

MASSACHUSETTS BOARD OF HIGHER EDUCATION

Guidelines for Criminal Justice and Law Enforcement Academic Programs



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Guidelines for Criminal Justice and Law Enforcement Programs Seeking Approval under the Massachusetts Police Career Incentive Pay Program

Background

In July 2002, an amendment to Section 108L of chapter 41 of the General Laws delegated to the Board of Higher Education the authority to establish quality guidelines for programs pursued for police career incentive pay increases and to conduct periodic reviews of these programs. Under this section, the Board shall only certify career incentive pay increases earned through the completion of programs that meet the Board's guidelines. Officers enrolled in programs prior to the implementation of these guidelines, however, shall be eligible for certification upon attainment of their degree.

The Board of Higher Education, in consultation with criminal justice professionals and academicians, developed quality assurance guidelines for criminal justice programs. The guidelines, which include both quality standards and the program review process, will periodically be reviewed and updated to ensure continued effectiveness and quality.

The Guidelines were informed by several underlying principles:

- *To be successful, a quality assurance program requires the commitment of both the Commonwealth and each institution interested in certification as a PCIPP provider.*
- *The review process should be comparable to other review processes used by the state licensing agency and professional and regional accrediting bodies.*
- *There should be high, not minimum, clearly specified standards of quality for PCIPP-approved programs.*
- *The review process must be clearly presented to institutions and reviewers.*
- *Reviews should occur on a regular five-year cycle with annual reports submitted to the Board for each approved program.*

Part I of the Guidelines lists the standards of quality and suggested indicators. Part II describes the Review Process. Part III addresses graduates of NEASC-accredited or Board of Higher Education-approved law schools.

Part I: Quality Standards for Associate, Bachelor's and Master's Degree Criminal Justice and Law Enforcement Programs

Throughout the standards, 'program' refers to criminal justice and law enforcement degree programs. Following each standard is a list of Indicators for how an institution may demonstrate that it meets the standard. Indicators are not limited to those listed in this document.

A. Program Mission and Purposes

- A.1 The program has a stated mission and set of purposes derived from and consistent with the overall mission and purposes of the institution of higher education.

Indicators:

- Statement of program mission and purposes
- Statement reflects institution's mission and purposes

B. Program Structure and Curriculum

- B.1 The program clearly specifies and publishes program objectives and requirements. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.
- B.2 The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.
- B.3 The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis or through distance learning modalities (internet, television, video-conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities.
- B.4 The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.

Indicators for Standard B: Program Structure and Curriculum

- Statement of program goals and objectives, including those for concentrations and options
- Indication that the institution's mission and purposes are reflected in the specific educational objectives of the program
- Explanation of rationale behind sequencing of courses

- Expected learning outcomes for each course
- Demonstration that students' mastery of the program's stated learning outcomes are assessed prior to completion of the program
- Comparison of grade point average of Criminal Justice students with the average grade point average college-wide

Undergraduate Degree Programs

All undergraduate programs in criminal justice are part of a broadly-based degree program with a balance of general education, required and elective courses in criminal justice and in related fields (cognates), and unrestricted electives wherever possible. While these criteria apply to all undergraduate programs, specific expectations for associate and bachelor's degree programs reflect program degree level. Distinctions made in such expectations may concern such matters as the level, scope, and dimension of degree requirements and expected outcomes.

- B.5 The purpose of undergraduate programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form, as well as to instill a comprehensive knowledge of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry. Programs should strive not only to familiarize students with facts and concepts but, more importantly, teach students to apply this knowledge to related problems and changing situations. Primary objectives of all criminal justice programs include the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity.
- B.6 The undergraduate criminal justice program affords students the opportunity to develop knowledge and skills above the introductory level through a logically sequenced, coherent, rigorous body of course work. An Associate degree program in criminal justice requires no fewer than 18 semester hours or the equivalent in criminal justice and related cognates. A bachelor-level major in criminal justice requires a minimum of 30 semester hours or the equivalent in criminal justice and related cognates.
- B.7 The *broad scope* of the field of criminal justice is reflected in the undergraduate curriculum, as is a balanced presentation of the issues of the field. All bachelor degree programs can demonstrate that the content areas below are substantively addressed in the core curriculum. Most baccalaureate programs have multiple courses to represent these and other areas, but these substantive areas provide minimum coverage of the field. Associate degree programs will offer courses in some of these areas.

Course/Content Area	<i>Related Content Topics include but are not limited to:</i>
Administration of Justice	(Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice)
Corrections	(History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders)
Criminology	(The nature and causes of crime, typologies, offenders, and victims)
Criminal Law	(Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making)
Ethics	(Issues of ethics in criminal justice)
Policing	(History, theory, practice and legal environment, police organization, discretion, and subculture)
Research and Analytic Methods	(Quantitative -including statistics- and qualitative, methods for conducting and analyzing criminal justice research)

- B.8 In addition to the content areas above, an undergraduate program in criminal justice includes a systematic examination of the issues of diversity in criminal justice through either specific required courses and/or the integration of these issues within the program's curriculum.
- B.9 A variety of criminal justice electives are available consistent with faculty, resources, and program objectives. Some bachelor degree programs will offer concentrations in specific areas, depending upon the composition of the student body and faculty expertise.
- B.10 All programs have elective internship opportunities available to upper-level students. Measures are taken to ensure that internships are integrated into the academic component of the program and related to educational objectives.

Criminal Justice Graduate Degree Programs

- B.11 The graduate program objectives reflect a high level of complexity, specialization, and generalization. The program has cohesive curricula and requires activities designed to advance the student substantially beyond the levels of knowledge, competence, and educational accomplishments of a baccalaureate degree

program. In addition, all students completing graduate degrees in criminal justice have, at a minimum, graduate level courses in criminology, research methods, and statistics.

- B.12 A master's level criminal justice program requires a minimum of 30 semester hours or the equivalent in graduate level criminal justice and related cognate credits.
- B.13 The graduate program is not offered unless resources and expectations exceed those required for an undergraduate program in criminal justice.

Continuation of Indicators for Standard B: Program Structure and Curriculum

- Outline of curriculum, including required core courses in criminal justice, cognate areas, elective courses, and general education courses
- Indication of where objectives of all criminal justice programs are taught in curriculum and how measured, including the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity
- Indication of where specific content areas are found in the curriculum
- Course syllabi and copies of final exams for each criminal justice course
- Comprehensive evaluation or capstone experience (Bachelor/Master's)

In addition to the above, Master's degree programs provide:

- Program objectives reflecting a high level of complexity, specialization, and generalization that challenges students beyond the levels of knowledge and competence acquired at the baccalaureate level
- Indication of where objectives are taught in curriculum and how measured
- Comprehensive evaluation or capstone experience

C. Faculty

- C.1 Criminal Justice faculty credentials, number, diversity of educational and professional experience, time commitment and performance are sufficient to accomplish the program's mission and objectives. Faculty specializations are considered in recruitment and hiring decisions.
- C.2 Faculty holding terminal degrees in the field of criminal justice or fields appropriate to criminal justice are actively sought. Institutions do not have undue dependence on faculty who are graduates of their own programs.
- C.3 The institution employs an open and orderly process for recruiting and appointing faculty. Criminal Justice faculty participate in the search process for new members of the program faculty.
- C.4 Faculty hold a minimum of a graduate degree in criminal justice or a closely related discipline.
- C.5 Two-thirds of the faculty in Bachelor's and Master's degree programs hold an earned doctorate (Ph.D.) in criminal justice or a closely related discipline.

- C.6 Programs rely on full-time faculty to teach core courses and to deliver at least two-thirds of the teaching in each degree program. There should be no more than 30 FTE student majors for each full-time faculty member.
- C.7 Faculty assignments and workloads allow adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution and program.
- C.8 Graduate teaching assistants are qualified in terms of education, experience, and training and are usually engaged in teaching only at the undergraduate level. Where graduate teaching assistants are employed, the program carefully selects, trains, supervises and evaluates them.
- C.9 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined, as is the role of each category in fulfilling both the program's and the institution's mission and purposes. Orientation, oversight, evaluation, and professional development opportunities are provided for all faculty, including part-time and adjunct faculty. Faculty take advantage of these opportunities and take the initiative in ensuring their continued competence and growth as teachers and scholars.
- C.10 Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention.

Suggested Indicators for Standard C: Faculty

- List of faculty currently teaching in the program, courses taught, whether in the day or evening program, site at which courses are taught, and whether full or part-time
- Indication of full-time, part-time, and FTE instructional faculty, by program.
- Full-time/part-time faculty ratio
- Description of orientation program for new faculty
- Institution funds spent on professional development
- Faculty vitae or Faculty Profile Form, including recent professional contributions
- Number of FTE students majors (formula to be provided)
- Samples of performance evaluation forms
- Faculty awards, recognitions

Other Supporting Materials:

- Faculty Handbook
- Institutional policy on hiring of faculty
- Institution's Faculty Development Policy
- Faculty Evaluation Policy and Process
- Collective bargaining agreements, where appropriate

D. Admission and Articulation

- D.1 The institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its criminal justice program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied in the degree certification process. Degrees awarded accurately reflect student attainments.

Criteria Specific to Undergraduate Programs

- D.2 Two-year and four-year colleges and universities enter into articulation and joint admission agreements whenever possible to clarify curricular issues and academic expectations for both parties. These agreements reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.
- D.3 No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.
- D.4 Only credit from regionally accredited institutions of higher education is accepted for transfer into an undergraduate criminal justice program. No academic credit is awarded for life experience nor for military, police academy or other training.
- D.5 No more than 10 percent of an Associate and/or Bachelor's degree is completed through knowledge-based examinations (e.g., CLEP, Dantes). All credit earned through examination is clearly documented on a student's official transcript by specific course designations and numbers, including the source of the credit. Block credits for criminal justice courses are not awarded.
- D.6 The institution awards degrees only to those students who have earned at least 25 percent of the credit hours toward the degree through instruction offered by that institution. The institution endorses only those candidates for PCIPP benefits at the *60 plus level* who are enrolled in a baccalaureate degree criminal justice program at the institution and who have earned at least 25 percent of the *60 plus credit hours* through instruction offered by that institution.

Criteria Specific to Graduate Programs

- D.7 Only credit from regionally accredited institutions of higher education is accepted for transfer into a graduate criminal justice program and only on a strictly limited basis. No more than six hours of acceptable transfer credit are awarded at the Master's degree level. There are no waivers of credit.

Suggested Indicators for Standard D: Admission and Articulation

- Admission requirements and policies for the program and for the institution as a whole
- Agreements leading to the award or waiver of credit or payments for credits earned outside of the institution

- Signed articulation agreements
- Enrollment and Retention Reports
- Transfer policy on credit for non-academic learning (e.g., life experience)
- Report of credits awarded through knowledge-based examinations
- Transcripts of current students and recent graduates

E. Resources

- E.1 The program has sufficient facilities, equipment (including classrooms, laboratories, information and computer technology), and budgetary resources to meet program objectives and the needs of faculty and students.
- E.2 Students have access to library and information resources, collections and services that are sufficient in quality level, diversity, quantity, and currency to support and enrich the criminal justice program's offerings.
- E.3 Facilities are adequate to house the collection and equipment so as to foster an atmosphere conducive to inquiry, study, and learning among program students, faculty and staff.

Suggested Indicators for Standard E: Resources

- Budget for criminal justice program(s) for past three years
- Vitae of librarians and support personnel
- Library collection in criminal justice and related fields
- Student Use and Technology Policy, on and off-campus
- Materials for locating and obtaining electronic information
- Assessment results of use of library and information resources and facilities by criminal justice students and faculty
- Bibliographic instruction and library orientation for criminal justice students

F. Student Services

- F.1 The program provides an environment that fosters the intellectual and personal development of its students, consistent with its mission and purposes.
- F.2 All students in the criminal justice program have access to appropriate and effective orientation, academic advisement, career development and placement counseling.
- F.3 The institution systematically identifies the characteristics and learning needs of its criminal justice student population and makes provision for responding to them.

Suggested Indicators for Standard F: Student Services

- Summary of academic support services provided
- Student Handbook
- Demographic Profile of admitted students
- Satisfaction surveys results of students, graduates, alumni, employer
- American Disabilities Act (ADA) requirements

G. Integrity

- G.1 The criminal justice program exemplifies high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public.
- G.2 The program presents itself to students and other members of the interested public by providing information that is complete, accurate, and clear.
- G.3 Appropriate publications, print or electronic, contain the Criminal Justice program's mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the program; courses currently offered; academic policies, procedures and requirements for the criminal justice degree or other relevant forms of academic recognition.
- G.4 Relevant publications, print or electronic, also include a list of current criminal justice faculty and others teaching in criminal justice, indicating departmental or program affiliation, distinguishing between those who have full- and part-time status, showing degrees held and the institutions granting them.
- G.5 The criminal justice program clearly indicates whether any offerings, courses, services, or personnel are not available during a given academic year. It does not list as current any courses not taught for two consecutive years which will not be taught during the third consecutive year.
- G.6 The criminal justice program has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

Suggested Indicators for Standard G: Integrity

- Program publications, including brochures, posters, web pages
- Grievance/complaints and appeals procedures
- College catalogue

In addition to the standards above, the following standards are applicable to courses and programs offered off-campus.

H. Branch Campuses, Additional Locations, and Other Instructional Sites

- H.1 Criminal justice courses and programs offered at branch campuses, additional locations, and other instructional sites are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus or in more traditional formats.
- H.2 Students have ready access to appropriate learning resources. Sufficient library and information resources and services are readily accessible to students

wherever the program is located or however it is delivered, and sufficient and appropriate orientation and training are provided for their use. The facilities foster an atmosphere conducive to inquiry, study, and learning among program students, faculty and staff.

H.3 The institution maintains direct and sole responsibility for the academic quality of all aspects of the program. On-campus faculty has a substantive role in the design and implementation of off-campus programs.

H.4 If there are programs available to students via distance technology or other means, off-site instruction is conducted in a manner that maximizes student-faculty interactions and ensures quality.

Suggested Indicators for Standard H: Branch Campuses, Additional Locations, and Other Instructional Sites

- Description of all instructional sites in which program courses are taught
- Program enrollment data by instructional site
- Summary of academic support services and learning resources available at each location
- Organizational charts
- List of faculty currently teaching in the program, courses taught, whether in the day or evening program, site at which courses are taught, and whether full- or part-time
- Access to programs via distance technology

I. Program Quality and Effectiveness

I.1 The program undergoes systematic evaluation of all program components and uses the results for program improvement.

I.2 The program demonstrates that its graduates have acquired the knowledge and developed the skills that are identified as the program's objectives and student learning outcomes.

I.3 The program demonstrates that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations.

I.4 The institution periodically reviews the program under established, clearly defined institutional policies and uses the results to improve student learning and program effectiveness. The review includes an assessment of effectiveness, currency, and continued need.

Suggested Indicators for Standard I: Program Quality and Effectiveness

- Written program assessment plan
- Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment
- Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes
- Results of program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates
- Reports from institution's program reviews, indicating cycle of reviews, findings, and related program improvements
- Analysis of student evaluations of teaching

Other supporting material:

- Institution's policy on academic program review
- Institution's program assessment policy

List of Indicators and Standards
Indicators are not limited to those listed below.

Indicators	Standard
Statement of program mission and purposes.	A
Statement reflects institution's mission and purposes.	A
Statement of program goals and objectives, including those for concentrations.	B
Indication that the institution's mission and purposes are reflected in the specific educational objectives of the program.	B
Expected learning outcomes for each course.	B
Demonstration that students' mastery of the program's stated learning outcomes are assessed prior to completion of the program.	B
Comparison of grade point average of Criminal Justice students with the average grade point average college-wide.	B
Explanation of rationale behind sequencing of courses.	B
Indication of where objectives of all criminal justice programs are taught in curriculum and how measured, including the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity.	B
Indication of where specific content areas are found in the curriculum.	B
Outline of curriculum, including required core courses in criminal justice, cognate areas, elective courses, and general education courses.	B
Course syllabi and copies of final exams for each criminal justice course.	B
Comprehensive evaluation or capstone experience (Bachelor/Master's).	B

Program objectives reflecting a high level of complexity, specialization, and generalization that challenges students beyond the levels of knowledge and competence acquired at the baccalaureate level.	B Master's
Indication of where objectives are taught in graduate curriculum and how measured.	B Master's
List of faculty currently teaching in the program, courses taught, whether in the day or evening program, site at which courses are taught, and whether full or part-time. Faculty awards, recognition.	C and H
Indication of full-time, part-time, and FTE instructional faculty, by program.	C
Full-time/part-time faculty ratio.	C
Description of orientation program for new faculty.	C
Institution funds spent on professional development.	C
Faculty vitae or Faculty Profile Form, including recent professional contributions.	C
Number of FTE Students Majors.	C
Samples of performance evaluation forms.	C
Admission requirements and policies for the program and for the institution as a whole.	D
Agreements leading to the award or waiver of credit or payments for credits earned outside of the institution.	D
Signed articulation agreements.	D
Enrollment and Retention Reports.	D
Transfer policy on credit for non-academic learning (e.g., life experience).	D
Report of credits awarded through knowledge-based examinations.	D
Transcripts of current students and recent graduates.	E
Vitae of librarians and support personnel.	E

Library collection in Criminal Justice and related fields.	E
Budget for Criminal Justice Programs for past three years.	E
Student Use and Technology Policy, on and off-campus.	E
Materials for locating and obtaining electronic information.	E
Assessment results of use of library and information resources and facilities by criminal justice students and faculty.	E
Bibliographic instruction and library orientation for criminal justice students.	E
Summary of academic support services provided.	F
Student Handbook.	F
Demographic Profile of admitted students.	F
Satisfaction surveys results of Criminal Justice students, graduates, alumni, employer.	F
Program publications, including brochures, posters, web pages, etc.	G
Grievance/complaints and appeals procedures	G
College catalogue.	G
Description of all instructional sites in which program courses are taught	H
Summary of academic support services and learning resources available at each location.	H
Organizational charts.	H
List of faculty currently teaching in the program, courses taught, whether in the day or evening program, site at which courses are taught, and whether full or part-time.	C and H
List of courses and programs via distance technology	H
Demographic information of students attending off-campus instructional sites.	H
Written program assessment plan	I

Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment.	I
Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes.	I
Results of program evaluation, including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates.	I
Reports from institution's program reviews, indicating cycle of reviews, findings, and related program improvements.	I
Analysis of student evaluations of teaching.	I

Part II: Review Process

Summary of process. Only graduates of criminal justice or law enforcement programs that meet or exceed the *Guidelines for Criminal Justice and Law Enforcement Programs* as set forth by the Board of Higher Education and implemented on January 1, 2004; or of law schools that are New England Association of Schools and Colleges accredited or approved by the Board of Higher Education and who have passed the Massachusetts Bar Examination, shall be eligible for police career incentive pay increases.

An application and self-assessment based upon the *Quality Standards* are to be submitted to the Board of Higher Education and evaluated by an external review committee appointed by the Board. The Committee's evaluation and the institution's response will be reviewed by Board staff and a recommendation made to the Board to defer, approve, or disapprove the application. The Board will take action by formal vote and will clearly state the reasons for its decision. Institutions that are not approved may appeal the decision. All approved institutions will submit annual reports to the Board of Higher Education and will be subject to review by the Board every five years. All costs of these reviews shall be borne by the institution.

I. Application Process for Programs Seeking PCIPP/BHE Approval

- A. **Letter of intent.** By May 1 of the year in which an institution intends to submit an application, the president of a NEASC-accredited or Board of Higher Education-approved institution with a criminal justice or law enforcement degree program will submit a letter to the Chancellor of the Board of Higher Education indicating the institution's intent to seek approval as a PCIPP program.
1. For an institution declaring an *intent to seek approval* under the new Guidelines, the letter of intent shall include a statement of commitment to implement Standard D, Admission and Articulation, for all students enrolling in a criminal justice or law enforcement program after May 1 of the calendar year in which the letter is submitted.
 2. An institution that has not indicated its intent to seek approval by May 1 of a given year may not submit a letter of intent prior to May 1 of the following year.
- B. **The application.** Applications shall be submitted according to the timetable established by the Board of Higher Education. An application includes:
1. A *profile* of the program.
 2. A *self-assessment* of the program(s), using the Standards for Criminal Justice programs.
 3. An *application fee* to cover the evaluation costs of the review process.

II. Fees

- A. Each institution will pay an evaluation fee to the Board's PCIPP Quality Assurance Trust Fund to cover the costs of reviewing its program(s). In addition to the fee, the institution shall pay for the travel, room, board, and other normal expenses of the External Evaluation Committee (EEC). If subsequent visits by the Committee are necessary, the Board will charge the institution for these at its discretion, based on the extent of subsequent review needed.
- B. An evaluation fee, the amount of which is determined by the total number of degrees awarded to all students in the criminal justice and law enforcement program(s) being reviewed, based on an average of the three years immediately prior to submitting the application:

Number of Criminal Justice and/or Law Enforcement Degrees Awarded Per Year	Fee Amount
<i><20 degrees per year</i>	<i>\$1,000</i>
<i>20-50 degrees per year</i>	<i>\$1,500</i>
<i>51-100 degrees per year</i>	<i>\$2,000</i>
<i>101-150 degrees per year</i>	<i>\$2,500</i>
<i>151-200 degrees per year</i>	<i>\$3,000</i>
<i>>200 degrees per year</i>	<i>\$3,500</i>

III. Review Timetable

- A. Once an application is submitted to the Board of Higher Education, the following timetable applies:
1. Within 30 business days, Board staff will determine whether or not the application is complete and notify the institution.
 2. Within 30 business days of notification to the institution that the application is complete, an external evaluation committee will be appointed in accordance with the guidelines set forth in this document.
 3. The External Evaluation Committee will evaluate the institution's application and submit a report to Board staff within 30 business days.
 4. Board staff will send the Committee's final report to the institution with a response required within 30 business days of receipt of the report. The institution may request an extension, if needed, to respond adequately to the Committee's report.
 5. Within 30 business days of receiving the institution's response, the staff of the Board will evaluate materials submitted by the institution, the Committee's written report, the written response from the institution, and any additional information submitted by the institution, including a request for a delay. Based

on its review, Board staff will make a recommendation to the Board for deferral, approval, or disapproval, and the Board will take action by formal vote. If the Board's determination is to disapprove the institution's request, the Board shall provide a statement of reasons for the decision.

- a. Programs approved by the Board of Higher Education will be included on an approved program list for five years. The institution will annually submit a status report on its program to the Board.
- b. Programs receiving deferrals will receive specific conditions that must be met and a timetable for coming into compliance.
- c. Programs not approved by the Board may not reapply for at least one calendar year following the adverse decision.

IV. External Review

- A. When, in the judgment of Board staff, a review or inspection is necessary, the Board, in consultation with the applicant institution, will select and appoint an external evaluation committee.
- B. The Committee will review the materials submitted by the program, will, under most circumstances, visit the institution and will submit a report to the Board containing recommendations regarding the program's request for approval.
- C. The number of reviewers on the Committee will be determined by the size, number and level of program(s) being reviewed and shall in no instance have fewer than two academicians.
- D. To be eligible to serve as an evaluator, individuals must have earned at least a master's degree in criminal justice or a closely related discipline. Academic team members shall have professional experience in college-level teaching, research, administration, and/or other relevant activities within institutions of higher education. Practitioners must have at least five (5) years full-time supervisory and/or administrative experience as a criminal justice practitioner as well as specific knowledge of or experience in criminal justice education.
- E. No person shall serve as an evaluator who is employed by an institution deemed by the Board to be in direct competition with the institution under review.
- F. No person shall serve as an evaluator who has a present or recent official or unofficial connection with the institution under review or who the Board has reason to believe has independent or pecuniary interest in the outcome of the Board's final action. External evaluators shall have a disinterested professional commitment to the task of rendering objective findings and recommendations based upon empirical evidence and informed judgments.
- G. Each Committee will have a Chair who will be responsible for providing leadership to the Committee, for being the Committee's liaison with the institution and for preparing, with other committee members, the Committee's report.

- H. The Committee shall submit a written report, including recommendations, to the Board. Board staff will forward a copy of that report to the institution to correct factual errors and respond to the content and recommendations within the report.
- I. Evaluators will be given an honorarium by the BHE. All normal expenses will be covered by the institution under review. Evaluators will be provided an orientation prior to conducting reviews.

V. Continued Certification

- A. Annually, each approved institution shall submit two copies of a report to the Board, reviewing the status of the institution's criminal justice and law enforcement programs. This report should certify that the criminal justice program is being maintained and operated within the provisions and spirit of the criteria and guidelines set forth by the Board of Higher Education Guidelines for Criminal Justice and Law Enforcement Programs.
- B. At any time, when in the judgment of Board staff, there is a reasonable probability of non-compliance with the Board's guidelines, the Board may review the institution to determine its continued approval.

VI. Appeals

An institution that is the object of an adverse decision may appeal that decision. An appeal is heard by a Review Panel appointed by the Board of Higher Education. The findings and recommendations of the panel will be received by the Board of Higher Education whose decision shall be final.

Part III: Graduates of Law Schools

Criteria for Graduates of NEASC-Accredited or Board of Higher Education-Approved Law Schools

With the implementation of these guidelines on January 1, 2004, the Board of Higher Education shall certify career incentive pay increases only for students who have graduated from NEASC-accredited or Board-approved law schools and who have passed the Massachusetts Bar Examination.