New Academic Degree Program
Full Proposal Application
South Dakota Board of Regents
Academic Affairs Forms

Internal Ticket ID: 32070
Created: 1/12/2026
Modified: 5/11/2026

Use this form to propose a new degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the System Academic Officer (through the online submission process).

Note: Within the proposal, all references to external sources should be documented with a footnote (including web addresses where applicable).

University BHSU - Black Hills State University
Degree BS : Bachelor of Science — **NA**
Name of Major BCJ : Criminal Justice — **Criminal Justice**
Specialization Required? Yes

Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.

College/Department 6S : BHSU College of Behavioral/Natural Sciences/BSBS : School of Behavioral Sciences
Planned CIP Code 43.0100
WICHE WRRGP Eligibility No

Program Description

1. Provide the working program description that may appear in the university catalog.

The Bachelor's of Science degree in Criminal Justice provides students interested in law enforcement, the criminal legal system, corrections, and general crime and deviance studies with a broad education emphasizing social science principles. The program is designed to provide B.S. students with the skills necessary to enter the workforce as professionals throughout the criminal justice system. As an interdisciplinary program, it also prepares students to study crime and deviance as well as other social sciences at the graduate level. A firm background in critical thinking, writing, methodology, and theory encapsulates a flexible curriculum that allows students to pursue a variety of special interests, such as terrorism, criminal law, and both psychological and sociological factors related to crime and deviance, and the societal response to these phenomena.

2. Does the university request any exceptions to any Board policy for this program?
Explain any requests for exceptions to Board Policy. If not requesting any exceptions, indicate "None."

None

Strategic Impact

3. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

A criminal justice program produces graduates who are in a unique position to accomplish goals articulated in Black Hills State University's mission statement, specifically promoting significant public engagement and generating graduates who make significant contributions to the workforce and the betterment of their community. Public safety, in various forms, promotes the welfare of the community. This includes the wide variety of fields that criminal justice students enter, such as policing, corrections, community-based corrections, and counseling and reintegration services. It prepares graduates to make significant contributions by preparing them not only for entry-level positions but leadership positions within these fields. The program will provide a firm foundation through which to pursue graduate education as well. Criminal justice, as the primary form of formal social control within a society, is engaged with the public. Through rigorous education and interdisciplinary curriculum, graduates will be prepared with the knowledge and desire to engage the public in meaningful ways.

Goal One - Objective Five of the current strategic plan at BHSU focuses on fostering a rich array of career and leadership development opportunities for students. This includes internship programs. There are many internships available to criminal justice students at the federal, state, and local agencies. The availability of a criminal justice education improves the array of career and workforce-oriented majors available at BHSU as the major translates directly into a field with numerous job opportunities and openings. Criminal justice professionals often operate with little supervision in their jobs, thus making the development of leadership skills important within the curriculum of the program. All of these elements accomplish the institutional mission and strategic goals of the university.

Goal Two – Objective Three of the current strategic plan calls for new or substantively modified graduate, major, minor, or certificate programs. The introduction of a criminal justice major and accompanying minor, if deemed appropriate, would help to accomplish this objective. It aligns the university curricula with current and emerging workforce needs. This is especially true in western South Dakota, where there are no criminal justice programs. Since criminal justice is primarily the responsibility of government, it increases student engagement with government agencies as well as community groups and non-profits who often fill treatment needs within community-based corrections. This reinforces Goal One – Objective five mentioned above.

Criminal justice, as an interdisciplinary social science, fits well with the current institutional program array. While criminal justice and criminology are distinct fields of study and distinct academic disciplines, they draw on other social sciences available at the university. Criminal justice has elements of psychology, sociology, political science, and human services within the field. This reduces the resources required to operate a criminal justice major while improving educational outcomes. The distinct elements of the field will be available to students, providing them with a fuller array of social sciences to choose from, and will complement other programs within the university, which can also draw on the expertise contained within the criminal justice field. Criminal justice, in many ways, is intertwined with the other social sciences in the professional spheres as well. Human services professionals often work with criminal justice agencies. Political science deals with criminal justice issues both nationally and internationally, while psychology and sociology provide some of the theoretical schools of thought within the field.

If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.

NA

4. How does the program connect to the Board of Regent's Strategic Plan?

Goal four in the SDBOR strategic plan (2022-2027) focuses primarily on workforce and economic development. Relevant objectives addressed by the new program under goal four include:

Align new or enhanced undergraduate programs to the South Dakota and national workforce.

Increase awareness of placement needs, and opportunities within South Dakota for graduates.

Promote strategic investments in critical need areas to fuel South Dakota's knowledge based economy.

The new program in criminal justice aligns with the need for increased education for practitioners within the criminal justice system. It provides educational opportunities for students and practitioners on the western side of the state. The bachelor's degree in criminal justice also prepares students well for post-graduate study within the State of South Dakota, including the University of South Dakota's Knudsen School of Law or their Master's of Administration degree with a concentration in criminal justice administration (housed in USD's Beacom School of Business). In addition, the proposed program provides another path into master's level counseling programs (e.g. SDSU's Rapid City program), and master's levels social work programs (e.g. USD's MSW program), particularly for students interested in working within criminal justice settings.

Since criminal justice graduates work in a variety of fields, criminal justice professionals would help to increase the number of treatment professionals both within and outside of the criminal justice system itself. This includes practitioners in critical areas such as drug addiction counseling, re-entry services, various offender monitoring programs, and treatment programs for delinquent youth. By increasing the capacity to treat delinquent youth, South Dakota could not only increase opportunities for employment of college graduates but decrease the number of delinquents transferred out of state for rehabilitation and treatment. Criminal justice graduates can also pursue licensing as an associate social worker and addictions counselor trainee. These lead to more advanced licensure with experience.

The criminal justice degree at BHSU would represent an investment in the knowledge-based economy of South Dakota by producing graduates equipped to provide advanced knowledge-based skills such as crime mapping, data analytics, and research skills to criminal justice agencies and other fields. Other fields such as cyber-crime, geospatial intelligence, and risk-terrain analysis are all skills that will be taught throughout the curriculum. These are all in-demand knowledge-based skills that have a wide base of application from assisting public agencies to starting businesses based on providing these services to a variety of entities within and beyond the state.

Goal three in the SDBOR strategic plan calls for academic excellence, improvement in student outcomes, and educational attainment. Relevant sub-goals include:

Prioritize programs with high-impact practices and workforce alignment

Initiate collaborative partnerships for STEM pathways.

The proposed major at BHSU will emphasize high-impact practices including internships, a research lab, and a collaborative forensic experience designed to expose students to a variety of educational experiences that focus on experiential learning. The program, through the core classes, will offer simulations, promote critical thinking, and be writing intensive. These components have a high impact on student learning. Established partnerships with various agencies in

the area will provide hands-on experiences including possible training as a reserve officer, working with the courts as administrative assistants, and working with various community-based programs connected to the criminal justice field.

Criminal Justice emphasizes a basic understanding of statistics and methods with an emphasis on technical skills associated with crime analysis and crime mapping as well as cybercrime. A research lab, established in conjunction with the program along with existing faculty expertise will be used to assist students in gaining technical expertise necessary for a modern criminal justice system. These skills promote partnerships with STEM pathways as public safety becomes more technically complex and even policing departments are demanding more technical expertise from their officers, deputies, and troopers. STEM pathways such as computer science fit seamlessly with criminal justice and provide not only the pathways but also the workforce opportunities that are emerging in the current labor market.

Program Summary

5. If a new degree is proposed, what is the rationale?
This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

No new degree is proposed.

6. What modality/modalities will be used to offer the new program?
Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date	
On Campus	Yes	Fall 2026	
	Yes/No	**Location(s)**	**Intended Start Date**
Off Campus Location	Yes	BHSU Rapid City	Fall 2026
	Yes/No	**Delivery Method(s)**	**Intended Start Date**
Distance Delivery	Yes	Online	Fall 2026

	Yes/No	Identify Institutions
Does another BOR institution already have authorization to offer the program online?	Yes	he University of South Dakota and Northern State University both offer a Bachelor of Science in Criminal Justice. South Dakota State University offers a Bachelor of Arts degree in Criminology which is closely related. Every comprehensive university in the state offers the degree except for BHSU.

7. If the program will be offered through distance delivery, identify the planned instructional modality:

Both / HyFlex

8. What are the student learning outcomes for this program?

Learning Outcomes are aligned with ACJS Standards
1. Criminal Justice System Knowledge: Explain and critically analyze the structure, functions, and interrelationships of the primary components of the criminal justice system, including law enforcement, courts, and corrections.
2. Criminological Theory Application: Apply major criminological theories to interpret patterns of crime, criminal behavior, victimization, and justice system responses.
3. Research Methods and Data Literacy: Design, evaluate, and interpret quantitative and qualitative research related to crime and criminal justice policy, including assessment of research validity, reliability, and methodological limitations.
4. Statistical and Analytical Skills: Interpret and apply basic statistical analyses and data interpretation techniques to examine crime trends, criminal justice outcomes, and empirical research findings.
5. Ethical Decision-Making and Professional Responsibility: Evaluate criminal justice practices and policies using ethical frameworks, constitutional principles, and professional standards applicable to criminal justice professions.
6. Social Context: Analyze how race, ethnicity, gender, socioeconomic status, and cultural factors influence crime, victimization, and the functioning of the criminal justice system.
7. Policy Analysis and Evidence-Based Practice: Assess criminal justice policies and programs using evidence-based approaches and develop informed recommendations for addressing contemporary criminal justice issues.
8. Professional Communication: Demonstrate effective written and oral communication skills appropriate to criminal justice settings, including the preparation of research reports, policy briefs, and analytical presentations.
9. Critical Thinking and Problem Solving: Apply critical thinking and analytical reasoning to evaluate complex criminal justice problems and develop informed solutions based on theory and empirical evidence.
10. Integration of Theory and Practice: Integrate criminological theory, research methods, and professional skills through applied learning experiences such as internships, fieldwork, simulations, or capstone projects.

9. For associate's and bachelor's degree proposals, identify the 3-5 AAC&U Essential Learning Outcomes that have been selected for this program.
Use the chart below to indicate the student learning outcomes that align to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5).

Essential Learning Outcomes (AAC&U)	Student Learning Outcomes
Inquiry and Analysis	
Critical and Creative Thinking	SLO 2: Criminological Theory Application
Information Literacy	SLO 3: Research Methods and Data Literacy; SLO 4: Statistical and Analytical Skills
Teamwork	
Problem Solving	SLO 9: Critical Thinking and Problem Solving
Civic Knowledge and Engagement	SLO 1: Criminal Justice System Knowledge
Intercultural Knowledge	SLO 6: Social Context
Ethical Reasoning	
Foundational Lifelong Learning Skills	
Integrative Learning	

10. Enter the number of credit hours required to graduate

Credit Hours	120

11.Complete the following tables to provide a degree program curriculum summary.

A. Table 1 –Total Program Degree Credit Hours

	Credit Hours In Program	
	Hours Per Requirement	%Total Hours
System General Education Requirements	27	
Subtotal - Gen Ed Requirements	27	%
Program Requirements		
Required Support Courses	0	
Major Requirements	36	
Major Electives	15	
Subtotal - Program Requirements	51	%
Free Electives	42	
Subtotal - Free Electives	42	%
Degree Total	120	%

**Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.*

B. Table 2 – Insert Required Program Support Courses Impacting Other Programs (outside department). Do not include General Education courses.

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

C. Table 3 – Insert Major Requirements (within department)

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

D. Table 4 – Insert Major Electives

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

12. New Course Approval
New courses required to implement the new degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

No

Academic Quality

13. What peer institutions and current national standards will be referenced to develop the curriculum for this program?
Peer Institution: Regional and Competitive institutions. Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

There are no national accreditation standards for undergraduate criminal justice or criminology programs, but there are national quality standards. These will be incorporated into the proposed program. They can be found at the following website under bachelor's degree standards:

Academy of Criminal Justice Sciences Program Endorsement
There are three existing programs at BOR schools within the state. These are referenced below:
1. University of South Dakota
University of South Dakota Criminal Justice - https://www.usd.edu/Academics/Colleges-and-Schools/college-of-arts-sciences/political-science
2. South Dakota State University
South Dakota State Criminology Program - https://www.sdstate.edu/school-psychology-sociology-rural-studies
3. Northern State University
Northern State Criminal Justice Program -
-https://northern.edu/academics/college-arts-and-sciences/departments/history-and-social-sciences

The proposed program will have some elements in common with these programs. This allows cooperation between the universities and expands the availability of online courses that are part of, but not a complete program. This will benefit all of the schools offering criminal justice or similar degrees as it increases the number of courses available online to students at BOR schools. The program at BHSU will have a distinct focus on core competencies in criminal justice as well as technical and practical skill training. It will also serve a different population related to the geographic location of the university on the western side of the state.

Additional program formats were consulted as part of the development of the criminal justice program. These programs are listed below.

1. University of South Alabama – 9,241 undergraduate, 13,992 total enrollment
University of South Alabama Criminal Justice - https://www.southalabama.edu/colleges/artsandsci/pscj/
2. Colorado Mesa University – 9,473 undergraduate, 9,785 total enrollment
Colorado Mesa Criminal Justice Program - https://catalog.coloradomesa.edu/areas-study/criminal-justice/criminal-justice-ba/
3. Chadron State College – 1,690 undergraduate, 2098 total enrollment
Chadron State Criminal Justice Program - https://www.csc.edu/academics/justicestudies/
4. Old Dominion University – 17,504 undergraduate, 23,469 total enrollment
Old Dominion University Criminal Justice Program - https://www.odu.edu/academics/programs/undergraduate/criminal-justice
5. University of Nebraska Omaha – 11,859 undergraduate, 15,051 total enrollment
University of Nebraska Omaha Criminal Justice - https://www.unomaha.edu/college-of-public-affairs-and-community-service/criminology-and-criminal-justice/index.php

14. What program accreditation is available, if any?

There is no program accreditation, only program endorsement by the Academy of Criminal Justice Sciences.

15. Will the proposed program pursue accreditation or certifications?

No

If no, why has the department elected not to pursue accreditation for the program?

Accreditation in not available for criminal justice or criminology programs. The program will pursue program endorsement from Academy of Criminal Justice Sciences.

16. Did the university engage any developmental consultants to assist with the development of the curriculum? Did the university consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of the curriculum?
Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.

No

17. Inclusion of High Impact Practices (HIP) across all undergraduate programs is a strategic priority of the Board of Regents to enhance academic quality and increase student engagement. For associate's and bachelor's degree proposals, which HIPs will faculty embed into the program?
Mark all that apply. To be considered as a HIP program, two or more should be selected and required in the program.

High Impact Practices	Included
Capstone courses and projects	Yes
Collaborative assignments and projects	Yes
Common intellectual experiences	No
Diversity/global learning	No
ePortfolios	No
First year experiences	No
Internships	Yes
Learning communities	No
Service learning, community-based learning	No
Writing intensive courses	No
Undergraduate research	Yes

18. For associate's and bachelor's degree proposals, discuss how HIPs will be embedded into the program

Your discussion should provide examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. (eg "students will be required to participate in an internship during their third year of enrollment in order to develop skills in...").

High impact practices will be incorporated into both required and optional components of the criminal justice major, ensuring that all students are exposed to an adequate number of practices to justify the program as a high impact program.

A capstone course, CJUS 460: Advanced Criminology, will contain the capstone project and will be taken during the 4th year of study, and will be a required component of the program. This course will involve professional preparation, coverage of advanced criminological topics, and preparation of the capstone project in-depth research into a topic of interest for the student involving the establishment of a problem, exploration of the extant literature, and research supporting policy or research initiatives needed to possibly address the identified issue. This capstone project will bring together skills learned throughout the program including theoretical understanding, knowledge of the extant academic literature, policy knowledge and analysis, as well as research methods and evaluation to develop a coherent product identifying a problem of concern (including critical gaps in academic literature or problems within the criminal justice system) and proposing policy or research initiatives to address these.

Internships provide an excellent opportunity for students to develop practical experience in the field before graduation. Internships will be offered during the 3rd and 4th (junior and senior standing) years of the program. These will be optional but highly encouraged. The School of Behavioral Sciences already has a well-functioning internship program that will facilitate the placement of criminal justice students with appropriate agencies. Students will be allowed to complete between 1 and 6 hours of internship credit towards program completion.

Undergraduate research provides high impact practices that can affect students greatly and expose them to new ways of inquiry as well as providing students with job-applicable skills which will provide them with advanced opportunities in the workplace. The criminal justice program offers several opportunities for undergraduate research. The first is the required research experience associated with SOC 307 and SOC 308, which are research methods 1 and 2 respectively. In these courses, students will learn the basics of research methodology as well as analysis in multiple modalities of inquiry covering both quantitative and qualitative aspects of research. Within these classes, the students conduct group-based research projects utilizing real-world data from data collection to cleaning and analysis. These are required, and students have the optional opportunity to present their research at a professional conference or the Black Hills Research Symposium.

A second optional opportunity provided within the criminal justice program is the opportunity to participate in the criminal justice and social science research lab, where students learn more advanced research skills under the supervision of criminal justice and human services faculty. These research experiences will result in tangible products from the collaboration of faculty and students. These will include possible presentations at conferences, publications in traditional or undergraduate journals and most importantly will involve students directly with faculty and their research in the field. The lab at Black Hills State will promote job-ready skills such as data analysis, management of databases and large datasets, spatial analysis and mapping, and skills working with and analyzing longitudinal datasets.

Collaborative Assignments and Projects

Collaboration with others and working in teams is a required element in today's job fields, and high-impact practices that teach these skills are critical to workplace success. Working as a team is indispensable in many aspects of criminal justice. Collaborative assignments and projects, which are a required part of the program, will be dispersed throughout the program curriculum, but there are several that stand out as particularly impactful. Two classes, SOC 307 and 308 are focused on working in groups to understand and facilitate research in several ways. Students are expected to work in groups to analyze and present data. This involves collaboration involving workload, assignment and coordination of assignment-critical tasks, and preparation and participation in the presentation of a finished product. This will take place in both these classes as integral parts of the courses.

CJUS 460: Advanced Criminology, serves as the capstone course for the program. This course will involve team-based learning as critical concepts in criminal justice are reviewed and new ways of addressing scenarios is developed (Fink, 2002). This team-based learning experience will continue throughout the course by implementing a team-based learning design developed on individual project section development fostered by a dynamic team feedback process. This improves individual work while allowing a team to produce a more coherent and complete project. This can promote individual accountability while maintaining a team-based learning atmosphere (Stein, Colyer, & Manning, 2016).

Student Success

This section outlines the university's plan to assess student achievement of the program learning outcomes.

19. Complete the table below to provide evidence of a preliminary assessment plan. Place an asterisk next to assessments that are national or state-level instruments.

Note: It is only necessary to indicate the summative assessment for each outcome, not the formative assessments used throughout the program.

Program Learning Outcome	Course	Summative Assessment
Criminal Justice System Knowledge	CJUS 210, CJUS 429	Exams, Case Analysis Papers
Criminological Theory Application	CJUS 351, CJUS 460	Theory Analysis Papers, Exams
Research Methods and Data Literacy	SOC 307, SOC 308	Research Proposal, Research Project
Statistical and Analytical Skills	SOC 308	Data Analysis Assignments, Exams
Ethical Decision-Making and Professional Responsibility	CJUS 203, CJUS 431, CJUS 430	Ethics Case Study, Exams, Simulations

20. How will outcomes for graduates of the program be assessed?

Outcomes may include employment and placement rates, licensure examination pass rates, acceptance rates to graduate school, student or employer surveys, or other assessments of graduate outcomes.

Assessment of outcomes for graduates will be measured using the ETS© Major Field Test for Criminal Justice, given shortly before finals week in the last term before graduation. This nationally normed test will provide information on how graduates compare to other criminal justice graduates nationwide as well as information on their performance in specific subject areas within criminal justice. In addition, employment/placement rates or enrollment in graduate school will be tracked as possible given resources and ability to contact graduates with information provided before graduation.

Duplication and Competition

21. Do any related programs exist at other public universities in South Dakota?
A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate none.

Related programs are offered at the University of South Dakota, South Dakota State University, and Northern State University. Black Hills State is the only comprehensive liberal arts university without this major. BHSU is located 366.66 miles from USD, 349.97 miles from SDSU, and 271.50 miles from Northern State University (linear distance). This makes it inconvenient and impractical for many people on the western side of the state to relocate in order to study in related programs at other South Dakota universities. BHSU is the only 4-year institution in the western part of the state and within close proximity to one of the two major population centers in the state. This warrants the establishment of a new program serving people and communities in the western portion of the state, especially within the growing Black Hills region of South Dakota and western Wyoming – a region also containing the second largest metro area of SD – the Rapid City Metropolitan Statistical Area (RPMSA). Geographic distance, however, is not the only reason to establish an additional program within the regental system.

The three other regental schools that have criminal justice related programs follow a somewhat similar type of criminal justice education, but proposed BHSU curriculum has several notable differences. Northern State University requires 24 hours of specific courses, nine of which are statistics, methods, and a capstone course. USD also requires 24 hours of criminal justice courses but no statistics or methods courses. SDSU's criminology program requires 12 hours of criminal justice related courses along with 12 hours of unstructured electives. NSU and SDSU's programs are linked more with a sociological approach while USD is linked more closely with political science. All of these approaches are good and have strengths.

BHSU's program would require a strong core of 36 hours of required courses for knowledge that is expected of criminal justice practitioners. This curriculum would combine elements from human services, political science, psychology, and sociology with criminal justice specific knowledge better positioning graduates to enter the workforce in a variety of fields within the criminal justice system. Human services classes such as crisis intervention, case management, and program evaluation are not available in the curriculum in other regental programs. Knowledge and skills derived from these courses open additional employment opportunities for students outside of traditional policing and probation/parole. The program at BHSU would be designed to educate students in the fundamentals of a community-oriented criminal justice system in order to meet the workforce needs of a rapidly changing field (Clear, 2018). Policing, courts, and corrections all continue to shift focus to community-based needs and approaches in search of a criminal justice ideal. With three social science disciplines in one school (School of Behavioral Sciences), BHSU is in a unique position to provide multidisciplinary education along with a strong criminal justice core that diversifies the knowledge, skills, and abilities needed to enter a variety of criminal justice fields upon graduation as well as attend graduate school. In summary, the program compliments other offerings in the state rather than competes with them and offers educational opportunities in the western part of the state. It also serves agencies in the western part of the state including various local agencies, state agencies headquartered in Pierre, and federal agencies headquartered in Rapid City. It is located in an area accessible to several Native American reservations as well as a large and soon to be expanding military base (SecAF/PA, 2025). These will all be well-served by a criminal justice program at BHSU.

A. If yes, defend the need for an additional program within the state, Include IPEDS enrollment data and additional data as needed.

Internal enrollment data displayed in Table 1 shows that enrollment is strong at all of the Regental schools, and would likely also experience strong demand at BHSU.

Table 1. Enrollment at BOR Schools from Fall 2019 to Fall 2025

Program	F19	S20	F20	S21	F21	S22	F22	S23	F23	S24	F24	S25	F25
NSU Criminal Justice (BA)	41	39	45	44	53	51	43	49	57	52	53	50	50
SDSU Criminology (BA)	—	—	—	—	3	4	3	5	10	11	18	14	14
SDSU Criminology (BS)	—	—	18	41	80	82	117	119	127	126	137	—	—
USD Criminal Justice Studies (BA)	177	152	136	124	148	129	136	140	154	152	156	152	146
USD Criminal Justice (BS)	59	55	57	61	54	55	62	55	54	49	55	53	50

Source: Internal Enrollment Information

As Table 1 shows, enrollment at SDBOR schools is consistent and relatively high. The addition of a criminology program at SDSU in fall of 2021 had little impact on enrollment at other schools, demonstrating a widespread interest in and need of a criminal justice program as well as the viability of such a major at BHSU. Enrollment has remained steady at each institution which is consistent with national trends in criminal justice degree conferment displayed in table 2.

Table 2. Bachelor's Degrees Conferred by Postsecondary Institutions, by Field (Criminal Justice)

Year	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21
Graduates	60,264	62,416	62,723	61,159	59,553	58,121	57,333	57,044	58,009

B. If yes, would this program be a candidate for Regental system collaboration?

Equivalent courses could be shared among the universities. The program would also produce qualified candidates for M.S. in Administration program at USD with a concentration in criminal justice studies. The overlapping classes, some of which are taught online, could be used to bolster the number of classes available to students at BOR schools. This provides additional flexibility in programming at all colleges with criminal justice and criminology programs.

22. Do any related programs exist at any non-Regental college or university within 150 miles of the university?
List those programs here:

No comparable bachelor's degree programs exist at non-Regental colleges or universities within 150 miles. Chadron State College in Nebraska offers a bachelor's degree in Criminal Justice - and is 153 miles from BHSU.

Western Dakota Technical College offers an AS in Criminal Justice - and is 52 miles from BHSU.

A. If yes, use IPEDS to identify the enrollment in those programs.

There were 17 graduates from Chadron's Criminal Justice program (332 total bachelor's degree completers) in 2023-24.
There were 17 graduates from WDTC's AS Criminal Justice program (240 total AS degree completers) in 2023-24.

B. What evidence suggests there is unmet student demand for the proposed program, or that the proposed program would attract students away from the existing program?

BHSU will develop an articulation agreement with WDTC to allow AS degree completers to easily matriculate into BHSU's BS program in Criminal Justice. Criminal Justice programs are traditionally popular at many colleges throughout the nation, with enrollment in these programs remaining steady. A new criminal justice program might draw a very limited number of students from other majors within the university. Enrollment in the law and justice tracks within Human Services and Sociology is high demonstrating student interest in criminal justice.

Market Demand

This section establishes the market demand for the proposed program (eg Regental system need, institutional need, workforce need). Use the following sources for your data:

- South Dakota Department of Labor & Regulation
- O-Net
- US Department of Labor Projections Central
- SDBOR Workforce and Degree Gap Analysis Report

23. What is the expected growth of the industry or occupation in South Dakota and nationally?
Include the number of openings, as well as the percentage of growth when possible.

Criminal Justice Employment Projections: Regional & State Trends

Demand for criminal justice related employment is expected to increase steadily at the regional and state levels as the population in the Black Hills region and state grows. While there is no official standard for the ratio of law enforcement officers per the size of a given population, a rising population generally indicates that agencies in that region are likely to experience increasing calls for service (CFS) - an indication of demand. In the greater Black Hills region of South Dakota , Pennington, Lawrence, Meade, Butte, and Custer Counties all experienced population growth between 2010 and 2020, as did Weston and Crook Counties of Wyoming (U.S. Census 2026). Around 50 percent of South Dakotans live in two of the state's three metro areas – the Sioux Falls Metropolitan Statistical Area and the Rapid City Metropolitan Statistical Area (RCMSA) (Avelino 2025). As such, the following analysis focuses on employment projections for the largest population center in the Black Hills region – the RCMSA – and the overall State of South Dakota.

Rapid City government officials estimate that their city population gained nearly 10,000 residents between 2020 and 2025 (Keene 2025). Concurrently, the Rapid City Police Department experienced a 13 percent increase in calls for service between 2020 (122,163) and 2024 (138,323) (Rapid City 2025) while Pennington County Sheriff's Office experienced a 31 percent increase within that same timeframe (45,407 in 2020 to 59,639 in 2024) (Pennington County Sheriff 2025). Relatedly, the South Dakota Department of Labor and Regulation projects that occupations most closely related to criminal justice are expected to steadily expand in the region and state (SDDLR 2024). Table 3 below summarizes the estimated changes in the number of criminal justice related occupations for the RCMSA and the State of South Dakota between 2022 and 2032. Some data were unavailable for the RCMSA, but the overall trend is one of growing demand. Such growth is notable given that recruiting and retaining criminal justice professionals is a well-documented challenge, as will be discussed below.

Table 3. Employment Projection Estimates for Criminal Justice Related Occupations in the Rapid City Metropolitan Statistical Area (RCMSA) and State of South Dakota (SD) between 2022 to 2032

Criminal Justice Occupation	RCMSA # of Jobs, % Change by 2032	SD # of Jobs, % Change by 2032
Police and Sheriff's Patrol Officers	306 (+1.7%)	2,032 (+3.79%)
Detectives and Criminal Investigators	49 (+2.1%)	248 (+2.48%)
First-line Supervisors of Police and Detectives	34 (+3.0%)	217 (+3.33%)
Correctional Officers and Jailers	214 (+0.9%)	1,443 (+2.34%)
First-line Supervisors of Correctional Officers	NO DATA	54 (+3.85%)
Probation Officers and Correctional Treatment Specialists	45 (-2.2%)	358 (+0.28%)
Protective Services Workers, All Other	NO DATA	101 (+3.06%)
First-line Supervisors of Protective Services Workers, All Other	NO DATA	57 (+1.79%)
Fish and Game Wardens	NO DATA	135 (+0.75%)
Gambling Surveillance Officers and Gambling Investigators	NO DATA	92 (+8.24%)
Total Jobs Change for Available Data	+13	+122

Given the complexity and breadth of the criminal justice system, the table above is not an exhaustive list of all occupations for which someone might pursue undergraduate training in criminal justice. Some occupations are less exclusive to the criminal justice system, but still work within its purview, including drug and alcohol rehabilitation counselors, social workers, social and human service assistants, lawyers, and others. Many of these occupations are also projected to grow, but they require graduate credentials (e.g. MSW, JD, LPC-MH, etc.). Students who pursue these professions within a criminal justice context may first desire a solid undergraduate background in criminal justice.

Criminal Justice Employment Projections: National Trends

National trends in criminal justice related occupations also reflect a steady increase in demand. As stated in a March 2024 report in the FBI's Law Enforcement Bulletin, law enforcement resignation and retirement rates have risen sharply in recent years while the number of law enforcement recruits has declined – between "27% to 60%, depending on the area" (Karch 2024). In response, many agencies have altered or changed their recruiting standards – including lowering educational requirements. As Karch (2024) highlighted, however, standards that attract less-educated, less-fit, and/or more financially desperate recruits create an additional set of challenges. Still many departments like the Rapid City Police Department retain some higher education requirements (e.g. one qualifying requirement with RCPD is an associate's degree or 64 hours of college credit from an accredited institution) among their standards (RCPD 2026). College-level skills like data analysis and grant writing are particularly valuable to agencies like RCPD, whose operations involve significant assessment and reporting obligations and are subsidized by grants from the US Department of Justice, US Department of Homeland Security, and other external sources (NAACP 2026). Many federal agencies also require college-level skills and/or credentials. Below, Table 4 details national trends in employment projections for criminal justice related occupations from 2024 to 2034 according to Bureau of Labor Statistics data (BLS 2026). The data again demonstrates an overall trend of growth.

Table 4. Employment Projection Estimates for Criminal Justice Related Occupations in the United States between 2024 and 2034

Criminal Justice Occupation	Nation # of Jobs, % Change by 2034
Police and Sheriff's Patrol Officers	674,600 (+3.4%)
Detectives and Criminal Investigators	75,500 (+2.9%)
First-line Supervisors of Police and Detectives	153,300 (+3.3%)

Correctional Officers and Jailers 329,000 (-7.7%)
First-line Supervisors of Correctional Officers 52,700 (-2.8%)
Probation Officers and Correctional Treatment Specialists 92,300 (+2.6%)
Protective Services Workers, All Other 184,500 (+1.4%)
First-line Supervisors of Protective Services Workers, All Other 30,200 (+3.0%)
Fish and Game Wardens 100,000 (-6.0%)
Gambling Surveillance Officers and Gambling Investigators 51,000 (+3.4%)

As with Table 3, Table 4 is not an exhaustive list of projections for all criminal justice related occupations. Other occupations like transit and railroad police, bailiffs, public and private security, federal positions, and a variety of other professional roles for which an undergraduate degree in criminal justice would be appropriate are not included. Overall, the Bureau of Labor Statistics' Occupational Outlook Handbook (BLS 2025) projects that employment for "Police and Detectives" is expected to increase by 3% (as fast as average) between 2024 to 2034 with a total number of 826,800 jobs – likely including some of the more specific occupations listed above.

24. What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?

According to the 2024 Recruitment and Retention Survey from the International Association of Chiefs of Police (IACP), staffing shortages are a "continuing crisis" for law enforcement agencies nationwide (IACP 2025). Out of the 1,159 U.S. law enforcement agencies surveyed by IACP in 2024, over 70% reported more difficulty with recruiting compared with five years earlier with a near 10% deficit in staffing levels (IACP 2025). These are the most authoritative data on overall unmet staffing needs for police departments in the United States. Such recruiting struggles extend to rural Western South Dakota and statewide. During a January 20th, 2026 House Transportation Committee meeting in Pierre, the Department of Public Safey Secretary Bob Perry reported that the South Dakota Highway Patrol is having difficulty maintaining adequate staffing, especially within the rural "West River" part of the state – home to BHSU (Hult 2026). According to the South Dakota Attorney General's Police and Sheriff Management Studies, the overall statewide trend in police and sheriff turnover between 2000 to 2022 has been an increase – from 48% police turnover in 2000 to 78% in 2022 (Huber 2023). While a significant portion of such turnover is due to transferring to other departments for better pay, promotions, etc., turnover is also affected by misconduct and underperformance. A growing body of research suggests that college-educated police officers have a lower risk for misconduct and have better investigative outcomes on average, indicating potential benefits for the departments and communities they serve (including retention) (Katsapis 2025). Working in tandem with regional and state law enforcement agencies, the BHSU Criminal Justice program would be an additional resource for recruiting high quality law enforcement officers and other criminal justice roles at a time where public safety organizations need an all-of-the-above approach.

25. What salaries can program graduates expect to earn in South Dakota and nationally?

Salaries for graduates of undergraduate criminal justice programs vary significantly by region, career stage, and role. South Dakota has significantly lower pay across many occupations as the median household income in the state in 2023 was $72,421 and $80,610 nationwide (U.S. Census 2024). Additionally, entry level earnings for law enforcement officers are often significantly lower than even their mid-career earnings given the strong advancement opportunities into law enforcement administration and leadership. The 2024 median pay for "police and detectives" according to the Bureau of Labor Statistics Occupational Outlook Handbook was $77,270 per year ($37.15 per hour) (BLS 2025). Pay in the Black Hills region for entry-level law enforcement is somewhat lower with Spearfish Police Department offering a starting wage of $31.97/hour and Rapid City Police Department at $31.02/hour. However, Spearfish PD offers a $6,000 sign-on bonus, a $500/month housing allowance for up to 8 months, zero-cost health insurance, State of South Dakota retirement plan (SDRS), overtime pay, and other benefits (Spearfish 2026). The Rapid City PD also offers $250/month student loan reimbursement, low-cost health insurance, SDRS retirement plan, overtime pay, and other benefits (RCPD 2025). At the state level, the South Dakota Highway Patrol (SDHP) pay starts at $30.08 an hour, offers of a $5,000 hiring bonus for certified law enforcement officers who can pass the reciprocity exam and skills test, health insurance benefits, retirement via SDRS, and opportunity for overtime and holiday pay (SD BHR 2025). At 40 hours per week, the SDHP annual entry-level salary works out to around $62,000 per year. Earning promotions can yield significantly more pay with the SD Highway Patrol Lieutenant for Western South Dakota earning $105,000 per year (Open SD 2026). Experience, specialization (e.g. cyber crime, special response teams, etc.), and career advancement all create strong earnings trajectories for knowledgeable, skillful, and dedicated professionals working within the criminal justice system. The lower cost of tuition within the State of South Dakota combined with the opportunities to earn greater wages in criminal justice positions outside of the state make an undergraduate criminal justice program a good investment for both in-state and out-of-state students. The out-of-state tuition for BHSU (~$12,000) is competitive with in-state tuition for states like Colorado (~$12,000) - perhaps more so when considering room and board, but in Colorado the starting pay for a Colorado State Trooper is around $91,000 / year (CSP 2025).

26. Optional: Provide any additional evidence of regional demand for the program.
e.g. prospective student interest survey data, letters of support from employers, community needs...

Student Demand

27. Provide evidence of student completers/graduates at that degree level at peer institutions that offer the same/similar program using data obtained from IPEDS.
Peer Institution: Regional and Competitive institutions. Choose programs not already listed in question 11. Use the most recent year available.

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
Western Illinois University	IL : Illinois	Criminal Justice	9	1112
University of South Alabama	AL : Alabama	Criminal Justice	29	1772
Northern Arizona University	AZ : Arizona	Criminal Justice	17	2148

28. What evidence suggests there is interest from prospective students for this program at the university?

Tertiary information regarding student interest is present. Online criminological classes offered by BHSU have consistently seen high enrollment. There is high enrollment in introduction to criminal justice classes offered by BHSU as well, which serve as a general social science option for SDBOR schools. There have been requests for transfers from community colleges in Wyoming requesting criminal justice course equivalency. The majority of BHSU sociology majors are also in the law and justice track, which focuses on criminal justice. The criminal justice certificate is also a very popular option at BHSU. Finally, prospective student visiting BHSU request to meet with professors in criminal justice.

Enrollment

29. Are students enrolling in this program expected to be new to the university or redirected from existing programs at the university?

Some of the current students in the Law and Justice specialization in the BS in Sociology as well as the Justice Studies emphasis in the BS in Human Services may prefer to graduate with a BS in Criminal Justice. Many of these students in the Sociology and the Human Services majors intend to work in law enforcement. Having a major, like Criminal Justice, that clearly connects their education to their career objective could be beneficial when applying for jobs. The addition of a criminal justice program is also expected to enroll new students at the university, particularly from other states such as WY and CO. BHSU will also develop an articulation agreement with Western Dakota Technical College allowing an easy transition from WDT's AS in Criminal Justice to BHSU's BS in Criminal Justice.

30. Complete the enrollment worksheet to provide an enrollment projection for the next six academic years

Worksheet Completed	Yes

31. What is the minimum number of students required in this program to break even, with respect to the budget?

The minimum number of students required to break even be around 22 students enrolled at any level of the program.

32. Discuss the assumptions informing your enrollment estimates.
(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

The assumptions used for enrollment estimates utilize internal enrollment data for BOR institutions as well as IPEDS trends for overall majors in criminal justice. The national trend for criminal justice and protective field majors is stable and flat after a period of substantial growth. Internal data at other BOR schools was used, adjusted for overall college size. In addition, the existence of other social science programs which might draw from the pool of potential criminal justice students was confirmed at BOR institutions, thus providing the best scenarios for student enrollment at BHSU. Patterns exhibited in the growth and stabilization of students at these schools was used to provide conservative estimates for BHSU's projected enrollment in the program. Population within the service area and the wide service area without any competing colleges or universities (Western Wyoming for example) was not factored into the estimates to prevent the risk of overestimation of the enrollment projections.

33. If projected program enrollment is not realized in year two, what actions is the university prepared to take?

Program enrollment the first year is expected to be difficult due to the inability to advertise the program before launch in August. With the conservative estimates, however, this should not be a problem. If enrollment is not realized in year two, however, the university is prepared to mobilize resources and existing community connections formed in the School of Behavioral Sciences to further publicize the program to high school students, criminal justice associated agencies throughout the area, and other local methods of recruitment throughout the community and throughout the university. Beyond this, the marketing department can be used to further provide exposure of the program to target audiences beyond the reach of the resources within the School of Behavioral Sciences. The school can create appropriate materials to be approved and disseminated through the marketing department.

Additional recruitment strategies can be implemented as well. Articulation agreements with junior colleges within the service area of BHSU will be pursued, including the Wyoming Community College system (Gillette and Sheridan Community Colleges) as well as collaborating with Western Dakota Technical College if feasible.

34. Discuss the marketing and recruitment plan for the program
Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).

The marketing plan includes a multi-pronged strategy aimed at recruiting students through departmental efforts and program design, coordination of marketing efforts through the university marketing department, and retention of students through high-impact practices such as hands-on training and internship experiences, exposure to technology related to various components of the CJ system, and experiential learning and university/local community engagement.

Recruitment strategies will include partnerships with various local agencies, many with which the university has a pre-existing relationship with. These include local, county, state, and federal law enforcement agencies in the western area of the state. A few of these are Lawrence, Meade, Butte, and Pennington County Sheriff's departments, Spearfish, Sturgis, Belle Fourche, and Rapid City Police Departments, the state Attorney General's office branch based out of Rapid City, Court Services in a five-county area, and Federal Fish and Wildlife services. These provide not only information to employees, but also perspective students outside of their agencies. These agencies also contribute to the opportunities for high-impact practices by offering hands-on training for students, internships, and the most current information on technology within law enforcement, courts, and corrections.

The School of Behavioral Sciences, Human Services Department, has well-established relationships with multiple secondary school systems in the area which will aid in recruitment. Two faculty members in human services, including a criminologist, speak regularly at area high schools in both Rapid City and Spearfish, and are connected with the pathways academies in Rapid City. These serve as excellent recruiting tools for engaging prospective college students at multiple points throughout their high school careers. Partnerships and lines of communication also exist between the School of Behavioral Science and community college systems located in both South Dakota and Wyoming.

Program design can also assist with effective recruiting. The program is designed to offer courses on important current extant topics in criminal justice and criminology, making the program appealing to students who are interested in multiple aspects of criminal justice beyond policing. Investigations, forensic science, crime analysis, homeland security, and other salient topics are built into the program and are designed to maintain student interest. The existence of a criminal justice program with adequate flexibility aids in the recruitment of transfer students who might be transferring from a system with criminal justice credits. The program and available classes along with a number of electives will aid students in not losing credits by transferring, thus making BHSU more appealing to students with prior criminal justice courses or an associate's degree in the area.

Coordination with the marketing department at BHSU will ensure that knowledge of the program will be contained in university marketing material. Online university-connected marketing will include LinkedIn sites for the program, regular press releases highlighting student and faculty achievements, and a significant online presence allowing prospective students to connect with faculty and see evidence of the high-impact practices that are part of the program.

The practices within the program courses will aid in not only improved student outcomes but also retention of existing students. High-Impact practices such as internships and hands-on classes such as forensic science and crisis-intervention will facilitate continued student interest in the program. The incorporation of job-relevant curriculum will provide students with substantive information in the subject area as well as ensure that students understand how what they are learning applies to the field, the value of the information, and how it will help increase their value in the labor market. The creation of a vibrant culture within the major is a strength of many criminal justice programs, and this will be a priority at BHSU. An active criminal justice club and interdisciplinary involvement with allied departments will help students to integrate into the program and have a stake in what they are learning. It will increase networking opportunities and create a sense of community and felling of engagement that is so critical to retention.

The implementation of research opportunities, interaction with practitioners, instruction in advanced technologies such as crime mapping, predictive policing, risk-terrain analysis, autonomous vehicle operation, and artificial intelligence will assist in recruitment and the retention of current students throughout the course of the program. Involvement in the community will also be a cornerstone of the program as anything that increases the sense of belonging, connection to the program and college, and creates that vested interest in their own education that is so important for students will create a sense of community within the school. This gives students a sense of identity and belonging that leads to a lasting commitment to academic excellence and a desire to continue in their education.

Financial Health

35. Complete the budget worksheet to provide a budget projection for the next six academic years.

Worksheet Completed	Yes

Financial Health Summary						
	1st FYxx	2nd FYxx	3rd FYxx	4th FYxx	5th FYxx	6th FYxx
Tuition & Fee Revenues	30513	79404	141097	199266	207056	207056
Program Expenses	36973	82939	138398	192648	192648	192648
NET	-6460	-3535	2699	6618	14408	14408
Other Supporting Revenues	0	0	0	-1	0	0
NET (Other)	-6460	-3535	2699	6617	14408	14408

36.Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology and software, other operation and maintenance expenses, facilities, etc., needed to implement the proposed major.

Address off-campus or distance delivery separately.

Most instructional expenses will be covered by reassigning existing Human Services and Sociology faculty to teach courses in the Criminal Justice program. Two adjunct faculty may be needed beginning in year three.

BHSU will need to purchase software for the criminal justice and social science lab. The amount required will be $390.00 for HLM 8 and $895.00 for Mplus 9.0. These purchases will be paid using School of Behavioral Science funds.

37. If new faculty are not requested, describe how existing faculty will be utilized and indicate whether this action will impact other existing programs.

Upon approval, no new faculty will be required. A multiple BHSU faculty members already teach courses that will fulfill requirements in the proposed Criminal Justice program as part of their assignments for the Human Services and Sociology programs. As student enrollment increases through years 3-6, adjunct faculty will be hired to teach additional courses. Eventually one additional faculty member may be hired if enrollment and demand increases.

38. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program?.

Requesting Permission for Fee?	No
Explanation	NA

39. Use the table below to describe potential risks to the program's implementation over the next four years.

For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high) and the institution's mitigation strategy for each risk.

Risk	Severity	Probability	Mitigation Strategy
Due to late approval, program is only able to soft launch for fall 2026.	Low	High	Incoming students are unlikely to need upper-level CJUS classes their first year at BHSU. Some upper-level CJUS classes are already regularly offered.
Lack of university resources available to support the program (travel, software, lab equipment).	Medium	Medium	Faculty will adjust courses to provide the highest level of success with the resources available while pursuing external grants to support program objectives.
Lack of available faculty workload capacity to teach courses in this program.	Medium	Low	Adjunct instructors will be hired until such time as the program grows sufficiently to demand hiring an additional fulltime faculty member.

External Review

40. If this proposal is for a graduate program, provide information below for at least five potential consultants who may be considered to conduct the external review.

Reviewer Name	Title	Institution
/		
/		
/		
/		
/		

Additional Information

41. (Optional) Use this space to provide pertinent information not requested above that may assist the Board in understanding the proposal.

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Approvals

University Approval

To the Board of Regents and the Executive Director: *I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

President of the University	Date
	1/1/1970

Academic Affairs, Provost	Date
	4/22/2026

Pamela Carriveau

Finance and Administration, Vice President	Date
	5/11/2026

Kathy Johnson

Enrollment Management, Vice President	Date
	4/22/2026

John D. Allred

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Proposed Curriculum Summary

UNIVERSITY:	Black Hills State University
PROPOSED PROGRAM:	**BS, Criminal Justice**

Required General Education Courses Specific to Major
(Please list if any general education courses are required for the proposed major. If not, leave blank.)

Prefix	Number	Course Title *(add or delete rows as needed)*	General Education Goal
CJUS	201	Introduction to Criminal Justice	SGR #3, HSDC
SOC	100	Introduction to Sociology	SGR #3, HSDC
		Or	
SOC	150	Social Problems	SGR #3, HSDC

Required Support Courses Outside the Major
(Not general education requirements)

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
		Subtotal		

Major Requirements

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
SOC	100	Introduction to Sociology	3	No
		Or		
SOC	150	Social Problems	3	No
CJUS	201	Introduction to Criminal Justice	3	Yes
CJUS	203	Policing in a Free Society	3	Yes
CJUS	429	Courts and Judicial Politics	3	Yes
CJUS	452	Prisons and Penology	3	Yes
CJUS	351	Criminology	3	Yes
SOC	307	Research Methods 1	3	No
SOC	308	Research Methods 2	3	No
SOC	350	Race and Ethnic Relations	3	No
HMS	300	Crisis Intervention/Interviewing	3	No
HMS	400	Program Planning and Evaluation	3	No
CJUS	460	Advanced Criminology	3	Yes
		Subtotal	36	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Select 15 credits from the following list:

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
CJUS	456	Community Corrections	3	Yes
CJUS	430	Constitutional Law	3	Yes
CJUS	455	Juvenile Delinquency	3	Yes
CJUS	492	Topics	3	Yes
CJUS	494	Internship	3	Yes
CJUS	433	Criminal Procedure	3	Yes
CJUS	431	Criminal Law	3	Yes
CJUS	426	Advanced Policing Issues	3	Yes
CJUS	335	Introduction to Forensic Science	3	Yes
CJUS	334	Criminal Investigation	3	Yes
SOC	354	Victimology	3	No
SCI	388	Global Positioning & Geographical Info Syst.	3	No
CJUS	325	Domestic and Intimate Partner Violence	3	Yes
CJUS	401	Law and Society	3	Yes
SOC	416	Drugs and Society	3	No
CJUS	405	Human Trafficking	3	Yes
CJUS	457	World Criminal Justice System	3	Yes
PSCY	481	Psychology, Law, and Order	3	No
		Up to Six Hours of Any Other CJUS Course	6	