailing to increase the response from those institutions which were known to offer criminal justice programs. This technique increased the response from these institutions, but whether or not it was disproportionate to the total population cannot be determined unless all the 26 percent nonrespondents could be interviewed. This remains a gap of uncertainty in the study. Since the survey efforts were mainly concerned with institutions which have or plan to have criminal justice programs, this additional effort was felt to be justified. However, the reader is cautioned that any

Table 2
 Status of Responding Institutions
 (percents by rows)

LEAA Region	Offers at least one CRJ Program Independent and/or Within Another Department*		Plan to add a CRJ Program		No Programs or Projections		Total	
	N	%	N	%	N	%	N	%
1	40	(24)	5	(3)	121	(73)	166	(100)
2	81	(41)	7	(4)	109	(55)	197	(100)
3	86	(34)	9	(4)	154	(62)	249	(100)
4	167	(40)	19	(4)	234	(56)	420	(100)
5	138	(41)	13	(4)	188	(55)	339	(100)
6	108	(51)	16	(7)	89	(42)	213	(100)
7	56	(27)	16	(8)	136	(65)	208	(100)
8	28	(37)	3	(4)	45	(59)	76	(100)
9	112	(58)	5	(2)	77	(40)	194	(100)
10	51	(63)	2	(2)	28	(35)	81	(100)
Total	867	(41)	95	(4)	1181	(55)	2143	(100)

*755 institutions offer an independent program;
 156 institutions offer a program within another department;
 44 institutions offer both an independent program and a
 program within another department.
 (755 + 156 = 911 - 44 = 867)

attempt to extrapolate to the total population should consider this "gap of uncertainty."

LIMITATIONS

Any study of manpower needs which requires projections, as is the case with the study reported here, relies upon both the accuracy and the completeness of the data used. To that extent, the results reported here are dependent upon the ability of the respondents to predict their own needs.

These predictions, in turn, are dependent upon budgetary decisions in the various institutional governing bodies, continued interest in criminal justice operating agencies to have college-educated personnel, the degree to which the Law Enforcement Assistance Administration continues to encourage college education for criminal justice personnel, and the levels of success achieved by graduates of these programs. Efforts were made to deal with variations in budget restrictions by asking for estimates with and without budgetary restrictions; however, the estimates could not take into consideration all degrees of budgetary limitations. Other factors limiting the quality of the data input are more difficult to predict, since they inevitably reflect a "tone" of acceptance which may or may not exist in the future. Assuming that the general acceptance of criminal justice education continues, that law enforcement and the administration of justice continue to have the support demonstrated during the past eight years, and that the 74-percent response rate does not distort the basic distribution, these data should prove to be relatively accurate.

As has been said earlier, the data presented here do not reflect all aspects of possible employment of graduate level criminal justice personnel. The operating agencies are being covered in a separate study by the National Planning Association. However, based upon the experience of one of the institutions of the Consortium (Eastern Kentucky University),

it would appear that operating agencies represent potentially fertile ground for employment of master's level graduates at least. Of the master's level graduates from this institution (Eastern Kentucky University), 54 percent have found employment in operating agencies throughout the country. These agencies, and other alternative potential employers not covered in this study, represent factors which could significantly alter the conclusions derived from the findings reported here. In any case, the data reported here should not be assumed to represent all possible employment opportunities for master's or doctoral level criminal justice personnel. The manpower needs projected are thus limited to that extent.

CHAPTER 2. CRIMINAL JUSTICE PROGRAMS IN HIGHER EDUCATION

Institutions of higher education serve both as prospective employers and as generators of professional manpower for the criminal justice system. The survey of these institutions dealt with both dimensions; however, this chapter focuses only upon higher education graduate level programs as the source of the professional manpower for the fields of criminal justice and criminal justice education. The following chapter will then address the institutions of higher education as potential employers.

PRODUCTION OF CRIMINAL JUSTICE MASTER'S AND DOCTORAL LEVEL GRADUATES

During the 1974-75 school year there were 5,699 students enrolled in master's level programs which offer independent degrees in the criminal justice area; in addition, 931 students were pursuing degrees in some other discipline with a major or minor in a criminal justice area--for a total enrollment in criminal justice programs of 6,630. Of this number, 2,570, or 39 percent, were attending full time. As the data in Table 3 demonstrate, there appears to be a certain unevenness in the percentage of full-time students at the universities in the sample. Of the university students in the independent programs, 41 percent were full time, while 52 percent of the university students in other disciplines with majors or minors in criminal justice were attending full time.

Table 3

Enrollment at Institutions Offering Master's Level
Degrees in Criminal Justice (1974-75)
(percents by rows)

Institution Type	Insti- tutions Reporting N	Enrollment					
		Full-time		Part-time		FT & PT	
		N	%	N	%	N	%
<u>Independent Degree Program</u>							
University	59	1,931	(41)	2,834	(59)	4,765	(100)
College (4-year or more)	11	192	(21)	742	(79)	934	(100)
Total	70	2,123	(37)	3,576	(63)	5,699	(100)
<u>Degree Program in a Non- criminal Justice Depart- ment with a Major/Minor</u>							
University	25	422	(52)	396	(48)	818	(100)
College (4-year or more)	6	25	(22)	88	(78)	113	(100)
Total	31	447	(48)	484	(52)	931	(100)
<u>Combined--Independent and Major/Minor</u>							
University	81*	2,353	(42)	3,230	(58)	5,583	(100)
College (4-year or more)	17	217	(21)	830	(79)	1,047	(100)
Grand Total	98*	2,570	(39)	4,060	(61)	6,630	(100)
*Some institutions offer both types of programs; hence, the combined totals will not balance.							

The significance of the relationship between full-time and part-time master's level students rests in the probability that the full-time student is likely to represent a job candidate in the near future, while the part-time student will take a longer time to complete his program and, very possibly, holds a criminal justice related position at the present time. Thus, predictions of the potential increase in the number of master's level job applicants need to take these factors into consideration, especially in view of the fact that only 39 percent of the total master's level enrollment at the responding institutions were attending full time.

Doctoral degree enrollment in criminal justice appeared to have a different distribution. That is, the vast majority (84 percent) of the students attended on a full-time basis. Moreover, there was a more even distribution between those enrolled in independent criminal justice programs and those enrolled in programs in other disciplines with a major or minor in criminal justice, 201 and 116, respectively. In 1974-75 there was a total of 400 doctoral level students enrolled at the responding institutions in criminal justice related programs, 317 of whom were attending full time. Table 4 provides a summary of these data on doctoral degree enrollments.

These students are enrolled in graduate programs in every region, though not in every state in the United States. Two of the nine independent doctoral level criminal justice programs reported by the respondents (Sam Houston State University

Table 4

Enrollment at Institutions Offering Doctoral Level
Degrees in Criminal Justice (1974-75)
(percents by rows)

Institution Type	Insti- tutions Reporting N	Enrollment					
		Full-time		Part-time		FT & PT	
		N	%	N	%	N	%
<u>Independent Degree Program</u>							
University	9	201	(79)	55	(21)	256	(100)
College (4-year or more)	--	--		--		--	
Total	9	201	(79)	55	(21)	256	(100)
<u>Degree Program in a Non- criminal Justice Depart- ment with a Major/Minor</u>							
University	15*	111	(90)	28	(10)	139	(100)
College (4-year or more)	1	5	(100)	--		5	(100)
Total	16*	116	(91)	28	(9)	144	(100)
<u>Combined--Independent and Major/Minor</u>							
University	22*	312	(84)	83	(16)	395	(100)
College (4-year or more)	1	5	(100)	--		5	(100)
Grand Total	23*	317	(84)	83	(16)	400	(100)

*Florida State University and the University of California at Berkeley reported both an independent program and another program in a noncriminal justice department.

not responding) exist in Region 4 (southeastern United States), and 36 of the 149 master's level criminal justice programs reported by respondents are located in Region 5 (north central United States). The state having the most graduate level criminal justice programs is California, which is in Region 9. Table 5 provides an analysis of the distribution of these programs by state and region as reported by our respondents. It should be noted that in Florida, Florida State University offers two programs (an Ed.D. and a Ph.D.) and in Michigan, Michigan State University offers two programs (Ph.D.'s in Criminal Justice or Criminology).

It will be noted that no institution in Region 8 reported offering graduate level criminal justice programs, but this was the region with the lowest response rate for the entire survey. Only 49 percent of the institutions in this region responded, which may account for these results. However, the International Association of Chiefs of Police publication, Law Enforcement and Criminal Justice Education Directory, 1975-76, does not list any independent programs for this region, either. When doctoral programs in other disciplines with major or minor criminal justice areas are included, the distribution does not change appreciably, as Table 6 demonstrates.

According to the respondents to this survey, doctoral level degrees in another discipline, but with a concentration in criminal justice, represent over 75 percent (30 of 40) of

Table 5

1974-75 Distribution of Independent Master's Level
and Doctoral Level Programs by State and Region

<u>Region</u>	<u>State</u>	<u>MS/MA</u>	<u>Ph.D.</u>
1	Massachusetts	5	1 ^a
	New Hampshire	1	
2	New Jersey	1	1
	New York	4	
3	Puerto Rico	1	1
	District of Columbia	1	
	Maryland	3	
	Pennsylvania	13	
	Virginia	1	
4	West Virginia	1	1
	Alabama	8	
	Florida	6	
	Georgia	2	
	Kentucky	7	
	Mississippi	6	
	Illinois	20	
5	Indiana	4	2
	Michigan	7	
	Minnesota	1	
	Ohio	4	
	Louisiana	3	
6	New Mexico	1	1 ^b
	Oklahoma	1	
	Texas	8	
	Iowa	1	
7	Kansas	9	1
	Missouri	3	
	Nebraska	1	
	Arizona	1	
9	California	22	2
	Oregon	2	
10	Washington	1	
Total Programs		149	10 ^c

^aNortheastern University offers an interdisciplinary science Ph.D. with a specialization in forensic science.

^bSam Houston State University failed to respond to the survey but was included here because of its well-known graduate program in criminal justice.

^cMichigan State University reported that they offered two degree programs.

the doctoral level programs. The opposite distribution is found for the master's level programs: almost 67 percent of these are independent criminal justice programs.

In addition, the distribution of these programs--from which will come the criminal justice graduate level degree holders of tomorrow--reflects pronounced concentrations.

Table 6

1974-75 Distribution of Criminal Justice Graduate Degree Programs by LEAA Regions (including those offering a degree in another discipline with a major/minor in criminal justice)

Region	MS/MA			Ph.D.			Total
	Inde- pendent	w/CJ Major/ Minor	Sub- Total	Inde- pendent	w/CJ Major/ Minor	Sub- Total	
1	6	9	15	1 ^a	8	9	24
2	6	5	11	2	2	4	15
3	19	11	30	1	7	8	38
4	29	9	38	2	1	3	41
5	36	16	52	2	6	8	60
6	13	1	14	1 ^b	-	1	15
7	14	1	15	-	-	-	15
8	-	4	4	-	-	-	4
9	23	13	36	1	5	6	42
10	3	5	8	-	1	1	9
Total	149	74	223	10 ^c	30	40	263

^aNortheastern offers an interdisciplinary science degree with a specialization in forensic science.

^bSam Houston State University is included because of its well-known program, though they were not a respondent to the survey.

^cBoth Florida State University and the University of California at Berkeley reported an independent program and a program in a noncriminal justice department with a major/minor in criminal justice.

Region 5 (north central United States) has 60 of the 263 graduate level programs reported, with Region 9 (southwestern United States) and Region 4 (southeastern United States) accounting for 42 and 41, respectively.

Even within the regions where some programs are offered, there are states which must recruit graduate level criminal justice professionals from other states if they wish to employ such personnel. According to the responses to this survey these include the following states or territories:

- Region 1. Maine, Rhode Island, Vermont
- Region 2. Virgin Islands
- Region 3. Delaware
- Region 4. North Carolina, South Carolina
- Region 5. None
- Region 6. Arkansas
- Region 7. None
- Region 8. North Dakota, Wyoming
- Region 9. Hawaii, Nevada
- Region 10. Alaska, Idaho

Of course, if the 749 nonrespondents include institutions which have programs in these states, the picture would differ considerably. Also, it should be noted that the field is a dynamic one, and new programs may well have started since 1974-75 when this survey was made. However, the I.A.C.P. publication referred to earlier, Law Enforcement and Criminal Justice Education Directory, 1975-76, does not indicate

graduate level programs in these states, either independent programs or programs offered within another discipline.

MASTER'S LEVEL PROGRAMS

As has been shown, the output of graduate level criminal justice professionals is not evenly distributed geographically. As important as this observation may be to those states without programs, an even more significant case of maldistribution could exist in terms of areas of specialization. That is, if the need is for personnel prepared to enter the field of correctional administration but the criminal justice graduate programs are specializing in police administration, a serious discrepancy may be said to exist.

In this chapter we are focusing upon the graduate level output of the educational institutions in the field of criminal justice. In other words, we are providing one-half of the manpower equation, the other half of which is the amount of the need for graduate level criminal justice professionals. This second half of the equation will be addressed in the next two chapters.

Considering first the master's level programs which offer independent criminal justice degrees, it was found that the "criminal justice" or generalist degree was most popular, followed by corrections, police-related areas, and criminology. Areas of study which the respondents referred to as "law enforcement," "police administration," or "police science" are

included in the term "police-related areas." It is interesting to note that, whether the program was an independent one or located in another discipline, the percentage of police-related programs--as compared to the total programs--was approximately the same, 15 percent, as the data in Table 7 demonstrate. The criminology area appears to have much stronger support in programs housed in other disciplines as compared to independent programs.

Thus, whether or not the master's level program is an independent one, it is most likely to offer a generalist, "criminal justice," educational preparation, which would theoretically enable the professional to adapt to many operational specializations. The difference between the two types of degree programs is that a program housed in another discipline is more likely to have a criminology specialization, while an independent program is more likely to have a specialization in corrections.

The explanation of this distribution within those programs housed in noncriminal justice areas may be found by reviewing their specific administrative locations. Table 8 provides this distribution and illustrates the significance of the college or department in which a program is located. For example, the emphasis upon criminology, considered by many to be a branch of sociology, is probably a reflection of the predominance of sociology as the "academic house" for these programs. However, if political science and public administration are

Table 7

Criminal Justice Master's Degrees Offered: Type of Degree
Program and Type of Institution by Area of Study

Area of Study	Degrees in Criminal Justice Area of Study			Major/Minor in CRJ Area-- Degree in Another Discipline		
	Univer- sity	4-Year College	Total	Univer- sity	4-Year College	Total
Corrections	23	7	30	9	1	10
Court Administration	5	-	5	2	-	2
Criminal Justice	35	6	41	13	6	19
CRJ Education	6	1	7	4	-	4
CRJ Research & Planning	6	-	6	4	1	5
Criminalistics/ Forensic Science	8	1	9	1	1	2
Criminology	13	-	13	14	1	15
Juvenile Justice/ Delinquency	5	2	7	3	1	4
Law Enforcement	10	1	11	6	-	6
Police Administration	6	2	8	4	1	5
Police Science	2	1	3	-	-	-
Security	-	1	1	-	-	-
Other	7	1	8	1	1	2
Total	126	23	149	61	13	74*

*Since one institution may offer more than one program, there are more programs than institutions.

Table 8

Departments or Colleges Offering a Master's Degree
with a Major or Minor in a Criminal Justice Area

<u>Department or College</u>	<u>Univer- sity</u>	<u>College</u>	<u>Total</u>
Business	1	-	1
Chemistry	-	1	1
Education	7	-	7
Political Science	8	2	10
Psychology	-	1	1
Public Administration	14	2	16
Social Science	3	2	5
Social Work	2	2	4
Sociology	20	1	21
Urban Studies	1	-	1
Other	5	2	7
Total	61	13	74

considered under the same rubric, one may find a possible explanation for the strong showing of "criminal justice" and "police-related" programs.

The distribution of students in these programs appears to reflect a slightly different pattern than the distribution of programs, though this is based upon the specialization at the institutions offering programs combined with the enrollments at the institutions. The number of students in those institutions offering the generalist, "criminal justice" type of program was in even greater proportion to the total number of students in this field of study than was the number of these generalist programs to the total programs. Master's level students in police-related programs also tended to be

in greater proportion than the number of these programs. Thus, though these programs were only slightly more numerous than other specializations, the numbers of students in these two specializations were in greater proportion. It is also of interest that the number of criminology students nearly equaled the number of students in the corrections area. If the data presented in Table 7 reflect reasonable estimates of the distribution of master's level students in criminal justice areas, the output of graduates at this level will be most probably "generalists," followed by those prepared in "police-related" specializations, with corrections specialists and criminologists also well represented.

The output of doctoral level criminal justice professionals is, of course, much smaller than that of master's level graduates. The more severe entrance requirements, greater academic demands, plus the greater costs in terms of time, money, and personal commitment combine to reduce the number of candidates. Therefore, fewer programs exist at this level. In fact, only eight states had an independent doctoral level criminal justice program in 1974-75. These were California, Florida, Kentucky, Maryland, Massachusetts, Michigan, New York, and Texas. (More recently New Jersey has entered this group by establishing a program at Rutgers.) In the year of the survey, a total of nine programs existed, Rutgers' program being added later.

Doctoral level programs in other disciplines, with majors or minors in criminal justice, are more numerous. Our respondents reported 30 such programs, though they are located in only ten states: California, Connecticut, Florida, Massachusetts, Michigan, New York, Ohio, Oregon, Pennsylvania, and Wisconsin. Of course, the reader is again reminded that 26 percent of the institutions of higher education did not respond to the survey, and it is possible that this group may have a criminal justice related doctoral program. In fact, the University of Montana is listed in the I.A.C.P. Law Enforcement and Criminal Justice Education Directory, 1975-76 as having a doctoral level program in sociology with courses in criminology, but this institution was not among our respondents and probably would not have met the criteria of having a major/minor in criminal justice areas.

As of the 1974-75 school year, there were a total of 23 institutions offering programs which would lead to a doctoral level degree in this field, either as an independent program and/or within another discipline as a major or minor concentration. Table 9 lists these institutions. One independent program, at the University of California at Berkeley, has been discontinued since the survey was conducted, and a new program, at Rutgers University, has been authorized since the survey. Both were included in Table 9 because to exclude them would lead one to overlook the changes that are taking place in higher education in this area of study. Also, it should be

Table 9

Institutions of Higher Education in the United States
Offering Doctoral Level Programs in Criminal Justice

	Type of Program Offered		Comments
	Inde- pendent	CRJ Major/Minor	
Bowling Green (Ohio) State U.		X	
Bryn Mawr College		X	
Claremont (Cal.) Grad. School		X	
Florida State University	X	X	School of Criminology and College of Education
Fordham University		X	
Mass. Inst. of Technology		X	
Michigan State University	X		Interdisciplinary Degree in CRJ
Northeastern University	X		Interdisciplinary Degree in Forensic Science
Ohio State University		X	
Portland State University		X	Interdisciplinary Degree in Urban Studies
Rutgers, State U. of NJ	X		Authorized 1975, School of CRJ, not in survey
Sam Houston State University	X		Inst. of Contemporary Correc- tions, not a respondent
State Univ. of NY at Albany	X		School of CRJ
U. of California, Berkeley	X	X	Dept. of Criminology and School of Applied Health
University of Connecticut		X	
University of Louisville	X		Interdisciplinary Degree in CRJ
University of Maryland	X		Inst. of CRJ and Criminology
Univ. of Massachusetts		X	
University of Pittsburgh		X	Forensic Sci. Major in Chemistry
Univ. of Southern Calif.		X	
University of Wisconsin		X	
Western Michigan University		X	
Yale University		X	
Total No. of Institutions	9	16	

Note: These 23 institutions of higher education offer 40 doctoral programs in criminal justice areas of study, with Florida State University and the University of California at Berkeley reporting both an independent and an outside program (the independent program has since been discontinued at Berkeley).

noted that one institution, Duquesne University, indicated in their response to the survey that they offered doctoral level programs with a major or minor in the criminal justice area, but they were not included in the list because follow-up inquiries revealed that the criminal justice emphasis was not distinct enough to be identified as a separate program.

It is not sufficient, however, simply to indicate that the graduate has a doctorate in some criminal justice area. There is considerable variation in the emphasis of the doctoral level educational programs offered in the United States, even in those nominally referred to as "independent" programs, as the distribution of these programs by area of study, shown in Table 10, demonstrates. It should be noted that these data refer to programs, and a single institution may offer more than one program. The reader is therefore cautioned that totals should not be expected to correspond to the totals for institutions. Moreover, these data are less stable than data for institutions, since a school of criminal justice can delete or add a particular program more easily than an institution can eliminate or establish an entire administrative unit (i.e., college, school or department). This would also make the major/minor programs more amenable to change than the independent programs.

Table 11 shows the distribution of departments or colleges offering a doctoral level major or minor in a criminal justice area. Sociology is clearly the most frequent academic "home"

Table 10

Criminal Justice Doctoral Degrees Offered: Type of Degree
Program and Type of Institution by Area of Study

<u>Area of Study</u>	<u>Degrees in Criminal Justice Area of Study</u>			<u>Major/Minor in CRJ Area-- Degree in Another Discipline</u>		
	<u>Univer- sity</u>	<u>4-Year College</u>	<u>Total</u>	<u>Univer- sity</u>	<u>4-Year College</u>	<u>Total</u>
Administration of Justice	1	-	1	-	-	-
Corrections	-	-	-	4	-	4
Criminal Justice	5	-	5	5	-	5
Criminal Justice Education	-	-	-	3	1	4
Criminal Justice Planning/ Research	-	-	-	2	-	2
Criminalistics/Forensic Science	1	-	1	2	-	2
Criminology	3	-	3	7	1	8
Juvenile Justice/ Delinquency	-	-	-	3	-	3
Police Administration	-	-	-	2	-	2
Total	10	-	10	28	2	30*

*Since one institution may offer more than one program, there are more programs than institutions.

for these programs. Again, there are more programs than de-
partments, since a single department may offer than one pro-
gram.

Table 11

Departments or Colleges Offering a Doctoral Degree
with a Major or Minor in a Criminal Justice Area

<u>Department or College</u>	<u>Univer- sity</u>	<u>4-Year College</u>	<u>Total</u>
Chemistry	1	-	1
Education	3	-	3
Political Science	1	-	1
Public Administration	3	-	3
Public Health	1	-	1
Social Work	2	1	3
Sociology	7	1	8
Urban Studies	2	-	2
Total	20	2	22*

*Since one department may offer more than one program, there are fewer departments than there are programs.

DOCTORAL LEVEL PROGRAMS

We noted that the master's level enrollments were pre-
dominantly in independent programs. In addition, only 36 per-
cent (104 of 400) of the students in all the reported doctoral
programs are in noncriminal justice disciplines with a major
or a minor in a criminal justice area. Table 4, which we have
discussed earlier, displays this distribution.

In the independent programs the doctoral student may re-
ceive a concentration in one area of criminal justice (e.g.,

forensic science), or the program may provide a broad perspective of the field under a more general rubric (e.g., criminal justice). It is this latter alternative that appears to be most popular. Only 5 of the 201 full-time doctoral students in independent programs are specializing in forensic science, and no part-time doctoral students are in a distinct area of specialization, according to our respondents. Other doctoral students are receiving degrees in the broad area of criminal justice/criminology. However, it should be noted that, within the broad framework, specialization is possible. In fact, most programs require that the student "major" in some specialty (e.g., corrections, police administration, research, planning, or one of the other subcategories within the field). Although this was not an item in the survey, one of the authors has had personal contact with each program director through conferences conducted under the auspices of the Consortium and was able to make these observations.

In these contacts, other relevant points were made regarding the characteristics of the graduates of these programs. All directors indicated that the doctoral graduates are expected to demonstrate high levels of competency in research through the production of a dissertation as well as successful completion of coursework in a research/statistics component. In addition, the graduates--with the exception of the forensic science specialists--are expected to have a sound background in social science theory as it relates to criminal justice.

Also, it was observed that the largest programs average no more than 13 doctoral level graduates a year and most programs average no more than three doctorates per year. At best, the total production of doctorates in this field each year is less than 70.

Many of these doctoral level candidates in independent programs have had some criminal justice experience, and most programs encourage the student to gain some experience before graduation, though this may very well be in terms of field research projects. Furthermore, a sizeable portion of these doctoral candidates have indicated that they intend to seek employment in an operational agency (including LEAA-related agencies in that category).

Programs in areas other than criminal justice which offer a major or minor in criminal justice also tend to be general in nature. Sociology and social science often house major/minor areas in criminology, criminal justice, criminal justice administration, and criminal justice planning/research. Over 50 percent of the students in these programs are concentrating in one of these areas. A specialization in corrections is frequently offered as a social work option. Another important option is criminal justice education offered by schools, colleges, or departments of education. In these programs, as in the independent programs, demonstration of research competence, through the requirement of a dissertation, is necessary. The expectation of competence in a social

science area varies with the parent department; education departments and departments of physical science tend to focus upon theory and methodologies unique to those disciplines.

SUMMARY

The manpower research project reported herein views this type of research as an attempt to "catch a glimpse" of a continuous process in which individuals flow through frequently changing graduate level educational programs and recruitment procedures to professional positions in a rapidly changing criminal justice system. This chapter has focused upon the first portion of this equation, the flow of the individuals through the graduate level educational programs.

The geographical distribution of these graduate programs tends to reflect the areas of greater population density, with the result that the less populated areas will need to seek master's or doctoral level professionals from other states if they desire to employ such personnel. This is particularly true, of course, for doctoral level professionals, since few institutions of higher education have such programs.

Areas of specialization at the doctoral level tend to be quite general (e.g., criminal justice) and, to a considerable degree, at the master's level as well. Other significant areas of specialization at the master's level are corrections and police-related areas. Many programs include a criminology option at the master's and/or doctoral levels.

Though respondents indicated that there were 400 doctoral candidates in criminal justice or related programs at the time of the survey (1974-75), less than 75 were expected to graduate each year. At the master's level 6,630 students were reported by our respondents, of which 39 percent, or 2,570, attended full time. Assuming that a third of the part-time students would be able to graduate each year, the production of master's level graduates in the field would be 3,923.

CHAPTER 3. OPPORTUNITIES IN HIGHER EDUCATION FOR CRIMINAL JUSTICE PROFESSIONALS WITH GRADUATE DEGREES

The preceding chapter was addressed to the issue of the numbers and background of the graduate level criminal justice professionals being prepared to enter the field as of 1974-75. That portion of the project discussed in this report is viewed as the first half of the "manpower equation;" the second half of that equation deals with those employment areas to which these graduates will go upon graduation. This chapter and the following chapter focus upon this second half of the equation--opportunities: first, opportunities in higher education; then, in Chapter 4, opportunities in criminal justice agencies.

The survey questionnaire was mailed to 2,881 institutions of higher education in the United States and territories. There was a 74-percent response to the survey, including those institutions known to have programs and to which personal follow-up telephone requests were made. Undoubtedly, in spite of the focused follow-up, the 26 percent nonrespondents would include some institutions offering criminal justice programs. To that extent the data in this chapter provide only an indication of the breadth of opportunities higher education offers the criminal justice professional holding a graduate degree. That point is stressed throughout this and other chapters by the emphasis on the phrase "according to the respondents." The reader may wish to view the data in terms of a range--the

lower limit of this range is used herein and the upper limit would be represented by the extrapolation of these data based upon the proportions found among our respondents. The extrapolation was not followed here as a basis for predictions, since it was considered more advisable to be conservative in estimating opportunities at this early stage of the development of a field in which federal agencies have been so active.

The respondents were asked to indicate their projected needs for faculty, first, based upon assumed budget restraints and then based upon no budget restraints. Following the more conservative approach, only the data reported with budget restraints considered are included in this report for prediction purposes, although, in certain cases, the data provided under conditions of no budget restraint are given for comparative purposes.

PRESENT FACULTY

To estimate the possible needs for criminal justice faculty in the future, the initial focus of study was upon the present composition of faculty in criminal justice programs, at all levels, throughout the United States. According to our respondents, the 755 independent programs reported in existence employ part-time 366 doctoral level faculty members, 843 faculty members with an LL.B. or a J.D., 1,058 faculty members with a master's degree, 682 with a bachelor's degree, 296 with an associate degree, and 250 with a high school

diploma or less. Full-time faculty, as reported by the respondents, include 753 holding doctorates, 200 with an LL.B. or J.D., 951 with a master's degree, 233 with a bachelor's degree, 30 with an associate degree, and 59 with a high school diploma or less, for a total of 2,226.

Table 12 represents these data according to the type of institution (i.e., university, four-year college, two-year college). An analysis of these data provides ample evidence that, at least in the 74 percent of the institutions in the United States who responded, 3,495 part-time faculty members were being employed in 1974-75. Furthermore, 250 of these had only a high school diploma or less. In fact, 38 faculty members who had only a high school degree were employed at a university, and 18 of these had full-time positions. Of the faculty members reported as being employed by the respondent universities, 12 percent (152/1853) had no more than a bachelor's degree.

The majority of the full-time faculty of the responding universities had a doctorate (53 percent) or a law degree (8 percent), a total of 61 percent. The majority of the full-time faculty of the four-year colleges (54 percent) also had either a doctorate or a law degree. However, less than 16 percent of the full-time faculty of two-year colleges had more than a master's degree, and over 25 percent of the full-time faculty had less than a master's degree.

Table 12

Distribution of Criminal Justice Faculty by Highest Degree and Type of Institution
(percents by rows)

Institution Type	PhD/EdD		LLB/JD		MA/MS		BA/BS		AA/AS		HS/Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
University														
Full-time	515	(53)	79	(8)	333	(35)	19	(2)	-		13	(2)	964	(100)
Part-time	198	(22)	242	(27)	334	(38)	90	(10)	5	(1)	20	(2)	889	(100)
4-Year College														
Full-time	187	(47)	30	(7)	153	(38)	17	(4)	-	-	13	(3)	400	(100)
Part-time	81	(17)	143	(30)	198	(41)	44	(9)	3	(1)	11	(2)	480	(100)
2-Year College														
Full-time	51	(6)	91	(11)	465	(54)	197	(23)	30	(3)	28	(3)	351	(100)
Part-time	87	(4)	458	(21)	526	(25)	548	(26)	288	(14)	219	(10)	2126	(100)
Totals														
Full-time	753	(34)	200	(9)	951	(43)	233	(10)	30	(1)	59	(3)	2226	(100)
Part-time	366	(11)	843	(24)	1058	(30)	682	(20)	296	(8)	250	(7)	3495	(100)

Considering all institutions at once, 57 percent of the full-time faculty had no more than a master's degree, and only 34 percent had a doctorate which had a research requirement (Ph.D., Ed.D., or D. Crim). As reported by the respondents, 3 percent of all full-time faculty and 7 percent of all part-time faculty had no more than a high school diploma.

For comparison purposes, since these data were of some concern to the researchers, equivalent data were sought from the Carnegie Commission Report on the Future of Higher Education (Bayer, 1970, p. 13). For university faculty they report the following: doctoral level, 52.7 percent; professional (except medical), 7.4 percent; master's, 22.9 percent; and bachelor's or less, 4.5 percent. Four-year colleges among our respondents did even better than the Carnegie sample: doctoral level, 38.6 percent; professional level, 9.9 percent; master's level, 40.2 percent; and bachelor's or less, 6.2 percent. Two-year institutions demonstrated a similar pattern: doctoral level, 5.1 percent; professional, 11.2 percent; master's, 64.2 percent; and bachelor's or less, 17.1 percent. It is here, in the two-year college, that criminal justice faculty members with a bachelor's degree or less appear to be overrepresented.

DISTRIBUTION OF FACULTY BY AREAS OF SPECIALIZATION

We have seen in the preceding chapter that the academic background of the faculty members being prepared in the field

tends to be generalist, rather than specialist in content. According to the distribution of present full-time faculty, Table 13, the input factor and the need factor--with regard to areas of specialization--would appear to be reasonably well matched. Of course, this assumes that the faculty are presently being distributed according to need, an assumption of which the reader should be aware. If the shortage of qualified faculty today is so severe that this distribution reflects administrative desperation, the match between input and need would be false.

Doctoral level faculty tend to be employed in the areas of social science, criminal justice, criminology, and corrections. Master's level faculty presently reflect a somewhat different distribution, with law enforcement being far and away the most frequent area of specialization, and criminal justice and social science next most frequent. In fact, law enforcement as an area of specialization represents 44 percent of the faculty with a bachelor's degree or less (combining the three last categories), and 23 percent of all faculty. Social science, criminal justice, and criminology account for a combined 38 percent of the total faculty, corresponding favorably to the distribution of areas of specialization of the present graduate level criminal justice students.

Table 13

Weighted Distribution of Ten Most Often Listed Areas of Study or Specialization, Full-time Criminal Justice Faculty by Highest Degree Earned* (percents by rows)

Academic Area or Specialization	PhD/EdD		LLB/JD		MA/MS		BA/BS		AA/AS		HS/Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Law Enforcement	71	(9)	29	(14)	258	(27)	103	(44)	21	(70)	20	(34)	502	(23)
Social Science	136	(18)	6	(3)	149	(16)	21	(9)	-	(-)	9	(15)	321	(14)
Criminal Justice	96	(13)	16	(8)	158	(17)	40	(17)	1	(3)	7	(12)	318	(14)
Law	69	(9)	125	(62)	17	(2)	3	(1)	-	(-)	2	(4)	216	(10)
Criminology	93	(12)	4	(2)	88	(9)	21	(9)	3	(10)	5	(8)	214	(10)
Corrections	72	(10)	4	(2)	103	(11)	12	(5)	1	(3)	6	(10)	198	(9)
Public/Business Administration	34	(5)	1	(1)	49	(5)	10	(4)	-	(-)	-	(-)	94	(4)
Psychology	61	(8)	1	(1)	23	(2)	5	(2)	-	(-)	1	(-)	91	(4)
Juvenile Justice	26	(3)	2	(1)	19	(2)	1	(1)	-	(-)	3	(5)	51	(2)
Criminalistics	15	(2)	5	(3)	12	(1)	8	(4)	1	(3)	-	(-)	41	(2)
Other	80	(11)	7	(3)	75	(8)	9	(4)	3	(10)	6	(10)	180	(8)
Totals	753(100)		200(100)		951(100)		233(100)		30(102)		59(100)		2226(100)	

*Many faculty were reported with two or more areas of study. In these instances, a proportionate weight was assigned to each area of study; e.g., faculty member A was reported with two areas of study--corrections and criminology. Corrections would receive 1/2 unit and criminology would receive 1/2 unit. This adjustment permits the totals to approach the actual reported number of faculty at each level.

OTHER FACTORS RELATED TO THE EMPLOYMENT
OF CRIMINAL JUSTICE FACULTY

Thus far we have considered the matter of opportunities for criminal justice master's or doctoral level graduates in terms of present employment practices as revealed by the distribution of faculty now employed, using the classic logic that the best prediction is a continuation of present trends. The data upon which these analyses have been made are "hard" data; that is, it has been simply a matter of head count of faculty in various categories. However, other information, "softer" in nature, is necessary to have a more adequate picture of the opportunities we seek for graduate level criminal justice students.

In criminal justice education there is considerable discussion about the necessity for experience, both teaching and work-related. Much of this discussion centers around the type of clientele--in-service and pre-service students--which criminal justice programs serve. Respondents to the questionnaire were asked to state their institution's posture toward teaching experience and criminal justice or related experience as a prerequisite for employment of personnel in various roles: instruction, administration, and research.

The relative numbers of those respondents who thought teaching experience to be necessary and those who thought it to be desirable are roughly equal, as indicated by the data in Table 14. Universities placed slightly less emphasis upon

the necessity of having prior teaching experience than did either the four-year colleges or the two-year colleges.

Table 14

Experience as a Requirement for Employment
of Criminal Justice Instructional Personnel
(percents by rows)

<u>Type of Experience</u>	<u>Necessary</u>		<u>Desirable</u>		<u>Not Necessary</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Teaching Experience</u>								
University	92	(45)	111	(54)	1	(1)	204	(100)
4-Year College	95	(56)	74	(43)	2	(1)	171	(100)
2-Year College	231	(47)	247	(50)	14	(3)	492	(100)
Total	418	(43)	432	(50)	17	(2)	367	(100)
<u>Criminal Justice/ Related Experience</u>								
University	39	(44)	100	(49)	14	(7)	203	(100)
4-Year College	39	(53)	75	(44)	5	(3)	169	(100)
2-Year College	377	(77)	109	(22)	2	(1)	488	(100)
Total	555	(65)	284	(33)	21	(2)	860	(100)

Work experience was stressed by two-year colleges, with over 77 percent stating it to be a necessity for employment in their institutions. This, of course, is in direct contrast to the official position taken by the Academy of Criminal Justice Sciences which recommended that the experience requirement be eliminated since it was felt to favor existing sex and racial proportions. About one-half of the

university and four-year college respondents felt criminal justice or related experience to be a necessity.

Experience requirements for academic administrators in criminal justice educational programs are detailed in Table 15. The data demonstrate a remarkable consistency for all three types of institution, with the exception of criminal justice/related experience for two-year college administrators. The two-year college administrators responding tended to feel that those in their position should have criminal justice experience. Overall, the administrators, commenting on the

Table 15

Experience as a Requirement for Employment as
Criminal Justice Administrators in Higher Education
(percents by rows)

Type of Experience	Necessary		Desirable		Not Necessary		Total	
	N	%	N	%	N	%	N	%
<u>Teaching Experience</u>								
University	70	(39)	87	(48)	23	(13)	180	(100)
4-Year College	49	(37)	62	(46)	23	(17)	134	(100)
2-Year College	140	(40)	170	(49)	40	(11)	350	(100)
Total	259	(39)	319	(48)	86	(13)	664	(100)
<u>Criminal Justice/ Related Experience</u>								
University	58	(32)	93	(51)	32	(17)	183	(100)
4-Year College	49	(37)	66	(50)	18	(14)	133	(100)
2-Year College	160	(46)	137	(40)	47	(14)	344	(100)
Total	267	(40)	296	(45)	97	(15)	660	(100)

requirements for their own positions, felt that both teaching and criminal justice/related experience were less necessary for administrators, though few felt that either was not necessary.

When employing researchers, our respondents did not tend to feel that teaching experience was necessary, as reported in Table 16. The variance for teaching experience for researchers is not large; roughly 22 percent of the respondents felt that it was necessary, 54 percent that it was desirable, and 24

Table 16

Experience as a Requirement for Employment as
Criminal Justice Researchers in Higher Education
(percents by rows)

Type of Experience	Necessary		Desirable		Not Necessary		Total	
	N	%	N	%	N	%	N	%
<u>Teaching Experience</u>								
University	31	(18)	102	(60)	38	(22)	171	(100)
4-Year College	24	(23)	57	(53)	26	(24)	107	(100)
2-Year College	51	(25)	102	(50)	52	(25)	205	(100)
Total	106	(22)	261	(54)	116	(24)	483	(100)
<u>Criminal Justice/ Related Experience</u>								
University	40	(23)	111	(64)	22	(13)	173	(100)
4-Year College	38	(34)	58	(52)	16	(14)	112	(100)
2-Year College	83	(41)	91	(45)	29	(14)	203	(100)
Total	161	(33)	260	(53)	67	(14)	488	(100)

percent that it was unnecessary. However, the emphasis upon criminal justice/related experience extended to the researcher. Of the respondents, 86 percent considered field experience to be at least desirable.

Respondents were asked to react to the importance of research for their criminal justice faculty; as one might have expected, universities placed greater emphasis on research than either four-year or two-year colleges. Considering the traditional emphasis upon research in the preparation of college teachers, it is interesting to note in Table 17 that only

Table 17

Policies on Research for Criminal Justice Faculty
(percents by rows)

Type of Institution	Research is . . .							
	Necessary		Encour- aged		Not Necessary		Total	
	N	%	N	%	N	%	N	%
<u>For Undergraduate Faculty</u>								
University	55	(27)	133	(66)	13	(7)	201	(100)
4-Year College	19	(10)	125	(70)	36	(20)	180	(100)
2-Year College	24	(5)	194	(44)	225	(51)	443	(100)
Total	98	(12)	452	(55)	274	(33)	824	(100)
<u>For Graduate Faculty</u>								
University	98	(61)	58	(36)	4	(3)	160	(100)
4-Year College	15	(24)	42	(67)	6	(9)	63	(100)
Total	113	(51)	100	(45)	10	(4)	223	(100)

27 percent of the universities thought it necessary for undergraduate faculty to do research. Over 50 percent of two-year colleges felt that research for their faculty was unnecessary.

The figures are quite different for graduate faculty. At the university level 61 percent of the respondents indicated that they felt research was necessary, while only 24 percent of those at four-year colleges regarded research as a necessity for their faculty. On the other hand, less than 7 percent of the respondents at the university level felt that research was not necessary for undergraduate faculty. It would appear that the future criminal justice faculty member, unless he intends to be employed only by a two-year college, should expect to be encouraged to do research, if not required to do so.

To determine the opportunities in higher education for the graduate level criminal justice student, future criminal justice program projections were given first consideration. In an effort to estimate the projected growth of criminal justice degree programs during the next five years, respondents at institutions of higher education were requested to indicate any new programs which they planned to add. Of those respondents who indicated they presently have no programs, 95 indicated a desire to add programs; 85 (10 percent) of those presently offering programs indicated a desire to offer additional programs. These projected future programs included 348 two-year programs, 174 bachelor's degree programs, 105 master's programs, and 7 doctoral programs.

Table 18 presents a distribution of the projected two-year programs by area of study and type of institution. The new program most often projected is the associate degree in

Table 18
Projections of New Associate Programs
in the Next Five Years

<u>Area of Study</u>	<u>Univer- sity</u>	<u>4-Year College</u>	<u>2-Year College</u>	<u>Total</u>
Corrections	5	7	87	99
Corrections Administration	-	-	4	4
Courts/Court Administration	1	1	23	25
Criminal Justice	-	2	8	10
Criminal Justice Adminis- tration	1	1	2	4
Criminal Justice Research/ Planning	1	1	1	3
Criminal Investigation	-	-	4	4
Criminal Law	-	-	5	5
Criminalistics/Forensic Science	1	2	33	36
Criminology	-	-	3	3
Environmental Law Enforce- ment	1	-	1	2
Evidence Technology	-	1	7	8
Juvenile Delinquency and Justice	1	-	18	19
Law Enforcement	4	-	10	14
Police Administration	-	1	6	7
Police Science	-	1	4	5
Probation-Parole	-	-	9	9
Public Safety	-	1	-	1
Security	1	2	71	74
Traffic	-	-	4	4
Other	-	-	12	12
Total	16	20	312	348

corrections. The respondents projected 99 new associate degree programs in corrections, 28 percent of the total new programs. The second most often listed criminal justice associate degree program is in security with 74 (21 percent). When one considers the complexity of the field of criminalistics, it is somewhat surprising that 10 percent of the respondents at two-year colleges projected new programs in that area.

A total of 174 new criminal justice bachelor's degree programs are projected for the next five years, as indicated in Table 19. Again, the most frequently projected new degree program is a bachelor's in corrections, with criminalistics, criminal justice, and court administration being mentioned next most often. Projected were 20 new degree programs with a police focus, 36 in corrections, 30 in criminal justice, and 21 in courts/court administration.

Most of the new master's degree programs are to be added in universities. As the data in Table 20 indicate, 37 new master's programs are projected in criminal justice and 26 in corrections in the next five years. Together, these two areas account for over 50 percent of the projected growth. With regard to the programs presently being offered in the country, three of the areas listed in Table 20 are "newcomers": criminalistics, court administration, and criminal justice planning. If specialized preparation is required for faculty, these programs may be of limited consideration as opportunities

Table 19
Projections of New Bachelor's Programs
in the Next Five Years

<u>Area of Study</u>	<u>Univer- sity</u>	<u>College</u>	<u>Total</u>
Corrections	15	18	33
Corrections Administration	1	-	1
Courts/Court Administration	11	10	21
Criminal Justice	11	12	23
Criminal Justice Administration	2	2	4
Criminal Justice Education	1	1	2
Criminal Justice Research/Planning	-	1	1
Criminal Law	1	2	3
Criminalistics/Forensic Science	13	10	23
Criminology	4	6	10
Evidence Technology	1	-	1
Juvenile Delinquency and Justice	6	5	11
Law Enforcement	3	3	6
Police Administration	3	7	10
Police Science	2	2	4
Probation-Parole	1	1	2
Public Safety	2	-	2
Security	7	6	13
Traffic	2	-	2
Other	1	1	2
Total	87	87	174

for the generalist being prepared in our present doctoral programs. On the other hand, if one assumes that a master's level degree is sufficient, this may be the educational program for future faculty.

The projected new criminal justice doctoral degrees listed in Table 21 are of considerable interest in light of the above observations. No new doctoral level programs are projected either in criminalistics or court administration. The

Table 20

Projections of New Master's Programs
in the Next Five Years

<u>Area of Study</u>	<u>Univer- sity</u>	<u>College</u>	<u>Total</u>
Corrections	20	5	25
Corrections Administration	1	-	1
Courts/Court Administration	10	1	11
Criminal Justice	17	9	26
Criminal Justice Administration	2	1	3
Criminal Justice Education	2	-	2
Criminal Justice Research/Planning	6	-	6
Criminal Law	1	-	1
Criminalistics/Forensic Science	9	1	10
Criminology	2	1	3
Juvenile Delinquency and Justice	2	1	3
Law Enforcement	2	-	2
Police Administration	3	3	6
Police Science	2	-	2
Public Safety	-	1	1
Security	2	1	3
Other	1	-	1
Total	82	23	106

trend appears to be more of the same. Specialization in corrections or police science may be considered a new direction, but specific content would have to be analyzed. In the projected criminal justice research and planning doctorate, the emphasis upon planning is certainly timely.

In Table 22 the projected new programs are compared to present degree programs. The greatest percentage increase is at the master's level, where a 47-percent increase is predicted. It should be noted that, at this level, doctoral level faculty is of utmost importance. Two areas,

Table 21

Projections of New Doctoral Programs
in the Next Five Years

<u>Area of Study</u>	<u>Univer- sity</u>	<u>College</u>	<u>Total</u>
Corrections	2	-	2
Criminal Justice	1	1	2
Criminal Justice Research/Planning	1	-	1
Police Science	1	-	1
Other	-	1	1
Total	5	2	7

criminalistics and security, project the greatest relative increase for the associate, bachelor's, and master's degree programs. The corrections-focused degree programs show large projected increases at all degree levels. The police and generalist programs do not show a major projected increase except at the master's levels. In absolute numbers, there are more new programs projected in corrections and criminal justice; however, relative to present programs, court administration, criminalistics, and security are projected to have the highest percentage increases.

The number of new criminal justice programs projected for the next five years is quite substantial. At the master's level, it approximates one additional program for every two which now exist. The variation in the ratio of projected to present programs cannot be explained by our data, but the 47-

Table 22

Comparison of Projected Criminal Justice Degree Programs to Present Programs
(percents by rows)

Area of Study	Associate		Bachelor's		Master's		Doctoral	
	% Inc.	(PRO/PR)	% Inc.	(PRO/PR)	% Inc.	(PRO/PR)	% Inc.	(PRO/PR)
Corrections	65	(99/152)	39	(36/92)	63	(25/40)	50	(2/4)
Court Administration/ Courts	156	(25/16)	131	(21/16)	100	(7/7)	-	(0/0)
Criminal Justice	5	(10/183)	13	(24/192)	43	(26/60)	20	(2/10)
Criminal Justice Education	-	(00/12)	29	(2/7)	18	(2/11)	-	(0/4)
Criminal Justice Research/Planning	75	(3/4)	20	(2/10)	55	(6/11)	50	(1/2)
Criminalistics	327	(36/11)	163	(26/16)	91	(10/11)	-	(0/3)
Criminology	9	(3/33)	19	(10/53)	7	(2/28)	-	(0/11)
Juvenile Delinquency and Justice	112	(19/17)	42	(11/26)	27	(3/11)	-	(0/3)
Law Enforcement	4	(14/316)	6	(6/102)	12	(2/17)	-	(0/0)
Police Administration	14	(7/51)	32	(10/31)	46	(6/13)	-	(0/1)
Police Science	4	(5/139)	31	(4/13)	67	(2/3)	100	(1/1)
Security	185	(74/40)	260	(13/5)	300	(3/1)	-	(0/0)
Other	204	(53/26)	43	(9/21)	110	(11/10)	100	(1/1)
Total	35	(348/1000)	30	(173/585)	47	(105/223)	18	(7/40)

percent increase in criminal justice master's programs does need further investigation, if only to determine why so many institutions feel they need to begin new master's programs at this time and where they intend to obtain the faculty.

MASTER'S DEGREE NEEDS

As has been said, the respondents were asked to project their personnel needs: first, based strictly on the felt needs of the program, ignoring any restraints in budget; and, second, with budgetary restraints. These projections are presented in four categories: full-time master's, part-time master's, full-time Ph.D.'s, and part-time Ph.D.'s. Projections were requested for three time periods: 1975, 1976-78, and 1978-80.

Throughout this portion of the report, efforts have been made to combine logical areas of study and/or specializations to provide a clearer picture of the degrees and specializations which institutions are seeking. It is important to realize that the specific type of degree listed may not necessarily be the only combination which an institution will accept, especially in the areas which focus upon law enforcement or criminal justice in general; however, the listings do reflect the respondents' perceptions of the combinations needed. In considering these data, the reader should be alert to the fact that respondents were asked to project their needs for the academic year 1975-76 during the months of April through

August 1975; these projections should have strong validity. The projections for the two-year periods, both with and without budget restraints, were made during these same months and may be somewhat tenuous due to the respondents' inability to see that far in the future. An additional factor is that program directors, at the time of the completion of the questionnaire, were uncertain as to the future of the LEEP funding program as well as LEAA's other support programs for higher education and research.

Tables 23 through 26 present the projected needs for full-time master's degree holders for 1975-76, 1976-78, 1978-80, and 1975-80. The needs for master's degree holders are concentrated in the two-year programs where we find approximately 60 percent of the projected needs for all time periods. The remaining 40 percent is somewhat evenly divided between the universities and the four-year colleges. Assuming budgetary restraint, the reporting institutions projected a need over the next five years for 238 law enforcement, 172 criminal justice, 186 corrections, 136 criminal justice administration, 111 police science, and 104 police administration master's degree holders.

The summary in Table 27 gives the total master's degree needs by institutional type and time period for the five-year period. There is clearly a greater need during the one-year time span 1975-1976 than during any other year reported in

Table 23

Full-time Master's Projected Criminal Justice Manpower Needs, 1975-76*

Area of Specialization	Type of Institution							
	University		4-Year College		2-Yr. College/Other		All Institutions	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Corrections	8	29	19	18	31	49	58	96
Courts	-	3	-	-	1	1	1	4
Court Administration	-	1	2	2	-	-	2	3
Criminal Justice	17	11	6	17	40	68	63	96
Criminal Justice Administration	13	13	17	17	16	20	46	50
Criminal Justice Education	-	1	-	-	-	-	-	1
CRJ Planning and Research	-	1	-	1	-	-	-	2
Criminal Investigation	-	-	-	-	1	1	1	1
Criminal Law	-	-	-	3	4	4	4	7
Criminalistics/Forensic Science	3	5	-	1	4	5	7	11
Criminology	1	2	2	6	2	6	5	14
Juvenile Delinquency	-	1	-	-	-	-	-	1
Juvenile Justice	-	-	-	-	1	2	1	2
Law Enforcement	15	16	8	11	50	77	73	104
Police Administration	9	14	5	6	18	42	32	62
Police Science	2	6	2	3	29	56	33	65
Political Science	-	-	-	-	1	1	1	1
Probation-Parole	-	-	-	1	-	1	-	2
Psychology	-	-	8	-	-	-	8	-
Public Administration	-	-	-	-	-	-	-	-
Public Safety	-	-	-	-	-	2	-	2
Security	-	2	1	3	-	7	1	12
Sociology	-	-	1	-	-	-	1	-
Social Work	-	-	-	-	-	-	-	-
Traffic	-	-	-	-	-	-	-	-
Other	-	1	-	1	10	12	10	14
Total	68	106	71	90	208	354	347	550

*Projections made both with and without budget restraint.

Table 24

Full-time Master's Projected Criminal Justice Manpower Needs, 1976-78*

Area of Specialization	Type of Institution							
	University		4-Year College		2-Yr. College/Other		All Institutions	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Corrections	13	37	19	26	32	53	64	121
Courts	-	6	-	3	3	5	3	14
Court Administration	-	-	2	3	-	-	2	3
Criminal Justice	15	24	11	19	33	64	59	107
Criminal Justice Administration	15	13	12	14	22	23	49	50
Criminal Justice Education	-	-	-	-	-	-	-	-
CRJ Planning and Research	1	1	-	-	-	-	1	1
Criminal Investigation	-	-	-	-	1	1	1	1
Criminal Law	-	1	-	2	2	4	2	7
Criminalistics/Forensic Science	1	4	1	1	5	9	7	14
Criminology	1	3	4	4	4	9	9	16
Juvenile Delinquency	-	1	-	-	-	1	-	2
Juvenile Justice	-	-	-	-	-	-	-	-
Law Enforcement	17	31	7	13	51	94	75	138
Police Administration	10	16	5	7	18	51	33	74
Police Science	2	4	5	9	32	65	39	78
Political Science	-	-	-	-	1	1	1	1
Probation-Parole	-	-	-	1	-	1	-	2
Psychology	-	1	-	-	-	-	-	1
Public Administration	-	-	-	-	1	2	1	2
Public Safety	-	-	-	-	-	2	-	2
Security	-	-	2	2	7	14	9	16
Sociology	-	-	1	1	-	-	1	1
Social Work	-	1	-	-	-	-	-	1
Traffic	-	-	-	-	-	1	-	1
Other	1	2	1	3	5	16	7	21
Total	76	145	70	108	217	421	363	674

*Projections made both with and without budget restraint.

Table 25

Full-time Master's Projected Criminal Justice Manpower Needs, 1978-80*

Area of Specialization	Type of Institution							
	University		4-Year College		2-Yr. College/Other		All Institutions	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Corrections	15	40	14	16	35	57	64	113
Courts	-	4	-	2	2	4	2	10
Court Administration	-	1	4	3	-	1	4	5
Criminal Justice	9	18	8	22	33	74	50	114
Criminal Justice Administration	17	18	3	6	21	29	41	53
Criminal Justice Education	-	-	-	-	-	-	-	-
CRJ Planning and Research	-	-	2	-	-	-	2	-
Criminal Investigation	-	-	-	-	3	2	3	2
Criminal Law	-	1	6	-	2	4	8	5
Criminalistics/Forensic Science	1	5	2	4	6	7	9	16
Criminology	1	4	3	1	4	10	8	15
Juvenile Delinquency	-	1	1	-	-	2	1	3
Juvenile Justice	-	-	-	-	-	-	-	-
Law Enforcement	17	34	4	11	69	114	90	159
Police Administration	17	20	2	10	20	59	39	89
Police Science	3	3	4	14	32	67	39	84
Political Science	-	-	-	-	1	1	1	1
Probation-Parole	-	-	-	-	-	1	-	1
Psychology	-	1	-	-	-	-	-	1
Public Administration	-	-	-	-	2	5	2	5
Public Safety	-	-	-	-	-	4	-	4
Security	-	1	-	4	5	14	5	19
Sociology	-	-	3	2	-	-	3	2
Social Work	1	1	-	-	1	-	2	1
Traffic	-	-	-	-	-	-	-	-
Other	2	2	3	5	7	14	12	21
Total	83	154	59	100	243	469	385	723

*Projections made both with and without budget restraint.

Table 26

Full-time Master's Projected Criminal Justice Manpower Needs, 1975-80*

Area of Specialization	Type of Institution							
	University		4-Year College		2-Yr. College/Other		All Institutions	
	w/BR	wo/ER	w/BR	wo/BR	w/BR	wo/BR	w/ER	wo/BR
Corrections	36	106	52	60	98	164	186	330
Courts	-	13	-	5	6	10	6	23
Court Administration	-	2	3	8	-	1	8	11
Criminal Justice	41	53	25	58	106	206	172	317
Criminal Justice Administration	45	44	32	37	59	72	136	153
Criminal Justice Education	-	1	-	-	-	-	-	1
CRJ Planning and Research	1	2	2	1	-	-	3	3
Criminal Investigation	-	-	-	-	5	4	5	4
Criminal Law	-	2	6	5	8	12	14	19
Criminalistics/Forensic Science	5	14	3	6	15	21	23	41
Criminology	3	9	9	11	10	25	22	45
Juvenile Delinquency	-	3	1	-	-	3	1	6
Juvenile Justice	-	-	-	-	1	2	1	2
Law Enforcement	49	81	19	35	170	285	238	401
Police Administration	36	50	12	23	56	152	104	225
Police Science	7	13	11	26	93	188	111	227
Political Science	-	-	-	-	3	3	3	3
Probation-Parole	-	-	-	2	-	3	-	5
Psychology	-	2	3	-	-	-	3	2
Public Administration	-	-	-	-	3	7	3	7
Public Safety	-	-	-	-	-	8	-	8
Security	-	3	3	9	12	35	15	47
Sociology	-	-	5	3	-	-	5	3
Social Work	1	2	-	-	1	-	2	2
Traffic	-	-	-	-	-	1	-	1
Other	3	5	4	9	22	42	29	56
Total	227	405	200	298	668	1244	1095	1947

*Projections made both with and without budget restraint.

Table 27

Full-time Master's Level Faculty Needs
by Institutional Type and Time Period
(percents by rows)

<u>Institutional Type</u>	<u>Time Period</u>							
	<u>75/76</u>		<u>76/78</u>		<u>78/80</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>w/Budget Restraint</u>								
University	68	(30)	76	(33)	83	(37)	227	(100)
4-Year College	71	(35)	70	(35)	59	(30)	200	(100)
2-Year College/Other	208	(31)	217	(33)	243	(36)	668	(100)
Total	347	(32)	363	(33)	385	(35)	1095	(100)
<u>wo/Budget Restraint</u>								
University	106	(26)	145	(36)	154	(38)	405	(100)
4-Year College	90	(30)	108	(36)	100	(34)	298	(100)
2-Year College/Other	354	(28)	421	(34)	469	(38)	1244	(100)
Total	550	(28)	674	(35)	723	(37)	1947	(100)

the two-year aggregates. As stated previously, this may be because the respondents felt they could project more realistically as the time span lessened, or it may be because of the uncertainty of future federal funding and local support.

Chart A gives a graphic depiction on a yearly basis of projected full-time needs for master's degree holders during the 1975-1980 time period. As can be seen, the greatest need is for the academic year of 1975-76; the other four years show slight variation, with a small increase after the initial decline in need.

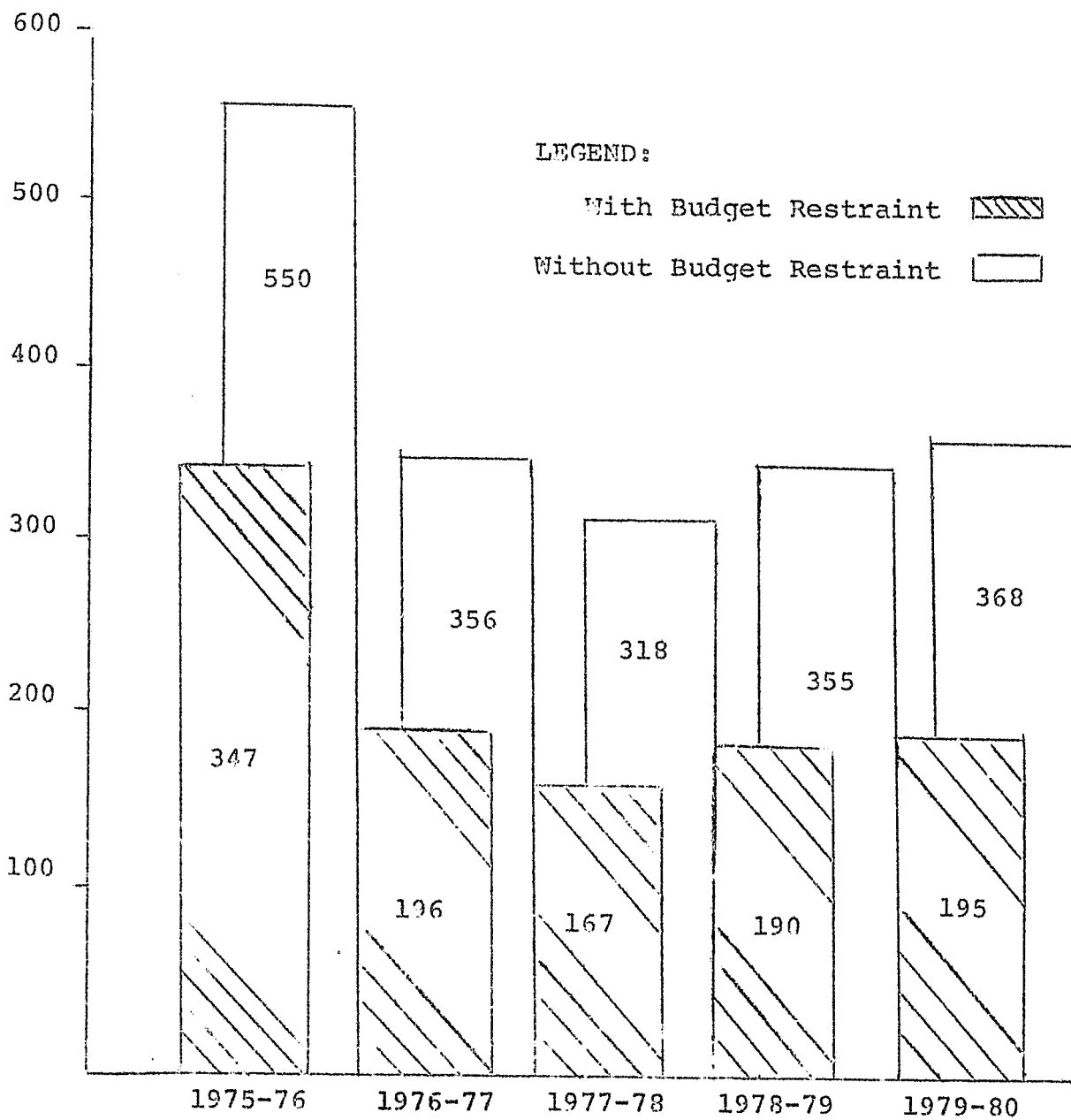


Chart A. Master's Degree Full-time Needs

Since many of the specific areas of specialization listed in Tables 23-26 have the potential for interchange, the 26 categories originally listed have been combined into eight general categories in Table 28 in order to present a clearer picture of the general need for master's degree holders.

Table 28

Full-time Master's Level Needs
by Criminal Justice Area and Time Period
(percents by rows)

Criminal Justice Area	Time Period						Total	
	75/76		76/78		78/80		N	%
	N	%	N	%	N	%		
<u>w/Budget Restraint</u>								
Law Enforcement	139	(40)	156	(43)	173	(45)	468	(43)
Criminal Justice	109	(31)	109	(30)	93	(24)	311	(28)
Corrections	58	(17)	64	(18)	64	(17)	186	(17)
Criminalistics	8	(2)	8	(2)	12	(3)	28	(3)
Criminology	5	(2)	9	(2)	8	(2)	22	(2)
Law	4	(1)	2	(1)	8	(2)	14	(1)
Courts	3	(1)	5	(1)	6	(2)	14	(1)
Other	21	(5)	10	(3)	21	(5)	52	(5)
Total	347	(100)	363	(100)	385	(100)	1095	(100)
<u>wo/Budget Restraint</u>								
Law Enforcement	243	(44)	306	(45)	351	(49)	900	(46)
Criminal Justice	149	(27)	158	(24)	167	(23)	474	(25)
Corrections	98	(18)	123	(18)	114	(16)	335	(17)
Criminalistics	12	(2)	15	(2)	18	(2)	45	(2)
Criminology	14	(3)	16	(2)	15	(2)	45	(2)
Law	7	(1)	3	(1)	5	(1)	15	(1)
Courts	7	(1)	21	(3)	15	(2)	43	(2)
Other	20	(4)	32	(5)	38	(5)	90	(5)
Total	550	(100)	674	(100)	723	(100)	1947	(100)

Based upon the judgments of our respondents, who represent 74 percent of the institutions in the United States, the criminal justice program needs for master's degree level faculty center around law enforcement, criminal justice, and corrections. Assuming budgetary restraint, there is a projected need for 468 new faculty with master's degrees in law enforcement areas of specialization, 311 in criminal justice, and 186 in corrections. These three general areas account for 88 percent of the total need for full-time criminal justice master's degree holders.

After the initial year of the five-year period, the need for law enforcement master's degree holders shows an increase from 156 in 1976-78 to 173 in 1978-80, assuming budgetary restraints. Interestingly, the need for criminal justice master's degree holders shows a decrease assuming budgetary constraint and an increase if no budgetary restraints are assumed. During the same time periods, the need for corrections master's degree personnel is constant, assuming budget restraints, and greater, but unsteady, if no budget restraints are assumed.

In summary, there is projected need for at least 468 law enforcement, 311 criminal justice, and 186 corrections master's degree holders during the 1975-1980 period, and possibly 900 law enforcement, 474 criminal justice, and 335 corrections master's degree holders. Criminalistics, criminology, law, and courts account for approximately 7 percent of projected new faculty positions during the 1975-1980 time period.

The institutions reported a greater need for part-time master's degree holders than for new full-time master's degree holders. The minimum need, assuming budgetary restraint, for new part-time faculty for the 1975-1980 period is 2525 master's degree holders. Table 29 presents the total needs for part-time master's degree holders by institution and time period. During 1975-76 the master's degree level part-time needs totalled 787 with budgetary constraint. For the 1976-78 period, there is a projected need of 882 part-time master's degree holders under budgetary constraint. Again, the larger projected need for the 1975-76 academic year may well be due to the awareness of immediate needs.

For the time period 1976-80, under budget constraint, the universities and two-year colleges project an almost constant need; four-year colleges project a need of 133 part-time master's degree holders for the 1976-78 period, but only 92 new part-time faculty with a master's degree for 1978-80, a 31-percent projected reduction in need. For all institutions combined, under budgetary constraint, the projected needs are 882 for 1976-78 and 856 for 1978-80, a 3-percent reduction in need.

Table 30 gives a listing of needs for general areas or types of master's degree specializations. There is a projected need for 1215 new part-time faculty with a master's degree in law enforcement, 48 percent of the total needs if budgetary

Table 29

Part-time Master's Level Faculty Needs
by Institutional Type and Time Period
(percents by rows)

<u>Institutional Type</u>	<u>Time Period</u>							
	<u>75/76</u>		<u>76/78</u>		<u>78/80</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>w/Budget Restraint</u>								
University	143	(30)	171	(35)	169	(35)	483	(100)
4-Year College	120	(35)	133	(38)	92	(27)	345	(100)
2-Year College	524	(31)	578	(34)	595	(35)	1697	(100)
Total	787	(31)	882	(35)	856	(34)	2525	(100)
<u>wo/Budget Restraint</u>								
University	183	(33)	212	(38)	166	(30)	561	(100)
4-Year College	156	(36)	172	(39)	110	(25)	438	(100)
2-Year College	687	(32)	714	(34)	718	(34)	2119	(100)
Total	1026	(33)	1098	(35)	994	(32)	3118	(100)

restraint is assumed. Need is also projected for 526 criminal justice and 430 corrections master's degree holders.

When no budgetary restraint is assumed, there is a projected need for 1404 law enforcement, 706 criminal justice, and 525 corrections master's degree holders. This is somewhat less of an increase than was noted for full-time master's needs, possibly because under no budgetary restraint the institutions would rather have full-time faculty with master's degrees.

Table 30

Part-time Master's Level Needs
by Criminal Justice Area and Time Period
(percents by rows)

Criminal Justice Area	Time Period							
	75/76		76/78		78/80		Total	
	N	%	N	%	N	%	N	%
<u>w/Budget Restraint</u>								
Law Enforcement	362	(46)	436	(49)	417	(49)	1215	(48)
Criminal Justice	183	(23)	171	(19)	172	(20)	526	(21)
Corrections	125	(16)	154	(18)	150	(18)	430	(17)
Criminalistics	11	(1)	14	(2)	17	(2)	42	(2)
Criminology	28	(4)	18	(2)	17	(2)	63	(2)
Law	23	(3)	25	(3)	18	(2)	66	(3)
Courts	12	(2)	16	(2)	12	(1)	40	(1)
Other	42	(5)	48	(5)	53	(6)	143	(6)
Total	787(100)		882(100)		856(100)		2525(100)	
<u>wo/Budget Restraint</u>								
Law Enforcement	450	(44)	496	(45)	458	(46)	1404	(45)
Criminal Justice	243	(24)	246	(22)	217	(22)	706	(23)
Corrections	165	(16)	187	(17)	173	(18)	525	(17)
Criminalistics	20	(2)	22	(2)	20	(2)	62	(2)
Criminology	33	(3)	17	(2)	23	(2)	73	(2)
Law	33	(3)	35	(3)	30	(3)	98	(3)
Courts	21	(2)	21	(2)	13	(1)	55	(2)
Other	61	(6)	74	(7)	60	(6)	195	(6)
Total	1026(100)		1098(100)		994(100)		3118(100)	

On a yearly basis, there is a continuous decrease in need for part-time faculty with master's degrees during the five-year period, with most of the decrease occurring during the first two years of the period. If budgetary restraint is

assumed, the need falls from 882 for 1975-1978 to only 856 for the 1978-80 period.

The total reported needs for full-time and part-time master's degree personnel are presented in Table 31. Assuming budget restraints, institutions reported needing a total of 3620 master's personnel during the five-year period; without budget restraints, this number increased by 40 percent to 5065.

Table 31

Total Criminal Justice Manpower Needs for
Master's Degree Personnel--1975-80
(percents by rows)

<u>Institutional Type</u>	<u>Type of Employment</u>				<u>Total</u>	
	<u>Full-time</u>		<u>Part-time</u>		<u>N %</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>w/Budget Restraint</u>						
University	227	(32)	483	(68)	710	(100)
4-Year College	200	(37)	345	(63)	545	(100)
2-Year College	658	(28)	1697	(72)	2365	(100)
Total	1095	(30)	2525	(70)	3620	(100)
<u>wo/Budget Restraint</u>						
University	495	(42)	561	(58)	966	(100)
4-Year College	298	(40)	438	(60)	736	(100)
2-Year College	1244	(37)	2119	(63)	3363	(100)
Total	1947	(38)	3118	(62)	5065	(100)

When budgetary restraints are assumed, there are twice as many new part-time instructors with master's degrees needed as full-time, a ratio of 2.4 to 1. When predictions are made with no budget restraints, the ratio is considerably less--1.6 to 1. Apparently if monetary conditions were not a significant consideration, program directors and/or institutions would prefer to hire full-time rather than part-time faculty.

Four-year colleges project slightly less than a 50-percent increase in need for new full-time faculty with a master's degree. For part-time faculty, the increase is much less for all three types of institutions, with universities as a group showing the least increase and four-year colleges the most.

Table 32 presents the projected needs for master's degree faculty during the five-year period 1975-1980, taking into consideration the attrition rate which will have occurred. This attrition rate was determined in consultation with personnel from the Bureau of Labor Statistics. The yearly attrition rate for master's degree holders was determined to be .0269. Thus, in calculating the projected master's needs, the present reported master's faculty was used as the base. The present faculty plus the projected faculty in 1979-80 were used as the 1979-80 total faculty. From these two figures, the yearly mean number of faculty was computed, and the attrition rate was applied.

Table 32

Projected Master's Needs, New Jobs and Attrition, 1975-1980*

General Area of Specialization	Full-time		Part-time		Total	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/PR
Law Enforcement	534	995	1326	1528	1860	2523
Criminal Justice	353	527	582	774	935	1301
Corrections	213	372	482	583	695	955
Criminalistics	31	50	51	72	82	122
Criminology	35	60	75	85	110	145
Law	17	18	74	108	91	126
Courts	16	47	47	63	63	110
Other	97	136	199	256	296	392
Total	1296	2205	2836	3469	4132	5674

*Projections made both with and without budget restraint.

There appears to be a minimum need for 1296 full-time master's degree holders during the five-year period. If budgets are loosened and more student aid is forthcoming, this need could well increase to 2205. Part-time master's degree minimum needs, adjusted for the attrition rate, are 2836, with the maximum projected to be 3469. Assuming an even yearly distribution of the needs, the yearly minimum and maximum for full-time and part-time master's degree personnel in higher education criminal justice programs are projected to be 826 and 1135, respectively.

DOCTORAL DEGREE NEEDS

Tables 33 through 36 present the projected full-time Ph.D. needs, with and without budget restraint, for the three time periods and for the five-year period. An examination of the projections reveals that the respondents cut their needs by approximately one-half when faced with budget restraints. Given a fixed number of dollars for a program, administrators apparently will try to make those dollars stretch to the limit in order to provide necessary instruction. To accomplish this and to maintain academic credibility, they often may employ a master's degree holder as instructor rather than a Ph.D. If they choose to ignore this option, they may limit enrollment and program offerings under a restrained budget and thus limit their need for Ph.D. instructors, still maintaining academic credibility as demanded. Since the respondents completed the questionnaire during a time (summer 1975) when the majority of them knew their budget allocations for 1975-76, it is probable that the needs indicated for that year have a high degree of validity. The "with budget restraints" columns probably indicate their actual allocations for new personnel.

Under budgetary restraint, according to data in Table 36, there is a projected need for 147 Ph.D.'s in corrections, 142 in criminal justice, 69 in police administration, 54 in criminal justice administration, 53 in law enforcement, and 31 in police science during the five-year period. Without budgetary restraint, there is a collective increase in these

Table 33

Full-time Ph.D. Projected Criminal Justice Manpower Needs, 1975-76*

Area of Specialization	Type of Institution							
	University		4-Year College		2-Yr. College/Other		All Institutions	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Corrections	25	43	13	21	2	8	40	72
Courts	4	7	-	-	-	-	4	7
Court Administration	-	2	3	8	-	-	3	10
Criminal Justice	23	51	7	18	4	5	34	74
Criminal Justice Administration	9	10	5	9	3	4	17	23
Criminal Justice Education	1	2	-	-	-	-	1	2
CRJ Planning and Research	5	8	2	2	-	-	7	10
Criminal Investigation	-	3	-	-	-	-	-	3
Criminal Law	16	24	5	9	-	5	21	38
Criminalistics/Forensic Science	4	11	-	1	-	1	4	13
Criminology	5	13	2	2	-	1	7	21
Juvenile Delinquency	2	4	1	1	-	-	3	5
Juvenile Justice	-	-	-	-	-	-	-	-
Law Enforcement	8	18	5	9	3	5	16	32
Police Administration	15	28	1	4	4	2	20	34
Police Science	5	11	1	2	4	6	10	19
Political Science	-	1	-	1	-	-	-	2
Probation-Parole	-	1	-	-	-	-	-	1
Psychology	1	4	-	1	-	-	1	5
Public Administration	-	1	1	-	-	-	1	1
Public Safety	-	-	-	2	-	-	-	2
Security	2	3	-	-	-	-	2	3
Sociology	1	3	4	3	-	-	5	6
Social Work	1	-	-	-	-	-	1	-
Traffic	-	-	-	-	-	-	-	-
Other	1	9	1	2	2	-	4	11
Total	128	262	51	95	22	37	201	394

*Projections made with and without budget restraint.

Table 34

Full-time Ph.D. Projected Criminal Justice Manpower Needs, 1976-78*

Area of Specialization	Type of Institution							
	University		4-Year College		2-Yr. College/Other		All Institutions	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Corrections	33	66	15	23	2	5	50	94
Courts	3	10	-	1	-	1	3	12
Court Administration	-	3	6	8	-	-	6	11
Criminal Justice	33	60	7	22	11	7	51	89
Criminal Justice Administration	8	9	5	8	2	3	15	20
Criminal Justice Education	1	4	-	-	-	-	1	4
CRJ Planning and Research	7	16	2	2	-	-	9	18
Criminal Investigation	-	3	-	-	-	-	-	3
Criminal Law	4	16	5	8	1	9	10	33
Criminalistics/Forensic Science	7	18	2	3	-	1	9	22
Criminology	4	17	4	7	-	1	8	25
Juvenile Delinquency	-	5	1	2	-	-	1	7
Juvenile Justice	-	1	-	1	-	-	-	2
Law Enforcement	10	22	6	9	4	7	20	38
Police Administration	17	26	3	4	4	8	24	38
Police Science	5	8	4	4	3	8	12	20
Political Science	-	1	-	1	-	-	-	2
Probation-Parole	-	2	-	-	-	-	-	2
Psychology	1	3	1	-	-	-	2	3
Public Administration	2	2	1	1	-	-	3	3
Public Safety	-	-	-	-	-	1	-	1
Security	2	3	-	1	1	-	3	4
Sociology	-	-	2	3	-	-	2	3
Social Work	1	2	-	-	-	-	1	2
Traffic	-	-	-	-	-	-	-	-
Other	2	15	1	3	3	1	6	19
Total	140	312	65	111	31	52	236	475

*Projections made both with and without budget restraint.

Table 35

Full-time Ph.D. Projected Criminal Justice Manpower Needs, 1978-80*

Area of Specialization	Type of Institution							
	University		4-Year College		2-Yr. College/Other		All Institutions	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Corrections	42	71	12	26	3	6	57	103
Courts	6	16	-	-	-	1	6	17
Court Administration	-	3	4	9	-	-	4	12
Criminal Justice	36	59	10	26	11	19	57	104
Criminal Justice Administration	16	18	3	7	3	5	22	30
Criminal Justice Education	1	3	-	-	-	-	1	3
CRJ Planning and Research	5	14	2	2	-	-	7	16
Criminal Investigation	-	4	-	-	-	-	-	4
Criminal Law	5	18	6	7	2	7	13	32
Criminalistics/Forensic Science	8	13	2	3	-	1	10	17
Criminology	4	22	3	5	-	2	7	29
Juvenile Delinquency	2	6	2	1	-	-	4	7
Juvenile Justice	1	-	-	1	-	-	1	1
Law Enforcement	9	21	4	9	4	13	17	43
Police Administration	20	38	1	4	4	6	25	48
Police Science	4	10	2	5	3	8	9	23
Political Science	-	3	-	1	-	-	-	4
Probation-Parole	-	-	-	-	-	-	-	-
Psychology	-	2	-	1	-	-	-	3
Public Administration	2	3	-	2	-	-	2	5
Public Safety	-	-	-	-	-	-	-	-
Security	-	2	-	2	1	-	1	4
Sociology	1	5	3	3	-	-	4	8
Social Work	-	1	-	1	-	-	-	2
Traffic	-	-	-	-	-	-	-	-
Other	4	17	1	4	3	2	8	23
Total	166	349	55	119	34	70	255	538

*Projections made both with and without budget restraint.

Table 36

Full-time Ph.D. Projected Criminal Justice Manpower Needs, 1975-80*

Area of Specialization	Type of Institution							
	University		4-Year College		2-Yr. College/Other		All Institutions	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Corrections	100	180	40	70	7	19	147	269
Courts	13	33	-	1	-	2	13	36
Court Administration	-	8	13	25	-	-	13	33
Criminal Justice	92	170	24	66	26	31	142	267
Criminal Justice Administration	33	37	13	24	8	12	54	73
Criminal Justice Education	3	9	-	-	-	-	3	9
CRJ Planning and Research	17	33	6	6	-	-	23	44
Criminal Investigation	-	10	-	-	-	-	-	10
Criminal Law	25	58	16	24	3	21	44	103
Criminalistics/Forensic Science	19	42	4	7	-	3	23	52
Criminology	13	57	9	14	-	4	22	75
Juvenile Delinquency	4	15	4	4	-	-	8	19
Juvenile Justice	1	1	-	2	-	-	1	3
Law Enforcement	27	61	15	27	11	25	53	113
Police Administration	42	92	5	12	12	16	69	120
Police Science	14	29	7	11	10	22	31	62
Political Science	-	5	-	3	-	-	-	8
Probation-Parole	-	3	-	-	-	-	-	3
Psychology	2	9	1	2	-	-	3	11
Public Administration	4	6	2	3	-	-	6	9
Public Safety	-	-	-	2	-	1	-	3
Security	4	8	-	3	2	-	6	11
Sociology	2	8	9	9	-	-	11	17
Social Work	2	3	-	1	-	-	2	4
Traffic	-	-	-	-	-	-	-	-
Other	7	41	3	9	8	3	18	53
Total	434	923	171	325	87	159	692	1407

*Projections made both with and without budget restraint.

areas of approximately 82 percent (496 to 904); however, without budget restraint, other areas of specialization come into focus. These are criminology with a projected increase from 22 to 75 and criminalistics/forensic science with a projected increase from 23 to 52. Both of these projected increases may well be based upon the increased projection in new programs described earlier.

Table 37 presents the projected Ph.D. needs by type of institution and time period, with and without budget restraints. Considering only the four-year period 1976-1980, there is a projected increase in need when the projections were made with budgetary restraint as well as when they were made without budgetary restraint. Again, the respondents' apparent reluctance to go "out on a limb" shows in their projections. This may be due to their inability to see that far in the future. Additionally, the uncertainty of LEEP funding may have contributed to these reduced projections.

Combining related specializations or areas of study produces a somewhat clearer picture of the general Ph.D. needs in criminal justice higher education. In Table 38 law enforcement and criminal justice as general areas represent 50 percent or more of the projected needs both with and without budget restraint. There is a projected minimum need for 222 criminal justice, 159 law enforcement, 147 corrections, and 44 law degree holders. Without budget constraints, the projected need is for 393 criminal justice, 306 law enforcement, 272 corrections, and 103 law degree faculty members.

Table 37

Full-time Ph.D. Level Faculty Needs
by Institutional Type and Time Period
(percents by rows)

<u>Institutional Type</u>	<u>Time Period</u>							
	<u>75/76</u>		<u>76/78</u>		<u>78/80</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>w/Budget Restraint</u>								
University	128	(30)	140	(32)	166	(38)	434	(100)
4-Year College	51	(30)	65	(38)	55	(32)	171	(100)
2-Year College/Other	22	(25)	31	(36)	34	(39)	87	(100)
Total	201	(29)	236	(34)	255	(37)	692	(100)
<u>wo/Budget Restraint</u>								
University	262	(28)	312	(34)	349	(38)	923	(100)
4-Year College	95	(29)	111	(34)	119	(37)	325	(100)
2-Year College/Other	37	(23)	52	(33)	70	(44)	159	(100)
Total	394	(28)	475	(34)	538	(38)	1407	(100)

After the 1975-76 period, almost every category shows an increasing need from the 1976-78 to the 1978-80 time periods, except for law enforcement which, under budgetary restraint conditions, shows a slight decrease in need. Further, there is a projected increase of 11 more criminal justice Ph.D.'s for 1978-80 than for 1976-78 under budget restraint conditions.

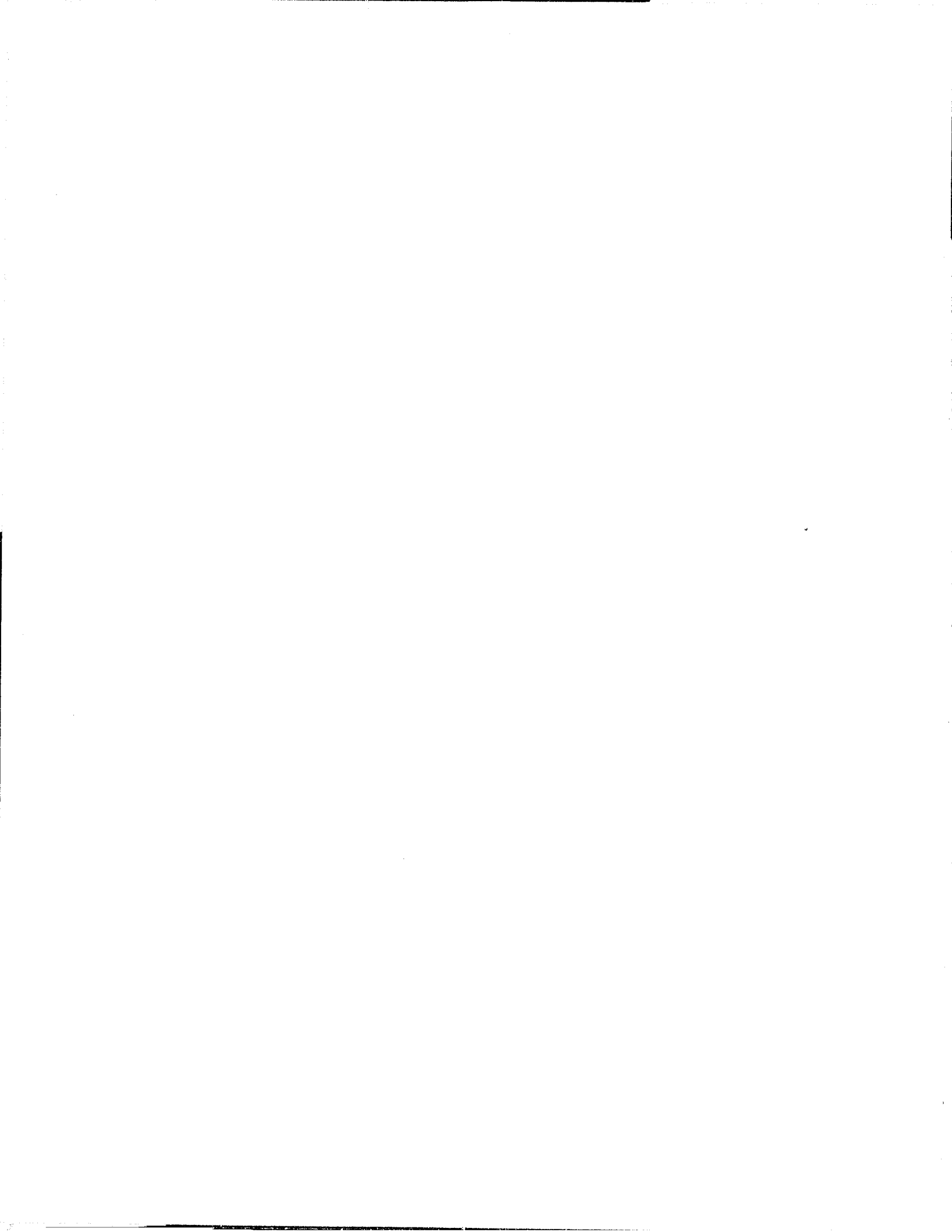
Part-time needs for Ph.D.'s over the next five years generally remain constant. They differ from the full-time needs in that the difference is less between projections based

on budgetary constraint and those without budgetary constraint. Also, unlike the distribution of full-time Ph.D. needs, the part-time needs are fairly evenly distributed among institutional types.

Table 38

Full-time Ph.D. Level Needs
by Criminal Justice Area and Time Periods
(percents by rows)

Criminal Justice Area	Time Period						Total	
	75/76		76/78		78/80		N	%
	N	%	N	%	N	%	N	%
<u>w/Budget Restraint</u>								
Criminal Justice	59	(29)	76	(32)	87	(34)	222	(32)
Law Enforcement	48	(24)	59	(25)	52	(20)	159	(23)
Corrections	40	(20)	50	(21)	57	(22)	147	(21)
Law	21	(10)	10	(4)	13	(5)	44	(7)
Courts	7	(4)	9	(4)	10	(4)	26	(4)
Criminalistics	4	(2)	9	(4)	10	(4)	23	(3)
Criminology	7	(4)	8	(4)	7	(3)	22	(3)
Other	15	(7)	15	(6)	19	(8)	49	(7)
Total	201(100)		236(100)		255(100)		692(100)	
<u>wo/Budget Restraint</u>								
Criminal Justice	109	(28)	131	(28)	153	(29)	393	(28)
Law Enforcement	88	(22)	100	(21)	118	(22)	306	(22)
Corrections	73	(19)	96	(20)	103	(19)	272	(19)
Law	38	(10)	33	(7)	32	(6)	103	(7)
Criminology	21	(5)	25	(5)	29	(5)	75	(5)
Courts	17	(4)	23	(5)	29	(5)	69	(5)
Criminalistics	16	(4)	25	(5)	21	(4)	62	(5)
Other	32	(8)	42	(9)	53	(10)	127	(9)
Total	394(100)		475(100)		538(100)		1407(100)	



CONTINUED

1 OF 2

Table 39 gives a summary of the Ph.D. part-time faculty needs by institutional type. Assuming budget restraint, universities and two-year colleges almost equally account for 74 percent of the total need for part-time Ph.D.'s. Under no budget restraints, universities need more Ph.D.'s than either four-year or two-year colleges. Over the five-year period, two-year colleges show a continuous, though small, increase in need for Ph.D.'s. Universities and four-year colleges fluctuate somewhat in predicting their needs during this period.

Table 39

Part-time Ph.D. Level Faculty Needs
by Institutional Type and Time Period
(percents by rows)

Institutional Type	Time Period						Total	
	75/76		76/78		78/80			
	N	%	N	%	N	%	N	%
<u>w/Budget Restraint</u>								
University	58	(33)	63	(35)	56	(32)	177	(100)
4-Year College	49	(40)	45	(37)	28	(23)	122	(100)
2-Year College/Other	57	(33)	57	(33)	60	(34)	174	(100)
Total	164	(35)	165	(35)	144	(30)	473	(100)
<u>wo/Budget Restraint</u>								
University	83	(29)	112	(40)	89	(31)	284	(100)
4-Year College	55	(35)	62	(39)	41	(26)	158	(100)
2-Year College/Other	75	(31)	76	(32)	88	(37)	239	(100)
Total	213	(31)	250	(37)	218	(32)	681	(100)

For the 1975-80 period, Table 40 shows a total projected need for at least 1165 and possibly 2088 new doctoral degree holders in criminal justice degree-granting programs. As was noted earlier, the majority of these are located in the university programs, but four-year and two-year colleges show a considerable need also. There is a slight decrease in the percentage of part-time Ph.D.'s needed by all institutions when budget restraints are lifted. This is in keeping with the philosophy of trying to maintain full-time personnel when enrollments and breadth of programs will permit.

Table 40

Total Criminal Justice Manpower Needs for
 Doctoral Degree Personnel--1975-80
 (percents by rows)

<u>Institutional Type</u>	<u>Type of Employment</u>				<u>Total</u>	
	<u>Full-time</u>		<u>Part-time</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
<u>w/Budget Restraint</u>						
University	434	(71)	177	(29)	611	(100)
4-Year College	171	(58)	122	(42)	293	(100)
2-Year College	87	(33)	174	(67)	261	(100)
Total	692	(59)	473	(41)	1165	(100)
<u>wo/Budget Restraint</u>						
University	923	(77)	284	(23)	1207	(100)
4-Year College	325	(67)	158	(33)	483	(100)
2-Year College	159	(40)	239	(60)	398	(100)
Total	1407	(67)	681	(33)	2088	(100)

Table 41 presents the full-time, part-time, and combined needs by general areas of specialization. The law enforcement and criminal justice areas account for approximately one-half of the total projected needs, with and without budget restraints. Approximately one in five of the needed Ph.D.'s is in the area of corrections. It is interesting to note the emergence of a need for 75 Ph.D.'s in the area of courts/court administration. This need somewhat parallels the projected new programs in court administration during this period. Similarly, in the highly technical area of criminalistics a need, although rather modest, is reflected of 29 to 78 new Ph.D.'s.

Table 41
Projected Ph.D. Needs, 1975-1980*

General Areas of Specialization	Full-time		Part-time		Total	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Criminal Justice	222	393	147	160	369	553
Law Enforcement	159	306	121	181	280	487
Corrections	147	272	73	100	220	372
Law	44	103	26	54	70	157
Courts	26	69	49	41	75	110
Criminology	22	75	4	26	26	101
Criminalistics	23	62	6	16	29	78
Other	49	127	47	103	96	230
Total	692	1407	473	681	1165	2088

*Projections made both with and without budget restraint.

Table 42 presents the projected Ph.D. needs for the five-year period, taking into consideration the attrition rate. The unpublished Bureau of Labor statistics reveal a general yearly attrition rate of .01925, which is slightly lower than that for master's degree personnel. This appears valid in light of generally higher salaries and better tenure conditions for Ph.D. holders.

Table 42

Projected Ph.D. Needs, New Jobs and Attrition, 1975-1980*

General Areas of Specialization	Full-time		Part-time		Total	
	w/BR	wo/BR	w/BR	wo/BR	w/BR	wo/BR
Criminal Justice	242	421	157	171	399	59
Law Enforcement	173	327	131	194	304	521
Corrections	162	293	80	108	242	401
Law	53	115	33	62	86	177
Criminology	32	88	7	30	39	118
Courts	29	74	52	43	81	117
Criminalistics	26	66	7	18	33	84
Other	81	163	64	123	145	286
Total	798	1547	531	749	1329	2296

*Projections made both with and without budget restraint.

With adjustments for attrition, the need for Ph.D.'s in criminal justice degree-granting programs during the five-year period is projected to be a minimum of 1329 and a maximum of 2296. Assuming the need to be somewhat evenly divided, the projected annual need is 266 with budget restraints and 459 without budget considerations.

No attempt has been made to apply a formula equating the part-time needs to full-time equivalents since it is impossible to combine these in any plausible manner: a part-time Ph.D. may serve half-time as an administrator and half-time as an instructor; an instructor may be shared by two or more departments; or a Ph.D. may be employed half-time on a funded research project and half-time in instruction.

CHAPTER 4. AN EXPLORATION OF THE NEED FOR ADVANCED DEGREE
CRIMINAL JUSTICE PERSONNEL BY RESEARCH ORGANIZATIONS,
STATE PLANNING AGENCIES, AND LEAA

The Task Force developed strategies for exploration of the need for advanced degree personnel in LEAA and agencies or organizations which might receive funding from LEAA. The results of these explorations are presented below.

THE CRIMINAL JUSTICE MANPOWER NEEDS OF RESEARCH ORGANIZATIONS

Research organizations engaged in criminal justice research were surveyed to determine their need for criminal justice advanced degree personnel. A series of questions was formulated to assess the magnitude of research conducted, the educational backgrounds of present professional staff, and the desired skills or competencies for criminal justice project staff. Questionnaires were mailed to 184 private research organizations listed on the LEAA bidders list from 1972 to 1975. Two follow-up questionnaires were sent to improve the return rate. Additionally, a telephone call was attempted to all who had not responded. Table 43 presents a summary of all the questionnaire returns.

There were 54 undeliverable questionnaires and 22 organizations for which no phone number could be obtained. Of a total of 184 organizations, 65 percent had moved and left no forwarding address, were no longer in business, were not presently engaged in criminal justice research, or could not be located. There were only 32 questionnaires which were returned

and usable. The results as shown in Table 43 serve to emphasize the mobility of many of these research agencies.

Table 43

Survey Returns (Total Sent = 184)

 Sent but removed from list:

Undeliverable--no forwarding address	54
Went out of business	1
Questionnaires not returned and no phone listing	22
Felt it was not applicable	38
No longer involved in criminal justice research	4

Subtotal	119
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Those agencies for which the questionnaire was applicable:

Returned questionnaires	32
Received but did not return	33

Subtotal	65
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Total	184
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It was felt that a description of the 32 returned questionnaires would be of minimal value to the objectives of this monograph and that any conclusions would be invalid in light of the low return rate; however, a few summary statements from an analysis of the questionnaires seem to be relevant:

(1) There were 119 criminal justice projects reported to be presently in progress. Over one-half of these were in

the areas of criminal justice science and technology, training, data systems, law enforcement, and program evaluation.

(2) Thirty organizations reported a total of 155 employees. Only three agencies reported over 10 employees engaged in criminal justice research, and one agency reported 20 employees.

(3) Approximately 20 percent of the reported staff (133) hold the doctorate, and 53 percent hold the master's degree. Of the 26 doctorates, 4 are in the areas of criminal justice, criminology, and deviant behavior. Of the 70 master's degree personnel, 40 percent are in computer services, and only 4 are in criminal justice and correctional administration.

(4) Response to the manpower needs questions was minimal. Only seven organizations responded. This may be due to the variable hiring patterns tailored to projects and to the short-term nature of many research efforts.

(5) With reference to the skills and competencies desired for criminal justice project staff, report writing, evaluation research, research methods and design, information systems, and statistics were ranked as the most important.

(6) In response to the importance of criminal justice advanced degrees, the respondents indicated that this was most important for specialists in manpower, research and statistics, information systems, and evaluation.

In summary, very few research organizations felt that criminal justice advanced degree personnel were necessary in their operations. Rather, specific skills and competencies were of primary importance in their selection of personnel. This information may be food for thought for criminal justice educators as they evaluate and attempt to modify program offerings.

THE MANPOWER NEEDS OF STATE CRIMINAL JUSTICE PLANNING AGENCIES

According to The State of the States on Crime and Justice, a report of the National Conference of State Criminal Justice Planning Administrators (1974), between 1969 and 1973, the total number of staff working for the state planning agencies (SPA's) went from 418 to 1445, an increase of 1027. Administrators comprise approximately 11 percent of the total staff. Criminal justice planners (police, courts, corrections, juvenile delinquency, and community crime prevention) account for 25 percent of the staff. Manpower specialists, research and statistics specialists, information systems specialists, and evaluation specialists account for an additional 24 percent. The remaining personnel work in the areas of grants management, fiscal administration, and auditing. No information was provided in this report concerning the professional qualifications of the agency staff.

To explore the need for criminal justice personnel with criminal justice master's or doctorates, the Task Force members

conducted a feasibility study of selected state planning agencies located close to their employment bases. The SPA's studied were located in Arizona, Hawaii, Nevada, Kentucky, Maryland, and Nebraska. Survey efforts were conducted between July 1, 1975, and October 1, 1975, through site visitations and/or phone interviews. Data on current personnel qualifications were obtained through the aid of personnel directors and from published material prepared by the SPA's for their LEAA grants' applications and for their comprehensive state plans.

The SPA's have responsibility for comprehensive criminal justice and law enforcement planning and for the administration of funds made available to the states under the Federal Crime Control Act. In addition to evaluating state needs and criminal justice projects for funding, the SPA's usually offer their services to state legislatures and undertake various research activities for local, state, and federal agencies.

Information was obtained regarding the entry level qualifications and the length of service in the agency of the present personnel in the sample SPA's. Table 44 gives the entry level area of specialization by highest degree level. Of the SPA staff 29 percent (37 of 128) hold the master's or doctorate. Approximately one in five of these 37 has a specialization in a criminal justice area.

Many of the positions in the SPA's unofficially require a master's degree or graduate work and related work experience.

Table 44

Academic Specialization by Highest Degree of Six SPA's*

	Ed.D./ Ph.D.	MA/MS	BA/BS	Other	Total
Business	-	2	15	1	18
Correctional Administration	2	2	-	-	4
Corrections	-	-	1	-	1
Criminology	-	1	-	-	1
Counseling	-	1	-	-	1
Criminal Justice	-	1	5	-	6
Economics	-	-	1	-	1
Education	-	3	2	-	5
Engineering	-	-	1	-	1
Geography	1	1	-	-	2
History	-	1	4	-	5
Journalism	-	-	4	-	4
Law	1	-	-	6	7
Law Enforcement	-	-	2	-	2
Liberal Arts	1	1	7	-	9
Physics	-	-	1	-	1
Planning	-	3	-	-	3
Police Administration	-	1	-	-	1
Police Science	-	-	-	3	3
Political Science	-	1	5	-	6
Psychology	2	4	5	-	11
Public Administration	-	1	2	-	3
Social Work	3	-	-	-	3
Sociology	-	1	8	-	9
Urban Affairs	-	2	-	-	2
Other	-	2	-	18	20
Total	10	28	63	28	129

*Arizona, Hawaii, Kentucky, Nebraska, Nevada, and Maryland.

In reality, it appears that experience is the first priority and that education is considered of secondary importance. However, internship and specific educational experiences may be substituted for criminal justice experience, indicating that

advanced degree holders may have opportunities not readily observed from manpower data alone. The substitution rate, however, suggests that these opportunities are not great since many candidates for these positions have long agency or state government experience and such experience remains first in priority.

This brief explanation indicates that, although there may be a need for criminal justice master's degree holders, the present staffing patterns put more emphasis on experience than on criminal justice credentials. Further, the overall picture indicates fewer new positions opening in state planning agencies. The majority of the present staff have been employed only a few years (the average length of service in the Kentucky SPA was 20 months). Actually, state planning agencies themselves have been in operation only five to seven years. With such influencing factors as the variety of state administrations observed, the uncertainty of funding levels, and the heavy emphasis on related work experience, it was felt that the SPA's would not have any significant need for criminal justice advanced degree personnel.

THE NEED FOR ADVANCED DEGREE CRIMINAL JUSTICE PERSONNEL
BY LEAA AND ITS REGIONAL UNITS

The focus of this exploration was to assess the present and future status of criminal justice master's and Ph.D.'s in the operational areas of LEAA and in its regional offices. The Task Force determined that this could best be accomplished

through individual interviews and an examination of LEAA personnel information. The personnel department of LEAA provided the Task Force with a computer printout of relevant personnel data on all "full-time permanent" and "full-time temporary" professional staff employed by LEAA and its regional offices as of June 25, 1975.

The number of staff employed by LEAA and its regional offices was 846. The educational background was available for 827 or 98 percent of the full-time personnel. Since the computer information did not provide a clear differentiation between clerical and professional staff, a decision was made to analyze only those personnel who had attained master's, law, or Ph.D. degrees.

MASTER'S AND LAW DEGREE PERSONNEL IN LEAA

Table 45 presents a distribution of the master's and law degree personnel by college major. The liberal arts account for 20 percent of the total majors, with political science and sociology ranking first and second among the liberal arts majors. The most frequently listed degree in the specialized/professional area is the LL.B./J.D./LL.M. with 56 (37 percent). Criminal justice and business/accounting have 12 (8 percent) each.

Table 45

Master's and Law Degree Distribution of LEAA Personnel

<u>College Major</u>	
Liberal Arts:	
Political science	7
Sociology	6
Urban studies	5
International relations	3
Economics	2
History	2
Other	5
Specialized/Professional:	
LLB/JD/LLM	56
Public administration	16
Criminal justice	12
Business/accounting	12
Social work	9
Education	7
Other	8
<hr/>	
Total	150

DOCTORAL PERSONNEL IN LEAA

Table 46 gives the position title, organizational assignment, and major area of specialization for those LEAA personnel holding doctoral degrees. Generally, holders of the doctorate have positions in the specialized functions. Of the 23 Ph.D.'s, 10 have position titles which fall in the categories of "social scientist," "statistician," "evaluation specialist," or "research analyst." There are 4 Ph.D.'s assigned responsibilities in the regional offices, 10 Ph.D.'s currently assigned to the National Institute of Law Enforcement

Table 46

Distribution of LEAA Personnel Who Hold the
Ph.D./Ed.D. by Position Title, Organizational Assignment, and Major

Position Title	Organizational Assignment	Major
Law Enforcement Program	Office of National Priority Programs; Office of the Assistant Administrator	Counseling and Psychology
Supervisory Statistician	National Criminal Justice Information and Statistics Service	Sociology
Program Specialist	Office of Regional Operations: Program Planning Analysis and Coordination Division	Logic and History
Law Enforcement Specialist (Police)	Office of Regional Operations: Region IX	Public Administration
Law Enforcement Specialist (Manpower)	Office of Regional Operations: Region IV	Criminology
Law Enforcement Specialist (Corrections)	Office of Regional Operations: Region IV	Human Relations
Planner/Evaluator	Office of Regional Operations: Region III	Urban History/Studies
Social Scientist	National Institute of Law Enforcement and Criminal Justice (NILE/CJ): Office of Evaluation, Special LEAA Programs	Political Science
Supervisory Specialist	NILE/CJ: Office of Evaluation, Special LEAA Programs	Theoretical Physics
Social Scientist	NILE/CJ: Office of Evaluation, Special LEAA Programs	Psychology
Social Scientist	NILE/CJ: Office of Research	Social Psychology
Social Scientist	NILE/CJ: Office of Research	Industrial Psychology
Social Scientist	NILE/CJ: Office of Research	Psychology
Operations Research Analyst	NILE/CJ: Office of Research	Statistics

Table 46 (cont.)

Position Title	Organizational Assignment	Major
Operations Research Analyst	NILE/CJ: Office of Research	Mathematics
Social Scientist	NILE/CJ: Office of Research	Social and Econ. History
Supervisory CJ Research Evaluation Specialist	NILE/CJ: Office of Research	Mathematics
Civil Rights Compliance Specialist	NILE/CJ: Office of Civil Rights Compliance	American Government
Program Analyst	NILE/CJ: Office of Planning and Management	Sociology
Program Analyst	NILE/CJ: Office of Planning and Management	Economics
Program Analyst	NILE/CJ: Office of Planning and Management	Psychology
Program Analyst	NILE/CJ: Office of Planning and Management	Political Science

the primary research and evaluation arm of LEAA, and 4 Ph.D.'s assigned responsibilities in the office of Planning and Management. Table 46 further shows that LEAA's full-time doctoral staff represents 17 different disciplines. Only one person holds the Ph.D. in criminology, and none were reported to hold a doctoral degree in criminal justice. Further examination of the data reveals that, if one were to define the top 15 administrative positions of LEAA as those for which the salary is above \$35,000 yearly, none of the Ph.D.'s could be so categorized.

Based on these data, it would appear that LEAA has not been actively recruiting Ph.D.'s in criminal justice or, for that matter, in any academic discipline. As demonstrated by organizational assignment and majors of these personnel, Ph.D.'s are restricted to a few specialized areas and represent no particular graduate major. It is, of course, possible that individuals with specific skills (i.e., research, statistics) are consciously sought by the organization, but that academic disciplines are somewhat incidental to hiring criteria. If there exists a specific educational monopoly in LEAA, it is in the professional area of law, since this field represents almost one-third (56 of 173) of the total graduate degree personnel.

It is of considerable interest that only 13 of 173 (8 percent) of the graduate-trained staff majored in criminal justice, criminology, or law enforcement. Of course, this may

be due to a scarcity of such majors. In any case, the fact remains that, based on past hiring practices of that agency, master's and doctoral level criminal justice personnel need not expect employment at LEAA.

CHAPTER 5. SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of the study reported in this volume was to estimate the need for doctoral and master's level criminal justice graduates in the United States as found in institutions of higher education and in three types of agencies: research agencies, state and regional planning agencies, and LEAA and its regional agencies. No attempt was made in this study to explore the need that operational agencies may have for personnel with doctoral degrees in criminal justice. This important question is presently being examined by the National Planning Association. In addition, the issue of the content of the subject matter of criminal justice education is addressed in other volumes of this report and was not again discussed in this volume.

Of the 2881 institutions of higher education to which the eight-page questionnaires were mailed, 74 percent responded, and 867 of these reported having a criminal justice degree-granting program. This would indicate at least 867 potential employers for master's or doctoral level criminal justice graduates, by far the most promising source of employment found in this study. These data are even more impressive when one considers that 26 percent of the institutions of higher education did not respond; even assuming that most of these failed to respond because they had no program, surely some of

them have criminal justice programs. In fact, the percentage of institutions having criminal justice programs could be much larger than the 30 percent found for respondents, and the non-respondents could bring the actual total of institutions to over 1000.

The striking observation in the survey of research agencies--each listed at LEAA as a potential contractor--was that 77 (42 percent) were no longer at the address indicated, had left no forwarding address, and could not be reached by telephone. One observation by a respondent is representative of several who brought to light another aspect, ". . . this doesn't apply to me. I once asked LEAA for an RFP copy and they put me on their mailing list--an act which the tides of bureaucracy have apparently rendered irreversible." The research agencies that did respond did not indicate that this area would be a promising employment possibility for criminal justice master's or doctoral program graduates.

It was also evident, based upon a limited survey of state planning agencies and the LEAA offices in Washington, D.C., as well as in the ten regions, that LEAA and its related agencies do not employ graduates of criminal justice master's or doctoral programs in any significant number. These agencies appear to be staffed largely by lawyers, with other disciplines, particularly the social sciences, also represented. However, it should be noted that these observations are made on the basis of limited data, and, although they are not now

employing criminal justice graduates, directors of these agencies have expressed a desire to do so in the future. Of course, these expressions are not scientific evidence; they are merely a series of personal comments to the writers.

With regard to educational institutions, the findings of the survey indicate that this area may be an important potential employer of today's master's level graduates. Of the three types of institutions, two-year institutions appeared to have the greatest need for these graduates. Approximately 60 percent of all projected needs for master's degree teaching personnel were represented by the two-year institutions. The remaining 40 percent were almost evenly distributed between universities and four-year colleges.

With budget restraints considered in effect, the responding administrators reported a projected total need for the 1975-80 period of 1095 master's degree personnel: 186 specialists in corrections; 311 in criminal justice; 468 in law enforcement, police science/administration, and security combined; and 130 (12 percent) in law, criminalistics, criminology, court administration, and other fields.

Clearly, with 26 percent of the population not responding, these are only tentative projections. In fact, they could be significantly higher if the nonrespondents had a higher rate of programs to total than was found for those institutions of higher education who did respond. Though concentrated efforts were made to insure responses from all

institutions known to have programs, a gap of uncertainty remains. It is possible that the actual total of master's degree personnel needed could approach 1200, with over 200 in corrections, over 350 in criminal justice, and over 500 in law enforcement. If the percentage of programs found for the respondents is the outer limit, the range of the gap of uncertainty could be considerable. However, we are assured that, at least among the 74 percent of the administrators who did respond, there was indication of a need for over 1000 master's level degree personnel.

A second observation also needs to be made here. The percentage of 74 is an average response rate for all regions in the country and is not meant to imply a great consistency. In fact, the response rates varied from 49 percent to 89 percent. These variations in response rates would certainly affect the validity of the data for a specific region. Thus, all predictions require the caveat that the applicability depends upon the representativeness of the sample to the population, a familiar observation, but one which has particular import for these data.

Without budgetary restraints considered, estimates by the educational administrators responsible for these programs were increased by approximately 100 percent to a total of 1947 additional full-time master's degree graduates who would be employed during the next five-year period. Of these, 550 would be needed by 1976, another 674 by 1978, and an additional 723 by 1980.

Four-year college administrators estimated a decreasing need for full-time master's degree faculty during this period. However, they estimated a continued need for part-time master's degree faculty, with the total annual needs remaining relatively constant after 1976. The ratio of part-time to full-time master's degree faculty, with budget restraints considered, was 2.4 to 1, while the same ratio was 1.5 to 1 without budget restraints.

These data refer to additional, or new, positions estimated by the program administrators. Another consideration is the attrition of faculty. To estimate the attrition impact, the Bureau of Labor Statistics attrition rate of .0268 was used, with the result that an anticipated total of 25 master's degree faculty would be lost by attrition in 1975-76. For the entire five-year period, 1975-80, 210 master's degree faculty could be expected to be lost by attrition. Thus, 1305 (i.e., 1095 plus 210) master's degree faculty can be expected to be needed over the five-year period.

Turning to the relationship between the anticipated needs of master's degree faculty in criminal justice higher education and the anticipated number of graduates, we find that higher education represents a significant portion of the possible employment market, but is not sufficient by any means to absorb all graduates. There are presently 2570 full-time master's degree candidates and 4060 part-time master's degree candidates employed in higher educational institutions, and

institutions have estimated the addition of 105 new programs at the master's degree level, a projected 47 percent increase in the number of programs. Thus, higher educational institutions may be able to employ 17 percent of the graduates anticipated for 1976. With the low rate of employment of criminal justice master's degree graduates by the other agencies studied here, it would appear that these graduates will need to look to operating agencies as the best alternative employment possibility.

Doctoral level faculty members (Ph.D., D. Crim., or Ed.D.) in 1974-75 composed approximately 34 percent of the full-time criminal justice faculty in institutions of higher education. Of these, 68 percent are at universities, 25 percent are at four-year colleges, and 7 percent are at two-year colleges.

Anticipated needs for additional full-time criminal justice doctoral faculty for 1975-76 reflected a very similar distribution: 64 percent in universities, 25 percent in four-year colleges, and 11 percent in two-year colleges. These projections are under the assumption of budget restraints. Without budget restraints, the estimates nearly double.

For the entire five-year period, 1975-80, the program administrators, assuming budget restraints, estimated that they will need 434 doctoral level faculty in universities, 171 in four-year colleges, and 87 in two-year colleges. It is interesting to note that the percentages tend to hold constant in terms of the distribution of estimated doctorate needs among the three types of institutions.

Areas of specialization for these projected needs of criminal justice doctoral level faculty are also of considerable interest. Of the total need for the five-year period 1975-80, 32 percent (222) were categorized under the specialty of criminal justice; law enforcement and corrections were the next most frequently mentioned specialties, with 23 percent (159) and 21 percent (147), respectively. Other specialty areas accounted for the remaining 24 percent (164). These estimates are also based on the assumption of budget restraints. Again, the removal of budget restraints as a consideration increases the estimates by a little more than 100 percent.

Using the Bureau of Labor Statistics attrition rate for doctoral level personnel (.01925), it was estimated that there would be an attrition of 15 doctoral faculty from 1974-75 (753 doctoral faculty x .01925 = 14+). Following the same procedure as was used in the estimates of attrition for master's degree faculty (though with the rate of .01925), it is estimated that 106 full-time doctoral level faculty will be lost through attrition over this period.

Thus, combining the projected new positions (692) and the replacements needed to maintain present positions (106), 798 full-time doctoral level criminal justice faculty will be needed in the five-year period 1975-80 in institutions of higher education.

As was pointed out in more detail earlier, these predictions represent what could be the lower level of a "gap of

uncertainty," with the upper level being the extrapolated ratio of new positions for nonrespondents added to these more conservative estimates. Thus, the actual need for Ph.D. personnel to fill new positions could go over 800, and the actual need for replacements could go as high as 150; the total could come to 950 for the five-year period. The importance of this observation to criminal justice graduate education is hard to overestimate. These are the personnel whose educational preparation is the longest, whose education is most expensive, and whose impact upon this academic area may have the greatest endurance.

There were 400 doctoral candidates in criminal justice educational programs in 1975, 317 of which were full-time students. In light of the fact that the educational programs of these students may well be as much as four years, an estimate of 300 doctoral level graduates during the five-year period is not felt to be extreme. If the predictions of the program administrators have a reasonable degree of accuracy, 498 positions for doctoral level faculty in criminal justice may very well be filled, as many are today, with doctoral level faculty from other disciplines, or with master's level faculty.

It should be noted that this discussion of doctoral level criminal justice faculty did not include part-time faculty. If the 531 part-time criminal justice faculty at the doctoral level--which is the estimated need--were included, the total manpower needs at the doctoral level in criminal justice education are quite impressive.

The possible employment of doctoral level criminal justice personnel in such agencies as the Law Enforcement Assistance Administration, state planning agencies, and research agencies is as yet unclear. However, these, and operating agencies at certain levels, represent a potential drain on the limited number of doctoral level criminal justice personnel. Furthermore, many agency directors have indicated to the writers--and to members of the Consortium Board of Directors--that they wish to employ criminal justice doctoral degree holders, but that there are too few. In fact, doctoral programs with graduates have found, according to their directors, that almost half of their doctoral level graduates are in some type of operational or planning agency.

CONCLUSIONS

Having explored the possible employment opportunities for criminal justice graduate degree candidates, what can we say to the student, to the educator, to the criminal justice planner, and to the LEAA administrator? Have we caught a glimpse of a society in the midst of an increasing rate of social change which will see an increasingly higher level of education throughout its criminal justice system? Or is the rate we see now a constant which represents continued higher levels but not at an increasing rate of change? Or, perhaps we are observing a sporadic surge to be followed by a cessation of opportunities that were increased only as the result of artificial supports from sources which are themselves temporary.

The response to these questions may well depend upon the level of performance of the graduates of our criminal justice graduate education programs. If the few who have found employment in the agencies discussed in this volume are able to demonstrate that their educational experience was of value, it is possible that opportunities will open in research agencies, state planning agencies, and, possibly, in LEAA or elsewhere in the Department of Justice. Lacking such a clear demonstration of worth, it is likely that the present picture of agency employment of master's or doctoral level graduates will continue. In other words, all things remaining as they are, no change can be predicted in the agency employment record.

However, the trend toward employment of college-educated criminal justice personnel by operating agencies would also be expected to continue, all other factors being the same. The impact of this trend upon graduate level criminal justice education is indirect. The operating agencies need and desire college-educated personnel, the colleges preparing these personnel therefore need criminal justice educators, the universities also have increasing need for doctoral level criminal justice educators to prepare those who will staff the undergraduate programs. The pressure on this set of interactions is great at the present time, and apparently those involved in criminal justice higher education believe that it will continue at the same rate at least.

The increasing activity of the Academy of Criminal Justice Sciences and other organizations in the area of accreditation requirements for institutions of higher education is also relevant to our discussion. These activities evidence a deep concern on the part of educators and agency personnel alike regarding the level of academic qualifications in many institutions preparing college-educated criminal justice personnel. It is recognized that a few programs could keep the overall quality of criminal justice higher education at so low a level that operating agencies may find no advantage to employing graduates. The effect, it is felt, would send repercussions through not only (in fact, less importantly) American criminal justice higher education but also (most importantly) through the criminal justice system, in terms of the quality of personnel. As we have said in the introductory remarks to this volume and in Volume IV, it is our belief that the quality of responsiveness of the American criminal justice system to the pressures on our society in the future is directly related to the quality of the personnel in the system and this quality is related to--although not wholly dependent upon--the level and quality of education.

It is at this point, at the intersection with American higher education, that the characteristics of the criminal justice system which have been observed here have been most revealing. Clearly, if the responses to the survey have validity, higher education has a large task in store for it in

the preparation of doctorates in criminal justice for the job market of the next five years. Moreover, the impact of this task is making itself felt at the same time that many institutions are being forced to cut back on expenses and to limit enrollments in programs such as criminal justice doctoral programs.

As a problem of academic administration, the question of how to meet the current needs for criminal justice doctorates presents several difficulties. The financial problem is, of course, a crucial one. However, an additional problem is that these predictions are for the next five years, not beyond. If the manpower needs for doctorates are to be met, it will require gearing up a large and expensive program which will need to be drastically reduced once these needs are met. It cannot be assumed that the demand for criminal justice doctorates will continue at the same level indefinitely.

Finally, there is the problem of gaining acceptance for the criminal justice doctoral level education programs on the university campus. On many campuses these programs are not considered appropriate by the faculty, without whose support no doctoral program can function. This factor is made more potent by the economic difficulties and the problem of the doubtful duration of the need.

To the master's level student we say: prepare yourself, in depth and in breadth; be ready possibly to teach, possibly to do research, and, most likely, to serve in a criminal

justice operating agency. To the doctoral level student we can say that the next five years appear to offer considerable opportunity for employment in college teaching.

The criminal justice educator can expect his/her ranks to be expanding, with more full-time and part-time positions and, if our respondents have their way, with faculty possessing a graduate degree in criminal justice. As operating agencies and other employers have increasing experiences with our graduates, the educator may expect to find more and more feedback from practitioners--graduates and employers--regarding their evaluations of the quality and content of graduate programs in criminal justice. The criminal justice planner very likely will find that he is communicating with academic personnel who are more knowledgeable of the criminal justice system and operating personnel who are more knowledgeable about methodologies and reasonable expectations for programs.

LEAA planners and administrators can take considerable pride in the accomplishments that have been made in the area of criminal justice higher education. Within a very short period of time, a very complex, usually implacable, and always cumbersome "nonsystem" of higher education has been nudged, cajoled, and enticed into responding to the needs of criminal justice. This has happened in spite of a certain lack of familiarity on the part of LEAA administrators with problems and processes in the administration of higher education.

However, as the data in this volume demonstrate, we have a long way to go. Too many programs need more qualified criminal justice educators, and too few are yet in our Ph.D. programs. Accreditation efforts need to be encouraged more. Sensitivity to the reciprocal relationship between graduate level criminal justice programs and state, regional, and national criminal justice planners and administrators needs to be increased also. These are necessary if criminal justice higher education is to maintain and improve the quality of its effort.

An additional observation appears to be appropriate at this point. The survey of "research agencies" listed by LEAA as potential contractors who should receive copies of Requests for Proposal revealed that far too many were no longer in existence. If it were assumed that this reflects a certain amount of "opportunism" among enterprising researchers, the administration of LEAA may wish to consider placing a higher priority upon stability of the potential contractor. Perhaps those research agencies connected with institutions of higher education would provide such stability; at the same time the research activities would enrich academic programs greatly.

The support of criminal justice higher education by the federal government through LEAA has been impressive indeed, but let us not overstate our admiration. It has not matched higher education for agriculture, for the field of medicine, or for the field of education. Domestic tranquility, though

specifically mentioned by our founding fathers as a purpose of this national government, continues to need the kind of support it has found in recent years--support which promises domestic tranquility through a responsive and sensitive law enforcement, a responsible and efficient judicial system, and a nonrepressive, fair, and rehabilitative correctional system. Moreover, domestic tranquility requires an integration of this enlightened criminal justice system into the total social system, including an educational system, an economic system, and a political system, which is above all humane and responsive.

The data presented in this volume need to be considered, as does any manpower study, in the light of conditions prevailing at the time the study was conducted. This study was conducted during a period in which law enforcement agencies were being strongly encouraged to upgrade their personnel through higher education, as recommended by the President's Commission on Law Enforcement and the Administration of Justice. Law enforcement personnel were given financial support through LEEP, and in many departments promotion criteria included college degrees. As a result, master's level graduates have been able to find employment in operating agencies, and institutions of higher education have found law enforcement programs to be attracting students. It is on this basis that the assumptions of the program administrators must be evaluated and the estimates of future manpower needs interpreted.

However, economic pressures on operating agencies (e.g., the financial difficulties of cities such as Detroit and New York) can lead to a reversal of the trends noted here. As we have said earlier, we may be observing only a temporary surge in a demand for college-educated law enforcement personnel. With the discontinuation of LEEP and increasing financial difficulties in the city and state governments, it is possible that master's level graduates will not be employed in operating agencies, and it is possible that law enforcement personnel will no longer seek higher education. This, clearly, would alter the predictions, and many academic programs now in existence would need to close their doors.

The effect, however, would be felt not only by academic institutions. In addition, and more importantly, the effect would be felt by a society wishing to have a criminal justice system which can address the problem of crime in the future. The quality of the entire system is the measure of the loss to society. In fact, the improvement in this quality is even now yet to be realized, since we are just beginning to place college-educated personnel in operating agencies in any significant numbers. Many institutions of higher education have yet to hire faculty who have academic preparation in the field of criminal justice.

Hopefully, these goals can be realized, but it will necessitate continued support from operating agencies, state and local governments, and the Law Enforcement Assistance

Administration. Moreover, it will require periodic monitoring of manpower needs to enable adjustments in program emphasis as these needs change.

It is our belief that such a system is possible, that our society can adapt to future needs as long as the objective of "domestic tranquility" retains its proper priority.

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APPENDIX



OFFICE OF THE COORDINATOR
 NATIONAL CRIMINAL JUSTICE EDUCATIONAL CONSORTIUM

Arizona State University - ASB 303, Tempe, Arizona 85281

002 005-7471

May, 1975

Dear Educator:

The National Criminal Justice Educational Consortium, under a grant from the Law Enforcement Assistance Administration (LEAA) to develop quality Master's and Doctoral programs in Criminal Justice, wishes to establish needs for advanced degree personnel in the Criminal Justice System.

Nationally, there appears to be some uncertainty concerning the level of LEEP funding for fiscal 1976. Also, LEAA fellowship and graduate assistantship support needs to be increased in order for institutions of higher education to attract capable students to our programs.

To substantiate the need for continued support of criminal justice educational efforts and to further establish a need for criminal justice educators, we respectfully request that you assist us by completing the enclosed survey as it applies to your institution.

We are aware that some of the questions in the survey may be a duplication of effort on your part; however all are extremely important to us as we try to integrate programs and needs into a national document encompassing all criminal justice educational programs and manpower needs. We are surveying all LEAA Regions and to date our response has been very gratifying. Our response rate from Regions 4 and 7 has provided us with a return rate of 80% at this time.

We need your important input into this concerted effort. Will you please help us? You may use the enclosed postage-free envelope to return this survey.

Thank you for your assistance in this project.

Sincerely yours,

Robert W. Ullman, Ed.D.
 Chairman, Manpower Task Force
 National Criminal Justice Educational Consortium

jhs
 Encl.

P.S. Even though you have no program in Criminal Justice, will you please respond to page 1 of this survey? Thank you.

CRIMINAL JUSTICE EDUCATION MANPOWER SURVEY

Will you please respond to all questions as they relate to your institution? If any questions do not apply to your institution and/or its manpower needs, please mark "NA" (not applicable) in the space provided.

I. GENERAL INSTITUTIONAL INFORMATION

1. Name of institution: _____
2. Name of person providing data: _____
Title of person providing data: _____
3. Type of institution: University College (4 year)
 Junior/Community College Other (please specify) _____
4. Current full-time enrollment: _____ Part-time enrollment _____
5. Does your institution presently receive any Law Enforcement Education Program Funds? Yes No

II. DEFINITIONS The following operational definitions are established to enable you to respond to this survey:

- A. Criminal Justice: An emerging interdisciplinary field of study embracing various educational programs, such as, law enforcement, police science, corrections, police administration, correctional administration, juvenile delinquency, criminology, criminalistics, forensic science, industrial security, criminology, and other related fields of study.
- B. Education: All learning activities in colleges and universities which will lead to a degree, such as, Associate degree, Bachelor's degree, Master's degree, or Doctoral degree.
- C. Program, Major, Department, Area of Concentration: These terms are frequently used interchangeably. Please be careful in choosing the term you use in your institution.

III. PRESENT PROGRAM INFORMATION

6. Does your institution presently offer a degree program in criminal justice?
 YES (Proceed to item 9A) NO (proceed to item 7)
7. Does your institution presently offer a sequence of courses in criminal justice leading to a major or minor area? (e.g., corrections area in a sociology department)
 YES (proceed to item 10A) NO (proceed to item 8)
8. Does your institution have plans within the next five years to implement item 6 or item 7?
 YES (proceed to item 13) NO (Please return this page in the postpaid envelope. Thank you for your responses.)

9. 4. Please react to the chart below as it applies to your criminal justice areas of study, degrees offered, and program responsibilities. Please list the degree(s) offered and the academic department in which it is located.

Example: Three-Rivers University

Area of Study	Degrees Offered				Department and College
	Associate	Bachelor's	Master's	Doctorate	
Police Science	A.A.	B.S.			College of Law Enf.
Police Administration Example: Riverfront Junior College		B.S.	M.S.	Ph.D.	College of Law Enf.
Criminology	A.S.				Sociology Department Arts & Science

Area of Study	Degrees Offered				Department and College
	Associate	Bachelor's	Master's	Doctorate	
Law Enforcement					
Police Science					
Police Administration					
Criminal Justice					
Criminology					
Corrections					
Juvenile Justice/Del.					
Court Administration					
Criminalistics/ Forensic Science					
Industrial Security					
Criminal Justice Education					
Criminal Justice Planning					
Other (Please Specify)					

If your degree patterns do not fit the above table, please explain. _____

Proceed to 9B.

9. B. Please give your current enrollment for criminal justice programs.

- 1. Undergraduate Full-time _____ Part-time _____
- 2. Master's Program Full-time _____ Part-time _____
- 3. Doctoral Program Full-time _____ Part-time _____

(Proceed to item 11)

10. A. Please react to the chart below as it applies to your institution. Please indicate what areas of criminal justice are offered as a sequence of courses from which a major or minor may be elected. Also, indicate the academic department and college in which this sequence of courses may be elected.

Example: Three-Rivers University

Major or Minor	Associate in	Bachelor's in	Master's in	Doctorate in
Juvenile Justice		Sociology	Sociology	
Court Administration		Political Sci.	Political Sci.	Political Sci.
Example: Riverfront	Junior College			
Criminology	Psychology			

Major or Minor	Associate in	Bachelor's in	Master's in	Doctorate in
Law Enforcement				
Police Science				
Police Administration				
Criminal Justice				
Criminology				
Corrections				
Juvenile Justice/Pol.				
Court Administration				
Criminology/Forensic Science				
Industrial Security				
Criminal Justice Education				
Criminal Justice Training				
Other (Please specify)				

If your degree patterns do not fit the above table, please explain. _____

Proceed to 10B.

10. B. Please give your current enrollment for programs where a major or minor may be selected in criminal justice.

- | | | |
|---------------------|-----------------|-----------------|
| 1. Undergraduate | Full-time _____ | Part-time _____ |
| 2. Master's Program | Full-time _____ | Part-time _____ |
| 3. Doctoral Program | Full-time _____ | Part-time _____ |

IV. MANPOWER NEEDS The following section will deal with your present and future manpower status in the criminal justice system. Please answer these questions as completely as possible. Some questions will deal with future events and we will welcome your best estimates.

11. Please react to experience as a requirement for employment as instructional personnel, researchers, and administrative personnel in the criminal justice program within your institution. (Place an X in the appropriate box.)

- A. Teaching experience for:
- | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|
| | Necessary | Desirable | Not Necessary |
| 1. Instructional personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Researchers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Administrators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- B. Criminal Justice or related experience for:
- | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|
| | Necessary | Desirable | Not Necessary |
| 1. Instructional personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Researchers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Administrators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Please complete the following table for each criminal justice faculty member. Please list each faculty member's rank (i.e., instructor, Assistant Prof., Associate Prof., Professor), highest degree earned, full or part time employment, and the area or combinations of areas that he teaches. (List the highest ranks first.)

Rank	Full-time	Part-time	Highest Degree	Area(s) of Study
EXAMPLE Professor	X		Ph.D.	Criminology and Corrections
Instructor		X	M.S.	Police Administration
1.				
2.				
3.				
4.				
5.				

Rank	Full-time	Part-time	Highest degree	Area(s) of Study
6.				
7.				
8.				
9.				
10.				
11.				
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14.				
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33.				

15. Has your institution initiated any manpower studies in the criminal justice area? NO YES (if yes, and a copy is available please return it with this questionnaire.)

16. Please list the areas of study (i.e., corrections, criminalistics, etc.) which are not presently available in your criminal justice program, but are anticipated within the next five years.

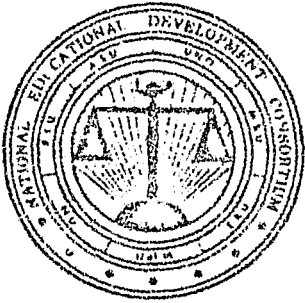
Areas of Study	Degrees to be offered
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

17. What additional courses would you like to offer in your present program, if you had qualified personnel? _____

18. Since research is such an important aspect of criminal justice, we are interested in determining your policy concerning this area. Please react with your policy regarding research by graduate and undergraduate faculty.

- A. Undergraduate faculty; research is: Not necessary
 Encouraged
 Necessary
- B. Graduate faculty; research is: Not necessary
 Encouraged
 Necessary

19. Please make any comments that you feel are relevant to criminal justice education which has not been covered by this questionnaire.



OFFICE OF THE COORDINATOR
NATIONAL CRIMINAL JUSTICE EDUCATIONAL CONSORTIUM

Arizona State University - ASB 306, Tempe, Arizona 85281

602 965-7471

November 20, 1975

Dear Research Administrator:

The National Criminal Justice Educational Consortium, under a grant from the Law Enforcement Assistance Administration (LEAA) to develop quality Master's and Doctoral programs in Criminal Justice, wishes to establish needs for advanced degree personnel in the Criminal Justice System.

To assist the Consortium Manpower Task Force to ascertain statuses, needs, educational background, competencies, skills, and experience levels for Researchers in Criminal Justice, we are asking you to provide us with certain information concerning your organization.

We are soliciting your assistance because your organizational capabilities and resources as a potential LEAA Research Contractor would tend to make you a consumer of our Criminal Justice advanced degree graduates.

Will you please take a few moments from your busy schedule to provide us with this very important information? You may use the enclosed postage-free envelope to return the survey.

Thank you for your assistance in this project.

Sincerely yours,

Robert W. Ullman, Ed.D.
Chairman, Manpower Task Force
National Criminal Justice Educational Consortium

jhs

CRIMINAL JUSTICE MANPOWER SURVEY OF RESEARCH ORGANIZATIONS

1. Please react to the areas of criminal justice research and development listed below as they may apply to your organization. Indicate numbers where appropriate.

AREAS OF CRIMINAL JUSTICE	Proposals Written in the last two years		Number of present projects -		Number of projects in development	
	Source of funding		Source of funding		Source of funding	
	Federal	Other	Federal	Other	Federal	Other
Analysis of Efficiency, Structure, and Tactics of Criminal Justice Agencies						
Crime Prevention						
Criminal Behavior/ Criminology						
Criminal Justice Education						
Criminal Justice Training Programs						
Corrections and Rehabilitation						
Data Systems						
Forensic Science						
Law Enforcement						
Program/Project Evaluation						
Security Evaluation						
Science & Technology Devices & Equipment						
Other Crime-related Projects						

2. What percentage of your Criminal Justice projects are primarily contracted with . . .

Federal Government? _____

State Government? _____

Local Government? _____

Private Industry and/or Foundations? _____

5. List the qualifications associated with your anticipated openings.

TYPE OR TITLE OF POSITION	POSITIONS			PREFERRED EDUCATIONAL BACKGROUND	PREFERRED WORK EXPERIENCE	DESIRED SKILLS OR COMPETENCIES
	No.	N*	R**			
EXAMPLES: Senior Res.	1		x	Ph.D Inf. Systems	2 yrs. in Corrections	Statistics Computer Analyst
Project Leader	3	x		MA Criminal Justice	5 yrs. in police work	Police Administration

*N-New **R-Replacement (List Additional Openings on the Reverse Side)

6. Please rate the importance of the following skills/competencies in employing staff for the type of criminal justice projects in which your organization is interested by circling one number for each skill.

IMPORTANT ← → UNIMPORTANT				SKILLS/COMPETENCIES	
5	4	3	2	1	Administration and Management
5	4	3	2	1	Budget Development and Management
5	4	3	2	1	Data Analysis and Statistics
5	4	3	2	1	Evaluation Research
5	4	3	2	1	Information Systems/Systems Analysis
5	4	3	2	1	Interpersonal Skills
5	4	3	2	1	Organizational Development Techniques
5	4	3	2	1	Planning Techniques
5	4	3	2	1	Policy Analysis
5	4	3	2	1	Psychological Testing
5	4	3	2	1	Report Writing
5	4	3	2	1	Research Methods (Design)

7. CRIMINAL JUSTICE embodies an emerging interdisciplinary field of study embracing educational programs leading to degrees in Law Enforcement, Police Science, Corrections, Police Administration, Correctional Administration, Juvenile Justice, Juvenile Delinquency, Criminology, Criminalistics, Forensic Science, Industrial Security, and other crime-related fields of study.

Please rate the relative importance of graduate degrees in the above Criminal Justice programs and of Criminal Justice professional experience in employing individuals for the following positions in Criminal Justice projects by circling the appropriate number below.

CRJ GRADUATE DEGREE					POSITIONS	CRJ PROFESSIONAL EXPERIENCE				
IMPORTANT ← → UNIMPORTANT						IMPORTANT ← → UNIMPORTANT				
5	4	3	2	1	ORGANIZATIONAL ANALYSTS Courts Police Corrections	5	4	3	2	1
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1	PLANNERS Corrections Courts Community Crime Prevention Juvenile Delinquency	5	4	3	2	1
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1	SPECIALISTS Manpower Research and Statistics Information Systems Evaluation Education	5	4	3	2	1
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1		5	4	3	2	1

8. NAME _____ TITLE _____

9. ORGANIZATION _____

10. ADDRESS _____ CITY _____

STATE _____ ZIP _____

11. TYPE OF BUSINESS (LEAA Classification)

- Small Business Profit
 Large Business Nonprofit
 Educational

Appendix C

Higher Education Institutions Reporting Criminal Justice
Degree Programs by State

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
ALABAMA								
Alabama State University	x					x		
Alexander City State Junior College	x							
Auburn University		x						
Auburn University at Montgomery		x	x					
Calhoun Community College	x							
Enterprise State Junior College	x							
Faulkner State Junior College	x							
George Corley Wallace State Community College	x							
George C. Wallace Technical Community College	x							
Gadsden State Junior College	x							
Jacksonville State University	x	x	x					
Jefferson State Junior College	x							
Lawson State Community College	x							
Lurleen B. Wallace State Junior College	x							
Northwest Alabama State Junior College	x							
Snead State Junior College	x							
Troy State University	x	x	x					
University of Alabama			x					
University of Alabama at Birm- ingham		x	x					
University of Montevallo		x						
University of North Alabama		x						
University of South Alabama		x						

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
ALASKA								
University of Alaska	x	x						
University of Alaska at Fairbanks	x	x						
ARIZONA								
Arizona State University		x	x					
Arizona Western College	x							
Cochise College	x							
Eastern Arizona College	x							
Glendale Community College	x							
Mesa Community College	x							
Phoenix College	x							
Pima Community College	x							
Scottsdale Community College	x							
University of Arizona						x	x	
Yavapai College	x							
ARKANSAS								
Arkansas State University		x						
Garland County Community College	x							
Phillips County Community College	x							
University of Arkansas at Little Rock	x	x						
University of Arkansas at Pine Bluff	x							
Westark Community College	x							
CALIFORNIA								
Allan Hancock College	x							
American River College	x							
American River College at Placerville	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
CALIFORNIA (cont.)								
Antelope Valley College	X							
Bakersfield College	X							
Barstow College					X			
Butte Community College	X							
Cabrillo Community College	X							
California Lutheran College		X	X					
California State College at Bakersfield		X						
California State College at Dominguez Hills						X		
California State College at San Bernardino		X						
California State College at Stanislaus		X						
California State Polytechnic University at Pomona					X			
California State Polytechnic University at San Luis Obispo						X		
California State University at Chico		X	X					
California State University at Fresno		X	X					
California State University at Fullerton		X						
California State University at Long Beach		X	X					
California State University at Los Angeles		X	X			X		
Cerritos College	X							
Cerro Coso Community College	X							
Chabot College	X							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
CALIFORNIA (cont.)								
Chaffey College					X			
Chapman College		X	X					
Citrus College	X							
City College of San Francisco	X							
Claremont Graduate School							X	X
College of Marian	X							
College of San Mateo	X							
College of the Desert	X							
College of the Redwoods	X							
College of the Sequoias	X							
College of the Siskiyous	X							
Compton Community College	X							
Contra Costa College	X				X			
Cuesta College	X							
DeAnza College	X							
Diablo Valley College	X							
Dominican College of San Rafael							X	
East Los Angeles College	X							
El Camino College	X							
Feather River College	X							
Fresno City College	X							
Fullerton College	X							
Gavilan College	X							
Glendale Community College					X			
Golden West College	X							
Hartnell Community College	X							
John Kennedy University							X	X
Lassen College	X							
Loma Linda University		X						
Long Beach City College	X							
Los Angeles City College	X							
Los Angeles Valley College	X							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
CALIFORNIA (cont.)								
Mendocino Community College	x							
Miracosta College	x							
Miramar College	x							
Modesto Junior College	x							
Monterey Peninsula College	x							
Moorpark College	x							
Mt. San Antonio College	x							
Mt. San Jacinto College	x							
Ohlone College	x							
Palomar Community College	x							
Pasadena City College	x							
Pinal County Community College	x							
District								
Pitzer College						x		
Porterville College					x			
Reedley College	x							
Rio Grande College					x			
Sacramento City College	x							
San Bernardino Valley College	x							
San Diego State University		x	x					
San Joaquin Delta College	x							
San Jose City College	x							
San Jose State University		x	x					
Santa Ana College	x							
Santa Barbara City College	x							
Santa Rosa Junior College	x							
Shasta College	x							
Skyline College	x							
Southwestern College	x							
University of California at Berkeley		x	x	x				x
University of Southern California						x	x	x

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
CALIFORNIA (cont.)								
Ventura College	X							
Victor Valley College	X							
West Hills College	X							
West Los Angeles College	X							
West Valley College	X							
Yuba College	X							
COLORADO								
Arapahoe Community College	X							
Colorado Mountain College	X							
Colorado Northwestern Community College					X			
Community College at Denver	X							
El Paso Community College	X							
Mesa College	X							
Metropolitan State College	X	X						
Regis College						X		
Southern Colorado State College	X	X						
Trinidad College	X				X			
University of Northern Colorado						X	X	
CONNECTICUT								
Hartford State Technical College	X				X			
Mattatuck Community College	X							
Mohegan Community College	X							
Northwestern Community College	X							
Norwalk Community College	X							
Tunxis Community College	X							
University of Connecticut							X	X
University of Hartford					X	X	X	
Western Connecticut State College	X	X						
Yale University							X	X

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
DELAWARE								
Brandywine College	x							
Delaware Technical Community College	x							
Delaware Technical & Community College--Kent	x							
N. Delaware Technical Community College	x							
University of Delaware		x						
Wilmington College		x						
DISTRICT OF COLUMBIA								
American University	x	x	x					
Trinity College						x		
Washington Technical Institute	x							
FLORIDA								
Biscayne College		x						
Brevard Community College	x							
Broward Community College	x							
Chipola Junior College	x							
Daytona Beach Community College	x							
Edison Community College	x							
Florida Atlantic University		x	x					
Florida International University		x						
Florida Junior College	x							
Florida Keys Community College	x							
Florida Memorial College		x						
Florida State University		x	x	x				x
Florida Technological University		x				x		
Gulf Coast Community College	x							
Hillsborough Community College	x							
Indian River Community College	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
FLORIDA (cont.)								
Lake Sumter Community College	x							
Okaloosa-Walton Junior College	x							
Palm Beach Junior College	x							
Pasco-Hernando Community College	x							
Pensacola Junior College	x							
St. John's River Junior College	x							
St. Leo College	x	x						
St. Petersburg Junior College	x							
Santa Fe Community College	x							
Seminole Community College	x							
South Florida Junior College	x							
Tallahassee Community College	x							
University of Florida		x						
University of South Florida		x	x					
University of Tampa		x						
University of West Florida		x						
Valencia Community College	x							
GEORGIA								
Abraham Baldwin College	x							
Albany Junior College	x							
Albany State College						x		
Armstrong State College	x	x						
Augusta College	x					x	x	
Brenau College						x		
Brunswick Junior College	x							
Clayton Junior College	x							
Columbus College	x	x						
Dalton Junior College	x							
DeKalb Community College	x							
Floyd Junior College	x							
Ft. Valley State College	x	x						

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
GEORGIA (cont.)								
Gainesville Junior College	X							
Georgia Military College	X							
Georgia Southern College	X	X						
Georgia State University	X	X	X					
Gordon Junior College	X							
Middle Georgia College	X							
North Georgia College	X	X						
Savannah State College		X					X	
South Georgia College	X							
Valdosta State College		X	X					
West Georgia College	X	X			X	X	X	
HAWAII								
Chaminade College of Honolulu		X						
Hawaii Community College, Hilo	X							
Honolulu Community College	X							
Kauai Community College	X							
Maui Community College	X							
IDAHO								
Boise State University	X	X						
Lewis-Clark State College	X	X						
North Idaho College	X							
Ricks University	X							
ILLINOIS								
Aurora College		X						
Blackhawk College	X							
Bradley University		X						
Carl Sandburg College	X							
Chicago State University		X	X					
City Colleges of Chicago	X							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
ILLINOIS (cont.)								
College of Lake County	x							
Danville Junior College	x							
Elgin Community College					x			
Eureka College						x		
George Williams College		x	x					
Governor State University						x	x	
Illinois Benedictine College						x		
Illinois State University		x						
Illinois Valley Community College	x							
Joliet Junior College	x							
Kankakee Community College	x							
Lakeland College	x							
Lincoln College					x			
Lincoln Land Community College	x							
Loop College	x							
Loyola University of Chicago		x						
MacMurray College	x	x						
McHenry County College	x							
Moraine Valley Community College	x							
Oakton Community College	x							
Olney Central College	x							
Parkland College	x							
Prairie State College	x							
Roosevelt University						x		
Sangamon State University		x	x					
Sauk Valley College	x							
Southern Illinois University at Carbondale	x	x	x					
Southern Illinois University at Edwardsville		x						
University of Illinois		x	x					
Waubonsee Community College	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
ILLINOIS (cont.)								
Western Illinois University	x	x						
William Rainey Harper College	x							
INDIANA								
Anderson College	x							
Ball State University						x		
Indiana Central University	x							
Indiana State University		x	x					
Indiana State University at Evansville						x		
Indiana University	x	x						
Indiana University at South Bend	x							
Indiana University-Southeast						x		
Vincennes University	x							
IOWA								
Des Moines Area Community College	x							
Eastern Iowa Community College	x							
Indian Hills Community College	x							
Iowa Lakes Community College	x							
Iowa Western Community College	x							
Kirkwood Community College	x							
Morningside College		x						
Mount Mercy College		x						
Northeastern Iowa Area Community College	x							
St. Ambrose College		x						
Simpson College		x						
Southeastern Community College at Keokuk	x							
Southeastern Community College at West Burlington	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
IOWA (cont.)								
University of Iowa			X					
Western Iowa Technical Community College	X							
KANSAS								
Barton County Community College	X							
Butler County Community College	X							
Colby Community College	X							
Cowley County Community College	X							
Ft. Hays Kansas State College							X	
Hutchinson Community Junior College	X							
Johnson County Community College	X							
Kansas City Community College					X			
Kansas State University		X	X					
Kansas Wesleyan University					X			
Neosho County Community College	X							
Washburn University	X	X						
Wichita State University	X	X	X					
KENTUCKY								
Ashland Community College					X			
Eastern Kentucky University	X	X	X					
Jefferson Community College	X							
Kentucky State University	X	X						
Lexington Technical Institute	X							
Morehead State University	X	X						
Murray State University	X	X	X					
Paducah Community College	X							
Thomas More College	X	X						
University of Louisville	X	X	X	X				
Western Kentucky University						X	X	

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
LOUISIANA								
Delgado Junior College	x							
Louisiana College	x	x						
Louisiana State University	x	x						
Louisiana State University at Shreveport	x							
McNeese State University		x						
Nicholls State University	x							
Northeast Louisiana University	x	x	x					
Our Lady of Holy Cross College	x	x						
St. Mary's Dominican College	x	x						
Southeastern Louisiana University	x	x						
Southern University	x							
Tulane University		x						
MAINE								
Southern Maine Vocational College	x							
Unity College	x							
University of Maine at Augusta	x							
University of Maine at Bangor		x						
University of Maine at Portland-Gorham		x						
University of Maine at Presque Isle	x							
MARYLAND								
Anne Arundel Community College	x				x			
Catonsville Community College	x							
Cecil Community College					x			
Charles County Community College					x			
Chesapeake College	x							
Community College of Baltimore	x							
Essen Community College	x							
Frederick Community College					x			

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
MARYLAND (cont.)								
Garrett Community College	X							
Goucher College						X		
Montgomery College	X							
Prince George's Community College	X							
Towson State College					X	X		
University of Baltimore		X	X					
University of Maryland		X	X	X				
Western Maryland College							X	
MASSACHUSETTS								
American International College			X					
Berkshire Community College	X							
Boston State College		X			X	X		
Boston University	X							
Bristol Community College	X							
Cape Cod Community College	X							
Clark University		X	X					
Dean Junior College	X							
Massachusetts Bay Community College	X							
Massachusetts Institute of Technology						X	X	X
Massasoit Community College	X							
Mt. Wachusett Community College	X							
Northeastern University	X	X	X	X				
Quinsigamond Community College	X							
Suffolk University					X	X		
University of Massachusetts						X	X	X
Western New England College		X						
Westfield State College		X	X					

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
MICHIGAN								
Alpena Community College	X							
Bay De Noc Community College	X							
Delta College	X							
Detroit Institute of Technology	X	X						
Eastern Michigan University		X	X					
Ferris State College		X						
Grand Rapids Junior College	X							
Grand Valley State College		X						
Jackson Community College	X							
Kalamazoo Valley Community College	X							
Kellogg Community College	X							
Lake Michigan College	X							
Lansing Community College	X							
Macomb County Community College	X							
Madonna College	X	X						
Michigan State University		X	X	X				
Montcalm Community College					X			
Muskegan Community College	X							
Nazareth College		X						
North Central Michigan College	X							
Northern Michigan University	X	X						
Oakland Community College	X							
Oakland University							X	
St. Clair Community College	X							
St. Mary's College		X						
Schoolcraft College	X							
Suomi College	X							
University of Detroit		X	X				X	
University of Michigan					X			
Washtenaw Community College	X							
Wayne County Community College	X							
Wayne State University		X	X					

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
MICHIGAN (cont.)								
Western Michigan University						X	X	X
West Shore Community College	X							
MINNESOTA								
Bemidji State College	X	X						
College of St. Benedict	X					X		
College of St. Theresa		X						
Hibbing Community College	X							
Inver Hills Community College	X							
Mankato State College	X	X	X					
Mesabi Community College	X							
Metropolitan Community College	X							
Moorhead State College						X		
Norman Dale Community College	X							
Rochester Community College	X							
St. Cloud State University		X						
University of Minnesota						X	X	
University of Minnesota at Duluth						X	X	
Willmar Community College	X							
MISSISSIPPI								
Copiah-Lincoln Junior College	X							
Delta State University		X						
Hinds Junior College	X							
Itawamba Junior College	X							
Jackson State University		X				X	X	
James County Junior College	X							
Mississippi Gulf Coast Junior College-Jefferson Davis Campus	X							
Mississippi Gulf Coast Junior College-Jackson County Campus	X							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
MISSISSIPPI (cont.)								
Northeast Mississippi Junior College					x			
Northwest Mississippi Junior College	x							
University of Mississippi		x				x	x	
University of Southern Mississippi		x	x					
MISSOURI								
Avila College		x						
Central Missouri State University	x	x	x					
Culver Stockton College		x						
Drury College						x		
Florissant Valley Community College	x							
Hannibal-LeGrange College	x							
Harris Teachers College						x		
Jefferson College	x							
Kemper Military School and College	x							
Lincoln University	x	x						
Longview Community College	x							
Mable Woods Community College	x							
Maryville College	x	x						
Meramec Community College	x							
Missouri Southern State College	x							
Missouri Western State College	x							
Moberly Area Junior College	x							
Penn Valley Community College	x							
School of the Ozarks		x						
Southeast Missouri State University	x	x						
MONTANA								
College of Great Falls	x					x		
Dawson College	x							
Montana State University						x		

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
NEBRASKA								
Chadron State College	x	x						
Kearney State College							x	
McCook Community College	x							
Midland Lutheran College						x		
Nebraska Western College	x							
Northeast Nebraska Technical Community College	x							
North Platte Community College	x							
University of Nebraska at Omaha	x	x	x					
NEVADA								
Clark County Community College	x							
Northern Nevada Community College	x							
University of Nevada at Las Vegas	x	x						
University of Nevada at Reno		x				x		
Western Nevada Community College	x							
NEW HAMPSHIRE								
Rivier College						x		
St. Anselm's College	x	x	x					
NEW JERSEY								
Atlantic Community College	x							
Bergen Community College	x							
Brookdale Community College	x							
Burlington College	x							
County College of Morris	x							
Cumberland County College	x							
Essex County College	x							
Fairleigh Dickinson University						x	x	
Glassboro State College		x						
Gloucester County College	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
NEW JERSEY (cont.)								
Jersey City State College		x						
Kean College						x		
Mercer County Community College	x							
Middlesex County College	x							
Monmouth College						x		
Ocean County College					x			
Rider College	x							
Rutgers University	x	x	x	x(1975)				
Somerset County College	x							
Stockton State College		x						
Trenton State College		x						
Union College	x							
William Paterson College						x	x	
NEW MEXICO								
College of Santa Fe	x							
Eastern New Mexico University	x							
New Mexico Highlands University					x	x		
New Mexico Military Institute					x			
New Mexico State University	x	x	x					
New Mexico State University at San Juan	x							
University of Albuquerque	x	x						
NEW YORK								
Adelphi University	x					x		
Alfred University		x						
Broome Community College	x				x			
Clinton Community College	x							
Corning Community College	x							
Columbia-Greene Community College					x			
Community College of Finger Lakes	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
NEW YORK (cont.)								
Dutchess Community College	x							
Elmira College	x	x						
Erie Community College	x				x			
Fordham University						x	x	x
Fulton-Montgomery Community College	x							
Genesee Community College	x				x			
Hostos Community College					x			
Hudson Valley Community College	x							
Iona College		x						
Jefferson Community College	x							
John Jay College of Criminal Justice	x	x	x			x		
Long Island University-- C.W. Post Center		x	x					
Long Island University at Brooklyn						x	x	
Long Island University at Southampton		x						
Manhattan College						x		
Marist College		x						
Mercy College	x	x						
Mohawk Valley Community College	x							
Monroe Community College	x							
Nassau Community College	x				x			
New York Institute of Technology						x		
Niagara County Community College	x							
Niagara University		x						
North Country Community College	x							
Onondaga Community College	x							
Orange County Community College	x							
Pace University in Westchester		x						
Rochester Institute of Technology		x						
Rockland Community College	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
NEW YORK (cont.)								
Russell Sage College		x						
St. Francis College	x					x		
St. John's University	x	x						
Schenectady County Community College	x							
State University Agricultural & Technical College at Farmingdale	x							
SUNY Agricultural & Technical College at Canton	x							
SUNY at Albany			x	x				
SUNY College at Brockport						x		
SUNY College at Buffalo		x						
SUNY College at Fredonia						x		
SUNY College at Oswego		x						
SUNY College at Utica/Rome		x						
Suffolk County Community College	x							
Tompkins/Cortland Community College	x							
Ulster County Community College	x							
Utica College		x						
Westchester Community College	x							
NORTH CAROLINA								
Beaufort County Technical Institute	x							
Belmont Abbey College						x		
Bladen Technical Institute	x							
Campbell College		x						
Carteret Technical Institute	x							
Central Carolina Technical Institute	x							
Central Piedmont Community College	x							
Cleveland County Technical Institute	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
NORTH CAROLINA (cont.)								
Coastal Carolina Community College	X							
Craven Community College	X							
Davidson County Community College	X							
East Carolina University		X						
Easton College	X							
Edgecombe Technical Institute	X							
Fayetteville State University	X					X		
Fayetteville State University at Ft. Bragg Campus					X	X		
Fayetteville Technical Institute	X							
Forsyth Technical Institute	X							
Guilford College	X	X						
Guilford Technical Institute	X							
Halifax County Technical Institute	X							
Isothermal Community College	X							
James Sprint Institute	X							
North Carolina Central Institute		X						
North Carolina Wesleyan College		X						
Pfeiffer College		X						
Piedmont Technical Institute	X							
Richmond Technical Institute	X							
Robeson Technical Institute	X							
Southeastern Community College	X							
Southeastern Technical Institute	X							
Tri-County Technical College	X							
Trident Technical College	X							
University of North Carolina at Charlotte		X						
University of North Carolina at Wilmington						X		
Vance-Granville Technical Institute	X							
Wake Technical Institute	X							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
NORTH CAROLINA (cont.)								
Western Carolina University						X		
Western Piedmont Community College	X							
NORTH DAKOTA								
Bismark Junior College	X							
Lake Region Junior College					X			
Minot State College	X	X						
OHIO								
Bowling Green State University		X				X	X	X
Central Ohio Technical College	X							
Clark Technical College	X							
Cleveland State University						X		
Columbus Technical Institute	X							
Duke College	X	X						
Hocking Technical College	X							
Kent State University	X	X	X					
Lake Erie College		X						
Lakeland Community College	X							
Lorath County Community College	X							
Miami University at Hamilton	X							
Miami University at Oxford	X							
Michael J. Owens Technical College	X							
Notre Dame College					X	X		
Ohio Dominican College		X						
Ohio State University						X	X	X
Ohio University	X							
Raymond Walters General Technical College					X			
Sinclair Community College	X							
University of Akron	X	X	X					
University of Cincinnati		X						

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
OHIO (cont.)								
University of Toledo Community and Technical College	x							
Xavier University				x				
Youngstown State University	x	x		x				
OKLAHOMA								
Cameron University	x	x						
Central State University							x	
Claremont Junior College	x							
Conmos State College	x							
Connors State College	x							
Langston University		x						
Northeastern Oklahoma A & M College	x							
Northeastern Oklahoma State University					x	x		
Northern Oklahoma College	x							
Northwestern Oklahoma State University		x						
Oklahoma City University		x	x					
Oklahoma State University Technical Institute	x							
Oscar Rose Junior College	x							
Panhandle State University					x			
Seminole Junior College	x							
South Oklahoma City Junior College	x							
Tulsa Junior College	x							
University of Oklahoma at Norman							x	
University of Tulsa		x						
Western Oklahoma State College	x							

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	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
OREGON								
Blue Mountain Community College	x							
Chemeketa Community College	x							
Clackamas Community College	x							
Clatsop Community College	x							
Lane Community College	x							
Linn-Benton Community College	x							
Mt. Hood Community College	x							
Oregon College of Education			x			x		
Portland Community College	x							
Portland State University		x					x	x
Rogue Community College	x							
Southern Oregon State College		x				x	x	
Southwestern Community College	x							
Trenauve Valley Community College	x							
Unipqua Community College	x							
University of Portland		x	x			x	x	
PENNSYLVANIA								
Alvernia College		x						
Bryn Mawr College						x	x	x
Butler County Community College	x							
Community College of Allegany	x							
Community College of Philadelphia	x							
Delaware County Community College	x							
Duquesne University		x	x					
East Stroudsburg State College		x						
Edinboro State College						x	x	
Franklin and Marshall College						x		
Gannon College		x	x					
Harrisburg Area Community College	x				x			
Immaculata College						x		
Indiana University of Pennsylvania	x	x	x					

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
PENNSYLVANIA (cont.)								
Kings College	x	x						
Kutztown State College						x		
La Salle College	x				x	x		
Lehigh County Community College	x							
Mansfield State College		x						
Mercyhurst College		x						
Moravian College		x						
Mt. Aloysius Junior College	x							
Pennsylvania State University, Berks Campus	x							
Pennsylvania State University, Capitol Campus						x		
Pennsylvania State University at Fayette		x						
Pennsylvania State University at University Park		x						
Philadelphia College of Textile and Science	x							
St. Joseph's College					x	x		
Seton Hill College						x		
Shippensburg State College		x					x	
Temple University	x	x	x					
University of Pittsburgh						x	x	x
University of Scranton	x							
Valley Forge Military Junior College					x			
Villanova University	x	x						
West Chester State College		x	x					
Widener College	x							
RHODE ISLAND								
Bryant College	x	x						
Salve Regina College	x	x						

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	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
SOUTH CAROLINA								
Baptist College	x					x		
Central Wesleyan College		x						
Florence-Darlington Technical College	x							
Greenville Technical College	x							
Lancaster Regional Campus USC	x							
Midlands Technical School	x							
Newberry College						x		
Orangeburg-Calhoun Technical College	x							
Palmer College	x							
Piedmont Technical College	x							
Spartanburg Methodist College	x							
Tri-County Technical	x							
University of South Carolina	x							
SOUTH DAKOTA								
Dakota State College	x	x						
Huron College	x	x						
Northern State College	x							
South Dakota State University					x	x		
University of South Dakota	x					x	x	
TENNESSEE								
Aguinas Junior College	x							
Chattanooga State Technical Community College	x							
Cleveland State Community College	x							
Dyersburg State Community College	x							
East Tennessee State University	x	x						
Memphis State University		x						
Middle Tennessee State University	x	x						
Shelby State Community College	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
TENNESSEE (cont.)								
Tennessee State University		X						
Tennessee Technological University						X		
University of Tennessee	X	X				X		
University of Tennessee at Martin		X						
Walters State Community College	X							
TEXAS								
Amarillo College	X							
American Technological University		X	X					
Angelina College	X							
Austin Community College	X							
Baylor University		X						
Bee County College		X						
Blinn College	X							
Brazosport College	X							
Central Texas College	X							
Cisco Junior College	X							
College of the Mainland	X							
Dallas Baptist College		X						
Del Mar College	X							
East Texas State University		X					X	
El Centro College	X							
El Paso Community College	X							
Frank Phillips College	X							
Galveston College	X							
Grayson County College	X							
Hardin-Simmons University		X						
Henderson County Junior College	X							
Houston Community College	X							
Howard College	X							
Kilgore College	X							
Lamar University	X	X	X					

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	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
TEXAS (cont.)								
Lee College	x				x			
McLennan Community College	x							
Midland College	x							
Midwestern State University		x						
Navarro College	x							
Odessa College	x							
Pan American University		x						
Panola Junior College	x							
Paris Junior College	x							
St. Mary's University		x	x					
San Antonio College	x							
South Plains College	x							
Southern Methodist University		x						
Southwest Texas Junior College	x							
Southwest Texas State University		x						
Stephen Austin State University		x						
Sul Ross State University		x						
Tarleton State University							x	
Tarrant County Junior College	x							
Temple Junior College	x							
Texarkana College	x							
Texas A & I University		x	x					
Texas Christian University					x	x		
Texas Eastern University		x						
Texas Southmost College	x							
Texas Wesleyan College		x						
Tyler Junior College	x							
University of Houston		x						

NOTE: Sam Houston State University did not return the questionnaire but is known to have criminal justice degrees at the bachelor, master's, and doctoral levels.

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	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
TEXAS (cont.)								
University of Texas at Arlington		X	X					
University of Texas at El Paso		X						
University of Texas at Permian Basin		X						
Vernon Regional Junior College	X							
Victoria College	X							
Wayland Baptist College		X						
Western Texas College	X							
West Texas State University		X						
Wharton County Junior College	X							
UTAH								
Brigham Young University					X	X	X	
VERMONT								
Champlain College	X							
Vermont College of Norwich University	X							
VIRGINIA								
Blue Ridge Community College	X							
Central Virginia Community College	X							
Christopher Newport College						X		
Dabney S. Lancaster Community College	X							
Ferrum College		X						
George Mason University		X						
John Tyler Community College	X							
Lord Fairfax Community College	X							
New Ridge Community College	X							
Paul D. Camp Community College	X							
Piedmont Virginia Community College	X				X			
Radford College		X						

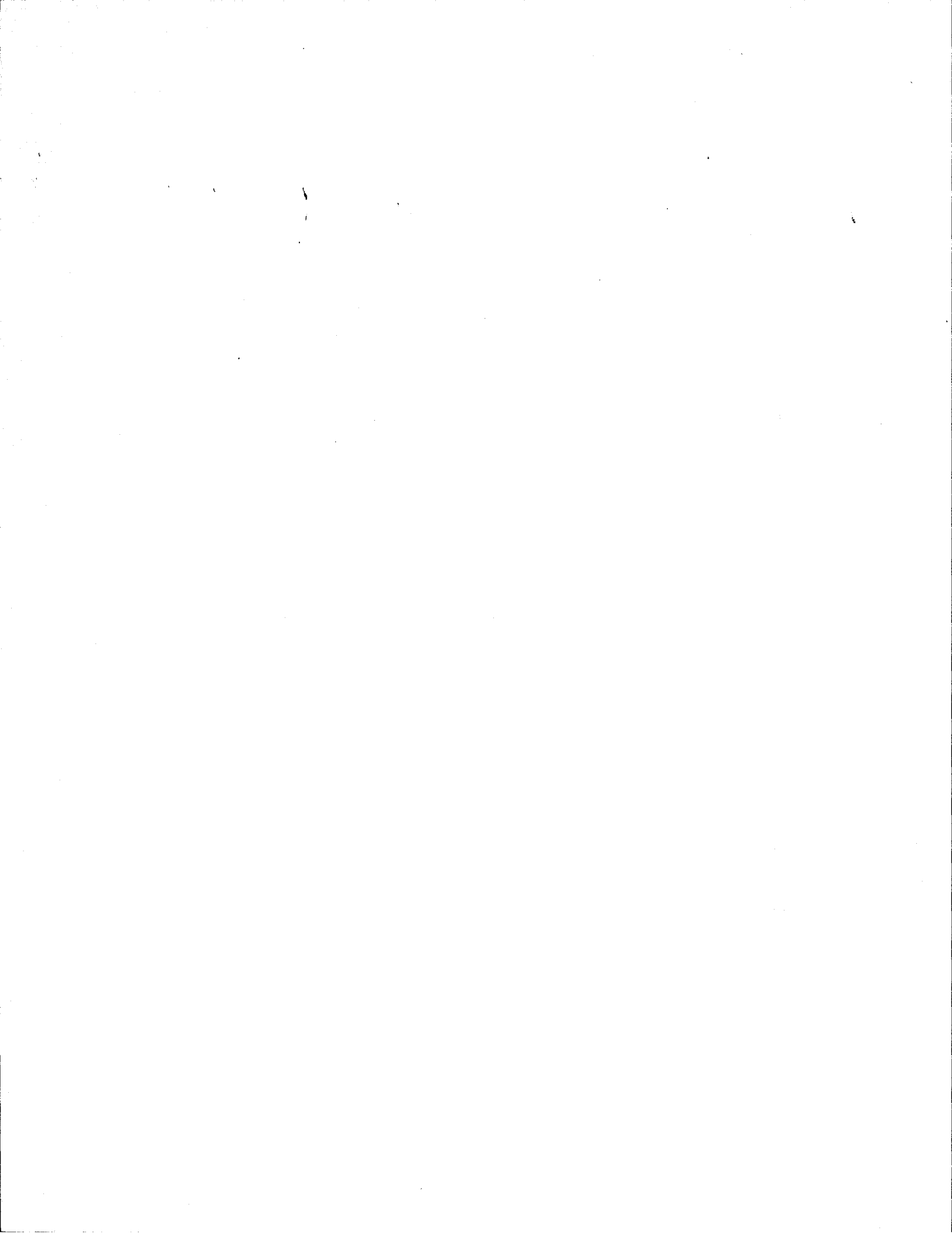
<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
VIRGINIA (cont.)								
Rappahannock Community College	x							
Southside Virginia Community College	x							
Southwest Virginia Community College	x							
Thomas Nelson Community College	x							
Tidewater Community College	x							
Virginia Commonwealth University		x		x				
Virginia Western Community College	x							
WASHINGTON								
Bellevue Community College	x							
Big Bend Community College					x			
Centralia College	x							
Central Washington State College		x						
Clark College	x							
Columbia Basin College	x							
Eastern Washington State College		x						
Everett Community College	x							
Ft. Steilacoom Community College	x							
Gonzaga University		x						
Green River Community College	x							
Highline Community College	x							
Lower Columbia College	x							
North Seattle Community College	x							
Olympic College	x							
Pacific Southern University							x	
St. Martin's College		x						
Seattle Pacific College						x		
Seattle University		x						
Shoreline Community College	x							
Skagit Valley College	x							
Spokane Community College	x							
Tacoma Community College	x							

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
WASHINGTON (cont.)								
University of Puget Sound	X	X						
Walla Walla College						X		
Walla Walla Community College	X							
Washington State University		X	X					
Whatcom Community College	X							
Yakima Valley College	X							
WEST VIRGINIA								
Marshall University	X	X	X					
Salem College		X				X		
West Virginia Northern Community College	X							
West Virginia State College	X	X						
West Virginia Wesleyan College						X		
WISCONSIN								
Blackhawk Technical Institute	X							
District One Technical Institute	X							
Fox Valley Technical Institute	X							
Gateway Technical Institute	X							
Marquette University	X	X					X	
Mid-State Technical Institute	X							
Milwaukee Area Technical College	X							
Nicolet College and Technical Institute	X							
North Central Technical Institute	X							
Northeast Wisconsin Technical Institute	X							
Ripon College	X							
University of Wisconsin		X						
University of Wisconsin at Madison						X	X	X

<u>Institution</u>	<u>Criminal Justice Degree</u>				<u>Degree w/Criminal Justice Major/Minor in Other Dept.</u>			
	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>	<u>AA/AS</u>	<u>BA/BS</u>	<u>MA/MS</u>	<u>PhD</u>
WISCONSIN (cont.)								
University of Wisconsin at Milwaukee		x						
University of Wisconsin at Superior						x		
Waukesha County Technical Institute	x							
Western Wisconsin Technical Institute	x							
WYOMING								
Casper College	x							
Central Wyoming College	x							
Eastern Wyoming College	x							
Sheridan College	x							
Western Wyoming College	x							
VIRGIN ISLANDS								
College of the Virgin Islands	x					x		
PUERTO RICO								
College of the Sacred Heart	x	x						
Inter American University of Puerto Rico	x		x					
Puerto Rico Junior College	x							
Regional Colleges Administration	x							
TOTALS	585	246	75	8*	52	106	40	16

*Not including Sam Houston State University.





END