

October 8, 2019

James D. Fielder, Jr., Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty St., 10<sup>th</sup> Floor  
Baltimore, MD 21202

Dear Secretary Fielder:

I appreciate the opportunity to respond to the objections raised by Coppin State University (CSU) and the University of Maryland Eastern Shore (UMES) to our proposed undergraduate B.A. in Criminal Justice. In accordance with the Code of Maryland Regulations, COMAR 13B.02.03.27(B) and COMAR 13B.02.03.09, we provide evidence below to refute the assertions that our proposed major is an unreasonable program duplication which would cause demonstrable harm to another institution, that it is inconsistent with our mission, that it is not meeting a regional or statewide need, and that it is in violation of the state's equal educational opportunity obligations.

**Our program is not an unreasonable duplication which would cause demonstrable harm to another institution**

First of all, McDaniel College is intending to offer a Bachelor of Arts rather than a Bachelor of Science. Consistent with our mission as a liberal arts institution, our proposed major approaches criminal justice through the lens of social science, which is a quite different approach from the practitioner-model evident in the curricula offered by CSU and UMES. The foundational elements in sociology provide a context in which to ground crime and justice in broader sociological processes of race, class, gender, and family. Criminology is a largely theoretical field which focuses on extensive social aspects of crime such as the structural antecedents of crime and the social origins of crime and punishment. Our students will have the theoretical framework to analyze and predict both individual behaviors as well as institutional configurations; they will understand how deviance, crime, and punishment derive from and are perpetuated by cultural patterns. While the majors at CSU and UMES focus heavily on the applied elements of Criminal Justice such as police work, investigating crime, correctional administration, and courts, our proposed major focuses on social science and

theory (see addendum). Given the focus of our proposed major, our faculty (Ph.D.'s in Sociology and Criminology) are well suited to teach 8 of the required 12 courses, with a few courses to be taught by practitioners. The different focus and approach of our proposed major compared to the majors at CSU and UMES should make it clear why our degree will be a Bachelor of Arts and their degree is a Bachelor of Science.

According to COMAR 13B.02.03.09, “Ordinarily, proposed programs in undergraduate core programs consisting of basic liberal arts and sciences disciplines are not considered unnecessarily duplicative. Unreasonable duplication is a more specific concern in vocational/technical, occupational, graduate, and professional programs which meet special manpower needs.” Our proposed major is a B.A., based in the liberal arts and sciences, not a vocational, occupational, or professional degree. Given that our proposed major focuses more on sociological theory and less on application, McDaniel students who major in Criminal Justice may go on to work in many different careers other than in the criminal justice system.

In addition to different structures of our majors, our institution differs from CSU and UMES in the students we attract. Based on data from an online survey sent to the 3,458 students admitted to McDaniel College in 2019 (including those who enrolled and those who went elsewhere), we can report which other institutions our admitted students were considering (840 respondents, 24.3% response rate). Not surprisingly, it appears that students who are interested in the type of experience offered by a private, suburban, liberal arts college such as McDaniel College are different from those interested in a historically black university such as CSU or UMES. When admitted students were asked which school they would have attended as a second choice had they not chosen McDaniel, only 0.9% listed Coppin State University as their second choice and 0.6% listed UMES. Of those who had applied to McDaniel but chose to go elsewhere, none chose Coppin State University and only 0.5% chose UMES.

As the table below indicates, McDaniel College draws a very different student body than CSU. CSU students tend to be significantly older (median age 29), are far less likely to live on campus (only 26%) and are less likely to be full-time students (69%). McDaniel College students tend to come directly from high school (median age 20), most live on campus (82%), and 99% enroll full-time. Given the differences in the students we attract and the different experiences they seek from us (residential and full-time), we do not believe McDaniel competes with CSU for students now nor will it in the future.

	<b>McDaniel College</b>	<b>Coppin State University</b>	<b>University of Maryland Eastern Shore</b>
Residential Students	82%	26%	58%
Full-time students	99%	69%	91%
Male/Female ratio	49%/51%	25%/75%	44%/56%
Median Age	20	29	22
Transfer students (as a percentage of incoming First-Year students)	12%	n/a	20%
Campus Type	Suburban	Urban	Rural
Degree types	B.A.	B.S.	B.S.

Source: Self-reported from institutions via their respective websites

The objection letter from UMES states that “The University of Maryland Eastern Shore is engaged in an intensive recruitment effort to attract transfer students. McDaniel College’s efforts to recruit students in the listed geographic areas will adversely influence UMES’s enrollment and its ability to attract transfer students into its program.” However, our proposed major is not a threat to the transfer recruitment efforts of UMES because we recruit transfers from different regions within Maryland. In the publicly available “2017-2018 Undergraduate Transfers Among Maryland Public Institutions” report on the MHEC website, which covers a 5-year period, we can see that 64% of UMES’s transfer students come from three different Community Colleges: Wor-Wic (24%), Montgomery (22%), and Prince George’s (18%). During those same 5 years, we recruited 69% of our transfers from three different Community Colleges located close to our institution: Carroll (47%), Frederick (15%), and Howard (7%). As the table below illustrates, there is very little overlap in the counties from which McDaniel and UMES recruit transfers students.

	<b>University of Maryland Eastern Shore</b>	<b>McDaniel College</b>
Wor-Wic Community College	24%	1%
Montgomery College	22%	7%
Prince George’s Community College	18%	1%
	<b>TOP 3 = 64%</b>	<b>OVERLAP = 9%</b>
Carroll Community College	0.3%	47%
Frederick Community College	2%	15%
Howard County	5%	7%
	<b>OVERLAP = 7.3%</b>	<b>TOP 3 = 69%</b>

Source: 2017-2018 Undergraduate Transfer Among Maryland Public Institutions (MHEC website) for UMES, MICUA Annual Accountability Survey for McDaniel.

Furthermore, given the nature of our residential college experience, only 12% of our incoming class are transfer students, whereas 20% of UMES’s incoming class are transfers. We do not recruit transfer students as heavily as UMES, nor do we intend to in the future. Therefore, we do not see evidence that our proposed major at McDaniel College will reduce the enrollment of Coppin State or UMES given that our institutions attract different students.

**Our criminal justice program will meet a regional need**

While the objection letter from UMES cites a decline in enrollment in college and universities in Maryland, the data they provide does not match their conclusion that there is decreasing interest in Criminal Justice degrees. In fact, the data contradicts their claim. They report an 8.6% enrollment decline overall (regardless of major), and the table they provide reports the enrollment trends just for Criminal Justice majors. Given that the average 5-year trend in enrollment in Criminal Justice only shows a 3.92% decline, this indicates that interest in Criminal Justice is increasing relative to the overall enrollment decline. If the number of students interested in criminal justice were decreasing, we would expect to see the same 8.6% decline in enrollment in criminal justice degrees as we see overall or even worse. However, the number of students declaring Criminal Justice majors at these institutions is declining *less* than one would

expect given the overall enrollment declines of 8.6%. Therefore, the data UMES provided shows that students are, in fact, still very interested in Criminal Justice and are declaring that major at higher rates than would be expected given overall declines in enrollment.

Even if their data had supported their claim, a decline in enrollment in Criminal Justice is not necessarily indicative of a lack of jobs in that field. According to the Bureau of Labor Statistics, employment of police and detectives is projected to grow 7 percent from 2016 to 2026. Furthermore, a recent *Baltimore Sun* article references a campaign by the Baltimore Police Department to help fill the department's ranks. Baltimore City has a 500-officer deficit.<sup>[1]</sup>

McDaniel College already offers a specialization in criminal justice as an option within the Sociology Major. Of our currently declared 66 sociology majors, 31 of them (47%) have declared a criminal justice specialization and are completing additional required coursework to earn that specialization. Therefore, McDaniel College already attracts students interested in this discipline, but we believe our students will be better served professionally by a major in criminal justice than by a major in Sociology with a specialization in Criminal Justice. This proposed major will help us meet an internal demand in a more robust way and will not harm CSU or UMES given that our institutions are not in direct competition in recruitment efforts as shown above.

According to the National Center for Education Statistics (IPEDS survey 2014), Maryland ranks 7<sup>th</sup> in the country for having the most students leave the state for their college education (37.1%). As a point of comparison, only 18.2% of high school graduates from Virginia leave their home state for college. With over 15,200 students leaving Maryland to attend college elsewhere, we hope to provide additional, appealing choices for Maryland students to pursue their college education in their home state, specifically for the students who tend to be attracted to a college like McDaniel. The distance between McDaniel College and CSU (30+ miles) and UMES (160+ miles) is enough to draw different student bodies and places us as the only four-year college in Carroll County, a region which would benefit from this program. Maryland needs more, not fewer, programs in this area of workforce demand, and the existence of multiple programs is fully justified.

### **Our program is consistent with our mission**

We do not understand the basis for CSU's claim that our proposed program is inconsistent with our mission. Our mission statement begins by explaining, "McDaniel College is a diverse student-centered community committed to excellence in the liberal arts & sciences and professional studies," and our proposed program is consistent with this approach – a degree which combines the liberal arts and professional studies.

The letter from CSU describes students of color as a "new population of interest to McDaniel College" based on their misinterpretation of what we think must have been IPEDs data; it appears that they compared apples to oranges by comparing the students of color in our first year class this year (46%) to the students of color we had across all 4 classes last year (26%). If

instead, one compares apples to apples, it is clear this year’s overall student body at McDaniel College is a not a dramatic departure from our past enrollment but rather a continuance of our long-term efforts to diversify our overall student body to reflect today’s demographics.

<b>Students of Color and First Gen Students as Percentage of Overall Student Body McDaniel College</b>										
	2010-1	2011-2	2012-3	2013-4	2014-5	2015-6	2016-7	2017-8	2018-9	2019-20
Students of Color	15%	15%	21%	22%	19%	23%	27%	27%	26%	33%
First Generation	29%	32%	33%	37%	37%	38%	35%	36%	32%	36%

Source: Internal data

We have a history of being an appealing college to students of color already, and we believe that is because our institution supports their success. The CSU letter expressed “concerns about McDaniel College's current capacity to adequately meet the needs of an increasingly diverse student body, both in spirit and in letter. Coppin State University, a Historically Black Institution on the other hand, has a long history of successfully serving historically underserved and underrepresented populations.” CSU’s concern about whether McDaniel College is meeting the needs of students of color can easily be dismissed by looking at the outcome data for our students of color. As the table below indicates, McDaniel College’s graduation rate and 5-year average retention rate for students of color are notably higher than Coppin State University’s. Thus, it appears that students of color have significantly better academic outcomes at McDaniel College than they do at CSU. Dating as far back as 2010 and as recently as 2018, CSU’s low retention and graduation rates have been highlighted by the Middle States Commission on Higher Education in each of their interim reports as a problem which the institution must take steps to improve.

	Retention Rate (5-year average)	Graduation Rate, 6-year/150% (5-year average)
Coppin State University	66%	24%
University of Maryland Eastern Shore	65%	37%
McDaniel College (overall)	80%	67%
McDaniel College (only students of color)	79%	65%
McDaniel College (only first-generation)	76%	66%

Source: IPEDS, Internal data

The letter from UMES questioned our focus on first-generation college students and the two tables above show that McDaniel College focuses heavily on first-generation students (36% of our student body), and their retention and graduation rates are similar to that of our overall student body and higher than that of UMES and CSU.

Although we have already provided evidence that our proposed program is not duplicative, it is worth noting that a potentially duplicative program would, in fact, serve the students of Maryland well. Given the low graduation rates at CSU and UMES, it seems unethical to deny some of the most economically disadvantaged students of Maryland additional educational choices where their odds of graduating are approximately twice as high.

## **Our proposed degree does not violate the state's equal opportunity obligations**


The objection from CSU mentioned a perception that McDaniel College has “future designs to create an online program,” which they claimed would be in violation of Maryland’s equal educational opportunity obligations. However, it is simply not true that McDaniel intends to create online undergraduate programs. In fact, our response to Section P of the original proposal, Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22), clearly states, “While we are eligible to provide distance education as an institution at the graduate level, this proposed undergraduate program will not be offered in distance education format.”

McDaniel College is a residential campus with 82% of our students residing in on-campus housing. We have no intention of creating online undergraduate degrees, but we do offer a handful of undergraduate courses online to serve our students’ needs. During the fall and spring semesters, we only offer a very small number of our undergraduate courses online (2 to 10 per semester). During the summer term when our students do not live on campus, we offer 10 to 16 undergraduate courses online to help our students complete their general education requirements; these are not upper-level courses within their majors. Because we want our professors to be well-trained to teach that handful of online undergraduate courses, we do offer training in best practices in online teaching, and perhaps the part of our proposal which discussed that training led to the mistaken assumption that we had plans to increase our online undergraduate course offerings.

In conclusion, our proposed B.A. is not duplicative of the B.S. offered by CSU nor UMES as is evident by the sociological emphasis of our curriculum. Furthermore, our program will not cause demonstrable harm to CSU or UMES given that our institutions recruit different students and are thus not in direct competition with each other. Given that 37.1% of students leave Maryland for their college education, our proposed program will provide opportunities for students interested in this major to stay in Maryland and attend an institution with documented positive outcomes for students of color, first-generation students, and other students as well.

Thank you for the opportunity to address the objections raised by Coppin State University and the University of Maryland Eastern Shore. Given the data provided above, we do not believe the objections are merited. We respectfully ask MHEC to approve this program.

Sincerely,



Roger Casey, Ph.D.  
President

[1] Stas\_Chrzanoski, July 9, 2019 Baltimore Sun. “Slick Ads won’t solve Baltimore Police woes”.

## Addendum

McDaniel College Criminal Justice Major (48 credits)	UMES Criminal Justice Major (41 credits)	Coppin State (21 credits Plus electives)
<b>The Criminal Justice major seeks to ground the study of justice within the liberal arts. Students will have the theoretical framework to analyze and predict both individual behaviors as well as institutional configurations. They will understand how deviance, crime and punishment derive from and are perpetuated by cultural patterns. We seek to create liberally educated graduates who think and act critically, creatively, and humanely.</b>	The mission of the Department of Criminal Justice is to prepare students for careers in a variety of criminal justice-related settings. The program is also designed to prepare its graduates to enter master's programs in criminology and criminal justice.	The criminal justice degree program is multidisciplinary, focusing primarily on functions and responsibilities of crime control agencies of law enforcement, prosecution, courts and corrections, including parole and juvenile aftercare programs. Degree offerings include a Bachelor of Science in Criminal Justice.
SOC 1104 Introduction to Sociology	SOCI 101 Introduction to Sociology	
SOC 2205 Criminology	CRJS 212 Criminology	
SOC 3315 Police Courts & Corrections	CRJS 204 Courts CRJS 201 Introduction to Corrections	
SOC 3225 Deviant and Criminal Behavior	SOCI 202 Social Deviance CRJS 435 Psychology of Criminal Behavior	
SOC 3348 Criminal Law	CRJS 203 Criminal Law	
<b>Pick 2: SOC 3420 White Collar Crime SOC 33XX Globalization and Deviance SOC 23XX Gender, Violence and the Criminal Justice System SOC 3430 Race, Crime, and Justice</b>		
<b>Pick 1: PSI 2212 Terrorism and Counterterrorism PSI 3306 National Security in a Changing World REL 3312 Religion and American Prisons PHI 2205 Law, Morality and the Cinema PHI 2226 Philosophy of Law</b>	CRJS 347 Terrorism & Contemporary Society	
<b>Pick 1: ENG 2212 Professional Communication ENG 3308 Writing for Law &amp; Policy ENG 3312 Writing for Non-profits</b>		
<b>Students must complete a minimum of 4 credits: SOC 2895 Internships in Sociology SOC 2898 Independent Studies in Sociology SOC 3895 Internships in Sociology SOC 3898 Independent Studies in Sociology SOC 4895 Internships in Sociology SOC 4898 Independent Studies in Sociology</b>	CRJS 489 Internship in Criminology & Criminal Justice CRJS 470 Independent Study in Criminal Justice	CRJU 416 Field Service: Training and Internship
SOC 3105 Research Methods in Sociology	CRJS 290 Research Methods in Criminal Justice	
SOC 4104 Critical Inquiry in Sociology	CRJS 495 Senior Capstone in Criminology & Criminal Justice	
<b>Boldface indicates taught by Sociology full time faculty</b>	CRJS 101 Introduction to Criminal Justice CRJS 200 Law Enforcement	CRJU 301 Introduction to Criminal Justice CRJU 302 Processes in Criminal Justice

	<p>CRJS 226 Juvenile Delinquency  CRJS 302 Criminal Procedures  CRJS 306 Victimology  CRJS 320 Introduction to Forensic &amp; Criminalistics  CRJS 323 Organizational &amp; Governmental Deviance  CRJS 325 Economics &amp; Crime  CRJS 333 Law Enforcement Community Relations  CRJS 375 Judicial Process  CRJS 406 Law of Corrections  CRJS 415 Dynamics of Planned Change in Criminal Justice  CRJS 430 Contemporary Criminological Theory  CRJS 451 Crime and Delinquency Prevention  CRJS 460 Minority Groups &amp; the Criminal Justice System  CRJS 485 Police, Law &amp; Society  CRJS 492C Crime, Class &amp; Ideology</p>	<p>CRJU 303 Police Organization and Management I  CRJU 304 Police Organization and Management II  CRJU 305 Principles of Criminal Law  CRJU 306 Criminal Investigation  CRJU 307 Advanced Police Administration  CRJU 308 Penology  CRJU 309 Team Approaches to Personnel, Resource, and Facility Security  CRJU 310 Police Roles in Society  CRJU 314 Introduction to Criminal Justice Budgeting Systems  CRJU 315 Seminar in Security Administration  CRJU 316 Juvenile Delinquency  CRJU 322 Criminal Justice and Public Policy  CRJU 323 Criminal Justice Thought  CRJU 324 Police Organization and Management II  CRJU 325 Forensic Science - From the Crime Scene to the Crime Lab  CRJU 326 Criminal Procedures  CRJU 330 Police Community Relations  CRJU 335 The Administration of Justice and the Community  CRJU 382 Etiquette, Ethics, Protocol and the Criminal Justice Professional  CRJU 383 Cooperative Field Placement I  CRJU 384 Cooperative Field Placement II  CRJU 408 Criminal Justice and Constitution  CRJU 413 Delinquency Prevention/Control  CRJU 430 Advanced Legal and Technical Writing  CRJU 402 Principles of Criminal Law  CRJU 404 Introduction to Poverty Law  CRJU 405 Women and the Criminal Justice System  CRJU 407 Terrorism: Prevention, Detection, and Prosecution of Perpetrators  CRJU 410 Institutional Corrections  CRJU 412 Civil Rights and Civil Liberties in Law Enforcement  CRJU 414 Judicial Courts and Corrections  CRJU 417 Independent Study Project I  CRJU 418 Independent Study Project II  CRJU 419 Field Service Training and Internship II  CRJU 420 Civil Law Enforcement for Compliance and Health Officers  CRJU 422 Investigation of Accidents in the Work place  CRJU 423 Seminar in Criminal Justice I  CRJU 424 Seminar in Criminal Justice II  CRJU 425 Seminar in Criminal Justice III  CRJU 426 Judicial Courts and Corrections</p>
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		CRJU 427 Women in Criminal Justice System CRJU 429 Statistics for Criminal Justice Research CRJU 432 Legal Liabilities and Rights of Criminal Justice Professionals CRJU 433 Environmental Crime CRJU 435 Seminar in Criminal Justice I CRJU 436 Seminar in Criminal Justice II CRJU 441 Analysis of Fingerprints CRJU 442 Latent Print Development CRJU 443 Biological Evidence CRJU 483 Cooperative Field Placement III CRJU 484 Cooperative Field Placement IV CRJU 486 Crime Scene Investigation I CRJU 487 Forensic Science Lab I CRJU 489 Advanced Investigative Techniques
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**DEPARTMENT OF SOCIOLOGY  
MCDANIEL COLLEGE  
2 College Hill  
Westminster, MD 21157-4390**

James D. Fielder, Jr., Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty St., 10<sup>th</sup> Floor  
Baltimore, MD 21202

October 3, 2019

Dear Secretary Fielder:

The Department of Sociology at McDaniel College would like an opportunity to respond to the objections of the University of Maryland Eastern Shore and Coppin State University. We believe that the proposed major at McDaniel does in fact meet a regional and statewide need, does not represent unreasonable duplication of either the program at UMES or Coppin State and in fact will not cause demonstrable harm to either program. We also believe that we have a proven ability to “meet the needs of an increasing diverse student body both in spirit and in letter” for the students who are looking for a small, suburban, liberal arts campus.

**UMES Objections:**

**1. Proposed program not meeting a regional or statewide need:**

While we cannot address their declining enrollment in this major, as documented in our original proposal, job prospects in criminal justice careers are not declining. Police departments are facing staff shortages and are offering incentive programs to recruit. A 2019 *Baltimore Sun* article references a campaign by the Baltimore Police Department to help fill the department's ranks. Baltimore City has a 500-officer deficit.<sup>1</sup>

We believe that there is a clearly demonstrated regional and statewide need for the new major at McDaniel because we already have many students who are interested in McDaniel and asking for the proposed major (Table 1). Since 2015, over 600 students applying to McDaniel College have indicated interest in a Criminal Justice major. Given that there is so little overlap in our applicant pool, we are confident that students who apply to McDaniel are not being taken out of the applicant pool for either Coppin State or UMES.

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<sup>1</sup> Stas Chrzanoski, July 9, 2019 *Baltimore Sun*. “Slick Ads won’t solve Baltimore Police woes”.

By Intended Program of Study	Number of Applications	Number Admitted	Admit Rate (%)	Number Deposited	Yield (Deposited/Admitted, %)	Number Enrolled	Melt (those who Cancelled After Deposit, %)	Yield (Enrolled/Admitted, %) as calculated for US News
<b>Total</b>	12897	8525	66.1%	1825	21.4%	1730	5.2%	20.3%
<b>Criminal Justice</b>	641	358	55.9%	86	24.0%	81	5.8%	22.6%
<b>Sociology</b>	53	35	66.0%	16	45.7%	16	0.0%	45.7%

The Sociology program is a historically strong program that has a consistent track record for attracting and retaining through graduation a significant number of students. The admission rate for the Sociology program at McDaniel is about average when compared to other majors at the college: our yield rate (45.7%) is well above average, while our melt is well below average (Table 2). The current yield rate for students interested in Criminal Justice is only 24% with a melt rate only slightly higher (5.8%) than the total melt of 5.2%. Based on the yield rate for Sociology, we believe that by changing the Specialization in Criminal Justice into a major, we can improve the yield rate for Criminal Justice and decrease the melt rate for the applicants interested in attending McDaniel College to pursue their degree.

The pattern of our graduation rates is high and stable. We have a proven track record of graduating students with majors or minors in Sociology (Table 3). Our graduation rates for Majors and Minors are surprisingly stable despite fluctuations in total enrollment at McDaniel. In terms of total numbers of graduates, Sociology minors rank in the top 5 (except for 2015-2016) and Sociology majors rank in the top 10. The Sociology trend data on graduation rates mirror national trends for Sociology majors (Tables 1 and 2).

Year	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
<b>Sociology Minors</b>	19	15	12	11	13	11	11	5	14	12
<b>Minors Rank</b>	1 <sup>st</sup>	4 <sup>th</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	4 <sup>th</sup>	3 <sup>th</sup>	14 <sup>th</sup>	2 <sup>nd</sup>	1 <sup>st</sup>
<b>Sociology Majors</b>	29	23	31	22	32	20	24	26	24	35
<b>Majors Rank</b>	7 <sup>th</sup>	9 <sup>th</sup>	5 <sup>th</sup>	9 <sup>th</sup>	4 <sup>th</sup>	7 <sup>th</sup>	6 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	4 <sup>th</sup>
<b>Grand Total</b>	465	464	445	407	404	387	418	432	433	390

McDaniel offers students a completely different residential model (Table 3). Coppin State is an urban campus, and UMES is a rural campus. McDaniel is a much smaller suburban campus and appeals to a different student demographic. UMES is “engaged in an intensive recruitment effort to attract transfer students” while McDaniel’s largest enrollees are high school graduates who want a four-year residential college experience. Students who want a university experience, a rural environment, or to study in an urban setting do not usually select McDaniel. As seen in Table 3 below, we believe that all three institutions are not in competition but rather are serving different demographics for whom a Criminal Justice Major is equally important.

Table 3: Institutional Comparison	Coppin State	UMES	McDaniel
Setting	Urban	Rural	Suburban
Enrollment	2,362	2,600	1,700
Tuition	\$6,716 in-state	\$8,302 in-state	\$44,540 in-state
Ranking	#120-170	# 293-381	#22
4-year graduation rate	12%	21%	59%
First year retention rate	65%	64%	79%
Acceptance rate	38%	54%	64%

<https://www.usnews.com/best-colleges/umes-2106>

Our mission statement in Table 4 shows that the proposed major at McDaniel College is consistent with the liberal arts mission of the institution and with a sociological focus on criminology. The foundational elements in basic sociology provide a wider context in which to ground crime and justice in broader sociological processes of race, class, gender, and family. Criminology is a largely theoretical field that focuses on extensive social aspects of crime such as the structural antecedents of crime and the social origins of crime and punishment. Elements of Criminal Justice such as police work, investigating crime, correctional administration and courts are not central elements of the proposed major and are addressed as applications for the more theoretical approach of criminology. We prepare our students from a liberal arts perspective that will emphasize the cross-over between disciplines and the necessity for students to be well rounded in the liberal arts. In other words, unlike the programs at Coppin State and UMES that are more practitioner oriented, our proposed major is broader and more grounded in theory.

**Adequacy of faculty:** Eight of the required 12 courses (more than half as stated in UMES's complaint) are taught by PhDs in Sociology or Criminology. Our proposed major provides theoretical and methodological foundations in sociology that are then supplemented by currently practicing practitioners with either master's degrees in Criminology or related fields. We feel that our expertise is more than adequate for the major.

## 2. Unreasonable duplication, which would cause demonstrable harm to the UMES Criminal Justice Program

Although a credible Criminal Justice major will offer very similar course titles, because of different disciplinary perspectives, the content will not be unreasonably duplicative. While Table 4 does appear to show course overlap, this overlap in course topics is minimal with UMES and negligible with Coppin State. Furthermore, the major's mission statement clearly articulates how our proposed program differs from the other two programs (Table 4).

The proposed McDaniel major is firmly anchored in the liberal arts in which our mission is to "seek to create liberally educated graduates who think and act critically, creatively, and humanely" (Table 5). Students will have the theoretical framework to analyze and predict both individual behaviors as well as institutional configurations; they will understand how deviance, crime and punishment derive from and are perpetuated by cultural patterns.

Tables 3 and 4 show that the proposed McDaniel major approaches the subject from a criminology perspective which is in line with a liberal arts college. The Criminal Justice majors at UMES and Coppin State are more applied and career focused. We also note that as a liberal arts institution, we would require

the new majors to have coursework selected from related fields such as Political Science, Religion, Philosophy, and English.

Table 4: Course Work Comparison

McDaniel College Criminal Justice Major (48 credits)	UMES Criminal Justice Major (41 credits)	Coppin State (21 credits Plus electives)
<p><b>The Criminal Justice major seeks to ground the study of justice within the liberal arts. Students will have the theoretical framework to analyze and predict both individual behaviors as well as institutional configurations. They will understand how deviance, crime and punishment derive from and are perpetuated by cultural patterns. We seek to create liberally educated graduates who think and act critically, creatively, and humanely.</b></p>	<p>The mission of the Department of Criminal Justice is to prepare students for careers in a variety of criminal justice-related settings. The program is also designed to prepare its graduates to enter master's programs in criminology and criminal justice.</p>	<p>The criminal justice degree program is multidisciplinary, focusing primarily on functions and responsibilities of crime control agencies of law enforcement, prosecution, courts and corrections, including parole and juvenile aftercare programs. Degree offerings include a Bachelor of Science in Criminal Justice.</p>
SOC 1104 Introduction to Sociology	SOCI 101 Introduction to Sociology	
SOC 2205 Criminology	CRJS 212 Criminology	
SOC 3315 Police Courts & Corrections	CRJS 204 Courts CRJS 201 Introduction to Corrections	
SOC 3225 Deviant and Criminal Behavior	SOCI 202 Social Deviance CRJS 435 Psychology of Criminal Behavior	
SOC 3348 Criminal Law	CRJS 203 Criminal Law	
<p>Pick 2: SOC 3420 White Collar Crime SOC 33XX Globalization and Deviance SOC 23XX Gender, Violence and the Criminal Justice System SOC 3430 Race, Crime, and Justice</p>		
<p>Pick 1: PSI 2212 Terrorism and Counterterrorism PSI 3306 National Security in a Changing World REL 3312 Religion and American Prisons PHI 2205 Law, Morality and the Cinema PHI 2226 Philosophy of Law</p>	CRJS 347 Terrorism & Contemporary Society	
<p>Pick 1: ENG 2212 Professional Communication ENG 3308 Writing for Law &amp; Policy ENG 3312 Writing for Non-profits</p>		
<p>Students must complete a minimum of 4 credits: SOC 2895 Internships in Sociology SOC 2898 Independent Studies in Sociology SOC 3895 Internships in Sociology SOC 3898 Independent Studies in Sociology SOC 4895 Internships in Sociology SOC 4898 Independent Studies in Sociology</p>	CRJS 489 Internship in Criminology & Criminal Justice CRJS 470 Independent Study in Criminal Justice	CRJU 416 Field Service: Training and Internship

<b>SOC 3105 Research Methods in Sociology</b>	CRJS 290 Research Methods in Criminal Justice	
<b>SOC 4104 Critical Inquiry in Sociology</b>	CRJS 495 Senior Capstone in Criminology & Criminal Justice	
<b>Boldface indicates taught by Sociology full time faculty</b>	<p>CRJS 101 Introduction to Criminal Justice  CRJS 200 Law Enforcement  CRJS 226 Juvenile Delinquency  CRJS 302 Criminal Procedures  CRJS 306 Victimology  CRJS 320 Introduction to Forensic &amp; Criminalistics  CRJS 323 Organizational &amp; Governmental Deviance  CRJS 325 Economics &amp; Crime  CRJS 333 Law Enforcement Community Relations  CRJS 375 Judicial Process  CRJS 406 Law of Corrections  CRJS 415 Dynamics of Planned Change in Criminal Justice  CRJS 430 Contemporary Criminological Theory  CRJS 451 Crime and Delinquency Prevention  CRJS 460 Minority Groups &amp; the Criminal Justice System  CRJS 485 Police, Law &amp; Society  CRJS 492C Crime, Class &amp; Ideology</p>	<p>CRJU 301 Introduction to Criminal Justice  CRJU 302 Processes in Criminal Justice  CRJU 303 Police Organization and Management I  CRJU 304 Police Organization and Management II  CRJU 305 Principles of Criminal Law  CRJU 306 Criminal Investigation  CRJU 307 Advanced Police Administration  CRJU 308 Penology  CRJU 309 Team Approaches to Personnel, Resource, and Facility Security  CRJU 310 Police Roles in Society  CRJU 314 Introduction to Criminal Justice Budgeting Systems  CRJU 315 Seminar in Security Administration  CRJU 316 Juvenile Delinquency  CRJU 322 Criminal Justice and Public Policy  CRJU 323 Criminal Justice Thought  CRJU 324 Police Organization and Management II  CRJU 325 Forensic Science - From the Crime Scene to the Crime Lab  CRJU 326 Criminal Procedures  CRJU 330 Police Community Relations  CRJU 335 The Administration of Justice and the Community  CRJU 382 Etiquette, Ethics, Protocol and the Criminal Justice Professional  CRJU 383 Cooperative Field Placement I  CRJU 384 Cooperative Field Placement II  CRJU 408 Criminal Justice and Constitution  CRJU 413 Delinquency Prevention/Control  CRJU 430 Advanced Legal and Technical Writing  CRJU 402 Principles of Criminal Law  CRJU 404 Introduction to Poverty Law  CRJU 405 Women and the Criminal Justice System  CRJU 407 Terrorism: Prevention, Detection, and Prosecution of Perpetrators  CRJU 410 Institutional Corrections  CRJU 412 Civil Rights and Civil Liberties in Law Enforcement  CRJU 414 Judicial Courts and Corrections  CRJU 417 Independent Study Project I  CRJU 418 Independent Study Project II</p>

		CRJU 419 Field Service Training and Internship II CRJU 420 Civil Law Enforcement for Compliance and Health Officers CRJU 422 Investigation of Accidents in the Work place CRJU 423 Seminar in Criminal Justice I CRJU 424 Seminar in Criminal Justice II CRJU 425 Seminar in Criminal Justice III CRJU 426 Judicial Courts and Corrections CRJU 427 Women in Criminal Justice System CRJU 429 Statistics for Criminal Justice Research CRJU 432 Legal Liabilities and Rights of Criminal Justice Professionals CRJU 433 Environmental Crime CRJU 435 Seminar in Criminal Justice I CRJU 436 Seminar in Criminal Justice II CRJU 441 Analysis of Fingerprints CRJU 442 Latent Print Development CRJU 443 Biological Evidence CRJU 483 Cooperative Field Placement III CRJU 484 Cooperative Field Placement IV CRJU 486 Crime Scene Investigation I CRJU 487 Forensic Science Lab I CRJU 489 Advanced Investigative Techniques
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## Coppin State Objections

### 1. Program is duplicative in nature

Above we have addressed the issue of duplication. The proposed major at McDaniel has virtually no overlap with the course offerings at Coppin State. Most students who would choose the applied curriculum at Coppin would not be attracted to the liberal arts model at McDaniel. This is demonstrated the very little overlap in our application pool.

### 2. Proposed program is inconsistent with McDaniel's Mission

We now address concern about our ability to "meet the needs of an increasing diverse student body both in spirit and in letter". Currently McDaniel's Sociology Department's full-time faculty is 50% black and 75% women. Coppin cites their "long history of successfully serving historically underserved populations". McDaniel's 4-year graduation rate of 59%, however, compares favorably to that of Coppin (12%) or UMES (21%) (Table 3).

Internal McDaniel College data on campus comfort, support, and involvement show that African American students are just as comfortable, involved, and feel just as supported on campus as white students. Both surveys are systematic random samples of campus residents with a 95% confidence interval and a confidence interval of 4. The demographics of both samples represent the demographics of all

registered students in the term they represent. Fall 2017 has a response rate of 63% with an N of 255. Spring 2019 had a response rate of 71% with an N of 287.

The Campus Involvement Score in Fall 2017 was computed by assigning the value 1 for each organization a respondent was involved in; 1 for being a leader in that organization and the value of hours per week devoted to the organization's activities. Scores ranged from 0 to 63 with a mean of 10.87. The mean score for African Americans in the sample is 9.30 and the mean score for white students is 11.69. While whites are slightly more involved, the difference in means is not statically significant (Table 5).

Table 5: Campus Involvement Score by Race	African American/Black	Caucasian/White
Below Average (4 and below)	41.7%	39.5%
About Average (5-12)	39.6%	29.9%
Above Average (13 and above)	18.8%	30.5%

Chi-square = 2.980 p-value = 0.225

Campus Comfort is a 6-item computed scale that measures student comfort level on campus (Table 6). The scale has a Cronbach's Alpha of 0.760. It has a mean of 19. Scores range from 6 to 24. Higher values reflect greater comfort. The mean score for African Americans in the sample is 18.41 and the mean score for white students is 19.21. Table 7 shows that there is no statically significant difference by race in campus comfort.

Table 6: Campus Comfort Scale Fall 2017				
Please indicate the extent to which you agree or disagree with the following statements:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. In general, I fit in with other students here	1	2	3	4
b. I find the atmosphere at this college to be very friendly	1	2	3	4
c. I feel left out at this college	1	2	3	4
d. In general, I have been treated fairly on this campus	1	2	3	4
e. I feel comfortable approaching my instructors for advice and assistance	1	2	3	4
f. I feel most of my instructors show little interest in my ideas	1	2	3	4

Table 7: Campus Comfort Scale by Race	African American/Black	Caucasian/White
Below Average (17 and below)	30.4%	19.0%
About Average (18-20)	43.5%	46.0%
Above Average (21 and above)	26.1%	35%

Chi-square = 3.080 p-value = 0.214

Table 8 is the Campus Support Scale for Spring 2019. This scale is a 5-item scale with a Cronbach's Alpha of 0.901 (Table 8). The scale has a mean of 16.99 and a range of 6 to 20. Higher scores indicate higher levels of support. The mean score for African Americans in the sample is 17.07 and the mean score for white students is 17.05. Race does not predict level of campus support (Table 9). African Americans (51.2%) are just as likely to report above average levels of support as White students (49.5%).



Table 8: Campus Support Scale Spring 2019				
Please indicate your level of agreement with the following statements:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I know people upon whom I can always rely	1	2	3	4
b. There are people I talk to about my day	1	2	3	4
c. When I am nervous or worried, I have people, who are there for me	1	2	3	4
d. I have people who genuinely care about me	1	2	3	4
e. If I am injured or ill, I have people who would care for me	1	2	3	4

Table 9: Campus Support by Race	African American/Black	Caucasian/White
Below Average (14 and below)	12.2%	18.0%
About Average (15-17)	36.6%	32.5%
Above Average (18 and above)	51.2%	49.5%

Chi-square = 0.872 p-value = 0.646

### 3. Violation of the state's equal educational opportunities obligation

Coppin State appears to believe that McDaniel intends to offer an online major. This is not the case now, nor has it ever been consistent with the undergraduate model of education at McDaniel. None of the proposed courses for the major are on-line courses nor is there any plan to do so.

In summary, the Department of Sociology at McDaniel College believes that the proposed major at McDaniel will provide an educational opportunity for students who chose to study in Maryland and seek a uniquely liberal arts experience that prepares them for a variety of career paths that include but are not limited to law enforcement and corrections. We maintain that the program does not represent unreasonable duplication of either the program at UMES or Coppin State nor will it cause harm to either program. We also believe that we have demonstrated our ability to provide a nurturing environment for the students who are looking for a small, suburban, liberal arts college.

Sincerely,

*Debra C. Lemke*

Debra C. Lemke, Chair