

**BOARD OF HIGHER EDUCATION  
REQUEST FOR BOARD ACTION**

**BHE** BHE 23- 53

**BOARD DATE:** June 20, 2023

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**APPROVAL OF LETTER OF INTENT OF SALEM STATE UNIVERSITY TO AWARD  
THE COMBINED BACHELOR OF SCIENCES IN CRIMINAL JUSTICE AND SPANISH  
AND AUTHORIZATION FOR FAST TRACK REVIEW**

**MOVED:** The Board of Higher Education (BHE) has evaluated the Letter of Intent of Salem State University to award the **Combined Bachelor of Sciences in Criminal Justice and Spanish** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the program and to make a final determination on degree-granting authority pursuant to the Fast Track Review protocol.

**VOTED:** Motion approved and advanced to the full BHE by the Executive Committee on 6/12/2023; and adopted by the BHE on 6/20/2023.

**Authority:** Massachusetts General Laws Chapter 15A, Section 9(b), AAC 18-40

**Contact:** Winifred M. Hagan, Ed.D., Senior Associate Commissioner for Strategic Planning and Public Program Approval

**BOARD OF HIGHER EDUCATION**  
**June 20, 2023**  
**Salem State University**  
**Letter of Intent**  
**Combined Bachelor of Sciences in Criminal Justice and Spanish**

**DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM**

Salem State University (SSU) intends that the Combined BS in Criminal Justice and Spanish (BS/CJS) underscores interdepartmental collaboration and cross-disciplinary educational reinforcement on campus. It is intended to attract students from a wide swath of the region's population, including both heritage-Spanish speakers and non-heritage-Spanish speakers. The purpose of the proposed program is to combine, into a single major and on a single flowsheet, the existing BS in Criminal Justice and the Spanish concentration of the BA in World Languages and Cultures. The new BS major is intended to include all elements of both programs. Furthermore, the combining of the two majors is intended to streamline advising, facilitate retention, and provide marketing opportunities to attract new students from both heritage-Spanish-speaking backgrounds and non-heritage backgrounds. SSU expects that the proposed program will formalize into a single, easy-to-follow major, what some students are currently doing by enrolling in the majors separately.

The proposed Combined Bachelor of Sciences in Criminal Justice and Spanish was approved by the Salem State University Board of Trustees on February 28, 2023. The LOI was circulated on April 4, 2023. No comments were received.

**A. ALIGNMENT WITH MASSACHUSETT'S GOALS FOR HIGHER EDUCATION**

*Address Gaps in Opportunity and Achievement in Alignment with Campus-Wide Goals*

The proposed program is designed to *boost college participation* by strategically increasing enrollment. SSU anticipates that the Combined BS/CJS adds value to criminal justice study by enhancing a student's intercultural and linguistic capabilities. It adds value to the study of Spanish through preparation for work in a well-established field with a growing need for intercultural sensitivity. The proposed program is planned

to provide an avenue for heritage speakers of Spanish to formalize their linguistic skills and combine them with professional preparation. At the same time, it provides non-heritage speakers the opportunity to earn the second language and intercultural skills few of their peers achieve, thus making them stand-out candidates in the growing criminal justice field. By streamlining the path for a combined major, SSU plans to provide access to a field for students who may struggle to complete two separate majors. The savings of time and money is expected to be attractive to all students, and it is hoped will increase achievement for racially diverse students. Beyond this, SSU sees the combined major as an attractive addition to SSU Continuing Education and transfer students, by presenting a clear path toward graduating with highly sought-after language skills for positions in an important field. The proposed program is expected to *increase college completion rates* due to improved academic advising and student success programming. The two established majors mean that faculty with experience successfully advising students will be ready with an easy-to-follow map for completing the majors while working with a single advisor. This reduces the potential for confusion and has faculty from different parts of the university with common knowledge of each other's programming. *Closing achievement gaps by focusing resources on the programmatic areas with highest impact and Inclusive excellence* is another way the proposed program aligns with SSU and BHE goals. Over the last decade while SSU's population has decreased, it has also increasingly become Latino (from 600 in 2010 to 1,355 in 2019). This has been part of the impetus for SSU to develop the proposed program, responding to the needs of this growing population both on campus and in the community. The proposed program is expected to provide the opportunity for racially diverse students to transform their linguistic and cultural realities into marketable assets including well developed skills. Latino males have been one key target population for the strategic framework for Massachusetts public higher education and SSU hopes that this will be one of the demographics to benefit by transforming their linguistic and intercultural skills through the BS/CJS program. The combined nature of the proposed program further provides *a liberal arts foundation* through the study of a language that crosses many cultures with the study of Criminal Justice. SSU's reports that furthermore, the regional economy and the larger US economy needs interculturality

competent employees and Spanish speakers working in the Criminal Justice field. The Combined BS/CJS is designed to be responsive to the needs of an evolving North Shore region, particularly as reflected in the changing demographics of the student body. With current trends indicating that SSU will soon become a Hispanic Serving Institution (HSI), it is crucial that the university offers programs that prepare students for the workforce while simultaneously serving the needs of the community. The Combined BS/CJS is expected to accomplish both goals by providing students with a unique skill set that prepares them for work in a growing field, while also contributing to the diverse range of programs available at an HSI. The proposed program is expected to provide heritage speakers of Spanish with an opportunity in which linguistic and cultural realities are valued and qualify as assets. At the same time, it provides the opportunity for non-heritage speakers to learn a language in addition to English. The Combined BS/CJS is intended to push both the heritage and non-heritage speakers to learn from each other and to learn in a community.

*Program or Department Supports to Ensure Student Retention and Completion*

The structure of the proposed program is inherently designed to increase retention and completion. SSU indicates that without the BS/CJS, students would be expected to complete all requirements for both programs, unless one of the department chairs were to waive or substitute a course or requirement for their departments' program. This does not guarantee consistency of program requirements and represents unnecessary complications. SSU's academic advising system will provide that students in the proposed program would meet on a regular basis with a full-time faculty member from either Criminal Justice or the World Languages and Cultures major for academic course planning. The combined major flowsheet is designed to enable faculty to provide consistent and thoughtful advising for each student. Clear curriculum mapping will be available to students through SSU's newly initiated "Navigate" system, where long-term course plans can be developed with the student. In addition, Navigate makes available all notes pertaining to advising recommendations for all faculty and staff members connected with a particular student. SSU has designed the curriculum to ensure key touchpoints throughout the program that will provide a strong introduction to the

combined program including opportunities to choose experiential learning activities experiences in both Spanish and English. The SSU vertical writing model provides students with significant progress monitoring in written communication.

#### *Alliances and Partnerships with PK-12, Other IHE's, Community Employers*

It is anticipated that recruitment into the proposed BS/CJS will benefit from formally designated Early College programs with Salem and Lynn Public School districts. SSU's introductory course in Criminal Justice has been taught at Salem High School and other high schools many times as part of the Massachusetts Commonwealth Dual Enrollment Partnership program. Salem High School recognizes the value of Early College programming and has expressed interest in offering the proposed BS/CJS in conjunction with the established Combined BS in Healthcare Studies and Spanish as their primary Early College offering. SSU finds that this reflects the high school's commitment to providing educational and employment opportunities that serve the needs of their diverse student body and is in alignment with the goals of the proposed program. As well, the Viking Scholars Program for Early College and Careers<sup>1</sup> provides a carefully constructed transition to the university experience. It is expected that the proposed BS/CJS program will fit into the Viking Scholars program.

Both the Department of World Languages and Cultures and the Department of Criminal Justice report established links with the employer community. For years, students of Spanish have done various jobs, including interpretation and translation at the Essex County Registrar of Probate, Essex County District Attorney's Office, and Chelsea District Court. This work has included processing domestic, paternity, and probate cases; docketing court documentation; dealing with procedural translation, "shadowing" bilingual attorneys and observing courtroom proceedings. It is anticipated that the proposed program will further extend and develop these relationships and opportunities. One example is a high-profile translation projects (English to Spanish) in which SSU students who are fluent in Spanish engage with the Essex County District Attorney's

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<sup>1</sup> Viking Scholars is a collaborative program offered through SSU and Classical and English High Schools in Lynn, which boast over 72% students from under-represented populations and over 90% with low economic status. The demographics of the two Lynn high schools include: 63% Latino, 9-11% African American, 9% Asian, and 27-32% English Language Learners (majority are native Spanish speakers).

office to translate flyers and brochures designed to educate families about; substance use and the abuse of prescription drugs; to inform the community about initiatives such as the Drug Diversion Program<sup>2</sup> and to discuss treatment and rehabilitation options for juvenile drug offenders. SSU's Department of Criminal Justice maintains strong ties with hundreds of agencies in the criminal justice system and related social service agencies in Massachusetts for the senior year internship program. SSU's full proposal included an extensive list of the types of agencies where students have found placements in the past, noting that the database of partners is updated every semester by faculty and includes anecdotal information where student placements have led to employment. SSU plans that once the LOI is approved, an Advisory Committee will be created and formalized by faculty in both departments to assure successful and consistent stewardship of the program.

SSU reports that students transferring to this program under the terms of the Mass Transfer policy, will have all applicable terms and benefits applied. Once approved and ready to be published, SSU's Transfer Services unit of the Registrar's office will work with Massachusetts Community Colleges and the DHE, to have the program added to the list of published Mass Transfer eligible programs on the Mass Transfer website.

#### *Relationship to MassHire Regional Blueprints*

In a report titled *Advancing Workforce Equity in Boston: A Blueprint for Action*, Burning Glass Technologies worked with several other workplace policy institutes to research employment inequality in the Boston region. The report focused on workforce equity, particularly in relation to minority communities (Langston et al., 2021, p. 6). The report identified that “three-quarters of Black and Latinx adults in Boston do not have a bachelor's degree” and therefore focused on fields where people could access stable and well-paid employment as a result of degree attainment (Langston et al., 2021, p. 35). The report identified fifteen “good jobs” in the Boston area where workers of color are underrepresented and therefore are excellent fields where labor-force equity could be advanced. “Police officers” appears as sixth on the list with 2% 10-year growth, a low

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<sup>2</sup> [Essex Diversion Programs | Mass.gov](https://www.mass.gov/info-details/essex-diversion-programs)

probability of automation, a high salary, and only 18% of the current labor force being workers of color.

**Good jobs that do not require a college degree, with occupational characteristics, by race and ethnicity, Boston metropolitan region, 2018**

Occupation	Total Employment	10 Year Growth Rate	Automation Score (Probability of Computerization)	Average Income in Boston	% Workers of Color
First-line supervisors of retail sales workers	41,919	0%	28%	\$59,584	22%
First-line supervisors of non-retail sales workers	21,142	-2%	8%	\$118,255	17%
Sales representatives of services, except advertising, insurance, financial services, and travel	16,426	2%	39%	\$110,877	12%
Food service managers	15,734	4%	8%	\$55,557	27%
Electricians	13,080	3%	15%	\$68,811	14%
Police officers	11,304	2%	10%	\$90,948	18%
Licensed practical and licensed vocational nurses	10,855	1%	6%	\$47,190	42%
First-line supervisors of construction trades and extraction workers	9,704	7%	17%	\$78,716	10%
Plumbers, pipefitters, and steamfitters	9,004	7%	35%	\$65,808	12%
First-line supervisors of production and operating workers	8,579	4%	2%	\$81,162	28%
Securities, commodities, and financial services sales agents	7,881	0%	2%	\$178,977	15%
Firefighters	7,411	3%	17%	\$91,268	15%
Emergency medical technicians	3,370	-3%	5%	\$49,391	20%
Miscellaneous installation, maintenance, and repair workers, including, wind turbine service technicians	3,168	6%	49%	\$46,348	25%
Radio and telecommunications equipment installers and repairers	2,630	8%	47%	\$76,029	12%

Sources: Employment from 2018 5-year American Community Survey microdata from IPUMS USA, and occupational characteristics from Burning Glass job posting data and 2018 5-year American Community Survey microdata from IPUMS USA. Note: Cells highlighted in red indicate underrepresentation of workers of color relative to their representation in all occupations that do not require a college degree.

(Langston et al., 2021, p. 36)

SSU provided the table above as evidence that the Criminal Justice field is a steady and slowly growing labor market where minorities are underrepresented. It is also provided to demonstrate that while this field is initially accessible to people without an undergraduate degree, SSU students who enter the field with the BS/CJS will be well-positioned to attain jobs. As well, those graduates from a minority background will be attractive job candidates and improve the CJ labor-force equity in the region. SSU also cited that the US Bureau of Labor Statistics projects that employment of police and

detectives will grow 5 percent from 2019 to 2020, “Applicants with a bachelor’s degree [...] as well as those who speak more than one language, should have the best job opportunities”

SSU cited more recent research promoting changes including that bridging language divides meant good policing. “Language barriers are a substantial problem during police-immigrant interactions” (Williams, 2015, p. 436). Another study summarized improving relationships between public safety agencies and immigrant communities by stating that “[r]ecommendations for enhancing police interactions with immigrant populations emphasize the need to promote outreach to immigrant populations, recruit officers from immigrant populations so as to reduce language barriers” (Williams, 2015, p. 436). The same study showed that across the country, police departments have deliberately sought to recruit people from immigrant communities who possess language skills: “The research shows that police departments have made intentional decisions to reach out to immigrants with policies to recruit and hire officers with language skills” (Williams, 2015, p. 440). Indeed, across the Criminal Justice field and throughout the US it is possible to see recruitment focused on skills that indicate intercultural competence and multilingual communication. These are precisely the skills that the proposed program is intended to provide Salem State students.

In cities and towns like Salem, Lawrence, New Bedford, Fall River, and Cambridge SSU cites reports and research from police departments that have focused on community-based policing and the recruiting of staff and officers who speak languages in addition to English, particularly Spanish. Notably, Salem Police have prioritized the importance of bridging the language divide since 2018. In 2016 the city of Lawrence was authorized to hire seven new police officers from a civil service list comprised only of Spanish-speaking candidates. In announcing language classes for some of its police force, Fall River focused on the fact that Spanish was the language to learn. A newspaper report in New Bedford declared that the best world would be one where more police spoke Spanish. The City of Cambridge recently underscored some of its success by highlighting how well multilingual officers serve their community.



SSU finds that at both the national and local levels there is evidence that across the Criminal Justice field, people are needed with intercultural and language skills, with particular emphasis on Spanish speakers and people able to navigate the many cultures reflected by the Spanish-speaking world. SSU quotes the US Department of Justice, '*Police officers cannot perform their duties well when they cannot communicate with the people they serve*' and asserts that at both the national and local levels, there is a need for university-educated employees across the Criminal Justice field who possess intercultural and language skills, with a particular focus on Hispanic cultures and Spanish.

### *Duplication*

There are no existing programs in the north shore region that offer the opportunity for students to complete a combined degree in Criminal Justice and Spanish. SSU conducted an analysis of comparable institutions in the geographic area, examining thirty institutions (28 public and 2 private). While 19 of the schools had similar Criminal Justice programs, 20 had similar Spanish programs, but none offer a combined degree that enables students to easily buttress their Criminal Justice studies with Spanish and support their Spanish studies with a career-orientated field like Criminal Justice. SSU's table on the next page illustrates the range of options and differentiates SSU's innovation of a combined degree.

## Comparative Institutions

Public in Blue / Private in Purple

Institution	Criminal Justice Program	Spanish Program	Combined Program
UMASS Amherst	Criminology and Criminal Justice Certificate (run by the Sociology Department)	Major	No
Bridgewater State University	BS	BA	No
Framingham State University	Criminology Major	Major	No
Fitchburg State University	BS	Minor	No
UMASS Dartmouth	BA in Crime and Justice	Major	No
Berkshire Community College	Associate Degree	Intermediate level	No
Bunker Hill Community College	Criminal Justice career or transfer options	Associate Degree	No
Worcester State University	BS	BA	No
UMASS Lowell	BA Criminal Justice and Criminology	BA	No
Westfield State University	BS	BA	No
Quincy College	Associate Degree	No	No
Rhode Island College	No	BA	No
SUNY at Albany	BA	BA	Criminal Justice/Social Work
University of Connecticut	Minor, no major	BA	No
Eastern Connecticut State University	Criminology major	Major	No
University of New Hampshire	No	BA	No
Keene State College	BA	BA	No
Central Connecticut State University	BA in Criminology	BA	No
Plymouth State University	BA/BS	No	No
Southern Connecticut State University	Concentration in the Sociology BS	Major	No
University of Southern Maine	Criminology BA	Linguistics Concentration	No
University of Rhode Island	BA	BA	No
Granite State College	BS	No	No
Castleton University	Major	Global Studies, but no	No
Western Connecticut State University	No	BA	No
University of New Hampshire at Manchester	No	No	No
Northeastern University	Yes	Yes	No
Worcester State University	Yes	Yes	No
Endicott College	BS	No, but a minor	No

### *Innovative Approaches to Teaching and Learning*

The proposed BS/CJS is an innovative approach to teaching and learning because it links the World Language and Criminal Justice departments, and it also integrates experiential learning to maximize employment opportunities. Students have the option of choosing between either the Spanish (SPN) or Criminal Justice (CRJ) experiential courses. Students may also take CRJ 520 as their experiential course and then SPN 385 as one of the post-intermediate Spanish courses. This means that they can have experiential experiences in both English and in Spanish. Furthermore, they also can take translation courses to further expand their resume-building opportunities. The proposed BS/CJS presents students with opportunities to develop ample experiential learning in their chosen field in two languages.

### **B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION**

#### *Priority Rationale and Support of Strategic Plan and Overall Mission of Institution*

Salem State University's mission includes the affirmation that it will "provide a high quality, student-centered education that prepares a diverse community of learners to contribute responsibly and creatively to a global society". Furthermore, it also states that we "serve as a resource to advance the region's cultural, social and economic development". SSU is recognized as an "*emerging Hispanic Serving Institution*" due to the region's demographic evolution. The university's student body is increasingly diverse, with current trends indicating that SSU will soon become a full Hispanic Serving Institution (HSI). This demographic shift presents a unique opportunity for the university to think carefully about programming that serves the evolving needs of this population. The proposed BS/CJS is just one example of programming that could be part of a larger offering that includes multiple options such as the BHE-approved and established Combined BS in Healthcare Studies and Spanish. By offering these programs, SSU provides students with intercultural and communicative skills that prepare them for employment in growing fields. Moreover, SSU asserts that it reflects the institution's demonstrated commitment to inclusivity and diversity, ensuring that students of all backgrounds have access to educational opportunities that align with their needs and

interests. The proposed program addresses multiple aspects of the SSU's declared mission while also taking careful consideration of the future. Beyond alignment with the institutional mission and BHE priorities for racial equity, the proposed program will help to fulfill the promise of the four goals of SSU's Strategic Plan. This point is further explained as follows:

**Retention.** During the spring 2021 semester, Salem State University published a document titled the *Vision for a Sustainable Future*. From its earliest pages, this document points to retention as an area where Salem State needs to improve and where the administration intended to direct resources... "our enrollment and retention numbers declined significantly over the past decade" and that "retention will be key to stabilizing enrollment" (*Vision for a Sustainable Future*, 2021, pp. 3, 6). The proposed program is designed with retention and student success as foundational goals. Inspired by the thinking that went into the nationwide Seal of Biliteracy movement, the proposed program approach heritage speakers of Spanish as students who bring intercultural competence and language skills to the institution as an intrinsic advantage in a culturally relevant curriculum model.

**Student Success:** Students learning about criminal justice, speaking Spanish, developing intercultural skills, and starting a stable career in a well-compensated position are indicators for how SSU provides for student success. Furthermore, it is important that the students be able to reach these goals in a timely fashion. In building the combined major SSU expects to provide students with the pathway to completion in a timely manner with streamlined and easy-to-follow mapping. As well it is planned that Spanish adds value and employability to criminal justice and criminal justice opens a door to an important sector for people who study Spanish.

**Academic Excellence:** An important goal of the proposed program is to produce functionally proficient Spanish speakers prepared to work in the criminal justice sector at the level and in the language appropriate to the skills of the position. To ensure this goal is reached, students are assessed at different stages in both their language competency and their knowledge of criminal justice. Oral and written proficiency is developed over the course of programming. A formal Spanish-language oral proficiency assessment is conducted and places students on the Proficiency Guidelines developed by the American Council of the Teaching of Foreign Languages (ACTFL). All course

grades in the Spanish portion of the program will depend on students abilities to express themselves orally. To create uniformity in these oral skills, students participate in the ACTFL's Oral Proficiency Interview towards the program's end. This scale is becoming recognized by industries in the United States as a way to document the specific level of proficiency of a job candidate and should be listed on the students' resumé. The programmatic goal for students completing the program is the ACTFL Proficiency Guidelines level of Advanced Low.

**Collaboration, Inclusion and Stewardship:** As only the second combined major offered by SSU's, this program is expected to serve as a prototype for interdepartmental collaboration in the future. It is reported that both the Department of Criminal Justice and the Department of World Languages and Cultures have already been talking with others on campus about future collaborations and the creation of more combined majors. Inclusive excellence<sup>3</sup> formed SSU's thinking behind the creation of this proposed program. It aims to close gaps in opportunities that lead to Latino university success, and it addresses the significant gap in second-language acquisition by US-born people.

**Financial Vitality and Sustainability:** Building on the enrollment success of the BS in Criminal Justice, the proposed program is expected to add value through adding linguistic capabilities and intercultural skills to the repertoire of its graduates. The combined major reflects a successful prototype at SSU, reflecting that the costs to start the program are essentially neutral.

### *Program Goals and Objectives (Form B)*

The goal of the proposed BS/CJS program is to contribute to the growing criminal justice system workforce on the North Shore by producing graduates who are equipped

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<sup>3</sup> Inclusive excellence is a framework that integrates diversity, equity and inclusion into the core of an institution to achieve its goals. Doscher & Landorf, (2018) Universal Global Learning, *Inclusive Excellence and Higher Educations Greater Purposes*. In Peer Review (Vol.20, Issue 1) Association of American Colleges and Universities

to work in various positions utilizing their Spanish language skills. To measure the effectiveness of the program, post-graduation student experiences will be tracked after one and five years to assess their professional situations. To achieve this goal, SSU will create an educational environment that prepares students for Spanish-speaking criminal justice careers. This includes providing opportunities for students to engage in internships and experiential learning courses before graduation, enabling them to gain practical experience in the field. Additionally, the program will leverage the linguistic knowledge and cultural skills of heritage speakers of Spanish by providing the means to turn these assets into credits that enhance employable qualities. The experiences of this subset of students will also be tracked at one and five years after graduation. Recognizing the specific needs of the community, the program aims to develop programming that actively values student backgrounds by qualifying and building upon linguistic knowledge and cultural foundations. For non-heritage speakers of Spanish, the program offers the opportunity to acquire Spanish language skills, making them more desirable to potential employers in the criminal justice system. Like heritage speakers, the post-graduation experiences of this group will be surveyed at one and five years.

SSU's strategy for achieving these objectives involves supporting each student's development as they emerge as graduates and informed professional ready for diverse careers in the criminal justice system. Students will be required to complete at least one internship position, with the option to pursue multiple internships in either Spanish, English, or both languages. The program will utilize established experiential learning courses to provide high-quality internship opportunities, ensuring students receive practical training.

**ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION**  
*Enrollment Projections (Form C, Appendices)*

SSU does not expect the proposed program to negatively impact the enrollments in the individual degrees or other department's offerings. The official combining of the path allows promotes prospective student interest and will assists in retaining students

through a clearly defined pathway. In consultation with the admission and enrollment team SSU determined that the enrollment projections detailed in Form C, represent net new students. Streamlining the path for the combined major is expected to increase access to students who may struggle to complete two separate majors. The potential savings of time and money for students, through partnerships with local high schools, built on interest in criminal justice and leveraging cultural language is expected to attract new students.

*Resources and Financial Statement of Estimated Net Impact on Institution (Form D)*

#### **STAFF REVIEW AND VALIDATION**

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Bachelor of Science in Criminal Justice and Spanish** submitted by **Salem State University**. Staff validate that the **LOI** includes all data required by the Massachusetts Board of Higher Education. Staff recommendation is for BHE authorization for the Commissioner to review the program pursuant to the Fast Track review protocol.

## Form A1: LOI Curriculum Outline

### Salem State University Combined BS in Criminal Justice and Spanish

<b><i>Required (Core) Courses in the Major (Total # courses required = 22)</i></b>		
<i>Course Number</i>	Course Title	Credit Hours
CRJ 101	Introduction to Criminal Justice	3
CRJ 205	Criminal Law	3
CRJ 210	Ethics in Criminal Justice	3
CRJ 215	Criminal Justice Statistics	3
CRJ 220	Theories of Crime and Justice	3
CRJ 330	Police Studies: Analysis and Research	3
CRJ 350	Introduction to Courts	3
CRJ 352	Corrections	3
CRJ 410	Global Crime and Justice	3
	<b>Experiential Learning: Choose one: (3 credits)</b>	
SPN 385	Community Placements OR	3
CRJ 520	Criminal Justice Internship OR	3
CRJ 530	Directed Study OR	3
CRJ 540	Criminal Justice Capstone	3
	<b>Post-Intermediate Spanish Courses</b>	
SPN	Any SPN numbered 300-500	3
SPN	Any SPN numbered 300-500	3
SPN	Any SPN numbered 300-500	3
	<b>Advanced Spanish Courses</b>	
SPN	Any SPN numbered 400-500	3
SPN	Any SPN numbered 400-500	3
SPN	Any SPN numbered 400-500	3
	<b>Research Experiences</b>	
CRJ 400	Criminal Justice Research Methods	3



SPN 501	Senior Seminar in Spanish	3
	<b>Criminal Justice Electives (9 credits)</b>	
CRJ		3
CRJ		3
CRJ		3
	<b>Required Support Course (3 credits)</b>	
	Women's Issue Course	3
	<b>Sub Total Required Credits</b>	66
<b><i>Elective Courses (Total # courses required = 6) (attach list of choices if needed)</i></b>		
<b><i>Remaining 19-20 Credits can be drawn from any department across campus.</i></b>		
	<b>Sub Total Elective Credits</b>	19-20
<b><i>Distribution of General Education Requirements</i></b>		# of Gen Ed
Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		Credits
First Year Seminar (FYS)		3
Written Communication-Level 1 (W-1)		3
Oral Communication (OC)		3
Personal Growth & Responsibility (PGR)		3
Creative Expression & Appreciation (CEA)		3
World Cultures (WC)		3
The Human Past (HP)		3

Contemporary Society (CS)	3
Scientific Reasoning (SR)	7-8
Quantitative Reasoning (QR)	3
<b><i>Sub Total General Education Credits</i></b>	34-35
<b><i>Curriculum Summary</i></b>	
Total number of courses required for the degree	29-32 including General Ed.
Total credit hours required for degree	120
<b><i>Prerequisite, Concentration or Other Requirements:</i></b> N/A	

**Form B: LOI Program Goals and Objectives**

Goal	Measurable Objective	Strategy for Achievement	Timetable
<p>Contribute to the growing criminal justice system workforce on the North Shore with graduates prepared to work in a variety of jobs using Spanish</p>	<p>Track post-graduation student experiences seeing their professional situations after one and five years.</p>	<p>Create an educational environment that prepares students for Spanish-speaking criminal justice careers while also providing them opportunities to work professionally in an internship / experiential learning course before graduation.</p>	<p>Ongoing.</p>
<p>Provide heritage speakers of Spanish the opportunity to turn their linguistic and cultural skills into an employable asset.</p>	<p>Track post-graduation experiences of this subset of the student population. They should be surveyed at one and five years.</p>	<p>Create programming that is sensitive to the specific needs of this community. Do this in such a way that builds upon their linguistic and cultural backgrounds to make them into assets for the student.</p>	<p>Ongoing.</p>
<p>Provide non-heritage speakers of Spanish the opportunity to add Spanish to their skillset and therefore make them more attractive to criminal justice employers.</p>	<p>Track post-graduation experiences of this subset of the student population. They should be surveyed at one and five years.</p>	<p>Achieve this by forming these students both as informed professionals ready for the variety of careers in the criminal justice system while also helping them develop advanced Spanish skills, including language skills that are specific to justice system settings.</p>	<p>Ongoing.</p>
<p>Provide students opportunities to develop professional experiences using Spanish in a justice system setting before graduation.</p>	<p>Students will be required to have at least one and the opportunity for multiple internship positions. They will be able to do this in Spanish, English, or both.</p>	<p>Use the already-established experiential learning courses to provide students with high-quality internship opportunities. At the same time, use the Spanish portion of the flowsheet's flexibility to provide the opportunity to take more than one experiential learning course if the student desires.</p>	<p>Year 3 &amp; Year 4</p>

**Form C: LOI Program Enrollment**

<b>FORM C Enrollment Projections</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>2028</b>	<b>2029</b>
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Full-Time Day students	4	4	6	7	9
Returning Full-Time Day students		3	4	6	6
New Continuing Education Part-Time students	0	1	2	2	3
Returning Continuing Education Part-Time students		0	0	3	4
<b>Totals</b>	<b>4</b>	<b>8</b>	<b>12</b>	<b>18</b>	<b>22</b>

Form D

	FY 2025 Forecast	FY 2026 Forecast	FY 2027 Forecast	FY 2028 Forecast	FY 2029 Forecast
<b>Enrollment</b>					
Undergraduate Day - Fall Headcount	4	7	10	13	15
Continuing Education - Credit Hours	0	6	10	12	18
<b>Benefited Faculty and Staff FTEs</b>					
MSCA	0.00	0.00	0.00	0.00	0.00
AFSCME	0.00	0.00	0.00	0.00	0.00
APA	0.00	0.00	0.00	0.00	0.00
NUP	0.00	0.00	0.00	0.00	0.00
NUC	0.00	0.00	0.00	0.00	0.00
<b>Total Benefited Faculty and Staff FTEs</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Project Summary: BA Criminal Justice and Spanish</b>					
	FY 2025 Forecast	FY 2026 Forecast	FY 2027 Forecast	FY 2028 Forecast	FY 2029 Forecast
<b>Revenue:</b>					
<b>Operating Revenue</b>					
Tuition	\$4,637	\$12,562	\$12,311	\$16,019	\$19,027
University Fees	43,343	80,719	113,774	153,989	185,925
Capital Improvement Fees	1,758	3,245	4,598	6,334	7,814
Other Fees	379	681	942	1,234	1,449
Scholarship Allowance	0	0	0	0	0
Scholarship and Fellowship	0	0	0	0	0
Enrollment Program Revenues	0	0	0	0	0
Private Grants and Contracts	0	0	0	0	0
Sales & Svcs Education Depts	0	0	0	0	0
Auxiliary Enterprises	0	0	0	0	0
Other Operating Revenues	0	0	0	0	0
<b>Total Operating Revenue</b>	<b>50,117</b>	<b>97,207</b>	<b>131,625</b>	<b>177,576</b>	<b>214,216</b>
<b>Non-Operating Revenue</b>					
State General Appropriations - State Paid Fringe	0	0	0	0	0
Gifts	0	0	0	0	0
<b>Total Non-Operating Revenue</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Revenue</b>	<b>50,117</b>	<b>97,207</b>	<b>131,625</b>	<b>177,576</b>	<b>214,216</b>
<b>Expenses:</b>					
<b>Operating Expenses</b>					
Salary and Wages	0	0	0	0	0
Fringe Benefits	0	0	0	0	0
*Administrative Expenses (e.g. Marketing)	17,990	8,995	9,175	9,358	9,545
Employee Related	0	0	0	0	0
Programmatic Operational Supplies	0	0	0	0	0
Contracted Services	0	0	0	0	0
<b>Total Operating Expenses</b>	<b>17,990</b>	<b>8,995</b>	<b>9,175</b>	<b>9,358</b>	<b>9,545</b>
<b>Net Revenue over Expense</b>	<b>\$32,127</b>	<b>\$88,213</b>	<b>\$122,450</b>	<b>\$168,217</b>	<b>\$204,670</b>
<b>Cumulative Net Revenue over Expense</b>	<b>\$32,127</b>	<b>\$120,340</b>	<b>\$242,790</b>	<b>\$411,007</b>	<b>\$615,677</b>
<i>* this is covered by a combination of in kind marketing budget and academic affairs funding</i>					

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