

JOHN JAY

**COLLEGE
OF
CRIMINAL
JUSTICE**

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

TUESDAY, MAY 10, 2022

All meetings begin at 1:40 p.m. and are open to the College Community. Note: some or all meetings may be conducted remotely via Zoom. When on-campus, the Executive Committee of the College Council meets in Room 610 Haaren Hall, and College Council meetings take place in Room 9.64 New Building.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The College Council
AGENDA

May 10, 2022 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the April 12, 2022 College Council (Attachment A), **Pg. 3**
- III. Members of the College Council Committees (Attachment B), **Pg. 6**
- IV. Resolution Authorizing College Council and its Committees to Conduct Meetings Using Video-Conference in Accordance with the NYS Open Meetings Law (Attachment C), **Pg. 23**
- V. Approval of the 2021-2022 Graduates (Attachment D) (**Only Faculty Vote**) – Interim Assistant Vice President for Enrollment Management and Senior Registrar Daniel Matos, **Pg. 25**
- VI. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments E1-E3) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

- E1. Proposal for a New Dual Admission/Joint Degree with Queensborough Community College for the AS in Liberal Arts: Math and Science to BS in Applied Mathematics (CUNY Justice Academy), **Pg. 26**
- E2. Proposal for a New Dual Admission/Joint Degree with Borough of Manhattan Community College AS in Mathematics to BS in Applied Mathematics (CUNY Justice Academy), **Pg. 32**

Course Revisions

- E3. ENG 216 Fiction Writing, **Pg. 38**

- VII. Report from the Committee on Graduate Studies (Attachments F1-F4) – Dean of Graduate Studies Elsa-Sofia Morote

New Course

- F1. CRJ 718 Action Research for Crime Analysis, **Pg. 40**
- F2. PMT 785 Special Topic in Emergency Management, **Pg. 71**

Course Revisions

- F3. PMT 748 Project Management for Emergency Management and Public Safety, **Pg. 82**

Certificate Change

- F4. Advanced Certificate in Crime Prevention and Analysis, **Pg. 84**

- VIII. Proposed College Council Calendar for AY 2022-2023 (Attachment G), **Pg. 86**

- IX. New Business

- X.** Announcements from the Student Council – President Andrew Berezhansky
- Announcements from the Faculty Senate – President Warren (Ned) Benton
- Announcements from the HEO Council – President Brian Cortijo
- Administrative Announcements – President Karol Mason

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

April 12, 2022

The College Council held its sixth meeting of the 2021-2022 academic year on Tuesday, April 12, 2022. The meeting was called to order at 1:45 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Alexander Long, Andrea Balis, Catherine Kemp, Charles Stone, Chevy Alford, Christopher Herrmann, David Brotherton, Erica King-Toler, Elton Beckett, Fritz Umbach, Gregory Sheppard, Mohamed Ben-Zid, Francis Sheehan, Gerald Markowitz, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Heath Grant, Maureen Richards, Mickey Melendez, Ned Benton, Samantha Majic, Veronica Johnson, Silvia Dapia, Andrew Berezansky, Katelynn Seodarsan, Samelia James, Fatumata Tunkara, Adam Ramirez, Yong Hao Zheng, Poonam Latchman, Tisha Brahmhatt, Brian Cortijo, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Karol Mason, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Yi Li, Anru Lee*, Helen Keier*, Jennifer Lorenzo*, Mohammed Islam*, Jonathan Epstein*, Maria (Maki) Haberfeld*, Patrick Raftery*, Hashaam Shahzad*, Nicole Calderon*.

Absent: Marta-Laura Haynes, Sung-Suk (Violet) Yu, Aiisha J. Qudusi, Mark Flower, Daniel Matos*, Anthony Carpi*, Marta Concheiro-Guisan*, Yousof Abdelreheem*, Lutful Mamun Shudin*.

Guests: Alexander Bolesta, Anna Austenfeld, Belinda Linn Rincon, James De Lorenzi, Jill Maxwell, Katherine Killoran, Kumar Ramansenthil, Michael Pfeifer, Parkinson Vernetta, Shavonne McKiever.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously.

II. Approval of the Minutes of the March 23, 2022 College Council

A motion was made to approve the minutes. The motion was seconded and approved unanimously.

III. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

A motion was made to adopt the item marked C1. Proposal for Dual Admission/Joint Degrees with LaGuardia Community College AA in Liberal Arts to John Jay College BA in Humanities (English, Global History, Humanities and Justice, and Philosophy). The motion was seconded and approved unanimously.

A motion was made to adopt the item marked C2. Proposal to Revise the BS in Emergency Services Administration. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked C3. Proposal to Revise the Minor in Middle East Studies. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked C4. Proposal to Revise the Minor in Math. The motion was seconded and approved unanimously.

New Courses

A motion was made to vote on the new courses marked C5-C6 as a slate:

C5. ISP 2CC (225) Re-envisioning the USA (US Exp)

C6. LIT 2ZZ Latinx Graphic Novel (US Exp)

The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C5-C6. The motion was seconded and approved unanimously.

Mapping to Gen Ed Learning Outcomes

A motion was made to adopt the item marked C7. ISP 147 Life Stories (moving from Ind & Soc to Creative Exp). The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C8-C11 as a slate:

C8. CSCI 360 Cryptography and Cryptanalysis

C9. HIS 201 American Civilization – From Colonialism through the Civil War

C10. HIS 202 American Civilization – From 1865 to the Present

C11. FIS 330 Building Construction and Life Safety Systems II

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked C8-C11. The motion was seconded and approved unanimously.

Academic Standards

A motion was made to adopt the item marked C12. Policy on Accredited Institutions for Transfer Credit. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Dean of Graduate Studies Elsa-Sofia Morote

New Course

A motion was made to adopt the new course marked D1. PMT 770 Climate Change Impacts and Emergency Management. The motion was seconded and approved unanimously.

Degree Program Change

A motion was made to adopt the item marked D2. Addition of PMT 770 Climate Change Impacts and Emergency Management as an elective. The motion was seconded and approved unanimously.

A motion was made to adopt the item marked D3. Increasing credit requirement to 36 credited from 33 credits for two courses in the capstone program. The motion was seconded and approved unanimously.

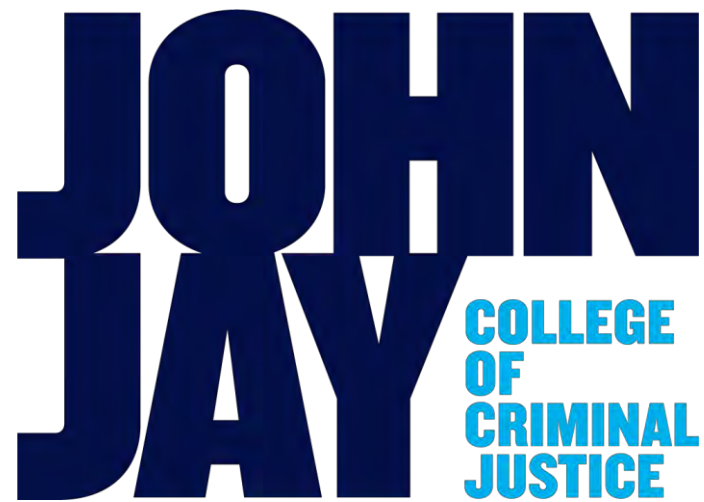
VI. Commencement Awards Recommendations from the Honors, Prizes and Awards Committee (Attachment E) – Vice President for Enrollment Management and Student Affairs Brian Kerr

A motion was made to approve the commencement awards recommendations from the Honors, Prizes and Awards committee. The motion was seconded and approved unanimously.

VII. New Business

No new business was presented.

The meeting was adjourned at 2:26 p.m.



**College Council
Membership**

&

**College Council
Committees**

2021-2022

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College Council Membership

The College Council shall be the primary governing body of John Jay College of Criminal Justice. It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees. The College Council shall consist of the following members:

Administration

- | | |
|--|-------------------|
| 1. President (Chairperson) | Karol Mason |
| 2. Provost and Vice President for Academic Affairs | Yi Li |
| 3. Interim Vice President and Chief Operating Officer | Mark Flower |
| 4. Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| 5. Dean of Graduate Studies | Elsa-Sofia Morote |
| 6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |

- Two (2) alternate members for administration who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent representative for administration:

1. Anthony Carpi	2. Daniel Matos
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Faculty

- | | |
|---|-------------------------|
| a. Full-time faculty elected from each academic department: | |
| 7. Africana Studies | Jessica Gordon-Nembhard |
| 8. Anthropology | Marta-Laura Suska |
| 9. Art & Music | Gregory Sheppard |
| 10. Communications & Theatre Arts | Elton Beckett |
| 11. Counseling | Mickey Melendez |
| 12. Criminal Justice | Violet Yu |
| 13. Economics | Jay Hamilton |
| 14. English | Alexander Long |
| 15. History | Fritz Umbach |
| 16. Interdisciplinary Studies | Gerald Markowitz |
| 17. Latin American & Latinx Studies | John Gutierrez |
| 18. Law, Police Science & Criminal Justice | Christopher Herrmann |
| 19. Library | Maureen Richards |
| 20. Mathematics & CS | Mohamed Ben Zid |
| 21. Modern Language & Literature | Silvia Dapia |
| 22. Philosophy | Catherine Kemp |
| 23. Political Science | Samantha Majic |
| 24. Psychology | Veronica Johnson |
| 25. Public Management | Adam Wandt |
| 26. Sciences | Yuk-Ting (Joyce) Lau |
| 27. Security, Fire & Emergency Management | Alexander Alexandrou |
| 28. SEEK | Erica King-Toler |
| 29. Sociology | David Brotherton |

- c. Faculty allotted according to any method duly adopted by the Faculty Senate:

30. English	Karen Kaplowitz
31. History	Andrea Balis
32. Psychology	Charles Stone
33. Public Management	Warren (Ned) Benton
34. Sciences	Heath Grant
35. Sciences	Francis Sheehan
36. SEEK	Schevaletta (Chevy) Alford

- Eight (8) faculty alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative:

1. Maki (Maria) Habersfeld	5. Anru Lee
2. Patrick Raftery	6. Mohammed Islam
3. Marta Concheiro-Guisan	7. Vacant
4. Jonathan Epstein	8. Vacant

Higher Education Officers elected by the Higher Education Officers Council:

- Brian Cortijo (ex officio)
- Catherine Alves
- Rulisa Galloway-Perry
- Janet Winter

- Two (2) Higher Education Officer alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative:

1. Helen Keier	2. Jennifer Lorenzo
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Students

- | | |
|---|--------------------|
| 41. President of the Student Council | Andrew Berezhansky |
| 42. Vice President of the Student Council | Aiisha J. Qudusi |
| 43. Treasurer of the Student Council | Samelia James |
| 44. Secretary of the Student Council | Katelynn Seodarsan |
| 45. Elected At-Large Representative | Vacant |
| 46. Elected graduate student representative | Fatumata Tunkara |
| 47. Elected senior class representative | Adam Ramirez |
| 48. Elected junior class representative | Poonam Latchman |
| 49. Elected sophomore class representative | Yong Hao Zheng |
| 50. Freshman representative designated according to a method duly adopted by the Student Council. | Tisha Brahmhatt |

- Four (4) alternate student representatives who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative:

1. Nicole Melanie Franco Calderon	3. Yousof Abdelreheem
2. Hashaam Shahzad	4. Lutful Mamun Shudin

College Council Interim Executive Committee

The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. From June 1 until such time as the College Council holds this election, there shall be an Interim Executive Committee, which shall consist of the following members:

- | | |
|---|---|
| <ul style="list-style-type: none"> • President (Chairperson) • Provost and Vice President for Academic Affairs • Vice President and Chief Operating Officer • Vice President for Enrollment Management and Student Affairs • President of the Faculty Senate • Vice-President of the Faculty Senate • Two (2) other members of the Faculty Senate <ol style="list-style-type: none"> 1. Andrea Balis 2. Francis Sheehan • President of the Higher Education Officers Council • Vice-President of the Higher Education Officers Council • President of the Student Council • Vice-President of the Student Council | <p>Karol Mason
Yi Li
Mark Flower
Brian Kerr</p> <p>Warren (Ned) Benton
Karen Kaplowitz</p> <p>Brian Cortijo
Vacant
Andrew Berezhansky
Aiisha Qudusi</p> |
|---|---|

The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

Executive Committee of the College Council

There shall be an Executive Committee which shall be the College Council's Agenda Committee. It shall have the power to call the College Council into extraordinary session, and shall have only such powers, functions, and duties as the College Council may delegate to it to exercise during periods when the College Council is not in session. The faculty, higher education officers and student representatives shall be elected by the College Council from among its members in September of each year. The faculty, higher education officer and student members of the Interim Executive Committee shall nominate College Council members of their respective constituencies as candidates for election to the Executive Committee.

The Executive Committee shall consist of the following members:

- | | |
|--|---|
| <ul style="list-style-type: none"> • President (Chairperson) • Provost and Vice President for Academic Affairs • Vice President and Chief Operating Officer • Vice President for Enrollment Management and Student Affairs | <p>Karol Mason
Yi Li
Mark Flower
Brian Kerr</p> |
|--|---|

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Warren (Ned) Benton
 2. Karen Kaplowitz
 3. Francis Sheehan
 4. Schevaletta (Chevy) Alford
 5. Fritz Umbach
 6. Heath Grant
 7. Andrea Balis
- Two (2) higher education officers
 1. Brian Cortijo
 2. Catherine Alves
- Three (3) students
 1. Andrew Berezhansky
 2. Aiisha Qudusi
 3. Vacant

Undergraduate Curriculum and Academic Standards Committee

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members:

- | | |
|---|--------------------|
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) | Dara Byrne |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Assistant Dean of Undergraduate Studies | Katherine Killoran |
| • Registrar | Daniel Matos |
| • The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years | |
| 1. Africana Studies | Crystal Endsley |
| 2. Anthropology | Kimberley McKinson |
| 3. Art and Music | Erin Thompson |
| 4. Communication & Theater Arts | Marsha Clowers |
| 5. Counseling and Human Services | Maat Lewis |
| 6. Criminal Justice | Valerie West |
| 7. Economics | Sara Bernardo |
| 8. English | Bettina Carbonell |
| 9. History | Ray Patton |
| 10. Interdisciplinary Studies Program (ISP) | Nina Rose Fischer |
| 11. Library | Marta Bladek |

12. Latin American & Latinx Studies	Lisandro Perez
13. Law, Police Science & CJA	Beverly Frazier
14. Mathematics & Computer Science	Michael Puls
15. Modern Languages & Literatures	Cristina Lozano Argüelles
16. Philosophy	Michael Brownstein
17. Political Science	Peter Romaniuk
18. Psychology	Kelly McWilliams
19. Public Management	Judy-Lynne Peters
20. Sciences	Daniel Yaverbaum
21. Security, Fire & Emergency Management	Lucia Velotti
22. SEEK	Virginia Diaz-Mendoza
23. Sociology	Jayne Mooney

- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
 1. Katelynn Seodarsan
 2. Vacant
 3. Hashaam Shahzad

Committee on Student Interests

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College. The Committee on Student Interests shall consist of the following members:

- Assistant Vice President and Dean of Students (Chairperson) Michael Sachs
- Director of Athletics Catherine Alves
- Senior Director for Student Affairs Danielle Officer

- Two (2) members of the faculty
 1. Ellen Belcher
 2. Nicole Elias
- Six (6) students
 1. Denisse Batista
 2. Vernetta Parkinson
 3. Lutful Mamun Shudin
 4. Fatumata Tunkara
 5. Tisha Brahmhatt
 6. Vacant

Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1) faculty member and one (1) member of the

Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
 1. Robert McCrie
 2. David Shapiro
 3. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
 1. Claudia Calirman
 2. Jamie Longazel
 3. Aida Martinez-Gomez
 4. Maureen Richards
 5. Martin Wallenstein
 6. Vacant

- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
 1. Omari Joseph
 2. Maria Vidal
 3. Justin Barden
 4. Yolanda Casillas
 5. Jarrett Foster
 6. Vacant

- The student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Michaela Herrit
 2. Adam Ramirez
 3. Jordan Taylor Smith
 4. Hashaam Shahzad
 5. Tisha Brahmhatt
 6. Vacant

In the event that the student panel or faculty panel or both are not elected, or if more panel members are needed, the President shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than two (2) consecutive years.

Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the President shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the Faculty Student Disciplinary Committee in all such cases.

Committee on Faculty Personnel

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures. The Committee on Faculty Personnel shall consist of the following members:

- | | |
|---|---------------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Dean of Graduate Studies | Elsa-Sofia Morote |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Chairperson of each academic department | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | Ed Snadjr |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | Michael Pfeifer |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Jeffrey Kroessler |
| 14. Mathematics and Computer Science | Aftab Ahmad |
| 15. Modern Languages and Literatures | Vicente Lecuna |
| 16. Philosophy | Jonathan Jacobs |
| 17. Political Science | Andrew Sidman |
| 18. Psychology | Daryl Wout |
| 19. Public Management | Warren Eller |
| 20. Sciences | Shu-Yuan Cheng |
| 21. Security, Fire and Emergency Management | Robert McCrie |

22. SEEK
23. Sociology

Monica Son
Robert Garot

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Schevaletta (Chevy) Alford, Associate Professor, SEEK
 2. Heath Brown, Associate Professor, Public Management
 3. Monica Varsanyi, Professor, Political Science
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
 1. Brian Arbour, Associate Professor, Political Science
 2. Gail Garfield, Professor, Sociology
 3. Jean Mills, Associate Professor, English
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 1. Vacant
 2. Vacant

Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or their designee, shall make quarterly financial reports to the Budget and Planning Committee. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Budget and Planning Committee shall consist of the following members:

- | | |
|---|-------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Interim Associate Provost for Institutional Effectiveness | Allison Pease |
| • Assistant Vice President for Administration | Oswald Fraser |
| • Dean of Graduate Studies | Elsa-Sofia Morote |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Assistant Vice President for Finance | Ajisa Dervisevic |

- Vice President for Institutional Advancement
 - President of the Faculty Senate
 - Vice President of the Faculty Senate
 - Two (2) members chosen by the faculty senate
 1. Francis Sheehan
 2. Erica King-Toler
 - Chairperson of each academic department
 1. Africana Studies
 2. Anthropology
 3. Art and Music
 4. Communication and Theater Arts
 5. Counseling and Human Services
 6. Criminal Justice
 7. Economics
 8. English
 9. History
 10. Interdisciplinary Studies
 11. Latin American and Latinx Studies
 12. Law, Police Science, and Criminal Justice Administration
 13. Library
 14. Mathematics and Computer Science
 15. Modern Languages and Literatures
 16. Philosophy
 17. Political Science
 18. Psychology
 19. Public Management
 20. Sciences
 21. Security, Fire and Emergency Management
 22. SEEK
 23. Sociology
 - President of the Higher Education Officers Council
 - Two (2) higher education officer representatives
 1. Justin Barden
 2. Vincent Papandrea
 - President of the Student Council or designee
 - Treasurer of the Student Council or designee
 - Additional student representative
 - Additional student representative
 - Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 1. Anthony Chambers
 2. Vacant
- Ketura Parker
Warren (Ned) Benton
Karen Kaplowitz
- Teresa Booker
Ed Snadjr
Benjamin Bierman
Seth Baumrin
Katherine Stavrianopoulos
Evan Mandery
Geert Dhondt
Jay Gates
Michael Pfeifer
Katie Gentile
Jose Luis Morin
Maria (Maki) Haberfeld
Jeffrey Kroessler
Aftab Ahmad
Vicente Lecuna
Jonathan Jacobs
Andrew Sidman
Daryl Wout
Warren Eller
Shu-Yuan Cheng
Robert McCrie
Monica Son
Robert Garot
Brian Cortijo
- Andrew Berezhansky
Samelia James
Yousof Abdelreheem
Aiisha J. Qudusi

Financial Planning Subcommittee

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- | | |
|--|---------------------|
| • Vice President and Chief Operating Officer (Chairperson) | Mark Flower |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • One (1) representative chosen by the Faculty Senate | Erica King-Toler |
| • Chair of the Council of Chairs | Jay Gates |
| • Vice Chair of the Council of Chairs | Andrew Sidman |
| • One (1) representative chosen by the Council of Chairs | Geert Dhondt |
| • Chair of the Higher Education Officers Council | Brian Cortijo |
| • Student representative | Samelia James |
| • Student representative | Saaif Alam |

The Assistant Vice President for Finance, Ajisa Dervisevic, and the Provost's Assistant Dean for Academic Operations and Financial Affairs, Kinya Chandler shall staff the subcommittee.

Strategic Planning Subcommittee

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- | | |
|---|---------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Interim Associate Provost for Institutional Effectiveness | Allison Pease |
| • Vice President and Chief Operating Officer | Mark Flower |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) representatives chosen by the Faculty Senate | |
| 1. Heath Grant | |
| 2. Francis Sheehan | |
| • Chair of the Council of Chairs | Jay Gates |
| • Two (2) representatives chosen by the Council of Chairs | |
| 1. Teresa Booker | |
| 2. Vacant | |
| • President of the Higher Education Officers Council | Brian Cortijo |

- Two (2) student representatives:
 1. Andrew Berezhansky
 2. Vacant

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Outcomes Assessment, Dyanna Pooley shall staff the subcommittee.

Committee on Graduate Studies

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- | | |
|--|-----------------------|
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Dean of Graduate Studies (Chairperson) | Elsa-Sofia Morote |
| • Assistant Vice President and Dean of Students | Michael Sachs |
| • Chief Librarian | Jeffrey Kroessler |
| • Graduate Program Directors | |
| 1. Criminal Justice | Heath Grant |
| 2. Criminal Justice (Online) | Frank Pezzella |
| 3. Digital Forensics and Cybersecurity | Shweta Jain |
| 4. Economics | Zhun Xu |
| 5. Emergency Management | Charles Jennings |
| 6. Forensic Mental Health Counseling | Chitra Raghavan |
| 7. Forensic Psychology | Chitra Raghavan |
| 8. Forensic Psychology and Law (Dual Degree) | Chitra Raghavan |
| 9. Forensic Psychology BA/MA Program | Rebeca Weiss |
| 10. Forensic Science | Mechthild Prinz |
| 11. Human Rights | Charlotte Walker-Said |
| 12. International Crime and Justice | Gohar Petrossian |
| 13. Law and Public Accountability (Dual Degree) | Daniel Feldman |
| 14. Protection Management | Glen Corbett |
| 15. Public Policy and Protection Management (Dual Degree) | Yi Lu |
| 16. MPA: Public Policy and Administration | Yi Lu |
| 17. MPA: Public Policy and Administration (Online) | Nicole Elias |
| 18. MPA: Inspection and Oversight | Denise Thompson |
| 19. MPA: Inspection and Oversight (Online) | Jean-Marie Col |
| 20. Security Management | Chelsea Binns |
| • Two (2) graduate students | |
| 1. Perry Callahan | |
| 2. Fatumata Tunkara | |

Committee on Student Evaluation of the Faculty

There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee. The Committee on Student Evaluation of the Faculty shall consist of the following members:

- Four (4) full-time members of the faculty
 1. Keith Markus
 2. Cristopher Herrmann
 3. Daniel Yaverbaum
 4. Sung-Suk Violet Yu
- Two (2) students
 1. Poonam Latchman
 2. Nicole Melanie Franco Calderon

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.

Provost Advisory Council

There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- | | |
|---|---------------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Assistant Dean of Academic Operations and Financial Affairs,
Office of the Provost | Kinya Chandler |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Chairperson of each academic department | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | Ed Snadjr |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | Michael Pfeifer |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Jeffrey Kroessler |
| 14. Mathematics and Computer Science | Aftab Ahmad |

15. Modern Languages and Literatures	Vicente Lecuna
16. Philosophy	Jonathan Jacobs
17. Political Science	Andrew Sidman
18. Psychology	Daryl Wout
19. Public Management	Warren Eller
20. Sciences	Shu-Yuan Cheng
21. Security, Fire and Emergency Management	Robert McCrie
22. SEEK	Monica Son
23. Sociology	Robert Garot

Council of Undergraduate Program Coordinators

There shall be a Council of Undergraduate Program Coordinators which shall provide a formal means to represent the concerns of those responsible for undergraduate majors and shall provide a formal means for reviewing matters of concern such as program review and revision, staffing, curriculum development and the scheduling of courses. The Council of Undergraduate Program Coordinators shall consist of the following members:

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
 1. Anthropology Shonna Trinch
 2. Applied Mathematics: Data Science & Cryptography Samuel Graff
 3. Cell & Molecular Biology Jason Rauceo
 4. Computer Science and Information Security Kumar Ramansenthil
 5. Criminal Justice (B.A.) Brian Lawton
 6. Criminal Justice (B.S.) Christopher Hermann
 7. Criminal Justice Management Henry Smart
 8. Criminology David Green
 9. Deviance, Crime and Culture Avram Bornstein
 10. Dispute Resolution Certificate Maria Volpe
 11. Economics Sara Bernardo
 12. English Navidita Majumdar
 13. Emergency Services Administration Robert Till
 14. Fire Science Robert Till
 15. Forensic Psychology Silvia Mazzula
 16. Forensic Science Jennifer Rosati
 17. Fraud Examination and Financial Forensics David Shapiro
 18. Gender Studies Crystal Jackson
 19. Global History Matthew Perry
 20. Humanities and Justice Allison Kavey
 21. Human Services and Community Justice Nancy Velazquez-Torres
 22. International Criminal Justice Rosemary Barberet
 23. Latin American and Latinx Studies Brian Montes
 24. Law and Society Jennifer Rutledge* and Jamie Longazel*
 25. Library Karen Okamoto
 26. Philosophy Amie Macdonald
 27. Police Studies Arthur Storch

28. Political Science	Jennifer Rutledge*
	Janice Bockmeyer*
	Jamie Longazel*
29. Public Administration	Elizabeth Nisbet
30. Security Management	Robert McCrie
31. Sociology	Louis Kontos
32. Spanish	Maria Julia Rossi (major concentration A and certificates)
	Cristina Lozano (major concentration B and minor)
	Shu-Yuan (Demi) Cheng
33. Toxicology	Marta Concheiro-Guisan

*Co-coordinators

Committee on Honors, Prizes and Awards

There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to the College Council for undergraduate student recipients. The Committee on Honors, Prizes and Awards shall consist of the following members:

- Vice President for Enrollment Management and Student Affairs (Chairperson) Brian Kerr
- Assistant Vice President and Dean of Students Michael Sachs
- Senior Director for Student Affairs Danielle Officer
- Three (3) full-time members of the faculty
 1. Catherine Mulder
 2. Anru Lee
 3. Gloria Proni
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
 1. Michaela Herrit
 2. Lyniah Mungin
 3. Vacant

College-Wide Grade Appeals Committee

The college-wide grade appeals committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. No more than one faculty member from any department may concurrently serve on the committee. The committee shall elect a chair from its own membership.

1. Kashka (Katarzyna) Celinska
2. Matthew Perry
3. Melinda Powers
4. Toy-Fung Tung
5. Michael Puls

College-Wide Assessment Committee

There shall be a campus-wide committee to coordinate assessment efforts for both student learning and institutional effectiveness, broadly understood. The purpose of assessment is continuous improvement of teaching, student learning, institutional effectiveness, and service to internal and external constituencies. The Committee comprises of seven faculty members and three Higher Education Officers. The Director of Assessment is an ex officio member without vote. The Associate Provost for Institutional Effectiveness is the committee chair.

- Director of Assessment (ex officio) Dyanna Pooley
- Interim Associate Provost for Institutional Effectiveness Allison Pease
(ex officio)
- Seven (7) Full-time Faculty Members
 1. Jennifer Holst
 2. Edward Kennedy
 3. Peter Marneli
 4. Tim McCormack
 5. Shilpa Viswanath
 6. David Shapiro
 7. Sandra Swenson
- Three (3) Higher Education Officers
 1. Jonathan Salamak
 2. Demy Spadideas
 3. Gulen Zubizarreta

Special Committee of the College Council

Committee on Faculty Elections

There shall be a Committee on Faculty Elections which shall conduct faculty elections. The committee shall be comprised of five (5) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter. The Committee on Faculty Elections shall consist of the following members:

1. Vacant
2. Vacant
3. Vacant
4. Vacant
5. Vacant



**John Jay College of Criminal Justice
College Council
May 10, 2022**

RESOLUTION

WHEREAS, the New York State Open Meetings Law, 7 N.Y. Pub. Off. §103, was recently amended to allow public bodies to conduct business using videoconferencing in some circumstances;

WHEREAS, the John Jay College of Criminal Justice College Council (“College Council”) and its Committees have been successfully conducting business remotely since March 2020; and

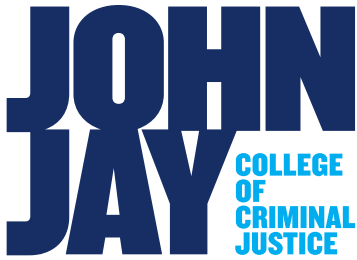
WHEREAS, the College Council wishes to have the option to continue this practice to the extent it is allowed by law.

RESOLVED, that the College Council authorizes its meetings and meetings of its Committees to be conducted using video-conference in accordance with the Open Meetings Law and the policies and procedures established in the document, John Jay College’s College Council Remote Meeting Policy & Procedures, attached to this Resolution and that may be amended from time to time.

John Jay College's College Council
Remote Meeting Policy & Procedures
 Adopted: May 10, 2022

- A. Meetings of John Jay College College's Council ("College Council") and those of its Committees subject to the NYS Open Meetings Law (the "OML") may be conducted using video conference if:
1. There has been a state disaster emergency declared by the New York State Governor pursuant to section 28 of the NYS Executive Law, or by the Mayor of New York City, pursuant to section 24 of the NYS Executive Law, if the ability of the College Council to hold an in-person meeting is impaired due to the circumstances necessitating the declaration of the state disaster emergency; or
 2. A quorum of members is physically present in the same location or locations where the public can attend in person. Other members attending remotely may do so only if they are unable to be physically present due to a significant or unexpected factor including: (a) disability, (b) illness/quarantine, and (c) caregiving responsibilities.
- B. If a meeting uses video-conferencing, College Council shall meet the requirements of the OML, which are incorporated herein. As of the date of adoption of this policy, the following requirements must be met pursuant to OML:
1. Notice of the meeting to the public must include:
 - a. that videoconferencing will be used,
 - b. that the meeting will be recorded,
 - c. where the public can view and/or participate in the meeting remotely,
 - d. the physical location(s) where the public can attend in-person, and
 - e. where relevant documents and/or records will be posted online or available
 2. Members must be able to be heard, seen, and identified.
 - a. Members participating remotely must have their camera on with their full name attached to their picture.
 - b. Members participating in-person must be visible on the camera and have a nametag in front of them. The microphones must be able to pick up all members' voices.
 3. Minutes of the meeting must include which, if any, members participated remotely.
 4. The meeting must be recorded.
 5. The public must have the opportunity to participate in the meeting and access to the meeting must be consistent and in compliance with the Americans with Disabilities Act.
 6. Within five business days following a meeting that used video-conferencing the recording must be posted on the public body's website and shall remain available for at least five years.
 7. These policies and procedures must be posted on a public website.

Should the above requirements change pursuant to any amendment to OML or other law, those amendments are incorporated and, if different than the above, supersede the above.

**Office of the Registrar**

T 646-781-5081

F 212-237-8875

dmatos@jjay.cuny.edu

Memorandum

TO: Alena Ryjov
College Council Secretary

FROM: Daniel Matos, Interim Assistant Vice President for Enrollment
Management & Senior Registrar

SUBJECT: Graduation List – Class of 2022

DATE: April 11, 2022

Please place the approval of the “Class of 2022” graduates on the College Council agenda. Only faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:

<http://inside.jjay.cuny.edu/apps/graduation/index.php>

Thank you.

ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Queensborough Community College
 Program: Liberal Arts & Sciences: Mathematics and Science
 Degree: Associate of Science (A.S.)

Receiving College: John Jay College of Criminal Justice
 Program: Applied Mathematics
 Degree: Bachelor of Science (B.S.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3-credit college-level math course
- A.A. Degree in Liberal Arts and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60.

Total additional credits required at the senior college to complete baccalaureate degree: 60.

Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM QCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from QCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	51-54	15-24	30-36
Electives	30-33	6-15	18-21
Total	120	60	60

D. TRANSFER CREDITS AWARDED

Queensborough Community College (QCC) graduates who complete the Associate in Science (A.S.) degree in Mathematics will receive 60 credits toward the Bachelor of Science degree in Applied Mathematics at John Jay College of Criminal Justice (John Jay) as indicated below.

COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

Sending College Queensborough Community College		Receiving College Equivalent John Jay College		Credit Granted
General Education Courses				
Courses in Bold text are recommended for those pursuing a bachelor's degree in mathematics				
REQUIRED CORE: 12 Credits				
English Composition ENGL-101 English Composition I ENGL-102 English Composition II	3 3	English Composition ENG 101 Composition I ENG 201 Composition II	3 3	3 3
Mathematics and Quantitative Reasoning MA 119 College Algebra ¹	3	Mathematics and Quantitative Reasoning MAT 105 College Algebra	3	3
Life and Physical Sciences Required: BI-201, CH-151, PH-301, PH-311, or PH-421 ²	4-5	Life and Physical Sciences	4-5	4-5
FLEXIBLE CORE: 18 Credits				
World Cultures and Global Issues	3	World Cultures and Global Issues	3	3
US Experience in its Diversity Required: SP-211 Speech Comm ²	3	US Experience in its Diversity COM 113 Oral Communication	3	3
Creative Expression	3	Creative Expression	3	3
Individual and Society	3	Individual and Society	3	3
Scientific World - Required: BI-201, BI-202, CH-151, CH-152, CH-251, CH-252, MA-442, MA-443, MA-451, MA-461, CS-101, CS-201, CS-203, PH-301, PH-302, PH-311, PH-312, PH-421 or PH-422 ²	8-10	See table below for equivalencies	8-10	8-10
Subtotal				33-36
PROGRAM REQUIREMENTS				
Requirements for Major - Complete MA-441 and any prerequisites, based on math placement. ¹				
MA 121 Elementary Trigonometry	1	Math Elective	1	1
MA 440 Pre-Calculus Mathematics	4	MAT 141 Pre-Calculus Elective Credit	3+ 1 bl	4
MA 441 Analytic Geometry and Calculus I	4	MAT 151 Calculus I	4	4
Subtotal				4-9
Major Electives – Complete 9-18 credits from the following, courses in bold text are recommended for those pursuing a bachelor's degree in mathematics				
BI-201, BI-202, BI-356, BI-357, BI-453, CH-151, CH-152, CH-251, CH-252, CH-900, CH-901, CH-911, CH-912, CH-913, CH-914, MA-442, MA-443, MA-451, MA-461, MA-471, MA-481, CS-101, CS-201, CS-203, CS-204, CS-220, PH-240, PH-301, PH-302, PH-303, PH-311, PH-312, PH-414, PH-415, PH-416, PH-421, PH-422, PH-431, PH-440, PH-450, PH-900 ³	9-18	See table below for equivalencies	9-18	9-18
Subtotal				9-18
Additional Requirements				
One credit in PE-400 or PE-500 series or DAN-100 series	1	PED Blanket Elective	1	1
Social Science or History Course ⁴	3	Social Science or History Elective	3	3

HE-101 Personal Health and Wellness OR HE-102 Health, Behavior and Society	1-2	PED Blanket Elective	1-2	1-2
			Subtotal	5-6
			Total	60

¹Students who place into MA-440 or MA-441 will use that course to satisfy Required Core 1B. A higher math placement will allow students to take additional Major Elective courses.

²Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

³Students must take at least one two-course sequence in each of two different disciplines (for example, BI-201 and 202; CH-151 and 152; PH-301 and 302; PH-311 and 312, PH-421 and 422; MA-441 and 442, CS-101 and CS-201, CS-203, or CS-204). Students should consult with their advisor when choosing major requirement courses.

⁴If taken in the Common Core, an additional course in Major Electives is recommended.

All students must successfully complete two writing-intensive classes (designated “WI”) to fulfill degree requirements.

Transfer Equivalencies for Queensborough Elective Courses

Queensborough Major Elective Courses	Credits	John Jay College Equivalency	Credits
BI-201 General Biology I	4	BIO 103 Modern Biology I	5
BI-202 General Biology II	4	BIO 104 Modern Biology II	4
BI-356 Principles of Genetics	4	BIO 315 Genetics	3
BI-357 Bioinformatics/Computational Biology	3	Elective Credit	3
BI-453 Biotechnology	5	Elective Credit	5
CH-151 General Chemistry I	4.5	CHE 103 General Chemistry I	5
CH-152 General Chemistry II	4.5	CHE 104 General Chemistry II	4
CH-251 Organic Chemistry I	5	CHE 201 Organic Chemistry I	4
CH-252 Organic Chemistry II	5	CHE 202 Organic Chemistry II	4
CH-900, 901 Coop Ed in Chemical Instrumental Analysis	1	Elective Credit	1
CH-911, 912 Independent Study and Research I	1	Elective Credit	1
CH-913, 914 Independent Study and Research II	1	Elective Credit	1
CS-101 Algorithmic Problem Solving I	4	CSCI 271 Intro to Computing and Programming	3
CS-201 Computer Organization and Assembly Language	4	Elective Credit	4
CS-203 Algorithmic Problem Solving II in C++	4	CSCI 272 Object-Oriented Programming	3
CS-220 Discrete Structures	3	MAT 204 Discrete Structures	3
MA-442 Analytic Geometry and Calculus II	4	MAT 152 Calculus II	4
MA-443 Analytic Geometry and Calculus III	4	MAT 253 Calculus III	4
MA-451 Differential Equations	4	MAT 351 Introduction to Differential Equations	3
MA-461 Linear Algebra	4	MAT 310 Linear Algebra	4
MA-471 Introduction to Discrete Mathematics	3	MAT 204 Discrete Structures	3
MA-481 Probability and Statistics	3	MAT 301 Probability and Mathematical Statistics	3
PH-240 Comp Phys Measurement Using Graphical Programming	3	Elective Credit	3
PH-301 College Physics I	4	PHY 101 College Physics I	4
PH-302 College Physics II	4	PHY 102 College Physics II	4
PH-303 Scientific Use of Computers	2	Elective Credit	2
PH-311 College Physics A	4	PHY 101 College Physics I	4
PH-312 College Physics B	4	PHY 102 College Physics II	4
PH-414 Analytical Mechanics	4	Elective Credit	4
PH-415 Electricity and Magnetism	4	Elective Credit	4
PH-416 Thermodynamics	4	Elective Credit	4
PH-421 General Calculus Physics A	5	PHY 203 General Physics I	4
PH-422 General Calculus Physics B	5	PHY 204 General Physics II	4
PH-431 Calculus Optics	2	Elective Credit	2
PH-440 Modern Physics	4	Elective Credit	4
PH-450 Introduction to Physics Research	3	Elective Credit	3
PH-900 Research Projects	2	Elective Credit	2

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Requirements		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
Subtotal		6
Major Requirements: Foundation		
CSCI 171	The Nature of Computers and Computing	3
CSCI 172	Introduction to Data Science	3
Subtotal		6
Major Requirements: Mathematics Core		
MAT 265	Elements of Mathematical Proof	3
MAT 301	Probability and Mathematical Statistics I	0-3
MAT 302	Probability and Mathematical Statistics I	3
MAT 341	Advanced Calculus I	3
MAT 351	Introduction to Ordinary Differential Equations	0-3
Subtotal		9-15
Major Requirements: Concentration (Select one concentration and complete all 3 courses)		
Option A: Data Science		
MAT 455	Data Analysis	3
CSCI 362	Databases and Data Mining	3
MAT 367	Multivariate Analysis	3
Option B: Cryptography		
MAT 460	Mathematical Cryptography	3
CSCI 360	Cryptography and Cryptanalysis	3
MAT 410	Abstract Algebra	3
Subtotal		9
Electives (Complete two courses):		
CSCI 358	Machine Learning	3
CSCI 360	Cryptography and Cryptanalysis (Concentration A only)	3
CSCI 362	Database and Data Mining (Concentration B only)	3
CSCI 376	Artificial Intelligence	3
CSCI 377	Computer Algorithms	3
CSCI 385	Faculty Mentored Research Experience in Computer Science	3
CSCI 421	Quantum Computing	3
MAT 352	Applied Differential Equations	3
MAT 354	Regression Analysis	3
MAT 361	Functions of a Complex Variable	3
MAT 365	The Mathematics of Signal Processing	3
MAT 367	Multivariate Analysis (Concentration B only)	3
MAT 371	Numerical Analysis	3
MAT 380	Selected Topics in Mathematics	3
MAT 385	Faculty Mentored Research Experience in Mathematics	3
MAT 410	Abstract Algebra (Concentration A only)	3
MAT 442	Advanced Calculus II	3
MAT 455	Data Analysis (Concentration B only)	3
MAT 460	Mathematical Cryptography (Concentration A only)	3

	Subtotal	6
	Major Requirements	30-36
	General Electives (Consult with an Advisor)	15-18
	Total Transfer Credits Applied to Program	60
	Total Credits Required after Transfer	60
	Total Credits Required for Degree	120

F. Articulation agreement follow-up procedure

1. Procedures for reviewing, updating, modifying or terminating agreement: When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.
2. Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success: Each semester John Jay will provide QCC with the following information: a) the number of QCC students who applied to the program; b) the number of QCC students who were accepted into the program; c) the number of QCC students who enrolled; and d) the aggregate GPA of these enrolled students.
3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.: This articulation agreement will be publicized on the QCC website, and on John Jay's website. Transfer advisers at QCC will promote this agreement with eligible students.

Effective Date: Fall 2022

*For Queensborough Community
College:*

For John Jay College:

Sandra Palmer, Ph.D. Date
Interim Provost and Vice-
President for Academic
Affairs

Yi Li, Ph.D. Date
Provost and Senior Vice
President for Academic
Affairs

Michael Pullin, Ph.D. Date
Dean of Academic Initiatives

Michael Puls Date
Professor, Department
of Mathematics

Haishen Yao, Ph.D. Date
Professor and Chair,
Department of Mathematics
and Computer science



ARTICULATION AGREEMENT



A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Borough of Manhattan Community College

Program: Mathematics

Degree: Associate of Science (A.S.)

Receiving College: John Jay College of Criminal Justice

Program: Applied Mathematics

Degree: Bachelor of Science (B.S.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Successful completion of a freshman composition course, its equivalent, or a higher-level English course.
- Successful completion of a 3-credit college-level math course
- A.A. Degree in Liberal Arts and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60.

Total additional credits required at the senior college to complete baccalaureate degree: 60.

Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM BMCC AND CREDITS TO BE COMPLETED AT JOHN JAY

	Total Credits for the Baccalaureate	Transfer Credits from BMCC	Credits to be completed at John Jay
General Education Requirements	36	30	6
Major Requirements	51-54	15-24	30-36
Electives	30-33	6-15	18-24
Total	120	60	60

D. TRANSFER CREDITS AWARDED

Borough of Manhattan Community College (BMCC) graduates who complete the Associate in Science (A.S.) degree in Mathematics will receive 60 credits toward the Bachelor of Science degree in Applied Mathematics at John Jay College of Criminal Justice (John Jay) as indicated below.

COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

Sending College Borough of Manhattan Community College		Receiving College Equivalent John Jay College		Credit Granted
General Education Courses				
REQUIRED CORE: 12 Credits				
ENG 101 English Composition	3	ENG 101 Composition I	3	3
ENG 201 Introduction to Literature	3	ENG 201 Composition II	3	3
Mathematics and Quantitative Reasoning MAT 206 Precalculus	3	Mathematics and Quantitative Reasoning MAT 141 Precalculus	3	3
Life and Physical Science	3	Life and Physical Science	3	3
FLEXIBLE CORE: 18 Credits				
Creative Expression	6	Creative Expression	6	6
Scientific World	3	Scientific World	3	3
US Experience in its Diversity	3	US Experience in its Diversity	3	3
Individual and Society	3	Individual and Society	3	3
World Cultures and Global Issues	3	World Cultures and Global Issues	3	3
PROGRAM REQUIREMENTS				
Curriculum Requirements				
MAT 301 Analytic Geometry and Calculus I	4	MAT 151 Calculus I	4	4
MAT 302 Analytic Geometry and Calculus II	4	MAT 152 Calculus II	4	4
MAT 303 Analytic Geometry and Calculus III	4	MAT 253 Calculus III	4	4
MAT 315 Linear Algebra	3	MAT 310 Linear Algebra	3	3
Program Electives (choose 4 for 12 credits)*				
CSC 210 Computer Programming II	3	CSCI 273 Graphics and Interface Programming	3	3
CSC 211 Advance Programming Techniques	3	CSCI 272 Object Oriented Programming	3	3
MAT 200 Introduction to Discrete Mathematics	4	MAT 204 Discrete Structures	3 + 1 bl	4
MAT 209 Statistics	4	STA 250 Principles and Methods of Statistics	3 + 1bl	4
MAT 300 Introduction to Geometry	4	MAT 330 Modern Geometry	3 + 1 bl	4

MAT 310 Bridge to Advanced Mathematics	3	MAT 365 Elements of Mathematical Proof	3	3
MAT 320 Abstract Algebra	3	MAT 410 Abstract Algebra	3	3
MAT 501 Ordinary Differential Equations	3	MAT 351 Introduction to Differential Equations	4	4
MAT 505 History of Mathematics	3	MAT Elective	4	4
MAT 601 Advanced Calculus I	4	MAT 341 Advanced Calculus I	4	4
General Electives	3	General Electives	3	3
			Total	60
*To maximize transfer credits to the BS program, BMCC students are encouraged to complete MAT 501 and MAT 601				

E. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

Course	Course Title	Credits
General Education Courses		
College Option	300 Justice Core	3
College Option	Learning from the Past or Communications	3
Subtotal		6
Major Courses		
Part One: Core Courses		
CSCI 171	The Nature of Computers and Computing	3
CSCI 172	Introduction to Data Science	3
Subtotal		6
Part Two: Mathematics Core Courses		
MAT 265	Elements of Mathematical Proof	0-3
MAT 301	Probability and Statistics I	3
MAT 302	Probability and Statistics II	3
MAT 341	Advanced Calculus I	0-3
MAT 351	Introduction to Ordinary Differential Equations	0-3
Subtotal		6-15
Part Three: Concentrations Select one and complete at least 3 courses		
Concentration A. Data Science		
CSCI 362	Databases and Data Mining	3
MAT 367	Multivariate Analysis	3
MAT 455	Data Analysis	3
Subtotal		9
Concentration B. Cryptography		
CSCI 360	Cryptography and Cryptanalysis	3
MAT 410	Abstract Algebra	3
MAT 460	Mathematical Cryptography	3
Subtotal		9
Part Four: Electives (choose two)		
CSCI 358	Machine Learning	3
CSCI 360	Cryptography and Cryptanalysis (Concentration A only)	3
CSCI 362	Database and Data Mining (Concentration B only)	3
CSCI 376	Artificial Intelligence	3
CSCI 377	Computer Algorithms	3
CSCI 385	Faculty Mentored Research Experience in Computer Science	3
CSCI 421	Quantum Computing	3
MAT 352	Applied Differential Equations	3
MAT 354	Regression Analysis	3
MAT 361	Functions of a Complex Variable	3
MAT 365	The Mathematics of Signal Processing	3
MAT 367	Multivariate Analysis (Concentration B only)	3

MAT 371	Numerical Analysis	3
MAT 380	Selected Topics in Mathematics	3
MAT 385	Faculty Mentored Research Experience in Mathematics	3
MAT 410	Abstract Algebra (Concentration A only)	3
MAT 442	Advanced Calculus II	3
MAT 455	Data Analysis (Concentration B only)	3
MAT 460	Mathematical Cryptography (Concentration A only)	3
Subtotal		6
Major Courses		27-36
General Electives (Consult with an Advisor)		18-24
Total Transfer Credits Applied to Program		60
Total Credits Required after Transfer		60
Total Credits Required for Degree		120

If BMCC develops a course equivalent to CSCI 171 or 172, students may complete that course before transferring to JJAY.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: 3/31/2022

1. Name of Department or Program: English

2. Contact information of proposer(s):

Name(s): Adam Berlin

Email(s): aberlin@jjay.cuny.edu

Phone number(s): 212-237-8564

3. Current number and title of course: **ENG 216 Fiction Writing**

4. Current course description:

Supervised practice in the writing of fiction, including popular fiction, with classroom analysis and discussion of student work. Strong emphasis on dialogue and characterization techniques. Depending on student interest, specific types of fiction may be considered, such as mystery novels, Gothic romances and science fiction.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): Standard/no lab hours

c. Current prerequisites: ENG 201

5. Describe the nature of the revision (what are you changing?): Changing the course description. The new description removes the heavy references to writing popular and genre fiction, and it highlights what is actually covered in the course—an attention to voice and character development and to building believable plots.

6. Rationale for the proposed change(s): The current course description no longer reflects the way ENG 216 is taught.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

- a. Revised course description:

English 216: Fiction Writing

In this workshop, students write original stories and discuss each other's work. To discover their own writing voices, students will write realistic stories, often drawn from personal experience. Students will focus on character development, authentic dialogue, and credible plots. After in-class reading and critique, students will use comments from peers and professor to thoroughly revise their work.

- b. Revised course title: n/a

- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/a

- d. Revised learning outcomes: n/a

- e. Revised assignments and activities related to revised outcomes: n/a

- f. Revised number of credits: n/a

- g. Revised number of hours: n/a

- h. Revised prerequisites: n/a

8. Enrollment in past semesters: 21

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

No _____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: March 31, 2022

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Jay Gates, English Department chair



CRJ 718
Action Research for
Crime Analysis

Mangai Natarajan, PhD
Professor
or
Sung-suk Violet Yu, PhD
Associate Professor

Office Hours: TBA and by appointment.

COURSE DESCRIPTION:

The main purpose of this course is to introduce action research, a solution centered science-based approach to quantitative and qualitative data collection and analysis. It aims to develop students to perform analytic tasks and to make them skillful crime analysts. The course will provide an overview of research design, methodologies, and statistical techniques to address a crime problem in specific context and situations. It will prepare the students to pose research questions and hypotheses; and assess appropriate methodology in evaluating empirical evidence in analyzing the problem. Further, the course will focus on the type and nature of data pulls, data management and descriptive data analytical techniques for crime analysis and crime prevention. Essentially this course is centered around action research process including diagnosis and analysis as prerequisites for taking informed actions and evaluating their impact to advance evidence-based crime reduction.

Pre-Requisites: None

COURSE LEARNING OUTCOMES:

- Critically assess the local crime problem for finding solution
- Identify differences between basic research and action research
- Develop an action research project
 - Compose pertinent research questions
 - Determine the data (qualitative/quantitative) needs and the challenges in data collection
 - Determine the appropriate analytical techniques
 - Configure the action plan based on the analysis

COURSE CONTENT:

This course is divided into three parts as below:

Part 1. (From Week1 to Week 3). Problem Diagnosis: What does it take to diagnose the problem?

Part II. (From Week 4 to Week 10). Data collection and Analysis: What data analysis is needed to justify the appropriate responses?

Part III. (From Week 11 to Week 14). Communication and Assessment. How to shape actions informed by analysis? How to assess the process and impact of the measures introduced in solving the problem?

REQUIRED TEXTBOOKS

Duesbery, L., & Twyman, T. (2020). *100 questions (and answers) about action research*. SAGE Publications, Inc. <https://www.doi.org/10.4135/9781544305455>. **Print ISBN:** 9781544305431 / **Online ISBN:** 9781071849408

Eck, J. (2017). *Assessing Responses to Problems: Did It Work?* 2nd ed. Tool Guide No. 1. Available online via ASU Center for Problem-Oriented Policing: <https://popcenter.asu.edu/content/assessing-responses-problems-did-it-work-page-2>

Maxfield, M.G. & Babbie, E. R. (2016). *Basics of Research Methods for Criminal Justice and Criminology*. (4th ed). Belmont, CA: Wadsworth Cengage Learning. ISBN: 9781305261105

NOTE: An electronic copy is available. Visit [cengage.com](https://www.cengage.com) or by checking the link: <https://www.cengage.com/c/basics-of-research-methods-for-criminal-justice-and-criminology-4e-maxfield/9781305261105/>

Various IBM SPSS User's Manuals (in English). Available online:

<https://www.ibm.com/support/pages/ibm-spss-statistics-26-documentation#en>

Required reading materials are accessible via the John Jay College Library. Some of the readings will be posted on the course Blackboard site. Students are expected to read all assigned readings prior to each class for discussions.

Use of Statistical Software

Microsoft Excel, SPSS or SAS. If you prefer to use other statistical software package, please inform the course instructor to discuss the software you plan to use. It is your responsibility to make sure you are capable of completing the course work using available statistical software.

REQUIRED ASSIGNMENTS

1. Attendance, Discussion and Participation	20%
2. Individual assignments	30%
2.1.POP guide summary report	5%
2.2.Action research concept note: Problem formulation	5%
2.3.Field research/ Observation report	10%
2.4.Data download, analysis, communication	10%
3. CITI Training	5%
4. Quizzes	15%
5. Presentation of the action research plan:	10%
6. Action Research Plan Term Paper	20%

GRADE ASSIGNMENT

The assignment of letter grades for the course is as follows:

Grade	Percentage equivalent	Grade	Percentage equivalent	Grade	Percentage equivalent
A	≥ 93	A-	≥ 90	B+	≥ 87
B	≥ 83	B-	≥ 80	C+	≥ 77
C	≥ 73	C-	≥ 65	F	Below 65

CLASS RULES/GUIDELINES

Class Readings:

Each student must read the readings that are in the course schedule. The students must read the entire article, review, and prepare a summary. The review of the readings enhances the understanding of the topic for discussion.

COMMUNICATIONS

• How to reach the professor: John Jay College email

The best way to contact or communicate with the class professor is via email (email address here). The professor will usually respond to you within 24 hours of receiving your email. When you send an email, make sure you have “CRJxxx” in the email subject line.

Students are expected to have John Jay College webmail address and access to “Blackboard”. Course materials, my feedback to your work, and your grades will be posted online through “Blackboard”. Students should be aware that the John Jay College email account username and password allow use of the John Jay College Library electronic resources from home.

Emails need to be written in a professional manner using proper grammar, punctuation and capitalization. Emails have the following elements: 1. A subject (what you are inquiring) in the subject line and be written in a professional manner (proper punctuation and capitalization); 2. Address the professor in a professional way (Not hey professor), as Prof. Last Name or Prof. FirstName; 3. The matter; 4. Signature (your name), 5. Use your JJ email ID to send (Please note that professors will respond to only student’s JJ email). If the email from you does not meet the above basic requirements, the reply may be delayed or will not be responded. The emails are for contacting the professor for mostly to clarify any questions that are not in the syllabus, hence the responses will be brief. If need to have lengthy discussion, the students need to make an appointment for a meeting.

POLICIES AND SERVICES OFFERED AT JOHN JAY COLLEGE

There is zero tolerance policy regarding hate speech in the classroom.

Assistance with Writing: The Writing Center at John Jay

The Writing Center at John Jay - <http://jjcweb.jjay.cuny.edu/writing/homepage.htm> located in Room 01.68 NB, (212) 237-8569 is a service that provides free tutoring in writing to students of John Jay College. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines.

Americans with Disabilities Act (ADA) Policy

The Americans with Disabilities Act of 1990 provides for equal opportunity to persons with disabilities. Both ADA and Section 504 of the Rehabilitation Act define an individual with a disability as a person:

- Who has a physical or mental impairment that substantially limits one or more major life activities, or
- Who has a record of such impairment, or
- Who is regarded as having such impairment?

If a disability exists, reasonable appropriate accommodations are determined to create equal opportunity.

ADA Guidelines: https://www.ada.gov/2010ADAstandards_index.htm

Office of Accessibility Services (212-237-8031): <http://www.jjay.cuny.edu/office-accessibility-services>

Counseling and Referral Services

This center is here to provide you with a complete range of counseling and referral services:

<http://www.jjay.cuny.edu/counseling>

New Building L.68.00

Phone: 212.237.8111

Email: Counseling@jjay.cuny.edu

Military and Veterans Services

Military personnel and Veterans can find resources at the Military and Veterans Services office:

<http://www.jjay.cuny.edu/military-and-veteran-services>

Haaren Hall 229 Phone: 212.484.1329 Email: johnjayveterans@jjay.cuny.edu

POLICIES RELATED TO ACADEMIC ACTIVITIES

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. <http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922405>

Incomplete Grade Policy

An Incomplete grade may be given only to those students who would pass the course if they were to satisfactorily complete course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete. If a faculty member decides to give an incomplete grade, he or she completes an Incomplete Grade drop-down form that will appear on the grading screen when the faculty member assigns the INC grade online. The faculty member will then provide the following information: the grade the student has earned so far; the assignment(s) that are missing; and the percentage of the final grade that the missing assignment(s) represents for this purpose. If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

- **Turnitin: Term Paper Submission**

In an effort to detect and prevent plagiarism, the instructor will use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. Turnitin is included in Blackboard. Submit your Term paper through Turnitin via Blackboard.

CRJ7xx CLASS SCHEDULE-- SUBJECT TO CHANGE

PART I. PROBLEM DIAGNOSIS

- Focus on a specific problem
- Articulate a casual mechanism by utilizing relevant theories
- Identify research questions and hypotheses

- **Week 1. Introduction to Action Research**

Topics covered

- Introduction to empirical research
 - Pillars of Science: Theory, observation (methods) and statistics
 - Wheel of science: Inductive and deductive logic
 - Types of Research
- Action research and evaluation research
- Importance of Action Research for Crime Analysis
 - Link Action Research to Crime Analysis

Learning/performance objectives (These objectives are notes for the professors who teach the course)

- Distinguish scientific inquiries from personal inquiries
- Distinguish the types of research
- Describe the fundamental features of social science: theory, data collection, and data analysis
- Identify differences between basic and applied and action research
- Explain the role of science in fact finding needed for problem solving
- Explain the role of action research for crime analysis

Required reading

Duesbery, L., & Twyman, T. (2020). Part 1. What is Action Research (pp.1-16)
 Maxfield and Babbie (2016). Ch1. Criminal Justice and Scientific Inquiry (pp1-23)
 Maxfield and Babbie (2016). Ch3. General Issues in Research Design (pp47-75)

Recommended reading

Bradbury, H., & Reason, P. (2003). Action research: An opportunity for revitalizing research purpose and practices. *Qualitative social work*, 2(2), 155-175.
 Lewin, K. (1946). Action research and minority problems. *Journal of social issues*, 2(4), 34-46.
 This is Kurt Lewin's original piece-he was the one who termed the action research.

Discussion:

1. Application of Action Research- What projects will fit action research?
(Each student must come up with one or two ideas).
2. How different the action research is from basic research
3. What is entailed in research design- how is it different from research methods?

Week 2. Problem Focus: Asking questions correctly

Topics

- Selecting the specific focus of research
- Introduction to statistics
- Explain the prevalence of the crime problem using descriptive statistics
- Measurement, process and levels
- Causation, and causal mechanism

Learning/performance objectives

- Ask testable research questions
- Develop hypothesis that guide the research
- Explain the need for research questions and hypothesis for focusing on a single problem that is researchable, measurable, meaningful, relevant, and feasible
- Configure the focus of research- from broader perspectives to specific focus for identifying criteria for causation
- Ascertain the theoretical framework that fits the topic
- Identify the independent variable, dependent variable, and intervening/control variables
- Identify suitable descriptive statistics for variables
- Explain process of measurement
- Identify levels of measurement

Required reading

Duesbery, L., & Twyman, T. (2020). Part 2. Preparing for Action Research (pp.17-30)
 Duesbery, L., & Twyman, T. (2020). Part 3. Social Justice in Action Research (pp.31-44)
 Maxfield and Babbie (2016). Ch4. Concepts, Operationalization, and Measurement (pp.78-107)

Recommended reading

Abbott, J., McGrath, S. A., & May, D. C. (2020). The effects of police effort on victims' fear of crime. *American Journal of Criminal Justice*, 45(5), 880-898. (IV, DV example)
 Duesbery, L., & Twyman, T. (2020). Part 7. Collecting and Analyzing Data (pp.93-106)

<ul style="list-style-type: none"> ● Discussion:
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- | |
|---|
| <ul style="list-style-type: none"> ● 1. When do you ask research questions; when do you use research hypothesis in research? |
|---|

2. Why is theory important for crime analyst in undertaking analysis?

3. How to measure the hotspots or concentration of crimes in the neighborhoods
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- **Week 3. Action Research Inquiry**

Topics

- Conceptualizing with theoretical framework, identifying goals, objectives, research questions and hypothesis
- Articulate the causation criteria
- Measurement quality: Reliability and validity
- Utility of research in guiding actions (case studies)

Learning/performance objectives

- Conceptualize a research project using Action Research framework
- Identify validity threats to causation and generalizability
- Explain measurement reliability and validity

Required readings

Duesbery, L., & Twyman, T. (2020). Part 4. Research in Your Field (pp.45-52)

Duesbery, L., & Twyman, T. (2020). Part 5. Moving your research forward (pp.53-56)

Maxfield and Babbie (2016). Ch4. Concepts, Operationalization, and Measurement (pp.78-107)

<ul style="list-style-type: none"> ● Discussion:
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- | |
|--|
| <ol style="list-style-type: none"> 1. Identify The elements of planning action research 2. How do you measure and examine the crime problem? 3. Explain different threats to validity in relation to causation and generalizability |
|--|

PART II. DATA COLLECTION AND ANALYSIS

What data analysis is needed to justify the appropriate responses?

- Design an action research study
- Collect useful and necessary data
- Plan a course of data analysis

- **Week 4. Study Design**

Topics

- Study design: Experimental and Quasi-experimental design
- Qualitative and quantitative data
- Mixed methods
- Triangulation of data
- Ethics in Research: What do we mean by ethics? (CITI training)

Learning/performance objectives

- Identify major components of true experiment and quasi-experiment
- Apply the appropriate research design for a given research project
- Explain different threats to validity in relation to causation and generalizability
- Describe utility of the mixed methods and triangulation of data
- Appraise the role of reliability and validity in determining the consistency and accuracy of measures
- Describe the safeguards needed to protect human subjects
- Identify key principles for protecting human subjects in research setting

Required reading

- Duesbery, L., & Twyman, T. (2020). Part 5. Moving your research forward (pp.57-64)
- Maxfield and Babbie (2016). Ch2. Ethics and Criminal Justice Research (pp.25-45)
- Maxfield and Babbie (2016). Ch5. Experimental and Quasi-Experimental Designs (pp.109-135)

Recommended reading

- Abbott, J., McGrath, S. A., & May, D. C. (2020). The effects of police effort on victims' fear of crime. *American Journal of Criminal Justice*, 45(5), 880-898. (IV, DV example)
- The Belmont Report (1979) <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>
- Bartkowiak-Théron, I. (2007). The ethics of action research in community policing: the contexts of 'no man's lands' and 'no go areas'. In *The Australian Association for Professional and Applied Ethics: Fourteenth Annual Conference 'Conference Theme: Enhancing Responsibility'* (pp. 1-19). AAPAE.
- Boman, J.H., Gallupe, O. Has COVID-19 Changed Crime? Crime Rates in the United States during the Pandemic. *Am J Crim Just* 45, 537–545 (2020). <https://doi-org.ez.lib.jjay.cuny.edu/10.1007/s12103-020-09551-3>
- Feder, L., Annette J., & William Feyerherm. (2000). Lessons from Two Randomized Experiments in Criminal Justice Settings. *Crime & Delinquency* 46 (3):380-400. doi: 10.1177/0011128700046003007
- Ratcliffe, J. H., Taniguchi, T., Groff, E. R., & Wood, J. D. (2011). The Philadelphia foot patrol experiment: a randomized controlled trial of police patrol effectiveness in violent crime hotspots. *Criminology*, 49(3), 795-831.
- Miech, R.A., Johnston, L., O'Malley, P.M., Bachman, J.G., Schulenberg, J. & Patrick, M.E. (2015). Trends in use of marijuana and attitudes toward marijuana among youth before and after decriminalization: The case of California 2007–2013. *International Journal of Drug Policy*, Vol.26(4). Pp.336-344. <https://doi.org/10.1016/j.drugpo.2015.01.009>.
- Rosenfeld, R., Deckard, M. J., & Blackburn, E. (2014). The effects of directed patrol and self-initiated enforcement on firearm violence: A randomized controlled study of hot spot policing. *Criminology*, 52(3), 428-449.

Required Research Video Clips to Watch

Conduct a simple search in Youtube or using the links provided below, watch all following videos.

1. Milgram's Obedience to Authority Study
<https://www.youtube.com/watch?v=eTX42lVDwA4>
2. Zimbardo's Stanford Prison Experiment
https://www.youtube.com/watch?v=L_LKzEqIPto&index=10&list=PL00BI9E6Kq5wtbQxwE9X1jFniwjNAIA4y or <http://www.prisonexp.org/>
3. The Tuskegee Syphilis Experiment
<https://www.youtube.com/watch?v=-JP3Qa32IPw>

Discussion:

1. How do we protect human subjects (if interviewed)?
2. What are the alternate methods to avoid interactions with human subjects?

- **Week 5. Data Collection, and Sampling**

Topics

- Sampling methods: Probability and Non-probability sampling methods
- Control or comparison groups
- Time-series/ trend study design
- Primary and Secondary data
- Avenues and sources of qualitative and quantitative data
- The various datasets and data sources- the UCR, NCVS, BJS, Law Enforcement Management and Administrative Statistics (LEMAS), COMPSTAT, ICPSR
- Various statistical packages, SPSS, SAS, STATA, EXCEL etc.
- Google street view, ArcGIS, SNA software, ATLAS, NVivo
- Routine Crime Analysis Reports; Repeat Call Locations; Repeat Incident Types, High-Call Time Period, Repeat Offender Lists, Repeat Victim Lists, Citizen and Community-Group Observations, Government-Official Observations and Requests, Media Reports

Learning/performance objectives

- Identify an appropriate sampling method for a given topic
- Design a feasible action research study
- Identify appropriate comparison/ control groups
- Identify the needed data for a given action research study
- Identify potential ethical issues in data collection
- Explore and examine various sampling strategies and their role in generalizability of findings
- Describe the types of existing data and agency records for research
- Find relevant existing data for a research study

Required Reading

Duesbery, L., & Twyman, T. (2020). Part 6. Research Designs and Methods (pp.65-92)
Maxfield and Babbie (2016). Ch6. Sampling (pp137-166)

Recommended reading

Blount-Hill, K.-L., & Butts, J. A. (2015). Respondent-driven sampling: Evaluating the effects of the cure violence model with neighborhood surveys. NY: Research and Evaluation Center, John Jay College of Criminal Justice, City University of New York. (11 pages).
<https://johnjayrec.nyc/wp-content/uploads/2015/08/rds20151.pdf>
Copes, H., Beaton, B., Ayeni, D., Dabney, D., & Tewksbury, R. (2020). A content analysis of qualitative research published in top criminology and criminal justice journals from 2010 to 2019. *American journal of criminal justice*, 45(6), 1060-1079.

National databases

Use the provided links below to examine various reporting forms. The links may have changed.

If any of the links does not work, conduct Internet search to find working links.

UCR Program data collections. NIBRS, UCR, Hate Crime, and Cargo Theft.

<https://ucr.fbi.gov/ucr-program-data-collections>

The United States Department of Justice Forms

https://www.justice.gov/forms?page=6&title=&component=All&items_per_page=25&order=field_resource_component&sort=asc

Criminal justice system flowchart. <http://www.bjs.gov/content/largechart.cfm>

Monitoring the Future (MTF). <http://www.monitoringthefuture.org>

National Crime Victimization Survey (NCVS) <http://www.bjs.gov/index.cfm?ty=tp&tid=91>

National Survey on Drug Use and Health (NSDUH).

<https://nsduhweb.rti.org/respweb/homepage.cfm>

Openly available crime database

Please share any available crime data you know of via Blackboard

New York City Police Department Crime data. <https://www1.nyc.gov/site/nypd/stats/crime-statistics/crime-statistics-landing.page>

City of Chicago crime databases. <https://www.chicago.gov/city/en/dataset/crime.html>

City of Denver. <https://www.denvergov.org/opendata/dataset/city-and-county-of-denver-crime>

Mapping Police Violence. <https://mappingpoliceviolence.org/>

Discussion:

When will you use experiment design and non-experimental design?

When will you use longitudinal design explain?

Compare and contrast random v nonrandom sampling

Describe how and when you use them.

Explain different threats to validity in relation to causation and generalizability

Provide your view on the GOV data and their utility.

What are the challenges in accessing data and formatting?

What type of data the police will need to do their problem-solving endeavors?

Week 6. Data Collection: Survey and Qualitative Interviews

Topics

- Survey
- Qualitative interviews
- Focus groups
- Data techniques: surveys, attitudinal scales standardized test, audio, video field notes, Map, unobtrusive data
- Importance of interviews (one on one -qualitative); types of interviews unstructured, semi-structured, and structured. Purpose: Undertaken to gain rich (qualitative) understanding from a small number of people about -Attributes; Behavior; Preferences; Feelings; Attitudes; Opinions; Knowledge on a specific topic.

Learning/performance objectives

- Explain what survey is, how to construct survey questionnaire, and different ways to administer survey questionnaires

- Explain utility of qualitative interviews and focus groups
- Describe the characteristics of qualitative and quantitative data
- Compare and contrast structured interviews, semi-structured, and un-structured interviews
- Design an interview protocol, how to plan and conduct to comprehend the benefits of qualitative interviews
- Set up questions in survey monkey or any other online survey tool
- Assess the importance of interviews in mixed methods
- Prepare the consent form

Required reading

Maxfield and Babbie (2016). Ch7. Survey Research (pp168-192)

Maxfield and Babbie (2016). Ch8. Qualitative Interviewing (pp194-224)

Swaner, R., Labriola, M., Rempel, M., Walker, A., & Spadafore, J. (2016). Youth involvement in the sex trade: A national study [Tech. Rep.]. New York: Center for Court Innovation. Chapter 2.

Smith, S. M. (2015). Seven tips for writing great questions. Washington: Qualtrics, LLC [http://success.qualtrics.com/rs/qualtrics/images/7-Tips-for-Writing-Great-Questions.pdf].

Recommended reading

Crime survey for England and Wales (the British Crime Survey). <http://www.crimesurvey.co.uk/>

Monitoring the Future (MTF). <http://www.monitoringthefuture.org>

National Crime Victimization Survey (NCVS) <http://www.bjs.gov/index.cfm?ty=tp&tid=91>

National Survey on Drug Use and Health (NSDUH).

<https://nsduhweb.rti.org/respweb/homepage.cfm>

Discussion:

Give examples of qualitative and examples of quantitative data What are the limitations

Compare and contrast survey and interviews

Provide examples of primary data to secondary data and provide comparisons

-
- **Week 7. Data Collection: Observation and Existing Data**

Topics

- What is field research?
- Observation: How to observe. Possible roles as an observer
- Observation: What to observe. Environmental survey, security audit, etc.
- Data entry 101 for data analysis: Codebook
- Existing Data and Secondary data analysis

Learning/performance objectives

- Explain the complementary aspects of qualitative and quantitative data- triangulation

- Manage the interview data for analysis
- Produce a codebook
- Enter data for data analysis (Students will learn the basics of data entry)
- NOTE to Self: Use a couple of existing codebook to go over the basics of codebook

Required readings

Maxfield and Babbie (2016). Ch9. Field Observation (pp226-252)

Maxfield and Babbie (2016). Ch10. Agency Records, Content Analysis, and Secondary Data (pp254-275)

Khorshidi, S., Carter, J., Mohler, G., & Tita, G. (2021). Explaining crime diversity with Google street view. *Journal of Quantitative Criminology*, 37(2), 361-391.

IBM SPSS Statistics 26 Core System User's Guide.

https://www.ibm.com/docs/en/SSLVMB_26.0.0/pdf/en/IBM_SPSS_Statistics_Core_System_User_Guide.pdf

- Ch3. Data files (pp7-41)
- Ch5. Data editor (pp49-64)

Recommended reading

Hunter, J., Ward, B., Tseloni, A., & Pease, K. (2021). Where should police forces target their residential burglary reduction efforts? Using official victimization data to predict burglary incidences at the neighborhood level. *Crime Science*, 10(1), 1-11.

● Week 8. Data Analytics

Topics

- Review: Introduction to statistics
- Descriptive statistics
- Inferential statistics
- Four main types of data analysis

Learning/performance objectives

- Explain differences between descriptive statistics and inferential statistics
- Identify when one needs inferential statistics
- Conduct various statistical analysis
- Explain the statistical test results

Recommended reading

Duesbery, L., & Twyman, T. (2020). Part 7. Collecting and Analyzing Data (pp.93-106)

● Week 9 and 10. Data Analysis: Descriptive and Inferential Statistics (SKILLS)

Topics

- Police data quality

- Conduct descriptive statistical analysis
- Present statistical analysis results in a written simple report
- Make Tables and Graphs
- Explain Tables and Graphs
- Correlation
- Comparing the means: T-test and ANOVA Learning Objectives
- Identify (suitable/ appropriate) data sources
- Regression – linear regression, logistic regression and multiple regression
- Benefits and applicability of various statistical techniques suitable for any given dataset or topic

Learning/performance objectives

- Assess the big data and its use and challenges for law enforcement
- Identify the need for cloud source data for analyzing indicators of crime
- Make tables graphs for presentations for a written report and oral presentation
- Provide a clear explanation on the graphs and tables
- Demonstrate understanding of statistical analysis by being able to identify suitable inferential statistical techniques depending on a given dataset and topic

Required Reading

- Duesbery, L., & Twyman, T. (2020). Part 8. Turning Data into Information (pp.107-124)
- Brayne, S. (2017). Big data surveillance: The case of policing. *American sociological review*, 82(5), 977-1008.
- O'Connor, C. D., Ng, J., Hill, D., & Frederick, T. (2021). Thinking about police data: Analysts' perceptions of data quality in Canadian policing. *The Police Journal*, 0032258X211021461.
- McQuade, B. (2021). World Histories of Big Data Policing. *Journal of World-Systems Research*, 27(1), 109-135.

IBM SPSS User's Manuals (in English): <https://www.ibm.com/support/pages/ibm-spss-statistics-26-documentation#en>

IBM SPSS Statistics Base 26. (pp1-15).

https://www.ibm.com/docs/en/SSLVMB_26.0.0/pdf/en/IBM_SPSS_Statistics_Base.pdf

IBM SPSS Statistics Base 26. (pp22-29, 40-59)

https://www.ibm.com/docs/en/SSLVMB_26.0.0/pdf/en/IBM_SPSS_Statistics_Base.pdf

IBM SPSS Statistics 26 Core System User's Guide.

https://www.ibm.com/docs/en/SSLVMB_26.0.0/pdf/en/IBM_SPSS_Statistics_Core_System_User_Guide.pdf

- Ch3. Data files (pp7-41)
- Ch5. Data editor (pp49-64)
- Ch6. Working with multiple data sources (pp65-66)
- Ch7. Data preparation (pp67-81)
- Ch8. Data transformations (pp.83-99)
- Ch9. File handling and file transformation (pp101-120)
- Ch10. Working with output (pp121-134)

-NO DISCUSSION- Students will be working on data

PART III: REPORTING AND COMMUNICATION

- Design an action research plan
- Communicate findings clearly to shape possible course of actions
- Plan for evaluation
- Present a plan for your action research project

- **Week 11. Towards building an Action Research Plan: Process evaluation / Outcome evaluation**

Topics

- Program Fidelity
- Measures: process, output, and outcome measures
- Evaluation Research Topics
- Process evaluation
- Outcome evaluation
- Research evaluation and policy

Learning/performance objectives

- Explain program fidelity
- Identify suitable output and outcome measures of a given topic
- Identify feasible avenue of data collection
- Produce practical study design

Required Reading

Duesbery, L., & Twyman, T. (2020). Part 9. Action Research in the Bigger World (pp.125-148)
 Maxfield and Babbie (2016). Ch11. Evaluation Research and Problem Analysis (pp.277-309)
 Eck, J. (2017). Assessing Responses to Problems: An Introductory Guide for Police-Problem Solvers. <https://popcenter.asu.edu/content/assessing-responses-problems-did-it-work-page-2>

- **Week 12. Action Plan and Evaluation Research**

Topics

- Action Plan: Evaluation research
- Policy evaluation process
- Application: Identify the IV, DV and control variables using your study
- Identify outcome variables and control variables to measure the impacts
- Identify the ways to assess program fidelity
- Identify how to analyze data (i.e., group based or time-based, etc.)

Learning/performance objectives

- Explain the role of evaluation research

- Explain the symbiosis of evaluation and action research
- Distinguish the process and impact evaluation
- Explain major concepts in program evaluation
- Explain policy evaluation process
- Describe types and utility of evaluation research
- Explain how the scientific realist approach focuses on mechanisms in context, rather than generalizable causal processes.

Required Reading

Maxfield and Babbie (2016). Ch11. Evaluation Research and Problem Analysis (pp.277-309)
 Parsons, Jim., Gokey, Caitlin & Monica Thornton. (2013). Indicators of Inputs, Activities, Outputs, Outcomes and Impacts in Security and Justice Programming. Vera Institute of Justice. New York, New York. 26 pages

Discussion

1. Discussion an evaluation project that you know of and what you learnt from.
2. What are the challenges one would encounter in evaluation research?
3. How does the evaluation research fits with action research?

- **Week 13. Action Research Plan: Putting together a report**

Topic

- Case studies of action research

Required Reading

Braga, A.A., Kennedy, D.M., Waring, E.J., & Piehl, A. M. (2001). Problem-Oriented Policing, Deterrence, and Youth Violence: An Evaluation of Boston's Operation Ceasefire. *Journal of Research in Crime and Delinquency*. 38(1). pp.195-225

NNSC website. <https://www.nnscommunities.org/>

- Drug Market Intervention. <https://www.nnscommunities.org/strategies/drug-market-intervention-2/>
 - Group Violence Intervention. <https://www.nnscommunities.org/strategies/group-violence-intervention/>
 - Intimate Partner Violence Intervention. How IPVI Works. <https://youtu.be/JjjNZ9F0pDQ>
<https://www.nnscommunities.org/strategies/intimate-partner-violence-intervention/>
 - Prison Violence Intervention. <https://youtu.be/IL0oNrC18rw>
<https://www.nnscommunities.org/strategies/prison-violence-intervention/>
- **Week 14 and 15. Student Presentation- Communicate and Disseminate Your Finding Topics**
Presenting the action research project plan

- Students must submit their PowerPoint presentation via Blackboard at least 24 hours before their scheduled presentation.

COURSE ASSIGNMENT DUE DATES (SUBJECT TO CHANGE)

Date	Assignment Due
Week 2	1.Discussion/Reflection 2.1. POP guide summary report 3.CITI certificate
Week 3	4.Quiz
Week 4	1.Discussion/Reflection 2.2.Action Research Topic Concept Report
Week 5	4.Quiz
Week 6	1. Discussion/Reflection
Week 7	2.3. Field research Report 4. Quiz
Week 8	1. Discussion/Reflection
Week 9	1.Discussion/Reflection 4.Quiz
Week 10	2.4. Data Download and Analysis
Week 11	1.Discussion/Reflection
Week 12	1.Discussion/Reflection 4.Quiz
Week 13	1.Discussion/Reflection
Week 14 and 15	5.Action research plan presentation 6.Action Research Plan report (deadline for Turnitin)

- **A total of 8 discussions and reflections listed**
- **A total of 5 quizzes listed**

ASSIGNMENT INSTRUCTION. MORE INFORMATION WILL BE POSTED ON BLACKBOARD AS NEEDED

In general, only the instructor will see your work submitted under “Assignment”. Your colleagues will be able to see your work submitted under “Discussion Board”.

John Jay College is located in New York, New York. **All due dates and times are stated in Eastern Standard Time (EST).** Assignment is at the end of the stated day, the midnight (11:59pm). There is a six-hour grace period (i.e., 6am of the next day).

Late submission may be accepted until the day before the following class. For assignments submitted after due date, **there will be a late penalty of 50%.** Any assignment submitted after the first following class will NOT be accepted unless you have spoken with the course instructor beforehand.

If you have your own personal computer, make a folder named John Jay College. Make a sub-folder named CRJ7xx It may look like this: C:\\user\\JJay\\CRJ7xx

Your assignment file must have your name as the prefix (eg. John Doe AsstNo2.1.docx), the assignment number, and your name in the document. Make sure your file is compatible with Windows OS. Upload your file to an appropriate section. Please do not “copy and paste” your assignment. NO Assignments will be accepted via email.

When you work on your assignment, first, open a MS word or other word processing program. Name your assignment appropriately. Save your work frequently. Keep a copy for yourself before and after you submit your work.

Content:

- Provide a clear and informative title of your assignment.
- Remember this is a college class. Utilize academic sources. Avoid (exclusively) relying on personal experience, opinion, or belief. Assignments are not personal essays.
- Include academic sources or empirical articles whenever appropriate or possible.
- Cite your sources in APA style
- Link your assignment to the relevant course materials.

Writing style:

- Write in the third person. Use the active voice (e.g., “Marcia said this thing”) rather than the passive voice (e.g., “this thing was said by Marcia”).
- Use headings and sub-headings. This will help you to focus on your topic and organize your work.
- Be direct—instead of trying to imply something, state your argument based on evidence.
- Be concise and specific. Avoid cluttering your answers with unnecessary embellishment.
- Review your work before you submit it.

USE OF STATISTICAL SOFTWARE

Microsoft Excel, SPSS, or SAS. If you prefer to use other statistical software package, please inform the course instructor to discuss the software you plan to use. It is your responsibility to make sure you are capable of completing the course work using available statistical software.

This course introduces the use of the statistical software such as MS Excel or SPSS to uncover relationships and patterns in data sets, and to calculate the statistics needed to make

interpretations and draw conclusions in research reports. The course covers basic statistical methods and their application to social science and policy analysis, including the essential elements of descriptive statistics and inferential statistics.

MS Excel. All workstations at the computer labs in the college are equipped with Excel.

SPSS. Gradpack. All workstations at the computer labs are equipped with SPSS. Students can also obtain a licensed copy of SPSS GradPack version from www.onthehub.com. This site offers discounted SPSS software with proof of valid college ID.

SPSS. Virtual Desktop Applications. CUNY Virtual Desktop allows students to access course software from a remote location. To use the CUNY Virtual Desktop, follow these steps:

- Access from <http://www2.cuny.edu/about/administration/offices/cis/virtual-desktop/>.
- Access using your **CUNYfirst ID** followed by **@login.cuny.edu**, and your **CUNYfirst password**.
- Install the virtual desktop onto your computer, tablet or smartphone.
- Access your applications by clicking on one of the icons (choose SPSS).
- Log in using your CUNYfirst ID followed by @login.cuny.edu, and your CUNYfirst password.
- Save your data to a flash drive or local drive. Be sure to save your data before exiting the CUNY Virtual Desktop or your work will be lost. Print to any printer connected to your local device.

ASSIGNMENT SPECIFIC INSTRUCTION

1. In Class Discussion/Blackboard Forum with Reflections:

Active student participation in the class discussion is mandatory and students must take the assignments seriously with proper care. This is to enhance participation for critical thinking, reflecting on the course materials to undertake crime analysis and communication experience (interaction impact). Each student will be assigned to lead the discussion on themes reflecting the class topics (which will be announced). The assigned student will lead the discussion for the weeks they are assigned to. A random selection of students will be assigned to reflect on the discussion led by the students. The students leading the discussion must prepare a paragraph of 150 words (reflecting on the class readings on the topics) and post it in the discussion forum one day before the class meets on the topic. The students assigned to respond to the discussion must prepare a 150 word response by adding to the discussion. Each student will be asked to lead 4 discussion sessions and 4 reflection/commentaries that constitute 20% of the total grade.

The discussion and reflection writeups should consider the following:

- proofread before submitting. (For proper language and typing. No Capital letters- It is considered as rude)
- address the colleagues with respect (Collegiality must be followed)
- follow academic credibility (provide scholarly evidence-proper citation for your argument)
- be clear and precise- (Do not write essays-Short two paragraphs maximum)

2. Individual assignments:

There are five individual assignments that are pertinent for crime analyst to conceptualize and to have hands on experience in in analyzing a problem that needs action.

2.1.POP Guide Summary Report (5%)

This assignment will help you with “Problem Diagnosis”.

In this course, it is very important to define crime problem clearly. Go to Problem-Oriented-Policing Center website. (<https://popcenter.asu.edu/>). Browse Problem-Specific Guides to identify one crime problem of your interest (<https://popcenter.asu.edu/content/problem-specific-guides-0>). You may want to open up a PDF file.

Follow the format below to complete your assignment. Utilize “Table of Contents” to find the topics relevant to your assignment.

Grading criteria/ check lists:

- Title of your assignment (If missing, -1pt penalty): Provide a clear and informative title.
- Reference information (If missing, -1pt penalty): Provide the Guide Number and title and the link to the guide.
- The problem (1 pt). Provide a clear definition of what is covered in the guide. One or two paragraphs
- What is not covered (1 pt): Provide what kind of closely related crime problem is not covered. One or two paragraphs
- Prevalence (1 pt): One or two paragraphs. Provide how common the problem is using official statistics
- Factors contributing to the problems (1 pt): Provide at least two factors contributing to the problem
- (Suggested) response examples (1pt). Discuss TWO suggested response examples. One or two paragraphs per response example.

2.2 An Action Research Concept Report (5%)

This assignment will help you with “Problem formulation”.

This assignment is an introduction part and sets the stage for the final term paper, the action research plan. In this assignment the students are asked to write a concept note of their choice of the problem they plan to solve. This will involve describing what specific local problem (it could be a specific neighborhood or community) to be addressed about? Why it is important? Does this problem solving have any policy relevance or practical significance? Does it contribute to theoretical understanding and policies? Essentially, a brief explanation of the need for an action research that the students are aiming at.

This assignment requires students to write three paragraphs (500-750 words maximum words minimum): About the problem and its importance; a mini review (summary) of literature on the problem (of what has been done to deal with problem elsewhere) and theoretical framework: the

concepts that are relevant to deal with – incorporate the problem analysis triangle which provide the rationale for the action research plan. This first and last paragraphs are very important in this section to capture the audience’s attention to your topic.

2.3 Field research: Observation (10%): Link to Week 7

Depending on your topic of choice, conduct an environmental survey, security audit, or meeting observation.

2.3.1. Plan for your observation (5%)

Grading criteria:

- Introduction (1pt): Explain your topic and what you plan to do. Is this an environmental survey, security audit, or an observation of a meeting?
- Examples (2 pts): Provide information on what will be collected based on literature review. For example, is this observation of social disorder, physical disorder, or environmental features, or volume of people (i.e., pedestrians, transit riders, etc.), or types of people (i.e., race, ethnicity, people wearing a mask, short, hat, etc.)
- Observation / survey (2 pts): Based on your plan, make a table or observation features which will work as an instrument. Refer to examples you’ve found or examples shown in the lecture.

2.3.1. Data entry and codebook (5%)

- Codebook construction (2pts): using your own plan for observation or survey, construct a codebook in Excel or MS word, etc. Refer back to some of the codebooks discussed in the class. In your code book, specify
 - Variable name (max 8 to 12 words)
 - Variable labels
 - Values
 - Levels of measurements
- Data entry (2 pts): Enter your own data using the codebook you’ve created. There is no need to upload your data to Blackboard.
- Summary (1 pt): Provide a summary of your data collected or what you’ve learned. One or two paragraphs.
- Penalty (penalty up to – 5 points): If your codebook or summary is unclear, the course instructor will request you to submit a revised codebook and/or dataset. Be ready to submit your dataset as requested.

2.4. Data Analytics (10%). Link to Week9 and Week 10

2.4.1: Data Download (5%)

Choose one of the datasets below (under Week 9) to download and conduct descriptive data analysis. Select one calendar year or one fiscal year a minimum depending on the data you choose. If you have your own data from your agency for your own use, inform your course instructor of your choice as you are welcome to use them.

You may select to download dataset from any of the websites below or any legitimate sources:

- ICPSR. <https://www.icpsr.umich.edu/web/pages/>
- SAMHDA. <https://www.datafiles.samhsa.gov/dataset/national-survey-drug-use-and-health-2019-nsduh-2019-ds0001>
- NAHDAP. <https://www.icpsr.umich.edu/web/pages/NAHDAP/data/index.html>
- New York City Police Department Crime data.
<https://www1.nyc.gov/site/nypd/stats/crime-statistics/crime-statistics-landing.page>
- City of Chicago crime databases. <https://www.chicago.gov/city/en/dataset/crime.html>
- City of Denver. <https://www.denvergov.org/opendata/dataset/city-and-county-of-denver-crime>
- Mapping Police Violence. <https://mappingpoliceviolence.org/>

Grading criteria.

- Explanation of the data (1pt). Clearly identify which dataset you are working with. One or two paragraphs.
- Provide a webpage information (1 pt): Provide a webpage information, weblink and the date you downloaded.
- Identify statistical software you plan to use (1pt). Convert the downloaded data to any statistical software you feel comfortable using. (Okay, we will have to figure out how we can provide assistance to students here for hands on. Probably require extra resources for this.
- Summarize your data (2 pts): Provide a summary of the data you've downloaded. One or two paragraphs. Provide information on total number of cases, total number of variables, and data duration.

2.4.2: *Data Analysis (5%)*.

- Using the dataset you've downloaded, create at least one table and one graphs to describe your data. In this work, consider measures of central tendency and dispersion.
- Introduction (1pt): narrow down your topic. You may provide a detailed information on specific crime type or crime problem.
- Conduct simple descriptive statistics (1 pt). Provide measures of central tendency and dispersion by using data you've downloaded.
- Produce a table and explain the table (1 pt). Produce at least one table and explain your table. For example, you may produce a table showing monthly, weekly or hourly patterns.
- Produce a graph and explain the graph (1 pt). Produce at least one table and explain your table. For example, you may produce a table showing monthly, weekly or hourly patterns.

Summary (1 pt): What does your data analysis show? One or two paragraphs

3.3 Research Ethics-CITI Training:

You may complete CITI training and obtain the certificate anytime you wish. Visit the CITI website: <http://www.citiprogram.org> Create a user ID and then log in. During the registration process, you will be prompted to take courses required by your institution (City University of

New York, not John Jay College). Take the course named “Human Subjects Research (HSR) for Social & Behavioral Faculty, Graduate Students & Postdoctoral Scholars”.

If you already have a CITI certificate, and it has not expired before the end of the semester, submit what you have. If your certificate expires during the course, please take a refresher course to renew your certificate. Save your CITI certificate (in PDF or JPEG) and submit it via Blackboard. Never provide a link to your certificate –it does not work.

4. Quizzes:

There will be 5 quizzes (biweekly- see class work schedule) to test the level of comprehension of the course materials on weekly topics. Instructions will be provided.

5.Oral PowerPoint Presentation of the Term Paper:

Each student will make a 10-minute ppt presentation to the class on his or her action research plan. This will take place at week 14 (the penultimate week of the course) and 15 (the exam week). Presentation skills are important for crime analysts’ jobs. This presentation is intended to help students develop skills in presenting their work to an academic and policy audience and to train them in putting together materials in a comprehensive and succinct way. The presentations will give other students the opportunity to learn about research on specific crimes planned by other students. Further instructions will be given.

6. Term Paper: An action research plan paper

A 3000 word-(6 pages single spaced-exclude references, tables, graphs and photos.) final term paper is required. The steps below should be followed to complete the paper. The purpose of this assignment is to design an action research plan using the class materials and learning from various knowledge and skills sources provided for the class. This is a short report which crime analyst are often asked to prepare for the chiefs in law enforcement agencies when assessing a problem(s) that the departments are concerned. The report must contain clear and concise sections that provide comprehensive assessment of the problem for action. (Instruction for the term paper is provided)

Imagine – you are a crime analyst for a police department. The chief must tackle a problem that the township/community members had asked the police chief to deal with- for example, cycle thefts in an around the train station in his/her jurisdiction. The chief reaches to the crime analysts- i.e you. What will you do then? This assignment is to make the students think about developing an action plan using the action research methodology in assisting the chief in solving the crime problem posited.

Students must start thinking about a crime problem of their choice in week one of the course (after the class introduction). In second week, they had t finalize the problem they want to solve. The 3000 words requirement includes the 500 words concept paper (see Section 3). Students must finalize their paper topic/problem at the end of first week and start drafting the paper elements on a weekly basis. The students are expected to submit the draft to the professor for

feedback. This will help the students to complete the final paper and prepare their presentations on time with the professor's feedback.

The action plan involves: 1. a problems statement (scope, preliminary assessment of the problem using the problem triangle); 2. Specific objectives (research questions or hypotheses based on the review of literature of the problem); 3. Analyses of the problem- the appropriate methods to collect data and analyze to diagnose the problem dynamics including the location, temporal dimensions; 4. Responses and assessment of intervention plan with outcome estimation (This part is the typical evaluation); References (APA style).

Please note that action research for crime analysis is different from regular evaluation research (which involves introducing an intervention and assessing the intervention's outcome). Action Research for crime analysis is mainly about problem assessment rather than the program intervention assessment. But both need to be integrated in the action plan. It is geared to problem-oriented policing and situational prevention agenda- i.e. through a SARA process (see Eck's report). Scanning the problem, analyzing the problem, responding to the problem, and assessing the responses worked or not. If not go back the problem Scanning-assessment. If it worked – document the measures of success (See the SARA figure below). Students must keep that in mind in this assignment.

Figure: SARA Process: Source popcenter.org



References: Citation style: APA. In this course, we follow APA citation style formatting of references. Check out John Jay College library website:
<http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922429>
 Or Website: https://guides.lib.jjay.cuny.edu/ld.php?content_id=60101300.

- **Turnitin: Term Paper Submission**

In an effort to detect and prevent plagiarism, the instructor will use a tool called Turnitin to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. Turnitin is included in Blackboard. Submit your Term paper through Turnitin via Blackboard.

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Cahill, C., Stoudt, B. G., Matles, A., Belmonte, K., Djokovic, S., Lopez, J., ... & Darian, X. (2017). The right to the sidewalk: The struggle over broken windows policing, young people, and NYC streets. In *City Unsilenced* (pp. 94-105). Routledge.

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JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at mdagostino@jjay.cuny.edu

Date submitted to the Office of Graduate Studies: 3/18/22

Date of Program Approval: 3/16/22

Date of CGS Approval:

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Charles Jennings	cjennings@jjay.cuny.edu	646-557-4638

2. Course details:

Program Name	Emergency Management
Course Prefix & Number	PMT 785
Course Title	Special Topics in Emergency Management
Catalog Description	This course allows in-depth exploration of topics in emergency management such as intergovernmental regulation, critical disaster studies, review of major events, and emergent topics from multiple perspectives. As such, the topic may vary each time it is offered.
Pre- and/or Corequisites (specify which are pre, co, or both)	PMT 711 Introduction to Emergency Management PMT 715 Analytic Methods in Protection Management
Credits	3
Contact Hours (per week)	3
Lab Hours	0

3. Rationale for the course (will be submitted to CUNY in the Chancellor's Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

The field of emergency management is both interdisciplinary and emergent as a broad range of threats emerge and come to dominate challenge traditional conceptions of the field. A traditional emphasis on natural and technological hazards is giving way to greater cognizance of emergency management's origins in civil preparedness for nuclear conflict. The covid-19 pandemic has further eroded the doctrinal underpinnings of emergency management as being defined by distinct phases leading to a restoration of "normalcy."

In addition, political fragmentation and contention around the role of governments further complicates the apolitical production of emergency management. At the same time, climate change and continuing development patterns continue to place more human and materials resources at risk.

This course will enable emergency management students to engage with emergent issues and scholarly approaches that will inform their professional education and future practice. This course will also be a valuable outlet for faculty to share ongoing research, and for enabling exposure to work of diverse scholars working on aspects of disaster in a timely fashion.

4. Degree requirements satisfied by the course:

Elective in the Emergency Management Master's degree program

5. Has this course been taught on an experimental basis?

Yes _____ No X

If yes, please provide the following:

- I. Semester(s) and Year(s):
- II. Teacher(s):
- III. Enrollment(s):
- IV. Prerequisite(s):

6. Learning Outcomes:

- a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

As a course on rotating topics, the specific objectives will vary by topic. Representative learning outcomes include:

1. Identify and critically discuss emerging issues within emergency management.
2. Engage with emerging issues to integrate them into existing emergency management doctrine in the public, private, and non-profit sectors.
3. Critically assess shortcoming in existing emergency management practice through reflection, analysis of past events, and analysis of doctrine.
4. Demonstrate ability to identify and assess relevant scholarly, gray, and press accounts to inform assessment of emergency management in all its phases.
5. Recommend policy improvements to emergency management practice at the local, state, federal or multilateral contexts.
6. Develop well-supported written argument and analysis in papers and shorter assignments.

b. How do the course outcomes relate to the program's outcomes?

The curriculum for the MS in emergency management has four key learning objectives:

1. **Knowledge** of the role of emergency management and its aligned services.
2. **Critical thinking** abilities focused on the interpretation, analysis, and evaluation of information related to hazards and other conditions that lead to disasters in the broader context of cultural, social, economic, political, legal, geographic, and technological contexts.
3. **Contextual** understanding of what makes emergency management a distinctive discipline and how it responds to and supports social justice, leadership, management, advocacy, innovation, and entrepreneurship.
4. **Communication** in a culturally competent fashion that reflects the diversity of communities affected by disasters and the importance of inclusion to building resilience.

The course builds on the core curriculum by preparing students to inform and implement policies governing emergency management by focusing on critical analysis of existing policy and its execution. This course integrates the overall program learning objectives.

- c. Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Student assessments will be based on participation in weekly reflections on readings and writing assignments throughout the semester. A term paper will account for 30 percent of the final grade.

5. Proposed texts and supplementary readings (including ISBNs):

Remes, Jacob and Horowitz, Andy Eds. (2021) *Critical Disaster Studies*. University of Pennsylvania Press. ISBN 9780812253245

Other Resources cited.

Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

6. Identify and assess the adequacy of available library resources

Assoc. Prof. Karen Okamoto of the library reviewed and provided comment on the proposal.

a. Databases

Databases are adequate. **The library subscribes to a number of [relevant databases](#).**

b. Books, Journals and eJournals

The library subscribes to multiple relevant journals given the rotating and interdisciplinary nature of the course.

Current books, journals, and e-book collections are sufficient.

7. Identify recommended additional library resources

None required

8. Estimate the cost of recommended additional library resources (For new courses and programs):

9. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

Applied Science and Technology Source, Environmental Studies and Policy, General Science Full Text, Science Direct, Health & Medicine, Science in Context, International Security and Counter-Terrorism Reference Center, Social Explorer, Social Sciences Full Text.

The library has also created a [research guide on emergency management](#).

10. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____ X _____ No _____

If no, what resources will be needed? With whom have these resource needs been discussed?

11. Proposed instructors:

Charles Jennings, Security, Fire, and Emergency Management

12. Other resources needed to offer this course:

None.

13. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

No conflicts in curriculum identified.

14. Syllabus

Attach a sample syllabus for this course, which should be based on the College's model syllabus, found at: [OGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
524 W. 59th St, New York, NY 10019
Department of Security, Fire and Emergency Management

PMT 785 -Special Topics in Emergency Management

3 Credits

Professor: Charles R. Jennings, PhD
 Associate Professor

Office location: Haaren Hall 433.09H

Email address: cjennings@jjay.cuny.edu

Phone: 646-557-4638

Office hours By appointment only via zoom or phone

Course description

This course allows in-depth exploration of topics in emergency management such as intergovernmental regulation, critical disaster studies, review of major events, and emergent topics from multiple perspectives.

Learning outcomes

1. Identify and critically discuss emerging issues within emergency management.
2. Engage with emerging issues to integrate them into existing emergency management doctrine in the public, private, and non-profit sectors.
3. Critically assess shortcoming in existing emergency management practice through reflection, analysis of past events, and analysis of doctrine.
4. Students will assess relevant scholarly, gray, and press accounts to evaluate emergency management in all its phases.
5. Recommend policy improvements to emergency management practice at the local, state, federal or multilateral contexts.
6. Develop well-supported written argument and analysis in papers and shorter assignments.

Course pre-requisites or co-requisites

PMT 711 Introduction to Emergency Management

PMT 715 Analytical Methods in Protection Management

Course Policies and Procedures

Submitting Work – All work in this course must be submitted inside the course in Blackboard. The instructor will not accept work via email unless previously arranged. All work is expected to be submitted on time. Late work will not be accepted except under extenuating circumstances and only with advanced permission.

Announcement and email communication – You need to check the course announcements and your John Jay email on a daily basis. The instructor will periodically post time sensitive announcements and send email messages related to the course.

Course Calendar – For an outline of the course requirements see the course calendar located at the end of the syllabus. This is subject to change. You will be emailed regarding any changes.

Discussion Boards – You are expected to actively engage in intellectually reasoned discussions on topics posted each week. This includes reading all the posts submitted on a discussion board. This is part of your participation grade. Emotion-based arguments are not acceptable for graduate level discussion of the topics related to professional emergency management. While you may disagree with your fellow students, discuss your disagreement but do not be argumentative or abusive. In other words, be courteous. The ability to state one's position in a civil manner is an important and professional skill.

Citation and format style – The citation style that you have to use for all your work is APA 6th edition. All paper assignments must be double-spaced. If you are not familiar with this style, you can look at <https://owl.english.purdue.edu/owl/resource/664/01/>

Required Textbook

Remes, Jacob and Horowitz, Andy Eds. (2021) *Critical Disaster Studies*. University of Pennsylvania Press. ISBN 9780812253245

Assignments and evaluations

Discussion boards (25%)

Every week, there will be a discussion on a specific topic. The instructor will post a question on the Monday of every week and you will need to provide an initial response of at least 750 words by Thursday (1159PM) of that same week. Then you will need to comment on a classmates' initial response of at least 500 words by Sunday (1159PM). Each week will have clearly defined deadlines. Since each week consists of a different topic, it is important that you submit by the posted deadlines. Otherwise, you will lose points for that week.

Short Writing Assignments (35%)

There will be three short writing assignments during the semester. They include a 1) critical review of one chapter; 2) a supplemental writing assignment to expand on a themes of one of the readings; and 3) a summary and review of a scholarly article relevant to one of the chapters.

Final paper (30%)

For this assignment, you will select a theme from one of the chapters, research and present FEMA doctrine for that type of event, identify additional examples of difficulties faced in response to such events in recent history, and suggest modifications to policy or practice to avoid the shortcomings identified.

Present Final Paper (10%)

Prepare a 10-minute (maximum) narrated powerpoint summarizing your key argumnets which will be uploaded for viewing by the class and the instructor.

Summary of grades

Item/assignment	Percentage of your final grade
Short writing assignments	35%
Discussion Boards	25%
Presentation of Final Paper	10%
Final Paper	30%

Grade values

Grade explanation	Value equivalents	Numerical Percentage
A Excellent	93 - 100	4.0
A-	90.0 - 92.9	3.7
B+	87.1 - 89.9	3.3
B Good	83.0 - 87.0	3.0
B-	80.0 - 82.9	2.7
C+	77.1 - 79.9	2.3
C Satisfactory	73.0 - 77.0	2.0
C-	70.0 - 72.9	1.7
D+	67.1- 69.9	1.3
D Passing	63.0 -67.0	1.0
D-	60.0-62.9	0.7
F Failure/Unsuccessful	Below 60.0	0.00
INC	--	--

Withdrawals and Incompletes

The Department of Security, Fire and Emergency Management has a strict policy regarding incompletes. The grade of "**Incomplete**" will **only be available** in extreme circumstances such as **serious medical emergencies**. Students may withdraw from the course up until the date set by the Registrar. Students who withdraw will receive a grade of "W" and will have to pay for the course again when they retake it.

College wide policies

Collegewide policies for undergraduate courses (see the *Undergraduate Bulletin*, Chapter IV Academic Standards) available at <http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf>

Americans with Disabilities Act (ADA) Policies

"Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor."

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

Useful Information

Library Resources

The Lloyd Sealy Library provides online access to many research databases for locating journal articles, government documents, material from research institutes, and books. You may access the online library resources at <http://www.lib.jjay.cuny.edu/>. You will need to research topics in this course for discussion boards, case studies, and other assignments, so it is important that you learn how to access the library resources online.

Blackboard Support

If you need assistance you may contact the Blackboard Student Support Help Desk (212) 237- 8200 or by email at blackboardstudent@jjay.cuny.edu. Blackboard tutorials for students are available at <http://doitapps.jjay.cuny.edu/blackboard/students/index.php>.

Course calendar

Subject to change as per the instructor. Notice will be sent if any changes are made to the schedule.

Date	Topic/ Readings	Assignment
Week 1	Introduction What is Critical Disaster Studies? Horowitz and Remes “Introducing Critical Disaster Studies”	Respond to discussion forum
Week 2	Knowles and Loeb. “The Voyage of the Paragon: Disaster as Method” Hagen “Acts of god, Man, and System: Knowledge, Technology, and the Construction of Disaster.”	Respond to discussion forum #2 Submit critical review of selected chapter.
Week 3	Strolovich “When Does a Crisis Begin? Race, Gender, and the Subprime Crisis of the Late 1990s” Payton “Concrete Kleptocracy and Haiti’s Culture of Building: Toward a New Temporality of Disaster”	Respond to discussion forum #3 Submit topic for paper. Submit summary/critique of scholarly article.
Week 4	Ginsberg “Technopolitics in Freetown Slums: Why Community-Based Management is No Silver Bullet.	Respond to discussion forum #4.
Week 5	Diwakar “Spaces at Risk: Urban Politics and Slum Relocation in Chennai, India” Elliott “Plan B: Collapse of Public-Private Risk Sharing in the US National Flood Insurance Program.”	Respond to discussion forum #5. Submit expansion on themes of selected chapter.
Week 6	Parrish “Mediating Disaster: or a History of the Novel.” Smith “The Tokai Earthquake and Changing Lexicons of Risk”	Respond to discussion forum #6.
Week 7	Watanabe “Translating Disaster Knowledge from Japan to Chile: A Proposal for Incompleteness.” Hewitt “Acts of M: Disasters, Neglected, Preventable, and Moral”	Respond to discussion forum #7 Submit presentation.
Week 8	Review Presentations	Respond to discussion forum #8 (Review of presentations). Submit final paper.

If you have any questions or concerns, please feel free to email the instructor. Life events can happen which may disrupt your participation in the course. If anything should occur and you are having trouble, **please email instructor ASAP** (prior to the deadline) to see if we can work it out. If you come to me after the deadline, then you will lose points for late submission (e.g. discussions, assignments, etc) or get no credit at all if not submitted.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at mdagostino@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies: 3/30/22

Date of Program Approval: 3/16/22

Date of CGS Approval:

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Charles Jennings	cjennings@jjay.cuny.edu	646-557-4638

2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

FROM (strikethrough the changes)		TO (<u>underline</u> changes)	
Program	Emergency Management	Program	
Course	PMT 748 Project Management for Emergency Management and Public Safety	Course	PMT 748 Project Management for Emergency Management and Public Safety
Pre- and/or Corequisites (specify which are pre, co, or both)	None	Pre- and/or Corequisites (specify which are pre, co, or both)	<u>Pre-requisites</u> <u>PMT 711 Introduction to Emergency Management</u> <u>PAD 744 Capital and Operational Budgeting</u> <u>Corequisite</u> <u>PAD 705 Organization Theory and Management</u>
Hours	45	Hours	45
Credits	3	Credits	
Description	This course will examine how project management methods may be applied to the functions of emergency management and public safety using examples appropriate from the field for a variety of different hazards, environments, managerial and organizational levels. The course will provide students appropriate project management methods and tools, along with relevant research, to	Description	This course will examine how project management methods may be applied to the functions of emergency management and public safety using examples appropriate from the field for a variety of different hazards, environments, managerial and organizational levels. The course will provide students appropriate project management methods and tools, along with relevant research, to effectively

	effectively plan and manage projects in the sphere of emergency management and public safety.		plan and manage projects in the sphere of emergency management and public safety.
		Effective Term	Fall 2022

3. Rationale for the proposed change(s):

The course assumes knowledge of emergency management principles, budgeting, and organization. Despite advising guidance, students register for the course early in the program and have difficulty in performing well. The prerequisites and co-requisite will assure that students are prepared for the advanced course content.

4. Enrollment in past semesters:
18-23

5. Does this change affect other programs?

No Yes

If yes, what consultation has taken place?

PROGRAM IN [Criminal Justice Master of Arts]

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for Criminal Justice Master of Arts program name] leading to the Advanced Certificate in Crime Prevention and Analysis] Degree.

Program Name and Degree Awarded: Advanced Certificate in Crime Prevention and Analysis

HEGIS Code:

NY State Program Code:

Effective term: 2023 Spring

Date of Program Approval: 2/08/2022

Date of CGS approval: 03/08/2022

Rationale for proposed changes:

Unlike basic research, action research is a knowledge-based inquiry that focuses on generating solutions for contextual problems solving. This course is prepared for the certificate program on crime analysis and crime prevention offered by the Master of Arts in Criminal Justice program at John Jay College. Currently five courses (CRJ 715 Research Design and Methods; CRJ 716 Statistical Software in Criminal Justice; CRJ 739 Crime Mapping; CRJ 786 Problem-Oriented Policing; CRJ 787 Seminar in Crime Analysis and Crime Prevention), 15 credits are required to complete the certificate program. CRJ 715 Research Design and Methods; and CRJ 716 Statistical Software in Criminal Justice are an important component of the crime analysis curriculum. The proposed course is to substitute the CRJ 715 and CRJ 716 by combining them as single course.

The rationale for developing this course is twofold: 1.to help reduce the number of credits for the certificate program from 15 credits to 12 credits to be consistent with other certificate programs at JJ. 2. to bring the contents of research methods and data analysis courses as one single course to study localized problems for developing action plans. Moreover, this substitution will help maintain the coherence of the CAP curriculum i.e problem analysis and provide a comprehensive applied research methods course for those non-John Jay students who enroll in the certificate program.

Though the course is specifically designed for preparing students as crime analysts, it is a standalone advanced research methodology course, a special skills course for all CRJ MA students even if they do not plan to register for the certificate program.

Nonetheless, the CRJ MA students will have an option to take the proposed course or the two courses- CRJ 715.and CRJ 716 to fulfill the requirements for the CAP certificate program.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
Requirements for the Degree Program: ** strikethrough what is to be changed. Current requirements for Advanced Certificate in Crime Prevention and Analysis: CRJ715 CRJ716 CRJ739 CRJ786 CRJ787	 3 3 3 3 3	Requirements for the Degree Program: ** <u>underline</u> the changes. <u>CRJ718</u> CRJ739 CRJ786 CRJ787	 3 3 3 3
Sub-total	15	Sub-total	12
Electives	0	Electives	0
Total credits required:	15	Total credits required:	12

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

No Yes

If yes, what consultation has taken place?

John Jay College of Criminal Justice
The City University of New York

College Council Calendar 2022-2023

All meetings begin at 1:40 p.m. and are open to the College Community.

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Thursday, August 18, 2022	Monday, August 29, 2022	Thursday, September 22, 2022
Wednesday, September 14, 2022	Thursday, September 29, 2022	Tuesday, October 18, 2022
Wednesday, October 19, 2022	Wednesday, October 26, 2022	Thursday, November 17, 2022
Friday, November 18, 2022	Monday, November 28, 2022	Wednesday, December 7, 2022
Monday, January 23, 2023	Wednesday, February 1, 2023	Thursday, February 23, 2023
Friday, February 17, 2023	Wednesday, March 1, 2023	Wednesday, March 15, 2023
Friday, March 10, 2023	Thursday, March 23, 2023	Thursday, April 20, 2023
Friday, April 14, 2023	Wednesday, April 26, 2023	Tuesday, May 9, 2023

Additional meetings if needed:

<u>Items Due</u>	<u>Executive Committee</u>	<u>College Council Meeting</u>
Wednesday, November 30, 2022	Thursday, December 8, 2022	Tuesday, December 13, 2022
Monday, May 1, 2023	Wednesday, May 10, 2023	Thursday, May 11, 2023

