

**COLLEGE COUNCIL**

**AGENDA**

**& ATTACHMENTS**

**WEDNESDAY, DECEMBER 6, 2023**

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

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

December 6, 2023 – 1:50 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the November 7, 2023 College Council (Attachment A), **Pg.3**
- III. Members of the College Council Committees [Link](#)
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B4) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

- B1. New Minor in Global Asian Studies, **Pg.5**
- B2. Revision to the Accelerated Dual Admission (ADAP) Programs, **Pg.13**

**New Courses**

- B3. CJBA 3AA (350) Qualitative Methods in Criminal Justice, **Pg.19**

**Course Revisions**

- B4. HUM 300 Landmark Supreme Court Cases: The Black Experience: From Plessy v. Ferguson to Brown v. Board of Education (Previously Appd FC: US Exp), **Pg.37**

- V. Report from the Committee on Graduate Studies (Attachment C1) –Interim Dean of Academic Programs, Andrew Sidman

**Programs**

- C1. Revision of the Advanced Certificate in Computer Science for Digital Forensics (Bridge Program), **Pg.40**

**Course Revisions**

- C2. CRJ 739 Crime Mapping, **Pg.42**

- VI. New Business
  - “If Needed” Dates for ECCC 12/7 and CC 12/11

- VII. Announcements:

- Student Council (President Aiisha Qudusi)
- Faculty Senate (President Karen Kaplowitz)
- HEO Council (President Catherine Alves)
- Administrative Announcements (President Karol Mason)

# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

## The City University of New York

### MINUTES OF THE COLLEGE COUNCIL

November 7, 2023

The College Council held its third meeting of the 2023-2024 academic year on November 7, 2023. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Anru Lee, Charles Stone, Elton Beckett, Gregory Sheppard, Heath Grant, Jonathan Epstein, Karen Kaplowitz, Kate Cauley, Maria (Maki) Haberfeld, Maria Arndt, Mohammad Islam, Ray Patton, Robert Till, Stephen Russell, Susan Pickman, Tarun Banerjee, Todd Stambaugh, Vicente Lecuna, Aiisha Qudusi, Savannah Smith, Daniel Oresanya, Aneesa Thomas, Tiffany Rodriguez, Jeff Mathews, Jamella Richmond, Catherine Alves, Janet Winter, Samuel Lopez, Allison Pease, Andrew Sidman, Karol Mason, Mark Flower, Daniel Matos, Angela Crossman\*, Helen Keier\*, Patience Yeboah\*, Madhura Bandyopadhyay\*.

Remotely: Brian Montes, Chevy Alford, Elsa-Sofia Morote, Jean Carmalt, Joseph Maldonado, Ned Benton\*, Nina Fisher, Rulisa Galloway-Perry, Catherine Kemp, Zhun Xu, Marie Springer\*.

Excused: Peter Diaczuk, Sung-Suk (Violet) Yu, Yarik Munoz, Janice Johnson-Dias.

Absent: Veronica Hendrick, Francis Sheehan, Anthony Carpi\*, Jennifer Dysart\*.

Guests: Tony Balkissoon, Kathy Killoran (R), Shavonne McKiever (R), Romare Barconey-Watson.

\* - Alternates

(R)- Remote

- I. Adoption of the Agenda  
The motion was assumed by the chair and approved unanimously.
- II. Approval of the Minutes of the October 12, 2023 College Council  
The motion was assumed by the chair and approved unanimously.
- III. Approval of Members of the College Council Committees  
The motion was assumed by the chair and approved unanimously with the following amendments:
  - Aiisha Qudusi will continue serving as the President of the Student Council on the College Council, Executive Committee of the College Council, and Budget and Planning Committee.
  - Aiisha Qudusi has resigned from the Strategic Planning Subcommittee.
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B5) – Interim Dean of Academic Programs, Andrew Sidman

### **New Courses**

The motion was assumed by the chair and approved unanimously to adopt the item marked B1. AST 1XX (101) Cultures and Societies of Asian: Global Issues (FC: World Cultures) with the following correction of the title:

-AST 1XX (101) Cultures and Societies in Asia: Global Issues (FC: World Cultures).

The motion was assumed by the chair and approved unanimously to adopt the item marked B2. LIT 1XX (104) Whose Stories Get Told? (FC: Creative Expression).

### **Course Revisions**

The motion was assumed by the chair and approved unanimously to adopt the item marked B3. ISP 122 “Those” People: Stereotypes in the U.S.A. (Previously Appd FC: US Exp).

The motion was assumed by the chair and approved unanimously to vote on the items marked B4. Bulk Revision: SEI Courses (101, 102, 280, 380), and B5. Bulk Revision: COM and DRA Courses as a slate.

The motion was assumed by the chair and approved unanimously to adopt the items.

### V. **New Business**

No new business was presented.

The meeting was adjourned at 2:05p.m.

**John Jay College of Criminal Justice  
The City University of New York  
College Curriculum Committee**

**New Minor Proposal Form\***

- 1. Department(s) proposing this minor: Asian Studies Governance Committee**
- 2. Name of minor: Global Asian Studies**
- 3. Credits required: 18 credits.**
- 4. Description of minor as it will appear in the *Undergraduate Bulletin* (write in full sentences):**

Global Asian Studies is an interdisciplinary minor that focuses on the history, culture, and society of regions of Asia, such as East Asia, Northeast Asia, South Asia, and Southeast Asia,<sup>1</sup> as well as of Asian communities outside of Asia. The changing meanings of ‘Asia’ and ‘Asian’ will be examined from past to the present. Focusing on Asia’s prominent role in the world’s political, cultural, social and economic exchanges, this minor equips students to analyze the global impact of various aspects of Asia—including, but not limited to, its politics, economies, ethnicities, belief systems, literatures, languages, social life, arts, and popular cultures—as these have developed through transnational movements of peoples and ideas. But ‘Asia’ and the “Asian” will also be envisioned in dialogue with other regions and identities. In this minor, students have the opportunity to acquire the basic knowledge and skills that will enable them to engage directly with evidence about Asia, and to analyze global issues of social justice, such as race, class, gender, identity, sexuality, diaspora, migration, immigration, colonialism, and nationalism. Familiarity with Asia will benefit all students who are preparing for careers in today’s globalized world.

- 5. Statement of learning outcomes (what knowledge and/or skills should all students have acquired upon completion of the minor?):**

Upon completion of the minor, students should be able to:

- 1) Identify and explain the global significances—from non-Western and particularly ‘Asian,’ perspectives—of critical events, trends, ideas, and themes originating in the cultures and societies of ‘Asia,’ past and present.

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<sup>1</sup> These are the regions of Asia as defined in the Bylaws of the Association for Asian Studies--  
[https://www.asianstudies.org/about/bylaws/?\\_gl=1\\*11amgwv\\*\\_up\\*MQ..\\*\\_ga\\*MTE2NDAwNzIyMy4xNjkzODQ5OTcx\\*\\_ga\\_LDCV65C6ZP\\*MTY5Mzg0OTk3MC4xLjEuMTY5Mzg1MDM4Ni4wLjAuMA..&gclid=EAiaIQobChMI7PaY68KRgQMVAUNHAR3qLgv4EAAYASAAEgLqhFD\\_BwE](https://www.asianstudies.org/about/bylaws/?_gl=1*11amgwv*_up*MQ..*_ga*MTE2NDAwNzIyMy4xNjkzODQ5OTcx*_ga_LDCV65C6ZP*MTY5Mzg0OTk3MC4xLjEuMTY5Mzg1MDM4Ni4wLjAuMA..&gclid=EAiaIQobChMI7PaY68KRgQMVAUNHAR3qLgv4EAAYASAAEgLqhFD_BwE)

\*Before preparing this document, be sure to consult the College’s *Guidelines for Minors* available on the UCASC webpage.

- 2) Visualize and examine ‘Asia’ or the ‘Asian’ in dialogue with other regions or identities in the world. See link below:  
<https://www.artforum.com/video/joan-kee-s-hope-for-afro-asia-90909>
- 3) Understand and articulate the negative effects of ‘othering,’ while engaging positively with various aspects of ‘Asia,’ such as through language acquisition, study abroad, or participation in various cultural opportunities.
- 4) Independently read and evaluate different forms of evidence (primary sources) in multiple disciplines, while forming their own informed opinions and arguments about various aspects of ‘Asia’ and “Asians.”
6. **Rationale/justification for the minor** (why is this minor important to include in the College’s curriculum? What benefits do students derive from taking this minor?):

The new Global Asian Studies minor is envisioned as contributing to John Jay College’s continuing efforts to make the undergraduate curriculum more diverse and inclusive. While individual courses in the departments of anthropology, English, history, and modern languages, as well as the Humanities and Justice major and other scattered courses, currently provide students with focused opportunities for studying aspects of Asia, no overall curricular program exists to scaffold students through a more cohesive engagement with academic study of the regions of Asia and Asian communities outside Asia. The unified program of this minor will also provide a structure for the important continuing exploration of the very meaning of ‘Asia,’ the regions of ‘Asia,’ and the ‘Asian’ in a changing global context, where real and imaginary boundaries are in constant flux. Significantly, without the structure of a minor and a gateway course to the minor, students will not have guidance in querying the very notions of ‘Asia’ and ‘Asians.’ The College’s current curriculum has few courses that directly address the background and experiences of Asians and Asian diasporic communities, despite recent successful efforts by the faculty to develop such new courses in the departments of anthropology, English, and modern languages and literatures. However, the College’s present course offerings, along with language courses, are sufficient to launch a minor which, if successful, will likely encourage the creation of additional curriculum.

Furthermore, this minor is designed to serve the needs of John Jay students, both those of Asian heritage and all others. Many of our students seek careers in areas such as criminal justice, security, public policy, economics, education, law, law enforcement, business, and the military—and in all these areas, knowledge of Asia would be of competitive benefit. Students fascinated by Asian pop culture, as well as students involved in John Jay’s Asian Pacific Islander Students Association (APISA), have long expressed interest in a minor in Global Asian Studies. Additionally, many of our student veterans have served in Asia and might be interested in the academic study of Asia. According to John Jay’s “Quick Facts” data sheet, in 2021, 13% of the College’s students were of Asian/Pacific Islander descent.

([http://www.jjay.cuny.edu/sites/default/files/u1376/quick\\_facts\\_2021.pdf](http://www.jjay.cuny.edu/sites/default/files/u1376/quick_facts_2021.pdf)) Over the last

5 years, enrollments in Chinese and Japanese language courses at the College have increased substantially, further attesting to student interest in Asia.

Finally, the heightened intensity of anti-Asian rhetoric and the prevalence of hate crimes against those of Asian ancestry that emerged during the COVID-19 pandemic further highlight the importance of learning about the rich historical, cultural, and social heritage of Asia and Asians. The regions known as ‘Asia’ have historically been, and continue to be, pivotal to global political, cultural, social, and economic transnational exchanges and interconnections. The new Global Asian Studies minor is designed to investigate, from a multi-disciplinary and interdisciplinary perspective, issues of social justice, such as race, class, gender, identity, sexuality, diaspora, migration, immigration, colonialism, and nationalism. This new Global Asian Studies minor aims to promote knowledge and understanding of Asia and Asians, and in that way, help combat racism and promote racial tolerance.

**List of courses constituting the minor with required pre-requisites** (Indicate the core requirements, capstone course):

*Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.*

**General Requirements:** This minor consists of 18 credits (six courses). Two courses are required and four courses are electives. A maximum of two courses can overlap with a student’s major, other minors or programs. Students may apply a maximum of nine transfer credits to the minor.

## **PART ONE. REQUIRED COURSES**

**(SUBTOTAL: 6 CR.)**

### **Required.**

AST 1XX Cultures and Societies in Asia: Global Issues

### **Select one.**

ANT 339 Asian American Identity and Struggles for Justice

HJS 310 Comparative Perspectives on Justice

HUM 300 Landmark Supreme Court Cases: Korematsu vs. United States (course revision will be submitted to move to the LIT prefix)

## **PART TWO. ELECTIVES**

**(SUBTOTAL: 12 CR.)**

### **Select four.**

ANT 229 Asian Pop Culture

ANT 339 Asian American Identity and Struggles for Justice (if not taken for part one)

CHI 101 Elementary Chinese I

CHE 102 Elementary Chinese II

CHI 201 Intermediate Chinese I

HIS 264 China to 1650

HIS 274 China: 1650-Present

\*Before preparing this document, be sure to consult the College’s *Guidelines for Minors* available on the UCASC webpage.

Prepared for UCASC, Nov 10, 2023

HIS 281 Imperialism in Africa, South Asia and the Middle East  
 HJS 310 Comparative Perspectives on Justice (if not taken for part one)  
 HUM 300 Landmark Supreme Court Cases: Korematsu vs. United States (if not taken for part one)  
 JPN 101 Elementary Japanese I  
 JPN 102 Elementary Japanese II  
 JPN 201 Intermediate Japanese I  
 JPN 251 Japanese Manga and Anime: Gender, Culture and Society  
 LIT 258 Asians Speak Up! Reimagining Asian Lives from East to West  
 PSC 337 Chinese Americans in Policing (Prerequisite: CJBS 101 or CRJ 101 or ICJ 101 or PSC 101; and CJBS 250 or PSC 255)  
 PHI 351 Classical Chinese Philosophy (Prerequisite: PHI 231)  
 REL 102 Eastern Religions  
 SOC 351 Crime and Delinquency in Asia (Prerequisite: SOC 101 or ICJ 101; and junior standing or above)

Note: **Six credits of** Asian language courses can count towards the elective requirement in the minor. Students may count courses in any Asian language, broadly defined (i.e. Korean, Thai, Vietnamese, Indonesian, Burmese, Filipino, etc.), that they have taken at another institution and which are accepted by the College for transfer credit. See the Minor Coordinator for approval of these substitutions. Credits earned through foreign language exams or study abroad programs related to Asia may also count towards the minor.

Students may petition the Minor Coordinator to count one of the following courses towards the minor electives, providing Asia is a major focus of the course as taught that semester: HIS 106 Historical Perspectives on Justice and Inequality, HIS 127 Microhistories: A Lens Into the Past, HIS 282 Selected Topics in History, HIS 352 History & Justice in Wider World, LIT 346 Cultures in Conflict.

#### **TOTAL CREDITS FOR MINOR: 18 CREDITS**

#### **7. Administration of the minor:**

- a. **Name, location, phone number, and email address of the minor advisor** (to be used in college publications):

Administration of the minor will rotate among:

Anru Lee, Professor  
 Department of Anthropology  
 9.63.21 NB  
 212-237-8571  
 alee@jjay.cuny.edu

Toy-Fung Tung, Assistant Professor  
 Department of English  
 7.65.17 NB



212-237-8705  
 ttung@jjay.cuny.edu

Coordinators are anticipated to serve 2-year terms, on a rotating basis, as will be stipulated in the forthcoming Bylaws of the Global Asian Studies minor (the “minor”), as required by the College Council. An interdisciplinary governance committee of five to six faculty members has been formed, who will teach in the minor and develop additional courses for the minor.

Governance Committee members include:

Tarun Banerjee, Sociology  
 Veronica Hendrick, English  
 Anru Lee, Anthropology  
 Maxwell Mak, Political Science  
 Toy-Fung Tung, English  
 Violet Yu, Criminal Justice

**b. Requirements for admission and/or completion of the minor if any (i.e. GPA, course grades, deadlines, etc.):**

There are no special admissions standards for the minor.

Students should keep in mind the following requirements stipulated by UCASC in the Guidelines for Minors:

- 1) At least two-thirds of the credits for meeting the minor requirements must be graded on an A through F basis.
- 2) No more than one-half of the credits used to meet the requirements for the minor may be transfer credits from other colleges or universities.
- 3) Courses used to meet the requirements of the minor may also be used to meet the requirements for a major, a minor in another field, or the general education requirements. However, generally, only two courses may double count across degree requirements.
- 4) Minor requirements must be completed with an earned 2.0 (C) grade point average.
- 5) Students should declare minors by the time they have earned 75 credits.
- 6) Minors may not be conferred retroactively upon students who have already graduated.

**8. Statement on expected enrollment and resources required:**

According to John Jay’s “Quick Facts” data sheet, in 2021, 13% of the College’s students were of Asian heritage.

([http://www.jjay.cuny.edu/sites/default/files/u1376/quick\\_facts\\_2021.pdf](http://www.jjay.cuny.edu/sites/default/files/u1376/quick_facts_2021.pdf)) In addition, several courses that would be acceptable for credit in the minor have had

high enrollments in the past few years. In particular, the College's student enrollment for first-year Chinese and Japanese language classes is holding steady at 100 to 140 students per year. Also, informal data provided by the Macaulay Honors Program suggest that approximately one third of their students have academic interests that directly correspond to this minor. Thus, we estimate enrollment for the minor to be around 36 students per class year initially. These projections are based on our consultations with: Kate Szur, Senior Director of Student Academic Success Programs; Michael Pfeifer, Chair of the Department of History; Anru Lee, Professor and Deputy Chair of Anthropology, and student leaders of the Asian Pacific Islander Students Association (APISA).

The new minor seeks to leverage John Jay's existing faculty, library staffing, and present and future library resources. Within the History Department, Anissa Hélie, James De Lorenzi, and Hyunhee Park all have training and/or research interests centered around Asia. Across the College, other core faculty have also conducted research or created courses on the region, including Anru Lee (Anthropology), Toy-Fung Tung, Nivedita Majumdar and Veronica Hendrick (English), Kyoo Lee (Philosophy), Zhun Xu (Economics), Ke Li (Political Science), Susan Kang (Political Science), Karen Okamoto (Library), Keiko Miyajima (Modern Languages and Literatures), Carlton Jama Adams (Africana Studies), Thalia Vrachopoulos (Art and Music), and Milena Popov (Art and Music). Chinese and Japanese are routinely offered in Modern Languages and Literatures Department by adjunct faculty. We see this minor as building upon a core of courses already in John Jay's curriculum, while encouraging the creation of new courses, such as projected courses in the English Department on Asian American literature by Veronica Hendrick. The minor will fully utilize all current faculty and curricular offerings, and the College Library has committed to expanding its holdings to support the new minor and all new courses created relating to the minor. In the future, we also expect that some of the new courses created for the minor in Anthropology, History, and English will attract CUNY B.A. students. We anticipate meeting the full academic requirements for the minor through existing faculty members, library staff, and library facilities.

**9. Evaluate the library resources available to support this minor** (paragraph form, please include the names of specific resources as appropriate)

We met with Dr. Kathleen Collins, a Library Professor, who has developed research guides called "LibGuide" (<https://guides.lib.jjay.cuny.edu/>) on various subjects in our library, along with other librarians, depending on interest and the needs of teaching faculty. Professor Collins has already started working with us to create a Global Asian studies "LibGuide." There is a small but well-curated collection of standard reference works on the region available in the reference section of the library, which we personally browsed, and the library intends to purchase additional books in support of the minor. The library has extensive electronic resources available via the library's subscriptions to Ebook Central (formerly Ebrary), JSTOR, Project MUSE, EBSCOhost and many other online databases and collections. According to faculty who routinely teach courses focusing on the region, the library's electronic resources are especially useful in the classroom.

**Identify new library resources that are needed** (provide bibliography):

The Library intends to make book purchases to support the minor in the future, as new courses are approved for the curriculum.

**10. Evaluate the facilities, computer labs, or other resources needed to support this minor:**

This minor will be supported through existing classroom facilities and computer labs. No additional physical resources are anticipated to be needed.

**11. Summarize consultations with other departments that may be affected:**

In preparing this proposal, we emailed, spoke over the phone, or met in person with the following:

Allison Pease, Interim Provost and Vice President of Academic Affairs  
 Kathy Killoran, Associate Dean of Academic Programs  
 Wynne Ferdinand, Director of General Education and Educational Partnerships  
 Carlton Jama Adams, Associate Professor of Africana Studies  
 Tarun Banerjee, Assistant Professor of Sociology  
 Kathleen Collins, Professor in the Library  
 Veronica Hendrick, Associate Professor of English  
 Susan Kang, Associate Professor of Political Science  
 Allison Kavey, Professor of History, Coordinator of the Humanities and Justice Studies Program  
 Vicente Lecuna, Professor and Chair of Modern Languages and Literatures  
 Kyoo Lee, Professor of History  
 Ke Li, Assistant Professor of Political Science  
 Yi Li, Presidential Scholar, Professor in Mathematics and Computer Science  
 Nivedita Majumdar, Professor of English  
 Maxwell Mak, Associate Professor of Political Science  
 Jean Mills, Chair and Associate Professor of English  
 Keiko Miyajima, Adjunct in Modern Languages and Literatures  
 Kevin Nadal, Distinguished Professor of Psychology  
 Jessica Gordon Nembhard, Professor of Africana Studies  
 Karen Okamoto, Associate Professor in the Library  
 Michael Pfeifer, Chair and Professor of History  
 Edward Snajdr, Chair and Professor of Anthropology  
 Thalia Vrachopoulos, Professor of Art and Music  
 Zhun Xu, Associate Professor of Economics  
 Violet Sung-Suk Yu, Associate Professor of Criminal Justice

All those with whom we consulted agreed that the College and its curriculum would benefit from a Global Asian Studies minor and that it would enhance the

competitive standing of many of our students, whose future career aims and academic aspirations would benefit from knowledge of the region. Given today's global political, cultural and social climate, we anticipate that the new minor will appeal broadly to all students.

Colleagues in Africana Studies, Anthropology, Criminal Justice, Economics, English, History, Humanities and Justice Studies, Modern Languages and Literatures, Philosophy, and Political Science expressed enthusiasm about the minor and said that they thought that it would enhance enrollment in their own departments.

**12. Name(s) of the Proposed Minor Coordinators:** Anru Lee, Anthropology, Toy-Fung Tung, English

John Jay College of Criminal Justice  
Committee on Undergraduate Curriculum and Academic Standards

## Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

1. **Date submitted:** 10/10/23
2. **Department or program proposing these revisions:** Academic Programs
  - a. Name and contact information of proposer(s): Katherine Killoran
  - b. Email address of proposer: [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)
  - c. Phone number: 212-237-8263

3. **Name of major, minor or certificate program being revised:**

**Accelerated Dual Admission Programs (ADAP):**

1. International Criminal Justice, BA to MA in International Crime and Justice
  2. Economics BS to MA in Economics
  3. Global History, BS to MA in Human Rights
  4. Forensic Science, BS to the MS in Forensic Science
  5. Computer Science, BS to the MS in Digital Forensics and Cybersecurity
  6. Forensic Psychology, BA to MA in Forensic Mental Health Counseling (not currently being offered)
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
- a. Please provide the meeting date for approval: N/A
  - b. Name of department chair or major/minor coordinators approving this proposal:

These programs do not have specific curriculum committees. I consulted with the Major Coordinators and Graduate Program Directors who oversee these programs via email.

5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

Four changes are being proposed/clarified:

- a. The academic standard for earning the bachelor's degree in these ADAP programs would be established explicitly as at least a 3.0 GPA. (A previous proposal approved by College Council last spring specifies that students need a minimum 3.0 graduate GPA to earn the masters).
- b. For students who fall below this standard when they have completed the undergraduate portion of the ADAP program, they will be awarded the bachelor's degree if they are in 'good academic standing' (GPA is above a 2.0.) and have

completed the undergraduate requirements. Though the student will be dropped from the ADAP program. If the student wishes to continue on to graduate study, they will need to apply and be accepted.

- c. Any graduate credits earned while the student was part of the ADAP program, will transfer to the master's degree program provided it is the same program. They will not be subject to the graduate policy limiting transfer credits to 12.
- d. All grades earned for graduate classes while students are undergraduates, will be transferred to their graduate track in CF and DW with the course grades giving them an appropriate graduate GPA which reflects all work in grad classes.

**6. Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)

This proposal is to make explicit the minimum criteria for students to earn the Bachelor's degree and continue on to the master's portion of the ADAP programs. The governance proposals for these programs specified a minimal standard to be "admitted to" and to "continue in" the programs. The proposals were silent about a 'graduation standard' for students earning the bachelor's degree.

We have found a small number of students that have completed the bachelor's portion of these programs but are below the assumed 3.5 GPA. The Registrar's Office has denied these students earning the bachelor's though they are continuing to take courses towards the masters.

These few students have commonly dipped below the standard but have shown promise in completing both degrees. Since the admission standard for our Graduate Programs is a minimum 3.0 GPA in the bachelor's degree, and a 3.0 GPA is considered 'good academic standing' at the graduate-level, we are proposing to make this an explicitly stated graduation standard.

If any ADAP students are below this, their ADAP program coordinator will provide advisement for them to consider dropping the program. We typically notified such students they are on 'probation' and must pull up their GPAs. We are also specifying that should students choose later to apply to one of our graduate programs that graduate credits earned will be applied to meet program requirements even if that number exceeds our current policy of twelve credits. This will avoid students ending up with 'stranded' credits. This was specified by CUNY in the Interim Vice Chancellor's memo of June 25, 2018 in response to NYSED discontinuing registration of joint degrees. See attached.

**7. How do these proposed changes affect other academic programs or departments?**

- a. Which program(s) or department(s) will be affected?

None, other than those identified above.

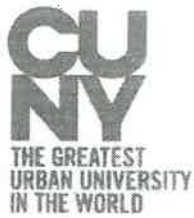
**8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:**

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

This proposal is being shared with the Undergraduate Major Coordinators and Graduate Program Directors.

**9. Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) will provide you a copy in Word format upon request).

The specific requirements for these programs can be found in the Undergraduate Bulletin 2023-24 at:



Executive Vice Chancellor and University Provost  
205 East 42nd Street  
New York, NY 10017  
academicaffairs@cuny.edu

## MEMORANDUM

To: Presidents, Deans, and Chief Academic Officers  
From: Jane P. Bowers, Interim Executive Vice Chancellor and University Provost JB  
Subject: 4+1 Bachelor's/Master's Programs across the University  
Date: June 25, 2018

The New York State Department of Education, Office of College and University Evaluation, recently announced that it would no longer register any dual/joint programs from either the same or multiple institutions. The only way for us to leverage the breadth of programmatic strengths across the system in the best interest of our students is now through our own policies and practices.

Fortunately, independent of this action by the State, the Central Office of Academic Affairs was working on a procedural initiative to address this matter in the case of 4+1 Bachelor's/Master's programs. We are pleased to present a set of implementation guidelines for permitting our strongest students to be admitted early to Master's programs and to enroll in graduate courses at participating colleges and graduate programs across the system while they are still undergraduates. The graduate credits earned will count toward both the graduate and undergraduate degrees. The attached document describes these *Policy and Implementation Procedures*. Please share it with the appropriate parties on your campus.

While no institution or individual master's program is required to participate, we believe participation is desirable in that it will:

- Improve employment prospects for our undergraduate students
- Increase enrollments and revenue in existing graduate programs that are not at full capacity
- Save students time and money
- Generate interest in the university from prospective students
- Highlight the creativity of our students and faculty through interesting combinations of programs

If you have any questions please contact Ken Norz [Kenneth.Norz@cuny.edu](mailto:Kenneth.Norz@cuny.edu) at the Central Office of Academic Affairs. These procedures are effective immediately.





The City University of New York  
Office of Academic Affairs

Executive Vice Chancellor and University Provost  
205 East 42<sup>nd</sup> Street  
New York, NY 10017  
e-mail: [academicaffairs@cuny.edu](mailto:academicaffairs@cuny.edu)

## **CUNY WIDE “4+1” BACHELOR’S/MASTER’S PROGRAM Policy and Implementation Procedures**

### **Abstract**

In order to attract talented students to CUNY and prepare them to succeed in the increasingly complex workplace of the twenty-first century, CUNY colleges have developed policies and practices that permit qualified undergraduate students to enroll in a master’s degree program at their own institution and to count some graduate courses toward both the undergraduate and graduate degrees. The policy and procedures described in this document will enable students to leverage the strengths of our integrated university and its wide range of graduate and professional programs by allowing them, while they are undergraduates in one CUNY institution, to be admitted to another institution’s master’s program.

### **Institutional Opportunities**

CUNY is offering its constituent colleges the opportunity to participate in this university-wide Bachelor’s/Master’s Program initiative. For reasons such as accreditation, state licensure, or existing demand for particular master’s programs, a college may participate but restrict early admissions opportunities to specific programs. For graduate programs of 30-36 credits, double counting 12 credits is recommended, based upon national norms. For larger graduate programs, the same ratio of double-counted credits to overall credits is recommended. Colleges should set minimum admissions requirements for the Bachelor’s/Master’s Program with respect to GPA, standardized test scores, recommendations, etc.

### **Admissions requirements**

CUNY students currently enrolled in a bachelor’s degree program who are interested in applying to an existing master’s program at another CUNY institution prior to completing their undergraduate degree should consult with the designated individual at their home institution for advisement as well as approval to count the graduate credits toward the bachelor’s degree. Students should secure approval when they have accumulated approximately 75 credits and should begin the application process the following semester. Students will receive an admissions decision prior to selecting the last 30 credits toward their undergraduate degree program.

Assuming the student is admitted to the master’s program, the student will register for the advised combination of graduate and undergraduate courses to complete the requisite number of credits to complete the undergraduate degree. If graduate courses substitute for specific undergraduate degree requirements, this should be noted. If graduate courses do not substitute for specific undergraduate degree requirements, students must complete their undergraduate degree requirements using the appropriate graduate and undergraduate courses. Once the

undergraduate requirements are completed, the undergraduate degree will be conferred. All approved graduate courses taken as an undergraduate will count toward the graduate degree.

### **Tuition**

As per the CUNY Tuition and Fee Manual, students will pay the undergraduate tuition rates up to the number of credits required to earn their baccalaureate degree. Any credits taken after that number will be charged at the appropriate graduate program level. As per the revised e-permit policy, the institution offering the graduate courses will receive seventy percent of the tuition revenue for those courses and the undergraduate institution will receive thirty percent. The graduate institution will receive 100% of the tuition once the undergraduate degree is conferred.

### **Student Records**



CUNYFirst allows for the graduate courses taken to appear simultaneously on both the undergraduate record and the graduate record as original coursework with grades calculated into the GPA.

### **Implementation**

Each college should assign a person or office to be responsible for working with interested undergraduate students and to be the liaison to the point person designated by the institution offering the graduate program. The undergraduate campus liaisons will work with the relevant faculty on their campus to articulate how the graduate courses will apply to the undergraduate degree, be it as substitutes for major requirement or as general electives, and will communicate that information to the student in writing. The central office will host meetings as needed to discuss and resolve issues that may arise in the future.

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

## New Course Proposal Form

Date Submitted: October 12, 2023

When completed, email the proposal form **in one file attachment** for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

1. a. **Department(s) or program(s)** proposing this course:

b. **Name** and contact information of proposer(s):

Name: Valli Rajah

Email address(es) vrajah@jjay.cuny.edu

Phone number(s) 212 237 8675

2. a. **Title of the course:** **Qualitative Methods in Criminal Justice**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): **Qualitative Methods in CJ**

c. **Level** of this course        100 Level        200 Level      X  300 Level        400 Level

Please provide a brief rationale for why the course is at the level:

This course is intended to provide an overview of qualitative research methods in criminal justice research. However, it exceeds the 200-course level because it requires students to read some challenging original research and includes applied research practice. This course fulfills 3 out of 6 credits for the CJBA research track.

d. **Course prefix** to be used (i.e., ENG, SOC, HIS, etc.):   CRJ  

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

This course will have specific significance for majors in the Criminal Justice BA program at John Jay College. Students in the program complete a senior capstone project comprised of an original research project. Many students wish to conduct research using qualitative methods. Yet, the CJBA program does not offer any classes on qualitative research methods.

More generally, proponents of qualitative research in criminal justice argue qualitative research approaches complement and perhaps provide some advantages over quantitative methods for investigating deviance, crime, and the criminal legal system. For instance, because qualitative research emphasizes context, it offers valuable insight into the broader historical, cultural, and societal factors that influence criminal behavior. In addition, flexibility is a hallmark of qualitative research. Consequently, qualitative research often yields unexpected insights that quantitative analysis may have yet to uncover. Such discoveries enable researchers to develop new theories, which may help guide future research and policy development. Another core element of qualitative research is the weight it grants to participants' perspectives. Adding new voices to the scholarly record is vital to advancing scholarship within criminal justice.

4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

Qualitative Methods in Criminal Justice explores the challenges, risks, and ethical considerations of utilizing qualitative methods to investigate deviance, crime, and experiences with the criminal legal system. The course introduces qualitative research design and varied data collection techniques, including interviewing, participant observation, and narrative inquiry. Students will learn the theory and practice of qualitative research in criminal justice and design and conduct a research project using qualitative data.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 201 as prerequisites):

ENG 201, CJBA 110,

6. Number of:
- a. Class hours      3
  - b. Lab hours
  - c. Credits            3

7. Has this course been taught on an **experimental basis**?

  X   No                             Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

8. **Learning Outcomes** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program's (major; minor) outcomes?

Students should achieve the following objectives upon completing the course:

- Describe exemplary qualitative research studies
- Demonstrate understanding of qualitative research design and the philosophical assumptions that inform qualitative research
- Describe key concepts in qualitative research design, including: criticality, reflexivity, collaboration, and rigor.
- Assess the theoretical and practical considerations associated with various qualitative data collection techniques
- Perform basic analyses of qualitative data
- Evaluate qualitative research based on understanding of the key concepts in research design
- Identify ethical challenges associated with qualitative research

These outcomes relate directly to the following CJBA major outcomes:

- The ability to construct an original research question, manifesting a familiarity with the existing literature, and an implementable research design.
- The ability to implement that research design through the collection and interpretation of data, and to articulate proposals for policy reform.
- The capacity to critically evaluate the impact of race, gender, and ethnicity on criminal justice policy decisions.

9. Will this course be part of any **major(s), minor(s) or program(s)**?

\_\_\_\_\_ No                        X   Yes

If yes, indicate major(s), minor(s), or program(s) and indicate the part, category, etc.  
(Please be specific)

CJBA in Criminal Justice, Part Three: Research Focus

10. Will this course be part of JJ's **general education program**? (remember to fill out the CUNY Common Core Form if part of Required or Flexible Core or the JJ's College Option form)

No   X   Yes \_\_\_\_\_ If yes, please indicate the area:

11. How will you **assess student learning**?

Student learning in the course will be assessed through various means, including a formal paper, discussion posts, and an applied research assignment with multiple components.

For the research assignment, students will be asked to design and complete an interview study with four parts, each of which will be graded independently. The elements of the interview study include 1) completing a memo outlining the study topic and research questions, 2) writing a

complete interview guide, 3) crafting a memo on conducting an interview, and 4) making a PowerPoint presentation on the entire interview project.

Through this applied assignment, students demonstrate their practical skills, problem-solving abilities, and conceptual understanding of the concepts covered in the course. Compared to more traditional assessments like exams, the selected approach allows students to effectively demonstrate their knowledge through various forms of communication and representation.

12. Did you meet with a librarian to discuss **library resources** for the course?

No X Yes       

If yes, please state the librarian's name\_\_\_\_\_

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course?

<https://guides.lib.jjay.cuny.edu/oer/jjoer>  
<https://johnjayoer.commons.gc.cuny.edu/oer-faculty/>

No \_\_\_\_\_ Yes   X  

Are there adequate resources in the library to support students' work in the course?  
(Please check all that apply):

\_\_\_\_ x \_\_\_\_ OneSearch (the library discovery tool)  
\_\_\_\_ eBooks

### Subject specific library databases:

☐ Academic Search Complete
 ☐ Gale Reference Sources  
☐ NexisUni
 ☐ PsycInfo  
☒ Criminal Justice Abstracts
 ☒ Sociological Abstracts

Other (list them here) SCOPUS

Are there existing library Research Guides to support your class?  
<https://guides.lib.jjay.cuny.edu/>

No \_\_\_\_\_  
Yes \_\_\_\_\_

If you have any acquisitions suggestions (print/electronic/media) for the library list

them here (or attach a separate compilation).

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13. **Syllabus – see attached**

Attach a sample syllabus for this course, based on the College's model syllabus, found at <http://johnjay.ijay.cuny.edu/files/ModelSyllabus.pdf> - See syllabus template available in the Faculty eHandbook at: <http://resources.ijay.cuny.edu/ehandbook/planning.php>

14. Date of **Department curriculum committee** approval: October 11, 2023

15. **Faculty - Who** will be assigned to teach this course?

Valli Rajah and Alessandra Early

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

☐ No

☒ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

The class has some overlap with a qualitative research methods course (SOC 328) offered by the sociology department. Regarding similarities, both courses provide a grounding in the philosophy and methods of qualitative inquiry. There are differences as well. The sociology course, not surprisingly, has a firm grounding in sociological research.

Undoubtedly, criminal justice researchers can learn from their peers in adjacent social science disciplines. However, there are two reasons why it is essential to introduce this course in the criminal justice BA program. First, it is imperative that future researchers and practitioners in criminal justice specifically study criminological qualitative research. The proposed class will help round out the education of CJBA majors.

The proposed course is essential for a second, practical reason. It makes sense for criminal justice BA students to study qualitative methods with criminal justice faculty, who will later be available to advise senior capstone research projects.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

☐ Not applicable

☐ No

☒ Yes. If yes, give a short summary of the consultation process and results.

I consulted with Robert Garot, chair of the sociology department, via email on 9/12/23. I sent Bob a copy of the course proposal and draft syllabus. In the email exchange, I explained the goals of the course and the ways in which I understood it to be similar to/ dissimilar from the sociology course. I asked Bob if he had any input or concerns. He raised no objections and said the proposed course “looks great.” I thanked him for his support.

18. Will any course be **withdrawn**, if this course is approved?

☒ No

☐ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals: Evan Mandery, Chairperson, Department of Criminal Justice



**QUALITATIVE RESEARCH METHODS IN CRIMINAL JUSTICE**  
**CRJ 3xx (350)**  
**DAY/TIME**  
**ROOM**

Professor XXX Office: XXX Email: XXX Office hours: XXX
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**Bulletin description:**

Qualitative Methods in Criminal Justice explores the challenges, risks, and ethical considerations of utilizing qualitative methods to investigate deviance, crime, and experiences with the criminal legal system. The course introduces qualitative research design and varied data collection techniques, including interviewing, participant observation, and narrative inquiry. Students will learn the theory and practice of qualitative research in criminal justice and design and conduct a research project using qualitative data.

**Additional Description:**

The purpose of this course is to introduce students to the theory and practice of qualitative research in the fields of criminal justice and criminology. This class examines how qualitative researchers produce knowledge about deviance, crime, and experiences with the criminal-legal system. In this course, students will gain a critical understanding of the stages and considerations involved in qualitative research. We will begin by discussing how to develop researchable questions and how to apply theoretical and conceptual frameworks in qualitative research. The course also explores qualitative research design, emphasizing criticality, reflexivity, and collaboration as three pillars of qualitative research. We will also consider a range of data collection techniques, focusing on participant observation, narrative inquiry, in-depth interviews, and newer collaborative methods, such as photovoice. We will examine qualitative criminology's unique ethical and research validity challenges. We will also explore how qualitative researchers have modified their approaches to understand better how race, gender, and class may or may not play a role in individuals' experiences with the criminal justice system.

We will read theoretical, logistical, and exemplary research studies in class. We will engage in various exercises to digest and implement the concepts we learn. The course is designed so students will understand and experience qualitative research “first-hand” by designing and conducting an in-depth interview project and analyzing some qualitative data.

**Learning Outcomes:**

Students should achieve the following objectives upon completing the course:

- Describe exemplary qualitative research studies

- Demonstrate understanding of qualitative research design and the philosophical assumptions that inform qualitative research
- Describe key concepts in qualitative research design, including: criticality, reflexivity, collaboration, and rigor.
- Assess the theoretical and practical considerations associated with various qualitative data collection techniques
- Perform basic analyses of qualitative data
- Evaluate qualitative research based on understanding of the key concepts in research design
- Identify ethical challenges associated with qualitative research

### **Course materials:**

This course will use the following textbook: Rubin, A. T. (2021). *Rocking qualitative social science: An irreverent guide to rigorous research*. Stanford University Press. (This book is designated as “Rubin” on the syllabus.) We will also read several articles posted on Blackboard.

### **Class Policies and Other Considerations**

#### **Statement of the College Policy on Plagiarism:**

Plagiarism involves presenting someone else’s ideas, words, or artistic, scientific, or technical work as one’s creation. Using another's ideas or work in academic work is permissible only when the original author is identified. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Paraphrases, summaries, and direct quotations are acceptable forms of restatement if the source is cited. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of others' ideas. You may find additional details here:

<http://johnjay.jjay.cuny.edu/files/cunypolicies/JohnJayCollegePolicyofAcademicIntegrity.pdf>

#### **The Promise and Peril of Using CHATGPT**

What is ChatGPT? As a recent article by the American Psychological Association described it, “ChatGPT, a chatbot software launched by the AI company OpenAI in November 2022, synthesizes online data and communicates it in a conversational way. Unlike a search engine, ChatGPT can write verse in the style of Shakespeare, dole out dating advice, and—especially concerning to educators—answer test questions and write essays.” Understood in this way, ChatGPT poses challenges to educators, who, like me, want to: (1) facilitate students’ ability to write in clear and compelling ways by creating assignments that encourage analytic thinking and persuasive written communication, (2) welcome the use of new technologies as tools when they can promote learning and skill acquisition, and (3) avoid creating a learning environment, including in classrooms and online, in which distrust, surveillance, and threats of punishment loom large (or small). The question is this: how can we accomplish the objectives of this course considering this new technology?

First, let’s acknowledge what is beyond dispute: Technological advancements are nothing new to our daily lives, both within and outside academic settings. The invention and proliferation of computers, smartphones, calculators, Siri and Alexa, and platforms like Grammarly have encouraged us to rethink how technology can simultaneously contribute to and detract from the

many goals of education. Many technological advances are now commonly accepted tools to facilitate student learning—and we’re better off. Hopefully, ChatGPT is no different as it becomes part of our academic and professional lives.

Second, let’s be clear about a game rule for the course: **In this course, you can use ChatGPT as a tool if you acknowledge its use in the work you submit and understand that what you submit is your responsibility (and saying “I got it from ChatGPT” won’t change that).**

As you consider whether you’ll use ChatGPT and how you’ll use it, be cautious, especially if you are tempted to use it as a be-all and end-all to complete writing assignments. Why? It has severe limitations born of how it works.

While ChatGPT *can* be a helpful tool, it is crucial to recognize its limitations, including issues with accuracy and reliability, lack of context and social awareness, and limits of academic integrity. **If you choose to use ChatGPT and/or other generative AI, indicate at the end of your assignment that you used it and explain how you used it in a single sentence.** A simple comment like this will do the job: “I used ChatGPT to help complete this assignment by generating text that I reworked to reflect my thinking and express my view, etc.”

**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). Before granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS (L66 NB 212-237-8031). Students are responsible for initiating contact with the office and following the established procedures for having the accommodation notice sent to the instructor. To do so, you need to schedule an appointment with one of the OAS specialists.

**Personal Pronouns:** Professional courtesy and sensitivity are essential concerning individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by a name different from what appears on the official roster and by the gender pronouns you use (she/he/they/ze, etc.). Please advise me of any changes and/or of your wishes by early in the semester so I may update my records and practices appropriately.

### **Campus/ CUNY Resources:**

**Writing Resources:** The Writing Center provides tutoring and writing consultation to all undergraduate and graduate students enrolled in the College. Trained tutors work with students on conceptual and sentence-level skills, rules of grammar, and style. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting with the American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. Throughout the year, the Writing Center offers writing-oriented workshops, some specific to individual fields. For details, visit: <http://jjcweb.jjay.cuny.edu/writing/contact.htm>

**Counseling Center:** The Counseling Services Center provides free psychological and counseling support services to meet students' mental health and developmental needs. You can find out more about their resources here: <https://new.jjay.cuny.edu/student-life/wellness-center/counseling-services-center/our-services>

**Emergency resources:** Students experiencing a temporary or unexpected hardship may be able to obtain emergency funds to help pay for essential expenses. You may also be eligible for book vouchers to pay for textbooks. The college also has a food pantry. You can find out additional information here: <https://new.jjay.cuny.edu/student-life/wellness-center/emergency-funding>. These are some other sources of help from CUNY:

- **Food Insecurity:** <https://www.cuny.edu/snap/>
- **Gender-based Harassment:** <https://www.ccny.cuny.edu/affirmativeaction>
- **Housing Insecurity:** <https://www.healthycuny.org/resources-housing-homelessness>

### **Class assignments & student assessment**

In this class, students' final grades will be based on the following assessments:

<b>Assessment</b>	<b>% of grade</b>	<b>Due date</b>
Attendance and in-class participation	10%	n/a
Before and after discussion posts	15%	varies
Reading response paper on articles from selected dates	20%	varies
Memo on research topic and questions for interview project	10%	XXX
In-depth interview guide	25%	XXX
Memo on conducting your in-depth interview	5%	XXX
PowerPoint presentation on an interview assignment	15%	XXX
	100%	
Extra credit	10% substitute	XXX

All written work should be posted to Blackboard. Please also bring a hard copy of your response paper to class.

### **Attendance & participation (10%)**

Class meetings will incorporate brief lectures, group discussions, interactive activities, and student presentations. Students will work with their instructor and peers to exchange ideas and offer substantive feedback. The readings are an essential class resource that requires careful attention. Students should read book chapters and journal articles before the assigned class session, have questions and comments about the readings, link readings to their backgrounds, and actively engage in class discussions and activities about assigned texts.

Part of your grade is based on attendance and in-class participation. Do the following to raise your participation grade: come to class having done the readings, share your thoughts and questions, and volunteer answers to others' questions.

### **Before/After online discussion posts (15% total, 5% each)**

During three weeks of the semester of your choice, you must make before and after class online posts about the assigned reading.

On the days you select, please post *Before-Class Questions concerning "What you want to know about the readings."* Please do not post questions directly addressed in the readings. Instead, post unanswered or unsolved questions based on your comprehension of the readings. For instance, you may raise a question relevant to the topic but not answered in the readings: "Why did the author ignore the key issue..." Alternatively, you may ask how a reading relates to another text from the same or previous week. I will pick some questions each week and discuss them during class. Your question(s) must be posted 24 hours before class (by **XXX**).

*On the same days you post questions, please post After-Class Reflections "What I learned this week."* Specifically, write your reflections about the lectures, readings, and discussions after class. In these posts, consider reviewing questions raised by other students and answering any you can. Please post your reflections within 24 hours after class (by **XXX**).

These posts will help you meaningfully engage with course material. Posts will be evaluated using a check plus (A=94) or check (B+=89) system. You will receive a zero if you do not complete your posts.

### **Reading-Response Paper (20%)**

Each student will write one response paper based on an assigned reading from the list of options below. Response or reaction papers accomplish two tasks: they summarize the material and detail your reaction to it.

In terms of content, your paper should address the following: What is the author's main argument? How does the author provide support for his/her/ their argument? What are the strengths of the author's argument? What is a strong counterargument to the author's central claims? Did the work increase your understanding of a particular issue? Did it change your perspective in any way? You can also indicate whether you would recommend the work to others and why.

Please consider the following style/formatting points when completing your response papers:

- 1) Papers should be 2-3 double-spaced typed pages. They must be written in a formal discussion style (no bullet points, lists, etc.).
- 2) Organize your material. A basic plan of the organization might include a summary of one or more paragraphs, a reaction of two or more paragraphs, and a conclusion. Also, use transitions to clarify the relationships among ideas in the paper.
- 3) Be sure to identify the author and title of the work and include the publisher and publication date in parentheses.
- 4) When writing the paper, apply the four basic standards of effective writing (unity, support, coherence, and clear, error-free sentences).
- 5) Make sure each primary paragraph presents and then develops a single central point.
- 6) Support any general points you make or attitudes you express with specific reasons and details. Statements such as "I agree with many ideas in this article" or "I found the book very interesting" are meaningless without specific evidence that shows why you feel as you do.
- 7) Edit the paper carefully for grammar, mechanics, punctuation, word use, and spelling errors.

- 8) Cite paraphrased or quoted material from the article. Please use APA citation style as needed.
- 9) You may use quotations but only rely on them sparingly. Use them only to emphasize key ideas.
- 10) Please bring a hard copy of your response papers to class since we will use them for class discussion. In addition, please post an electronic copy to Blackboard.

During the first day of class, each student will pick a reading to write about from the following list:

Cannella, G. S. & Lincoln, Y. S. (2012), Cho, J., & Trent, A. (2006), Gaztambide-Fernández, Rubén A. (2015), Golafshani, N. (2003), Greene, J. T. (2018), Nespor, J., & Groenke, S. L. (2009), Parker, L., & Lynn, M. (2002), Sandberg, S. (2010), Elliott, S. and Reid, M. (2019) and Wagle, T., & Cantaffa, D. T. (2008). It is okay for more than one student to select the same reading as long as all selections are covered.

### **Interview Project**

This project aims to give you experience with interview-based qualitative research. **The project includes four cumulative parts, each of which will be graded independently.**

- 1-2-page memo on interview study topic and research questions (10%)
- A complete in-depth interview guide (25%)
- 1-page memo on conducting your in-depth interview (5%)
- A PowerPoint presentation on your entire interview project (20%)

### **One-page memo on interview study topic and research questions (10%)**

Write a memo explaining your interview project's topic and overarching research questions. Your research objectives will determine the content of your in-depth interview guide. Your one-page memo should: 1) include a research statement, "This research examines..." 2) Identify 2-4 main research questions that will guide the overall aim of your interview study. These overarching research questions are **not** necessarily the ones you ask in an interview. Still, they are the ones you must ultimately address in your research from the data you collect using your interview guide. 3) Within each primary research question, you should identify the sub-areas for questions to include in the interview guide. 4) State the population relevant to your interview study.

Memos should be two double-spaced, typed pages. When writing them, apply the four basic standards of effective writing (unity, support, coherence, and clear, error-free sentences). Make sure each primary paragraph presents and then develops a single central point.

### **Prepare a complete in-depth interview guide (25%)**

An in-depth interview guide is a method for structuring an interview and ensuring that you address all essential questions. When figuring out what to ask, you must consider specific objectives. (You will have already determined these in your topic/question memo.)

The guide should be kept relatively brief. It should be at most six pages. It should stay focused on your research objectives so that you can get as much in-depth input from your interviewee as

possible. If you ask too many questions, you will not have enough time to explore these topics fully and will not benefit from conducting an in-depth interview. The guide should only include questions directly related to your research objectives.

Interview guides should include the following core components:

**Purpose and introduction:** The introduction to an in-depth interview guide is very similar to the introduction of a survey: part of its purpose is to convince a potential respondent to complete an interview. Interviewers should introduce themselves and the reason the research is being conducted. The introduction of the topic should not give away too many details about exactly what you'll be asking but should be sufficiently informative so that the person knows what is coming in the interview. (Incidentally, when you have completed the human subjects review, you will also include details about that process here.)

**Questions:** The questions are the most important element in an in-depth interview guide. It is best to ask questions in natural, conversational language—avoid jargon or technical terms your respondents may not know.

**Probes and transitions:** In-depth interview guides also include probes to elicit details and to follow up on related issues that might arise during the interview. You also should include transitions that help orient the interviewee to the overall arch of your discussion.

**Conclusion:** The interviewer ends the interview by asking if respondents have any last suggestions or comments about the topic. Other concluding elements include details about the next steps and/or resources you may wish to share with the interviewee.

### **One-page memo describing your experience conducting the interview (5%)**

You must administer your in-depth interview with one person to complete your interview project. After conducting the interview, write a 1-2-page memo that describes your experience. The memo should include the following details: 1) the setting of the interview, 2) characteristics of the participant (to preserve anonymity, focus on social demographics), 3) the emotional tone of the interview, 4) any methodological or personal challenges you encountered, and 5) your feelings about the interview experience.

Memos should be double-spaced, typed pages. When writing them, apply the four basic standards of effective writing (unity, support, coherence, and clear, error-free sentences). Make sure each primary paragraph presents and then develops a single central point.

### **PowerPoint presentation on your in-depth interview project (15%)**

Craft a PowerPoint presentation that describes your entire in-depth interview project. The PowerPoint presentation should cover the following: 1) The topic of your project, 2) its central research questions, 3) details about the in-depth interview questions you developed, 4) what you learned during your interview, 5) what you found exciting and challenging about this project, 6) a description of which class readings/ concepts informed your work. In addition, you should 7) explain what changes/ improvements you would make if you undertook the project in the future and why. The PowerPoint presentation should include between 8-12 slides.

**Extra credit work during the semester:**

The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course. Each class member will be able to complete one extra credit assignment. The extra credit assignment involves a PowerPoint presentation on a podcast episode from Give Methods a Chance, a podcast devoted to research methods. The episodes can be found here:

<https://thesocietypages.org/methods/category/methodological-innovations/>.

Please pick an episode focusing on a **qualitative research method** for this extra credit assignment. For the podcast you select, please prepare a PowerPoint presentation that covers the following: 1) What is the podcast about? 2) What are the study’s research questions? 3) What method/ methodological issues does it cover? 4) What are the key concepts/ideas discussed? 5) How does the podcast relate to themes and ideas discussed in our readings and class discussions? 6) How does it confirm or contest what we have learned in class? 7) What did you find to be particularly interesting? and 8) What questions does the podcast raise? Remember, you will be the only class member who listened to your podcast, so try your best to communicate your points. The PowerPoint presentation should include between 8-12 slides. Please post your presentations on Blackboard.

The grade for your extra credit will stand in for 10% of either your response paper or your in-depth interview guide grade. You can decide which one. (For instance, if you choose to reduce the value of your response paper, it will count for 10%, and your extra credit assignment will count for 10%.) **If you wish to do an extra credit presentation, you must inform me via email by xxxx.**

**Class schedule, readings, and assignments:****Introduction to qualitative research**

<b>An Opening Orientation to Qualitative Research (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Rubin, introduction & Ch. 1, pp. 1-34

**Qualitative Research Design**

<b>Research design and research questions (2 classes)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Rubin, Ch. 3, pp. 35-59  Sampson H. (2004). Navigating the waves: the usefulness of a pilot in qualitative research. <i>Qualitative Research</i> . 4(3), 383-402.



<b>Situating your project within existing research &amp; theory (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	<p>Rubin, Ch. 4, pp. 59-83</p> <p>Tavallaei, M. &amp; Abu Talib, M. (2010). A general perspective on role of theory in qualitative research. <i>The Journal of International Social Research</i>, 3(11), 570-577.</p>

<b>Sampling &amp; case selection (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	<p>Rubin, Chs. 6 &amp; 7, 108-163</p> <p>Mario Small. (2009) "How Many Cases Do I Need? On Science and the Logic of Case Selection in Field-Based Research." <i>Ethnography</i> 10 (1): 5-38.</p>

<b>Horizontals of qualitative research: reflexivity, collaboration &amp; criticality (2 classes)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	<p>Cannella, G. S. &amp; Lincoln, Y. S. (2012). Deploying qualitative methods for critical social purposes. In S. R. Steinberg &amp; G. S. Cannella (Eds.), <i>Critical qualitative research reader</i> (pp. 104-114). New York, NY: Peter Lang Publishing.</p> <p>Parker, L., &amp; Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. <i>Qualitative Inquiry</i>, 8(1), 7-22.</p> <p>Wagle, T., &amp; Cantaffa, D. T. (2008). Working our hyphens: Exploring identity relations in qualitative research. <i>Qualitative Inquiry</i>, 14(1), 135-159.</p>

<b>Rigor (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	<p>Cho, J., &amp; Trent, A. (2006). Validity in qualitative research revisited. <i>Qualitative Research</i>, 6(3), 319-340.</p> <p>Golafshani, N. (2003). Understanding reliability and validity in qualitative research. <i>The Qualitative Report</i>, 8(4), 597-607.</p>

### Qualitative Data

<b>In-depth interview design</b>
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<b>(1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Annette Lareau. 2021. "Ch. 4 Learning to Interview" in <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up</i> . pp. 39- 60.

<b>In-depth interview design workshop: Trying it out &amp; discussing an exemplar (1 Class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Sinikka Elliott and Megan Reid. 2019. "Low-Income Black Mothers Parenting Adolescents in the Mass Incarceration Era: The Long Reach of Criminalization." <i>American Sociological Review</i> 84(2):197-219.
<b>Assignment due:</b>	<b>Research questions/ study topic memo due</b>

<b>In-depth interview execution (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Annette Lareau. 2021. "Ch. 5 How to Conduct a Good Interview" in <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up</i> , pp. 91- 139.

<b>Workshop on executing In-depth interviews: Trying it out &amp; discussing an exemplar (1 Class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Hermanowicz, Joseph C. 2002. "The Great Interview: 25 Strategies for Studying People in Bed." <i>Qualitative Sociology</i> 25 (4): 479-499.

<b>Participant observation (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Annette Lareau. 2021. "Ch. 6 Learning to do Participant Observation" in <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up</i> . [p. 140- 162]
<b>Assignment due:</b>	<b>Interview guide due</b>

<b>Participant observation workshop: Trying it out &amp; discussing an exemplar (1 Class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Greene, J. T. (2018). Categorical exclusions: How racialized gender regulation reproduces reentry hardship. <i>Social Problems</i> , 66(4), 548-563. doi:10.1093/socpro/spy023

<b>Narrative analysis (1 class)</b>	
<b>Date(s):</b>	

<b>Reading:</b>	Sandberg, S. (2010). What can “lies” tell us about life? Notes towards a framework of narrative criminology. <i>Journal of criminal justice education</i> , 21(4), 447-465.
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<b>Photo elicitation and photo voice (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	<p>Pauwels, L. (2010). Visual sociology reframed: An analytical synthesis and discussion of visual methods in social and cultural research. <i>Sociological Methods &amp; Research</i>, 38(4), 545-581.</p> <p>Heith Copes, Whitney Tchoula, Fiona Brookman &amp; Jared Ragland (2018): Photo-Elicitation Interviews with Vulnerable Populations: Practical and Ethical Considerations, <i>Deviant Behavior</i>, DOI: 10.1080/01639625.2017.1407109</p>

<b>Workshop class on narrative &amp; phot elicitation. (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	<p>Bagnoli, A. (2009). Beyond the standard interview: The use of graphic elicitation and arts-based methods. <i>Qualitative research</i>, 9(5), 547-570.</p> <p>Tanggaard, L. (2009). The research interview as a dialogical context for the production of social life and personal narratives. <i>Qualitative Inquiry</i>, 15(9), 1498-1515.</p>

### Working with Data & Considerations of Results

<b>Research Ethics (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	<p>Nespor, J., &amp; Groenke, S. L. (2009). Ethics, problem framing, and training in qualitative inquiry. <i>Qualitative inquiry</i>, 15(6), 996-1012.</p> <p>Al-Natour, R. (2011). The Impact of the Researcher on the Researched. <i>M/C Journal</i>, 14(6). Retrieved from <a href="http://journal.media-culture.org.au/index.php/mcjournal/article/view/428">http://journal.media-culture.org.au/index.php/mcjournal/article/view/428</a>.</p> <p>Gaztambide-Fernández, Rubén A. "Elite entanglements and the demand for a radically un/ethical position: the case of Wienie Night." <i>International Journal of Qualitative Studies in Education</i> 28, no. 9 (2015): 1129-1147.</p>
<b>Assignment due:</b>	<b>Memo due on conducting your interview</b>

<b>Data Recording &amp; Analysis</b>
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<b>(1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Rubin, Ch. 9, pp. 179-208.  Annette Lareau. 2021. "Ch. 8 Data analysis" in <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up</i> . pp. 195- 255.

<b>Data analysis workshop class: Trying it out &amp; discussing exemplar (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Hijmans, E. (1996). Logic for qualitative media content analysis: A typology. <i>Communications-Sankt Augustin Then Berlin-</i> , 21, 93-108.  Borland, Katherine. 1991. "That's Not What I Said": Interpretative Conflict in Oral Narrative Research," <i>In Women's Words: The Feminist Practice of Oral History</i> , edited by Sherna Berger Gluck and Daphne Patai, pp. 11-25. New York: Routledge.
<b>Assignment due:</b>	<b>In-depth interview project PowerPoint</b>

<b>Writing up results (1 class)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	Annette Lareau. 2021. "Ch. 6 Writing: Becoming clearer about your contribution" in <i>Listening to People: A Practical Guide to Interviewing, Participant Observation, Data Analysis, and Writing It All Up</i> . pp. 226-259.  Gilgun, Jane F. (2014). Writing up qualitative research. In Patricia Leavy (Ed.). <i>The Oxford handbook of qualitative research methods</i> (pp. 658-676). New York: Oxford University

<b>Class presentations of interview PowerPoints and extra credit (2 classes)</b>	
<b>Date(s):</b>	
<b>Reading:</b>	None

Week 15 - Final Exam Period

**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.**

Please submit to Kathy Killoran ([kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.

Date Submitted: 10/26/23

1. Name of Department or Program: Academic Programs, Africana Studies Department

2. Contact information of proposer(s):

Name(s): Gail Garfield, Wynne Ferdinand

Email(s): [ggarfield@jjay.cuny.edu](mailto:ggarfield@jjay.cuny.edu) [wferdinand@jjay.cuny.edu](mailto:wferdinand@jjay.cuny.edu)

Phone number(s): Ferdinand: 206-724-1900

3. Current number and title of course: **HUM 300 Landmark Supreme Court Cases: The Black Experience from Plessy v. Ferguson to Brown v. Board of Education**

4. Current course description:

Landmark U.S. Supreme Court cases are significant social, historic and legal events. Drawing from the humanities, criminal justice, and social sciences, this course examines the social and historical context of legal decisions as well as their impact. Students will critically analyze legal documents and identify connections to contemporary questions of justice in the U.S. Each semester, course sections focus on a different case(s) selected by the faculty.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 3

c. Current prerequisites: ENG 201 & Junior Standing

5. Describe the nature of the revision (what are you changing?):

We are moving oversight of this topic of HUM 300 into the Department of Africana Studies and changing the course prefix from HUM 300 to AFR 300. We are also revising the course description and title to reflect the course's move to a department – the title and description

can focus more on the specific topic of this flavor of the course, and less general.

6. Rationale for the proposed change(s):

The HUM 300 courses were designed as part of a grant funded project to increase students' exposure to humanistic perspectives on questions of justice explored by Landmark Supreme Court cases. This course revision will move responsibility for continued oversight, scheduling and delivery of the course into an academic department and out of the office of Academic Programs. This change will support continuity of the course offering beyond the term of the grant project and permit the chair to engage in continued support of faculty interested in teaching this course. Faculty from outside the department who are interested in the course's subject matter will retain the ability to teach it and will arrange course scheduling with Africana Studies.

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

a. Revised course description:

**This course foregrounds the Black struggle for justice by closely analyzing the landmark cases Plessy v. Ferguson (1896), which found that racial segregation did not violate the equal protection clause of the Fourteenth Amendment, and Brown v. Board of Education (1954), which found that it did. Students will examine the legal logic of these decisions and the political, social, and cultural contexts in which they emerged. To contextualize the importance of the role law in society, students will retrace the ways in which African Americans struggled within and against social practices denying their human worth, while also creating cultural spaces that allowed for resistance and independence.**

b. Revised course title: **AFR 300 Landmark Cases: The Black Experience from Plessy v. Ferguson to Brown v. Board of Education**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Black Exp from Plessy to Brown**

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: 70+

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

No \_\_\_\_\_ Yes   X   If yes, please indicate the area:

**This course was already approved for the College Option: Justice Core II (300-level): Struggle for Justice and Equality in the U.S.**

9c. If yes, frequency and number of sections to be offered for General Education:

Every semester <u>  X  </u>	Number of sections: <u>  2  </u>
Fall semesters only _____	Number of sections: _____
Spring semesters only _____	Number of sections: _____

10. Does this change affect any other departments?

  X   No                      \_\_\_\_\_ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: Nov 1, 2023

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

Prof. Gail Garfield, Chair, Department of Africana Studies

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

The City University of New York  
Committee on Graduate Studies

**PROPOSED CHANGES IN A DEGREE PROGRAM**

The following is the revised curriculum for the Advanced Certificate Computer Science for Digital Forensics (CSI Bridge).

**Date received by CGS:** October 25, 23

**Program Name and Degree Awarded:** Advanced Certificate: Computer Science for Digital Forensics (CSI Bridge)

**NY State Program Code:** 34608

**HEGIS Code:** 0799.00

**Effective term:** Fall 2024

**Date of Program Approval:** 11/8/22

**Date of CGS approval:** Pending for Nov 10<sup>th</sup>, 2023

**Description of the changes:** This proposal replaces one required course, FCM 742 Network Security, with FCM 740 Data Communication.

**Rationale for proposed changes:** The CSI Bridge program is designed to prepare students for the Digital Forensic and Cybersecurity master's program (D4CS). The current bridge is suitable for students with technical backgrounds such as science, engineering and mathematics related bachelor's degree, technical certifications, or job experience in Information technology. More recently, the program has seen interest from students with degrees in Political Science, Criminal Justice, Law and other degrees which are adjacent to Cyber-security. The current bridge program is not suitable to serve the needs of students from non-technical backgrounds. Therefore, these students are often advised to complete a second degree in computer science which takes 4 semesters to complete.

This proposal is to make the CSI Bridge accessible to non-STEM students, preparing students from all backgrounds for careers in Cyber-security and Forensics. Therefore, the course in Data Communication is being added to the bridge as it is more suitable to prepare students with non-technical backgrounds for the art of Computing, Security and Forensics. This course will replace the network security course (FCM 742) which requires prior background in data communication. With this change, the CSI Bridge can admit students who graduate with any undergraduate major including criminal justice majors and prepare them for the D4CS program in one semester. Students will continue to simultaneously gain credits for the D4CS program while they complete the bridge.



FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
<p>Requirements for the Degree Program: Advanced Certificate: Computer Science for Digital Forensics (CSI Bridge)</p> <p><del>**strike through</del> what is to be changed.</p> <p>Advanced Certificate in Computer Science for Digital Forensics (CSI Bridge Program)</p> <p>REQUIRED COURSES</p> <p>FCM 708 Foundations for Digital Forensics and Security I</p> <p>FCM 709 Foundations for Digital Forensics and Security II</p> <p>FCM 710 Architecture and Vulnerabilities of Operating Systems</p> <p><del>FCM 742 Network Security</del></p> <p>Note: FCM 708 and FCM 709 are preparatory courses that do not count toward the MS degree.</p>		<p>Requirements for the Degree Program: Advanced Certificate: Computer Science for Digital Forensics (CSI Bridge)</p> <p><u>**underline</u> the changes.</p> <p>Advanced Certificate in Computer Science for Digital Forensics (CSI Bridge Program)</p> <p>REQUIRED COURSES</p> <p>FCM 708 Foundations for Digital Forensics and Security I</p> <p>FCM 709 Foundations for Digital Forensics and Security II</p> <p>FCM 710 Architecture and Vulnerabilities of Operating Systems</p> <p><b><u>FCM 740 Data Communication</u></b></p> <p>Note: FCM 708 and FCM 709 are preparatory courses that do not count toward the MS degree.</p>	
Total credits required	12	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? N/A

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

**GRADUATE COURSE REVISION**

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.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to Anna Austenfeld in the Office of Academic Programs at [aaustenfeld@jjay.cuny.edu](mailto:aaustenfeld@jjay.cuny.edu).

**Date Submitted to the Office of Academic Programs:** October 6, 2023

**Date of Program Approval:** October 4, 2023 (submitted by Prof. Valerie West)

**Date of CGS Approval:** Nov 10<sup>th</sup>, 2023

**1. Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
Margaret Smith	mlsjjc@gmail.com	212.237.8387

**2. Describe the nature of the revision (what are you changing?):**

Changes to course description and removal of a prerequisite.

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

FROM ( <del>strikethrough</del> the changes)		TO ( <u>underline</u> changes)	
<b>Program</b>		<b>Program</b>	
<b>Course number and title</b>	CRJ 739 Crime Mapping	<b>Course number and title</b>	N/C
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	<del>CRJ 716</del>	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	<u>None</u>
<b>Hours</b> (please specify if the course has lab hours)	3 (No lab hours)	<b>Hours</b> (please specify if the course has lab hours)	N/C
<b>Credits</b>		<b>Credits</b>	
<b>Course description</b>	<del>Explores the theory and practice of crime mapping. Demonstrates how mapping of crime patterns can assist in the explanation of crime. Illustrates how this understanding is vital for designing and implementing effective programs of crime prevention, problem solving and community</del>	<b>Course description</b>	<u>This course covers both the theory and practice of “crime mapping” – the use of Geographic Information Systems (“GIS”) to support the analysis of patterns of offending, deviance or disorder. Specific attention is</u>

	<p>policing. Discusses the major theories of criminal events, which are crucial for interpreting crime patterns. Introduces state-of-the-art mapping techniques and provides experience in the use of mapping software.</p>		<p><u>given to the types of data required by various theoretical approaches. Students gain experience with a wide range of data sources, learn to examine data formats to ensure data quality, and to geocode data for use with GIS software. This course includes both descriptive mapping to investigate spatial and temporal crime patterns and analytical techniques for crime analysis. Tactical crime mapping and spatial analysis support strategies for the suppression of crime as well as the implementation of effective programs of crime prevention, problem solving and community policing. The course concludes with an individual crime analysis-focused research project.</u></p>
<p><b>Student learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Will appreciate how geographical analysis of crime complements other approaches to explaining crime and criminality.</li> <li>• Will be familiar with the theories of environmental criminology.</li> <li>• Will understand geographic concepts and terms integral to understanding spatial aspects of crime.</li> <li>• Will comprehend the capabilities and limitations of crime mapping.</li> <li>• Will be able to evaluate the contribution of crime mapping to solving crime problems at the local level utilizing situational crime prevention and problem-oriented policing.</li> </ul>	<p><b>Student learning outcomes</b></p>	<p>N/C</p>

	<ul style="list-style-type: none"> <li>• Will be familiar with GIS software and ready to undergo training in advanced spatial analysis of crime and disorder.</li> <li>• Will understand interactions between small and larger environments and factors influencing spatial and temporal patterns of crime.</li> <li>• Will be familiar with the multiple sources of geographic data, and able to transform data for use in GIS Software.</li> </ul>		
		<b>Effective Term</b>	Fall 2024

#### 4. Rationale for the proposed change(s):

The update/change in course description is to better reflect the course content. The course is a hands-on course where students are learning the practical techniques and software necessary to conduct crime mapping. The removal of the prerequisite is twofold: I the material needed from CRJ 716 is also covered in CRJ 739. Removing the prerequisite removes overlap and allows students to take CRJ 739 earlier in their academic career. Taking 739 earlier in the student's academic career removes a barrier to the Advance Certificate in Crime Analysis.

#### 5. Enrollment in past semesters: 46

#### 6. Does this change affect other programs?

☒ No ☐ Yes

If yes, what consultation has taken place? N/A

