**New Program Proposal: Undergraduate Degree Program Form 2A**



*Version 2017-08-28*

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to an associate and/or bachelor’s degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies1), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at [*program.review@suny.edu*.](mailto:program.review@suny.edu) The completed form and appended items should be sent as a single, continuously paginated document.2 If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](http://system.suny.edu/academic-affairs/acaproplan/app/).

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***NOTE: Please update this Table of Contents automatically after the form has been completed.*** *To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update* *Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.*

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1Use a [**different form**](http://www.suny.edu/provost/academic_affairs/app/main.cfm) if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or **lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional** (e.g., school counselor).

|  |  |  |
| --- | --- | --- |
| ***Section 1. General Information*** | | |
| ***a) Institutional Information*** | *Date of Proposal:* | September 1, 2018 |
| *Institution’s 6-digit* [*SED Code*](http://system.suny.edu/academic-affairs/app/academic-program-planning/links/)*:* | 261000 |
| *Institution’s Name:* | SUNY Canton College of Technology |
| *Address:* | 34 Cornell Drive, Canton, NY 13617 |
| *Dept. of Labor*[*/Regent’s Region:*](http://system.suny.edu/academic-affairs/app/academic-program-planning/find-your-campus-reviewer/) |  |
| ***b) Program Locations*** | *List each campus where the entire program will be offered (with each institutional or branch campus*  *6-digit* [*SED Code*](http://system.suny.edu/academic-affairs/app/academic-program-planning/links/)*): 261000* | |
| *List the name and address of* [*off-campus locations*](http://www.suny.edu/sunypp/documents.cfm?doc_id=167) *(i.e.,* [*extension sites or extension centers*](http://www.highered.nysed.gov/ocue/aipr/Off-CampusInstruction1.html)*) where courses will offered,* ***or check here [x] if not applicable****:* | |
| ***c) Proposed Program Information*** | *Program Title:* | Forensic Criminology |
| [*Award*](http://www.highered.nysed.gov/ocue/lrp/chapter_i_of_title_8_of_the_offi.htm)*(s) (e.g., A.A., B.S.):* | B.S. |
| *Number of Required Credits:* | *Minimum [122] If tracks or options, largest minimum [123]000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000000 ]* |
| *Proposed* [*HEGIS Code*](http://www.highered.nysed.gov/ocue/documents/HEGIS.pdf)*:* | 2209.00 |
| *Proposed 6-digit* [*CIP 2010 Code*](http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55)*:* | 45.0401 |
| *If the program will be accredited, list the accrediting agency and expected date of accreditation:* | |
| *If applicable, list the SED* [*professional licensure title(s)*](http://www.op.nysed.gov/prof/)*3 to which the program leads:* | |
| ***d)***  ***Campus Contact*** | *Name and title: Dr. Kenneth Erickson*  *Telephone: (315) 386-7401 E-mail: erickson@canton.edu* | |
| ***e)***  ***Chief Executive or Chief Academic***  ***Officer Approval*** | ***Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution’s commitment to support the proposed program.***  ***E-signatures are acceptable.***  *Name and title:*  *Signature and Date:* | |
| ***If the program will be registered jointly4 with one or more other institutions, provide the following information for each institution:*** | |
| *Partner institution’s name and 6-digit* [*SED Code*](http://system.suny.edu/academic-affairs/app/academic-program-planning/links/)*:*  *Name, title, and signature of partner institution’s CEO (or* ***append*** *a signed letter indicating approval of this proposal):* | |

2This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

3 If the proposed program leads to a professional license, a [specialized form for the specific profession](http://www.highered.nysed.gov/ocue/aipr/profprogram.html) may need to accompany this proposal.

4 If the partner institution is non-degree-granting, see SED’s [CEO Memo 94-04.](http://www.highered.nysed.gov/ocue/lrp/ceomemorandum.htm)

**Attestation and Assurances**

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions’ goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.5

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with 52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2)

of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution’s faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by

§52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner’s regulations.



**CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST**

Signature Date

Type or print the name and title of signatory Phone Number

5 The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

**Section 2. Program Information**

**2.1. Program Format**

Check all SED-defined [formats, mode and other program features](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr8.html) that apply to the **entire program**.

**a) Format(s):** [X]Day [ ]Evening [ ]Weekend [ ]Evening/Weekend [ ]Not Full-Time

**b) Modes**: [X] Standard [ ]Independent Study [ ]External [ ]Accelerated [X]Distance Education

***NOTE:*** *If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and* ***append*** *a* [*Distance Education Format Proposal.*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/4_Distance-Education-Format-Proposal-2014-11-17.doc)

**c) Other**: [ ] Bilingual [ ] Language Other Than English [ ] Upper Division [ ] Cooperative [ ] 4.5 year [ ] 5 year

**2.2. Related Degree Program**

***NOTE:*** *This section is not applicable to a program leading to an associate’s or a bachelor’s degree.*

**2.3. Program Description, Purposes and Planning**

**a)** What is the description of the program as it will appear in the institution’s catalog?

The four-year, undergraduate Bachelor of Science in Forensic Criminology is an exciting new program which combines a core concentration in criminology with select courses in the forensic sciences. Throughout this program, students explore the complex interplay between theory and practice in the criminal justice system. Applying the scientific method to criminological theory, individuals who complete the program will be prepared to actively investigate the relationship between criminological research and evidence-based practice in the justice system, and will be poised to begin professional work in criminal justice, or for enrollment in graduate work. The program is interdisciplinary, reflecting the wide range of job opportunities in the field, including: law enforcement, corrections, victim services, juvenile justice and forensic behavioral sciences.

The program requires 3 lower-level core requirements in criminology and the social sciences; 6 upper-level core courses in criminology, forensic science, information management, and research methods; 2 courses from the criminology cluster; and 2 courses from the forensics cluster.

**b)** What are the program’s educational and, if appropriate, career objectives, and the program’s primary student learning outcomes (SLOs)? ***NOTE:*** *SLOs are defined by the Middle States Commission on Higher Education in the* [*Characteristics of Excellence in Higher Education*](http://www.msche.org/publications/CHX-2011-WEB.pdf) *(2006) as “clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program.”*

**Educational Objectives**: The primary educational objectives of the BS in Forensic Criminology include:

* Exploring a broad range of liberal arts disciplines, and identifying the ways in which these disciplines are interrelated, both in theory and in practical application of theory;
* Demonstrating facility with conventions of academic and professional discourse;
* Analyzing the foundations and evolution of criminological theory;
* Analyzing the foundations and principles of forensic science and criminological practice, including the systems in which these disciplines are found, as well as the prevailing ethical and practical guidelines for practice in these disciplines and systems;
* Identifying systemic issues and problems in contemporary forensic and criminological practice; and
* Applying research and data to current forensic and criminological practice to investigate potential mechanisms for evidence-based practice to lead change in emerging justice-system reforms.

**Career Objectives**: The program is designed intentionally to develop leaders and thinkers of tomorrow, who strive toward the incorporation of evidence-based practice in the justice system. Thus, the student who pursues the BS in Forensic Criminology might find an appropriate career path in any traditional entry-level criminal justice career field, including:

* policing in local, state, or federal jurisdictions;
* corrections at the local, state, or federal level, including probation and parole/community corrections;
* juvenile justice agencies, including juvenile rehabilitation services as well as custody and corrections.

But this program is also intended for students whose interests tend toward areas outside of the traditional “criminal justice” career path of policing or corrections, and offers opportunities to explore:

* the legal field, including legal assistant or other entry-level courts positions;
* criminalistics;
* crime analysis;
* criminal justice researcher or research analyst;
* criminal justice policy analyst;
* victim advocacy or other victim services;
* offender re-entry services;
* rehabilitation services and offender programming;
* restorative justice services;
* child protective/social services;
* governmental administration

**PSLOs**: The following nine key learning statements represent the intended learning outcomes for the BS in Forensic Criminology program:

* **PLO 1** – Apply standards of academic and professional discourse while speaking and writing.
* **PLO 2** – Analyze and evaluate theory and practice in criminological/criminal justice contexts.
* **PLO 3** – Propose reform or new models of practice in criminal justice contexts.
* **PLO 4** – Demonstrate fluency in locating, evaluating, and using criminological research, evidence, and data.
* **PLO 5** – Recognize and interpret graphical and tabular data sets.
* **PLO 6** – Apply standards of ethical behavior in evidence-based practice in criminal justice contexts.
* **PLO 7** - Identify the social and cultural influences that impact practice and policy in criminal justice contexts.
* **PLO 8** – Develop a comprehensive change-management plan for a criminal justice system problem.
* **PLO 9 –** Apply science to questions of law.

**c)** How does the program relate to the institution’s and SUNY’s mission and strategic goals and priorities? What is the program’s importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program’s potential to achieve national and/or international prominence and distinction?

**Relationship to Missions and Priorities:** Both SUNY’s and SUNY Canton’s missions and/or strategic goals overlap with respect to priorities centering around access and applied learning. Further, both the system and the institution are committed to transferability/portability of credentials, and optimizing enrollments that meet the needs of industry and the workforce. This degree program relates to these priorities in several important ways: 1) The degree program will be offered entirely online, although students who desire the on-campus experience will be able to complete this degree as residential learners as well, since all courses in the program are currently or are planned to be offered in both online and/or in the FLEX delivery format. This expands access and opportunity for location-bound, non-traditional, and working students, while offering the conventional campus-based pathway for traditional students, expanding enrollment options and student choice. 2) This degree program is applied in nature, with intended learning outcomes that are immediately applicable to and potentially valuable within a variety of workforce sectors, from justice-system agencies to public and human services and beyond. Students engage in real-world research and apply evidence-based practice to current and emerging problems in their areas of interest or expertise, producing graduates who are ready to perform as leaders and/or as agents of change. 3) This degree is designed to provide maximum transferability, as well as maximum student choice.

**Importance to the Institution:** This degree program is one among several of SUNY Canton’s expanding degree options that will be offered entirely in a distance/distributed format. But perhaps more importantly, this degree offers a curriculum that is distinct among SUNY, and uncommon when compared to programs offered nationally. This is not only important to SUNY Canton at the campus level for initial and transfer enrollment growth, but is important with respect to SUNY Canton’s contribution to SUNY’s overall efforts to optimize enrollments in its online offerings, both for New York State students and beyond.

**Relationship to/Impact on Existing Programs:** It is anticipated that there may be some minor impact on SUNY Canton’s current degree programs. Once launched, this degree program will provide several new upper-level electives for students enrolled in its three other baccalaureate-level criminal justice programs, which could have a minor positive impact on enrollment and retention in these programs. It is also possible that we may see some students who might have otherwise enrolled in one of the four other CJ programs now diverted to the new program, resulting in a net loss of enrollments in one or more of the other degree options. This is unlikely at the bachelor’s level on the grounds that those BTech programs are rather specifically focused on particular areas of workforce preparation, populated by students who are primarily driven toward conventional careers associated with those degrees. This degree is different in several important ways, and is likely to attract students who are seeking a liberal-arts-focused, exploratory, research-based degree option. However, a recent analysis of enrollment data concerning students who were accepted in a SUNY Canton CJ program but enrolled elsewhere shows that a portion of these students enrolled in criminology programs out of state. It is expected that this degree program will result primarily in new applicants who might have chosen a degree path out of state, or who might not have otherwise sought out SUNY Canton, or perhaps any SUNY institution, for their educational pathway.

**Diversity/International Perspectives:** The incorporation of diverse perspective has been intentionally built into both the course offerings and the program learning outcomes of the BS in Forensic Criminology degree. Students are exposed to a variety of perspectives, with a specific focus on underrepresented groups and their particular experiences within or because of the social, economic, and cultural institutions or forces to which they are exposed. The PLO to which such diverse perspectives are ascribed is PLO 7: *Identify the social and cultural influences that impact practice and policy in criminal justice contexts*. SOCI 105 – American Social Problems; and JUST 349 – Vulnerable Populations in CJ are two courses in which diversity figures prominently. While SOCI 105 is a cognate, JUST 349 is a required course in the major, and will be assessed as part of the assessment in the major.

**d)** How were faculty involved in the program’s design? Describe input by external partners, if any (e.g., employers and institutions offering further education?

Departmental faculty in the Criminal Justice Department were consulted in preparing the proposal, both at the individual course level and at the overall program level. Faculty contributed their expertise to the development of new courses for the program, and provided consultative advice about the structure of the program, as well as its contents. Social sciences faculty outside of the department were consulted regarding the extent to which the social sciences courses should be incorporated appropriately as required courses. Members of the CJ Advisory Board, composed of practitioner-leaders representing various justice agencies, gave advice about industry trends and needs, as well as incorporation of requirements associated with media literacy for future practitioners.

**e)** How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program’s design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in  [Commissioner’s Regulations for the Profession](http://www.op.nysed.gov/title8/opregs.htm), **append** a side-by-side chart to show how the program’s components meet those external standards. If SED’s Office of the Professions requires a [specialized form](http://www.highered.nysed.gov/ocue/aipr/profprogram.html) for the profession to which the proposed program leads, **append** a completed form at the end of this document.

n/a

**f)** Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Anticipated Headcount Enrollment** | | | **Estimated**  **FTE** |
| **Full-time** | **Part-time** | **Total** |
| **1** | 10 | n/a | 10 | 10 |
| **2** | 12 | 2 | 12 | 22 |
| **3** | 15 | 3 | 18 | 40 |
| **4** | 25 | 5 | 30 | 70 |
| **5** | 30 | 5 | 35 | 95 |

**g)** Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Title** | | **Credits** | **LA** |  | **Course Title** | **Credits** | **LA** |
| [Lower-Division Core and Cognates] | |  |  | [Upper-Division Criminology Core] |  |  |
| JUST 202 – Intro to Forensic Criminology | | 3 |  | JUST 310\*\* Causes of Crime | 3 |  |
| POLS 105 Intro to Am. Gov’t and Politics | | 3 | X | JUST 349\*\* Vulnerable Populations in CJ | 3 |  |
| SOCI 105 American Social Problems | | 3 | X | JUST 347 Research Methods Criminology. | 3 |  |
| SSCI 181 Alcohol Drugs Society | | 3 | X | JUST 302 Information Management in CJ | 1 |  |
| PSYC 275 Abnormal Psych | | 3 |  | JUST 426 Ethics in Forensic Science | 3 |  |
|  | | 15 | 9 | JUST 432 Senior Seminar [Capstone] | 3 |  |
|  | |  |  |  | 16 |  |
| [Lower-Division GER] | | 31 | 31 |  |  |  |
|  | |  |  | [Upper-Division Electives] |  |  |
|  | |  |  | [Criminology Cluster – Choose Two] |  |  |
| [Lower-Level Electives] | |  |  | JUST 307\*\* Penology | 3 |  |
| Liberal Arts (any) | | 3 | X | JUST 313\*\* Juvenile Justice | 3 |  |
| Liberal Arts (any) | | 3 | X | JUST 316\*\* Sex Offenders | 3 |  |
| General Elective | | 3 |  | JUST 324\*\* Serial Killers and Their Victims | 3 |  |
| General Elective | | 3 |  | JUST 322\*\* Gender and the Justice System | 3 |  |
|  | | 12 | 6 | JUST 350\*\* Victimization | 3 |  |
|  | |  |  | JUST 351\*\* Organized Crime | 3 |  |
|  | |  |  |  | 6 |  |
|  | |  |  |  |  |  |
|  | |  |  | [Forensic Cluster – Choose Two] |  |  |
|  | |  |  | JUST 303 Investigative Interviews | 3 |  |
|  | |  |  | JUST 320 Medicolegal Inv. of Death | 3 |  |
|  | |  |  | JUST 424 Cold Case Investigation | 3 |  |
|  | |  |  | JUST 422 Violent Crime Analysis | 3 |  |
|  | |  |  |  | 6 |  |
|  | |  |  | [Upper-Division Electives] |  |  |
|  | |  |  | U/L Liberal Arts Elective | 3 | X |
|  | |  |  | U/L Liberal Arts Elective | 3 | X |
|  | |  |  | U/L Liberal Arts Elective | 3 | X |
|  | |  |  | U/L Liberal Arts Elective | 3 | X |
|  | |  |  | U/L Liberal Arts Elective | 3 | X |
|  | |  |  |  | 15 | 15 |
|  | |  |  | [Electives – Lower OR Upper Division] |  |  |
|  | |  |  | General Elective | 3 |  |
|  | |  |  | General Elective | 3 |  |
|  | |  |  | General Elective | 3 |  |
|  | |  |  | Program Elective | 3 |  |
|  | |  |  | Program Elective | 3 |  |
|  | |  |  | Program Elective | 3 |  |
|  | |  |  | Program Elective | 3 |  |
|  | |  |  |  | 21 |  |
| Lower-Division Totals | | 58 | 46 | Upper-Division Totals | 64 | 15 |
|  | |  |  |  |  |  |  |
|  |  | | | | | |  |  |  | 61 | 15 |
|  |  | | | | | |  |  |  |  |  |
|  | \*\*=Pending Liberal Arts Designation **Total required credits: 122** | | | | | | 61 |  |  | General Elective | 3 |

\*\* These courses are pending Liberal Arts designation. If approved, four corresponding U/L Liberal Arts electives (12 cr.) will be converted to General Electives in the program to promote maximum flexibility and facilitate easier transferability.

h) Program Impact on SUNY and New York State

**h)(1) *Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

This program serves a significant need in today’s workforce, and will continue to serve the needs

of the workforce for years to come. It is an historic time for criminal justice reform, as agencies, governmental entities, and policy-makers transition toward an evidence-based justice system. Those who enter the field equipped with the critical thinking skills and the ability to apply evidence to policy and practice will be poised to transform industry procedure and/or enter leadership positions in justice agencies, or work in government or policy focused on justice system transformation. This degree’s focus is to place graduates at the forefront of the new landscape in criminal justice, which is not presently the focus or the goal of any known existing programs in criminology.

**h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

n/a

**h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. ***NOTE:*** *Detailed program-level information for SUNY institutions is available in the* [*Academic Program Enterprise System*](https://www.suny.edu/apes/) *(APES) or* [*Academic Program Dashboards*](https://www.suny.edu/security/login/loginForm.do?redirectUrl=https%3A%2F%2Fwww.suny.edu%3A443%2Fanalytics%2Fsaw.dll%3Fbieehome%26startPage%3D1&amp;validTypes=%2CCampus%2CPartner)*. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from* [*SED’s Inventory of Registered Programs*](http://www.nysed.gov/heds/IRPSL1.html)*.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Institution** | **Program Title** | **Degree** | **Enrollment (Fall\_2017)** |
|  |  |  |  |
| Cortland | Criminology | Baccalaureate | 284 |
| Old Westbury | Criminology | Baccalaureate | 291 |

**h)(4) C*ollaboration:*** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

n/a

**h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No concerns were voiced by other SUNYs.

**h)(6) *Undergraduate Transfer:*** The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under  [SUNY’s student mobility policy,](http://system.suny.edu/academic-affairs/student-mobility/) **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

Appendix #6

**2.4. Admissions**

**a)** What are all admission requirements for students in this program? Please note those that differ from the institution’s minimum admissions requirements and explain why they differ.

Admission requirements for this degree program do not differ from the minimum admission requirements

for the institution:

* + High school diploma or TASC/GED equivalent (passing scores of 245/2450 respectively).
  + SAT/ACT
  + 70+ on 1 math Regents exam and passed 2nd year of math
  + 75+ in English

**b)** What is the process for evaluating exceptions to those requirements?

The process for evaluating exceptions to the minimum admissions requirements is triggered when Admissions contacts the academic dean concerning any student who does not meet the admissions criteria to a program but who they feel would succeed if admitted.  When that happens, the dean forwards the request and the student’s information to the chair of the Criminal Justice Department and asks for their input.  If there is disagreement, the dean and chair will hold a discussion to evaluate the student. The academic dean makes the final decision on the student’s admission.

**c)** How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

The College continues to make great strides in recruitment of students who might otherwise not attend SUNY Canton, with special recruitment events and overnight bus trips for potential students whose exposure or access to the College or the area might be limited due to geography, resources, transportation, etc. Additionally, the College has recently installed dedicated admissions counselors whose physical work location and multicultural focus place them in close proximity to students whose geography/resources/transportation are factors hindering enrollment; providing a seamless access point for outreach, communication, and information to potential students. Canton is also dedicated to recruiting women, a historically underrepresented population, to the criminal justice/criminology professions, and has commenced promotional video creation which highlights the many female faculty with industry experience who teach in and support the criminal justice/criminology programs. Finally, the FLEX delivery format for this program is an attractive recruitment tool for location-bound students and working adults or those with family, whose obligations or circumstances prevent on-campus enrollment. SUNY Canton has made tremendous efforts in the past two years to maximize enrichment, support, campus life, activities, and opportunities for students who wish to pursue their education at a distance, but who also desire a more traditional campus experience. Efforts to reduce online student isolation, merge online and on-campus students in single classrooms (FLEX), provide direct and personal access to faculty, and connect distance students to all areas of student life, have become critical recruitment tools for non-traditional learners, who represent an important potential enrollment demographic for SUNY Canton.

**2.5. Academic and Other Support Services**

Summarize the academic advising and support services available to help students succeed in the program.

SUNY Canton has robust programs of academic, career, and advising services for both traditional residential students and those who learn at a distance. Academic Support Services and Instructional Technologies Division on this campus is comprised of a variety of collaborative areas, whose physical proximity and complementary student success missions facilitate a seamless network of student assistance. These functional areas include Tutoring, TRiO, Career Services, Advising and First-Year Programs, Veterans’ Services, Admissions, International Student Services, CSTEP, Library Services, Online Learning, EOP, and Student Accessibility Services. This suite of services also facilitates academic recovery efforts for students who are experiencing academic difficulties and need extra retention intervention.

Because of its long history of online degree program offerings, Canton has placed much emphasis on designing and delivering quality support services to distance students that are equivalent in quality and accessibility to those services provided on campus. For this reason, these support offices provide modes of communication and service delivery beyond the standard telephone and email support. Students are able to access staff and services via virtual chat and real-time platforms and video; they can also receive additional help on questions and services through a network of online concierges on campus. Online tutoring is provided by campus-based tutors and enhanced through our participation in STAR-NY. Career preparation (resumes, mock interviews) is available via synchronous (individual, real-time) and asynchronous mediums by Career Services; such services are accessible outside of regular business hours of operation.

**2.6. Prior Learning Assessment**

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable**.

**2.7. Program Assessment and Improvement**

Describe how this program’s achievement of its objectives will be assessed, in accordance with [*SUNY policy*](http://system.suny.edu/academic-affairs/acaproplan/assessment/), including the date of the program’s initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program’s educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. ***NOTE:*** *The University Faculty Senate’s* [*Guide for the Evaluation of Undergraduate Programs*](http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/GuideForTheEvaluationOfUndergraduatePrograms.pdf) *is a helpful reference.*

Assessment of this program requires the completion of a program self-study in Taskstream, as well as external review of the program by two reviewers. This program review enables programs to see a comprehensive picture of their program, identify strengths and weaknesses, and request resources to support the program in improvement. The date of this program’s initial assessment will be in the 2024-25 academic year. Length of the assessment cycle is five years. A curriculum map showing the program learning objectives and the courses in which the program learning objectives will be taught is included here as **Appendix #1.**

**Section 3. Program Schedule and Curriculum**

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found [here](http://system.suny.edu/academic-affairs/acaproplan/app/forms/). Rows for terms that are not required can be deleted.

***NOTES:*** *The* ***Undergraduate Schedule*** *must show* ***all curricular requirements*** *and demonstrate that the program conforms to SUNY’s and SED’s policies.*

 *It must show how a student can complete all program requirements within* [*SUNY credit limits*](http://system.suny.edu/academic-affairs/student-mobility/)*, unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor’s degree. Bachelor’s degree*

*programs should have at least 45 credits of* [*upper division study*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/MINIMUM-CREDIT-REQUIREMENTS-Sep-16-1976.doc)*, with 24 in the major.*

 *It must show how students in A.A., A.S. and bachelor’s programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in* [*approved SUNY GER courses*](http://system.suny.edu/academic-affairs/acaproplan/general-education/) *in the categories of Basic*

*Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages*

 *It must show how students can complete* [*Liberal Arts and Sciences (LAS) credits*](http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm) *appropriate for the degree.*

 *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the* [*Transfer Path Requirement Summary*](http://system.suny.edu/academic-affairs/student-mobility/) *within the first two years of full-time study*

*(or 60 credits), consistent with SUNY’s* [*Student Seamless Transfer policy*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/Seamless-Transfer-Final2BOT-12-4-12.pdf) *and* [*MTP 2013-03.*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/mtp/MTP13-3SeamlessTransfer6-14-13.pdf)

 *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a* [*Waiver Request*](http://system.suny.edu/academic-affairs/acaproplan/app/forms/) *–with compelling justification(s).*

**EXAMPLE FOR ONE TERM: Undergraduate Program Schedule**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 2: Fall 20xx** | Credits per classification | | | | |  | |
| **Course Number & Title** | **Cr** | **GER** | **LAS** | **Maj** | **TPath** | **New** | **Prerequisite(s)** |
| ACC 101 Principles of Accounting | 4 |  |  | 4 | 4 |  |  |
| MAT 111 College Mathematics | 3 | M | 3 | 3 |  |  | MAT 110 |
| CMP 101 Introduction to Computers | 3 |  |  |  |  |  |  |
| HUM 110 Speech | 3 | BC | 3 |  |  | X |  |
| ENG 113 English 102 | 3 | BC | 3 |  |  |  |  |
| Term credit total: | 16 | 6 | 9 | 7 | 4 |  | |

***Special Cases for the Program Schedules:***

 *For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying* *options cannot be tracks; they must be separate programs.*

 *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a sample student can complete the proposed program.* ***NOTE:*** *Form 3A,* [*Changes to an Existing Program*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/SUNY-Revision-Basic.doc)*, should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.*

 [*SUNY policy*](http://www.suny.edu/sunypp/documents.cfm?doc_id=161) *governs the awarding of two degrees at the same level.*

 *Minors require neither SUNY approval nor SED registration.*

**a)** If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? ***NOTE:*** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

n/a

**b)** For **each existing course** that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document,

Appendix #2

**c)** For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [*SUNY policy on credit/contact hours*](http://www.suny.edu/sunypp/documents.cfm?doc_id=168)), general course requirements, and expected student learning outcomes.

Appendix #3

**d)** If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/2E_External-Instruction-Form-2014-11-17.doc) form at the end of this document. **NOTE:** The University Faculty Senate’s *Internships and Co-ops, A Guide for Planning, Implementation and Assessment* is a helpful reference:

n/a

**Program/Track Title and Award: BS Forensic Criminology**

 Indicate **academic calendar type**: [X ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

 **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)

 **Name of SUNY** [**Transfer Path,**](http://system.suny.edu/academic-affairs/student-mobility/) **if one exists: See** [**Transfer Path Requirement Summary**](http://system.suny.edu/academic-affairs/student-mobility/) **for details**

 Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 1: Fall** | See KEY. | | | | |  | | | |  | | **Term 2: Spring** | | See KEY. | | | | | |  | |
| **Course Number & Title** | **Cr** | **GER** | **LAS** | **Maj** | **TPath** | **New** | | **Co/Prerequisites** | |  | | **Course Number & Title** | | **Cr** | **GER** | **LAS** | **Maj** | | **TPath** | **New** | **Co/Prerequisites** |
| SOCI 101 Intro to Sociology | 3 | SS | 3 |  |  |  | |  | | Science w/Lab | | 4 | NS | 4 |  | |  |  |  |
| ENGL 101 Composition and the Spoken Word | 3 | BC | 3 |  |  |  | |  | | POLS 105 Intro to Am. Gov’t and Politics | | 3 | SS | 3 |  | |  |  |  |
| PSYC 101 Introduction to Psychology | 3 | SS | 3 |  |  |  | |  | | SOCI 105 American Social Problems | | 3 | SS | 3 |  | |  |  |  |
| General Elective | 3 |  |  |  |  |  | |  | | MATH 111 Survey of Math (or higher) | | 3 | M | 3 |  | |  |  | MATH 106 grade = C  OR 2 HS Regents exams = 75+ |
| Liberal Arts Elective | 3 |  | 3 |  |  |  | |  | | Arts Elective | | 3 | AR | 3 |  | |  |  |  |
|  |  |  |  |  |  |  | |  | |  | |  |  |  |  | |  |  |  |
| Term credit totals: | 15 | 9 | 12 |  |  |  |  | | | Term credit totals: | | 16 | 16 | 16 |  | |  |  | |
| **Term 3: Fall** | See KEY. | | | | |  |  | | | **Term 4: Spring** | | See KEY. | | | | | |  | |
| **Course Number & Title** | **Cr** | **GER** | **LAS** | **Maj** | **TPath** | **New** | | **Co/Prerequisites** | | **Course Number & Title** | | **Cr** | **GER** | **LAS** | **Maj** | | **TPath** | **New** | **Co/Prerequisites** |
| JUST 202 Intro Forensic Criminology | 3 |  |  | X |  | X | |  | | PSYC 275 Abnormal Psychology | | 3 |  |  |  | |  |  | PSYC 101 |
| SSCI 181 Alcohol Drugs Society | 3 | SS | 3 |  |  |  | |  | | Other World Civilizations | | 3 | OW | 3 |  | |  |  |  |
| GMMD 101 Intro Media Studies | 3 | H | 3 |  |  |  | |  | | MATH 141 Statistics | | 3 | M | 3 |  | |  |  | MATH 111 OR 116 OR 121 OR 123 |
| American History Elective | 3 | AH | 3 |  |  |  | |  | | Liberal Arts Elective | | 3 |  | 3 |  | |  |  |  |
| General Elective | 3 |  |  |  |  |  | |  | | General Elective | | 3 |  |  |  | |  |  |  |
|  |  |  |  |  |  |  | |  | |  | |  |  |  |  | |  |  |  |
| Term credit totals: | 15 | 9 | 9 | 3 |  |  |  | | | Term credit totals: | | 15 | 6 | 9 |  | |  |  | |
| **Term 5: Fall** | See KEY. | | | | |  |  | | | **Term 6: Spring** | | See KEY. | | | | | |  | |
| **Course Number & Title** | **Cr** | **GER** | **LAS** | **Maj** | **TPath** | **New** | | **Co/Prerequisites** | | **Course Number & Title** | | **Cr** | **GER** | **LAS** | **Maj** | | **TPath** | **New** | **Co/Prerequisites** |
| JUST 310 Causes of Crime\*\* | 3 |  |  | X |  |  | | 45 cr. | | General Elective | | 3 |  |  |  | |  |  |  |
| U/L Liberal Arts Elective | 3 |  | 3 |  |  |  | |  | | JUST 426 Ethics in Forensic Science | | 3 |  |  | X | |  |  | 45 cr. |
| Criminology Cluster\*\* | 3 |  |  | X |  |  | | 45 cr. | | Forensics Cluster | | 3 |  |  | X | |  |  | 45 cr. |
| Forensics Cluster | 3 |  |  | X |  |  | | 45 cr. | | U/L Liberal Arts Elective | | 3 |  | 3 |  | |  |  |  |
| U/L Liberal Arts Elective | 3 |  | 3 |  |  |  | |  | | U/L Liberal Arts Elective | | 3 |  | 3 |  | |  |  |  |
|  |  |  |  |  |  |  | |  | |  | |  |  |  |  | |  |  |  |
| Term credit totals: | 15 |  | 6 | 9 |  |  |  | | | Term credit totals: | | 15 |  | 6 | 9 | |  |  | |
| **Term 7: Fall** | See KEY. | | | | |  |  | | | **Term 8: Spring** | | See KEY. | | | | | |  | |
| **Course Number & Title** | **Cr** | **GER** | **LAS** | **Maj** | **TPath** | **New** | | **Co/Prerequisites** | | **Course Number & Title** | | **Cr** | **GER** | **LAS** | **Maj** | | **TPath** | **New** | **Co/Prerequisites** |
| JUST 349 Vulnerable Populations in CJ\*\* | 3 |  |  | X |  | X | | 45 cr. | | JUST 432 Senior Seminar [Capstone] | | 3 |  |  | X | |  | X | JUST 302 AND JUST 347 AND 90 cr. |
| JUST 347 Research Methods Criminology | 3 |  |  |  |  |  | | 45cr./restrictto program majors | | Program Elective | | 3 |  |  | X | |  |  |  |
| JUST 302 Information Management in CJ | 1 |  |  | X |  | X | | 45 cr. | | Program Elective | | 3 |  |  | X | |  |  |  |
| Criminology Cluster\*\* | 3 |  |  | X |  |  | |  | | Program Elective | | 3 |  |  | X | |  |  |  |
| U/L Liberal Arts Elective | 3 |  | 3 |  |  |  | |  | | Program Elective | | 3 |  |  | X | |  |  |  |
| General Elective | 3 |  |  |  |  |  | |  | |  | |  |  |  |  | |  |  |  |
| Term credit totals: | 16 |  | 3 | 7 |  |  | | | | Term credit totals: | | 15 |  |  | 15 | |  |  | |
| **Program Totals (in credits):** | | **Total**  **Credits: 122** | | **SUNY GER: 40** | | | **LAS:**  **61** | | **Major:**  **43** | | **Elective & Other: 70** | | **Upper**  **Division: 58** | | **Upper Division**  **Major: 40** | | | **Number of SUNY GER Categories:** | | | |
| 8 | | | |

**KEY Cr:** credits **GER:** [SUNY General Education Requirement](http://system.suny.edu/academic-affairs/acaproplan/general-education/) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](http://system.suny.edu/academic-affairs/student-mobility/)

Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Abbreviations:** American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

\*\* These courses are pending Liberal Arts designation. If approved, four corresponding U/L Liberal Arts electives (12 cr.) will be converted to General Electives in the program to promote maximum flexibility and facilitate easier transferability.

**Section 4. Faculty**

**a)** Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.

**b) Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

Appendix #4

***NOTE:*** *CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State’s requirements for faculty qualifications are in Regulation 52.2* [*http://www.highered.nysed.gov/ocue/lrp/rules.htm*](http://www.highered.nysed.gov/ocue/lrp/rules.htm)*.*

**c)** What is the institution’s definition of “full-time” faculty?

Anyone who holds the title of Lecturer, Instructor, Assistant Professor, Associate Professor, Professor, or Assistant/Senior

Assistant/Associate Librarian or Librarian.

**SUNY Faculty Table**

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(a)** | **(b)** | **(c)** | **(d)** | **(e)** | **(f)** |
| **Faculty Member Name and**  **Title/Rank**  **(Include and identify Program**  **Director with an asterisk.)** | **% of Time Dedicated to This Program** | **Program**  **Courses Which May Be Taught (Number and Title)** | **Highest and Other Applicable Earned Degrees (include College or University)** | **Discipline(s) of Highest and Other Applicable Earned Degrees** | **Additional Qualifications: List related certifications, licenses and professional experience in field.** |
| **PART 1. Full-Time Faculty** |  |  |  |  |  |
| Michelle Currier | 100% | JUST 202 Intro to Forensic Criminology  JUST 310 Causes of Crime  JUST 316 Sex Offenders  JUST 350 Victimization  JUST 307 Penology  JUST 349Vulnerable Populations in CJ  JUST 302 Information Management in CJ  JUST 432 Senior Seminar  JUST 322 Gender and the Justice System | PhD | Criminal Justice and doctoral concentration in Behavioral Science | Field experience in corrections. |
| Elizabeth Brown | 25% | JUST 320 Medicolegal Investigation of Death  JUST 350 Victimization  JUST 324 Serial Killers and Their Victims  JUST 424 Cold Case Investigation  JUST 426 Ethics in Forensic Science | PhD | Business Administration and doctoral concentration in Criminal Justice | MS – Forensic Science; Field experience as Forensic Scientist and as Latent Print Examiner |
| Kelly DeHaut | 15% | JUST 426 Ethics in Forensic Science  JUST 422 Violent Crime Analysis | PhD | Public Safety and doctoral concentration in Criminal Justice | Field experience as criminalist. |
| Justin Spaulding | 10% | JUST 310 Causes of Crime  JUST 313 Juvenile Justice  JUST 351 Organized Crime | MS | Criminal Justice | Field experience as police officer. |
| Lisa Colbert | 10% | JUST 310 Causes of Crime | MA | Social Policy | Field experience as police officer. |
| Susan Buckley | 10% | JUST 350 Victimization  JUST 303 Investigative Interviews | MS | Education | Field experience as trooper/BCI. |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Part 2. Part-Time Faculty** |  |  |  |  |  |
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|  |  |  |  |  |  |
| **Part 3. Faculty To-Be-Hired (List as**  **TBH1, TBH2, etc., and provide title/rank and expected hiring date.)** |  |  |  |  |  |
| TBH1 – Assistant Prof., PhD – 9/1/2020 | 50% | JUST 202 Intro to Forensic Criminology  JUST 302 Information Management in CJ  JUST 347 Research Methods in Criminology and Criminal Justice  JUST 350 Victimization  JUST 422 Violent Crime Analysis  JUST 432 Senior Seminar |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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**Section 5. Financial Resources and Instructional Facilities**

**a)** What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The only significant expenses associated with the administration and long-term success of this program are personnel-related. There are no additional expenses or reallocated resources anticipated to commence initially offering this program, or ensuring its growth and maintenance through its seminal years. The library already allocates sufficient resources for curricular support, and there is no anticipated need for it to require any substantial increase, and no expectation that it is likely to diminish. The College has already devoted resources to rehabilitating existing classroom space to allow for lecture-capture and live-streaming capabilities to enable FLEX delivery for the majority of the courses in this program. The College already has the infrastructure, support, equipment, and systems in place for fully online delivery. The College is fully resourced in library, equipment, labs and supplies for successful program delivery.

It is anticipated that during the first year of program delivery, one and one-half FTE faculty will be reassigned/recommitted to teaching the core courses in the B.S. program. In subsequent years, it is expected that there will be the hiring of a new faculty into the department whose responsibilities include at least one-half load in the program.

**b)** Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

**SUNY Program Expenses Table**

***(OPTION: You can paste an Excel version of this schedule AFTER this sentence, and delete the table below.)***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Program Expense Categories*** |  |  |  | **Expenses in Dollars** |  |  |
|  | **Before Start** | **Academic Year 1** | **Academic Year 2** | **Academic Year 3** | **Academic Year 4** | **Academic Year 5** |
| ***(a) Personnel (including faculty and all others)*** | $0 | $90,000 | $90,000 | $120,000 | $120,000 | $120,000 |
| ***(b) Library*** | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 | $1,000 |
| ***(c) Equipment*** | $0 | $0 | $0 | $0 | $0 | $0 |
| ***(d) Laboratories*** | $0 | $0 | $0 | $0 | $0 | $0 |
| ***(e) Supplies*** | $0 | $0 | $0 | $0 | $0 | $0 |
| ***(f) Capital Expenses*** | $0 | $0 | $0 | $0 | $0 | $0 |
| ***(g) Other*** | $0 | $0 | $0 | $0 | $0 | $0 |
| ***(h)Sum of rows above*** | $1,000 | $91,000 | $91,000 | $121,000 | $121,000 | $121,000 |

**Section 6. Library Resources**

**a)** Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution’s implementation of SUNY Connect, the SUNY-wide electronic library program.

The library’s collection includes hundreds of thousands of print and electronic books, extensive electronic databases, including those provided through SUNYConnect, and a variety of digital media. The library also provides a comprehensive Criminal Justice Research Guide for its faculty and students (<http://researchguides.canton.edu/criminaljustice>), aggregating the wealth of curricular resources available in criminology and criminal justice, including books, articles, journals, digital media, and more. Additionally, the college has access to all circulating print books within the SUNY system available via interlibrary loan; and SUNY Canton students, faculty and staff have borrowing privileges at all of the Associated Colleges libraries within a ten-mile radius, including Clarkson, St. Lawrence University, and SUNY Potsdam.

The 24/7 availability of electronic books and various databases is particularly supportive of non-resident students and online courses. For resident students, the building is equipped with wi-fi in support of mobile computing, and laptops, iPads, Kindle reading devices and other emerging technologies are available for loan as well. Ongoing innovative technology initiatives support both the learning styles and the needs of the 21st-century learner. The library also offers a highly successful, in-demand reserve textbook collection (print and electronic), as well as a large number of additional materials that support hands-on learning for residential students in liberal arts courses and programs. For distance students, additional round-the-clock access to library faculty is available through two chat platforms, one which provides access to Canton librarians during business hours, and one which is staffed 24/7 from librarians all over the country. There is also an interactive FAQ and question-submission platform for library-patron communication and general information needs.

The library’s resources, services, and capabilities are likely to remain far advanced of the needs of this and other criminal justice/criminology programs in the future.

**b)** Describe the institution’s response to identified collection needs and its plan for library development.

Criminal justice faculty already make heavy use of the library’s patron-driven acquisition program through EBSCO, which allows CJ faculty to browse and select electronic books for the library collection that meet the needs of the curriculum. Library resources are devoted each year to new acquisitions in criminal justice, and the needs of the curriculum are currently being met sufficiently to exceed program faculty expectations. It is anticipated that the same level of library collection development and resource allocation will more than support the new criminology program’s curricular needs.

**Section 7. External Evaluation**

SUNY requires external evaluation of all proposed bachelor’s degree programs, and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? [] No [x] Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [*External Evaluation Report*.](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/2D_External-Evaluation-Report-2016-08-02.docx) ***NOTE:*** *To select external evaluators, a campus sends 3-5 proposed evaluators’ names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.*

|  |  |
| --- | --- |
| **Evaluator #1**  Name: S. Marlon Gayadeen, PhD  Title: Associate Professor Criminal Justice  Institution: SUNY Buffalo | **Evaluator #2**  Name: Ann Webster Bunch, PhD  Title: Professor and Chair of Criminal Justice Department  Institution: SUNY Brockport |

**Section 8. Institutional Response to External Evaluator Reports**

As applicable, **append** at the end of this document a single *Institutional Response* to all *External Evaluation* *Reports.*

Appendix #7

**Section 9. SUNY Undergraduate Transfer**

The State University views as one of its highest priorities the [facilitation of transfer.](http://system.suny.edu/academic-affairs/student-mobility/)

**a)** For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree,** demonstrate that the program’s graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/Seamless-Transfer-Final2BOT-12-4-12.pdf), by listing the transfer institutions below and **appending** at the end of this document**:**

 two completed [*SUNY Transfer Course Equivalency Tables*,](http://system.suny.edu/academic-affairs/student-mobility/) one for each transfer institution; and

 a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

|  |  |  |
| --- | --- | --- |
| **Baccalaureate Degree Institution** | **Baccalaureate Program SED Code and Title** | **Degree** |
| n/a |  |  |
|  |  |  |

**b)** For a **proposed baccalaureate program,** document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as *SUNY* [*Transfer Course Equivalency Tables*](http://system.suny.edu/academic-affairs/student-mobility/) and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

|  |  |  |
| --- | --- | --- |
| **Associate Degree Institution** | **Associate Program SED Code and Title** | **Degree** |
| Jefferson Community College | 27400 Criminal Justice | A.S. |
| Niagara County Community College | 27600 Liberal Arts | A.A. |

***NOTE:*** *Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED’s Inventory of Registered Programs* [*here*](http://www.nysed.gov/heds/IRPSL1.html)*.*

**Section 10. Application for Distance Education**

**a)** Does the program’s design enable students to complete 50% or more of the course requirements through distance education? [ ] No [ x] Yes. If yes, **append** a completed *SUNY* [*Distance Education Format*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/4_Distance-Education-Format-Proposal-2014-11-17.doc)

[*Proposal*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/4_Distance-Education-Format-Proposal-2014-11-17.doc) at the end of this proposal to apply for the program to be registered for the distance education format.

**b)** Does the program’s design enable students to complete 100% of the course requirements through distance education? [ ] No [x] Yes

**Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization**

**a)** Based on guidance on [Master Plan Amendments](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/SUNY-Guide-to-Academic-Program-Planning.pdf), please indicate if this proposal requires a Master Plan

Amendment.

[x] No [ ] Yes, a completed [*Master Plan Amendment Form*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/SED-MPA-Supplement.doc) is **appended** at the end of this proposal.

**b)** Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

[ ] No [X] Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

***SUNY Guidance on Degree Authorization.*** *Degree authorization is required when a proposed program will lead to a* [*new degree*](http://www.highered.nysed.gov/ocue/home.html) *(e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master’s, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the* [*New York State Taxonomy of Academic Programs*](http://www.highered.nysed.gov/ocue/documents/hegis.pdf)*. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

**List of Appended and/or Accompanying Items**

**a) Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

|  |  |  |
| --- | --- | --- |
| **Number** | **Appended Items** | **Reference Items** |
|  | *For multi-institution programs*, a letter of approval from partner  institution(s) | Section 1, Item (e) |
|  | *For programs leading to professional licensure*, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation,  [Commissioner’s Regulations for the](http://www.op.nysed.gov/title8/opregs.htm) [Profession](http://www.op.nysed.gov/title8/opregs.htm), or other applicable external standards | Section 2.3, Item (e) |
|  | *For programs leading to licensure in selected professions for which* *the SED Office of Professions (OP) requires a specialized form*, a completed version of that form | Section 2.3, Item (e) |
|  | *OPTIONAL: For programs leading directly to employment*, letters of support from employers, if available | Section 2, Item 2.3 (h)(2) |
| 1 | *For all programs*, a plan or curriculum map showing the courses in  which the program’s educational and (if appropriate) career objectives will be taught and assessed | Section 2, Item 7 |
| 2 | *For all programs*, a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives) | Section 3, Item (b) |
| 3 | *For all programs with new courses in the major*, syllabi for all new courses in a proposed undergraduate major | Section 3, Item (c) |
|  | *For programs requiring external instruction*, a completed [*External*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/2E_External-Instruction-Form-2014-11-17.doc)[*Instruction Form*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/2E_External-Instruction-Form-2014-11-17.doc) and documentation required on that form | Section 3, Item (d) |
| 4 | *For programs that will depend on new faculty*, position descriptions or announcements for faculty to-be-hired | Section 4, Item (b) |
| 5 | *For all A.A. and A.S. programs*, Transfer Equivalency Tables and  letters of support from at least two SUNY baccalaureate institutions; *for baccalaureate programs that anticipate transfer student enrollment*, documentation of seamless transfer with at least two SUNY two-year programs | Section 9 |
| 6 | *For programs designed to enable students to complete at least 50% of* *the course requirements at a distance*, a [*Distance Education Format*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/4_Distance-Education-Format-Proposal-2014-11-17.doc)  [*Proposal*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/4_Distance-Education-Format-Proposal-2014-11-17.doc) | Section 10 |
|  | *For programs requiring an MPA*, a [*Master Plan Amendment Form*](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/SED-MPA-Supplement.doc) | Section MPA-1 |
| 7 | *Institutional Response* to all *External Evaluation* *Reports.* | Section 8 |

**b) Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to [*program.review@suny.edu*](mailto:program.review@suny.edu) that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

**Appendix #1 BS-Forensic Criminology Curriculum Map**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Institutional Student Learning Outcomes (ISLO)** | **ISLO #1 – Oral and Written Communication Skills** | **ISLO #2 – Critical Thinking** [subsets: Inquiry and Analysis; and Problem Solving] | **ISLO #3 – Foundational Skills** [subsets: Information Management; and Quantitative Literacy and Reasoning] | **ISLO #4 – Social Responsibility** [subsets: Ethical Reasoning; and Cultural Knowledge] | **ISLO #5 – Industry/ Professional/ Discipline-Specific Knowledge** |
| **Program Student Learning Outcomes (PSLO)** | **PLO 1** – Apply standards of academic and professional discourse while speaking and writing. | **PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts.  **PLO 3** – Propose reform or new models of practice in criminal justice contexts. | **PLO 4** – Demonstrate fluency in locating, evaluating and using criminological research, evidence and data.  **PLO 5** – Recognize and interpret graphical and tabular data sets. | **PLO 6** – Apply standards of ethical behavior in evidence-based practice in criminal justice contexts.  **PLO 7** - Identify the social and cultural influences that impact practice and policy in criminal justice contexts. | **PLO 8** – Develop a comprehensive change-management plan for a criminal justice system problem.  **PLO 9 –** Apply science to questions of law. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Courses** | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 |
| JUST 202 Intro to Forensic Criminology | X |  |  |  |  | X |  |  |  |
| JUST 310 Causes of Crime | X | X |  |  |  |  |  |  |  |
| JUST 349 Vulnerable Populations in CJ | X | X | X |  |  |  | X |  |  |
| JUST 302 Information Management in CJ |  |  |  | X |  |  |  |  |  |
| JUST 347 Research Methods in Criminology and Criminal Justice |  |  |  | X | X | X |  |  |  |
| JUST 426 Ethics in Forensic Science |  | X |  |  |  | X |  |  | X |
| JUST 432 Senior Seminar [Capstone] | X |  |  |  |  | X |  | X |  |
| MATH 141 Statistics |  |  |  |  | X |  |  |  |  |

**Appendix #2 – Catalog Description (Courses)**

Major:

JUST 202 Introduction to Forensic Criminology: This course introduces students to the various

aspects and applications of the field of forensic criminology. Students explore types of

criminological research, evidence, and forensic examination, as well as the role of

forensic criminology in criminal investigations; prosecutions and the legal process; and

corrections/offender supervision. Special attention is paid to evidence-based practice in

the criminal justice and legal systems, with a focus on applying evidence to current and emerging justice-system problems or investigative casework.

JUST 302 Information Management in CJ: This course introduces students to the organization,

use, and retrieval of information resources in the fields of criminology and criminal justice, and related disciplines. Open-web data sources are compared against peer-reviewed sources for credibility, authority, relevancy, accuracy, and purpose.

JUST 303 Investigative Interviews: This course provides students with proven techniques which

apply to conducting accusatory and non-accusatory interviews. Students develop skills

related to preparing for an investigative interview with an emphasis on a proactive role. These skills include developing an interview strategy, interpreting physical and verbal cues, conducting a cognitive interview, developing admissions and confessions and recognizing a false confession. Course includes the most recent court rulings related to investigative interviews and admissibility of statements into court.

JUST 307 Penology: This course provides an overview of the study of punishment in

contemporary society.

Students investigate the underlying sentiments, philosophies, theories, and practices associated with societies’ attempts to repress and control criminal activities. Current controversies are addressed, including the prison environment as criminogenic, recidivism rates, comprehensive prison reform/comparative penology, harm reduction, reentry, solitary confinement, restorative justice/alternatives to incarceration, and the ethics of punishment.

JUST 310 Causes of Crime: This course introduces various criminological theories to explain

the cause of criminal behavior. Specific attention is placed on the primary theorists and the evolution of their corresponding theories and how they relate to current theories associated with biological, psychological, personality, intelligence and gender, and social disorder. Students learn to identify and apply criminological theories to the commission of specific criminal acts. The history of crime and punishment is reviewed, leading to the present day criminal justice system and competing criminological theories.

JUST 313 Juvenile Justice: This course provides an overview of the creation and evolution of

juvenile justice in America. It examines the theories of delinquency, juvenile and police encounters, the adjudication process, status and non-delinquent offenders, detention of juveniles, and the rights of students. The evolution of the laws governing each aspect of juvenile justice is summarized.

JUST 316 Sex Offenders: This course explores the implications of sexual deviance and sexual

offending on the criminal justice system and its practitioners. Students consider the nature and etiology of sexually deviant behavior, as well as the societal and legal responses to such behaviors. A case-study approach is taken to examine the applied and practical aspects of sex-offender identification in the investigative process. Students assess the impact of current issues and controversies in sex offender legislation, policy and practice for criminal justice agencies and practitioners.

JUST 320 Medicolegal Investigation of Death: This course provides an in-depth look into the

medicolegal aspects of death investigation, including the manners, mechanisms, and causes of death, as well as the post mortem changes. The course also instructs the student on wound interpretation and the method to apply post mortem conditions to criminal investigations to confirm or refute evidence of wrongful deaths.

JUST 322 Gender and the Justice System: This course examines the role of gender in a variety

of criminal justice contexts, from offending, to policing, to the courts, and corrections. Specific attention is paid to connections between masculinity and violence, how gender shapes patterns of offending as well as victimization, and the extent to which gendered offending, violence and victimization are cultural products.

JUST 324 Serial Killers and their Victims: This course covers topics relating to serial murder

and the various categories associated with the designation, including healthcare killers, sexual predators, male versus female murderers, team killers, and their respective victims. The student analyzes the issue of serial murder from a global perspective and ways law enforcement officials are attempting to profile and apprehend suspects.

JUST 331 Profiling and Behavioral Criminology: This course provides an introduction to

Contemporary criminal investigative analysis with a special focus on behavioral criminology. Students explore the nature, history and methods of criminal profiling, as well as its investigative relevance to law enforcement. Case studies are analyzed to apply the principles and methods of profiling to personality and behavioral data about offenders.

JUST 347 Research Methods in Criminology and Criminal Justice: This course introduces

students to the practices of consuming and producing research of publishable quality in the disciplines of criminal justice and criminology. Students explore the elements of the research process and the scientific method, paying special attention to ethical considerations in conducting research. Analyzing the processes and principles of the quantitative, qualitative, and mixed-methods approaches to research, students critically evaluate published literature in the field, analyze and interpret data and findings, and consider the usefulness of criminal justice/criminological research to the conceptual understanding of, and field-based practice within, the disciplines.

JUST 349 Vulnerable Populations in CJ: This course examines a variety of vulnerable

populations whose particular characteristics make them especially susceptible to justice-system involvement, and the substantial and enduring harms resulting therefrom. Special attention is paid to the mentally ill, substance-use disordered, and veterans, as well as those whose age, race, gender, ethnicity, or socioeconomic status increase their vulnerability. Current and emerging justice-system policies and practices are evaluated.

JUST 350 Victimization: This course includes a study of the various issues involved in

victimization, including theories, intimate versus stranger violence, family victimization, child abuse and neglect, workplace violence, school violence, elder abuse, and the criminal justice response to victimization.

JUST 351 Organized Crime: This course provides students with a viable definition of

organized crime, its historical overview from the 18th century to present, and the theories behind why people become involved in crime. Topics include the development of organized crime in the northeast and its westward migration; nontraditional organized crime, the business enterprises of organized crime; the effect of organized crime in labor and business, the effects of the media and international organized crime.

JUST 422 Violent Crime Analysis: This course discusses the features and

characteristics of criminal classification definitions, including homicide, arson, sexual assault, and computer crimes. The students will analyze data used within the criminal justice field to understand the types of crimes and the practical application of the research to assist in an investigation.

JUST 424 Cold Case Investigation: This course discusses the techniques used to analyze

and investigate a cold case. This course highlights the evaluation of the cold case file through the use of available resources, including electronic databases, interview techniques, autopsy findings, media inquiries, and forensic science disciplines.

JUST 426 Ethics in Forensic Science: This course discusses ethics within the context of

forensic science from the standpoint of the forensic scientist, attorney, Sexual Assault Nurse Examiner, child abuse investigator, judge and media. The students will examine case studies in order to understand ethical dilemmas from several different perspectives within the forensic science field.

JUST 432 Senior Seminar: This capstone course integrates students’ foundational

coursework in criminology with an applied focus toward meaningful, evidence-based practice or system change**.** Students select an area of the justice system in need of a new policy, model of practice, or significant reform, and develop a comprehensive change-management plan for this real-world problem.

Cognates:

SSCI 181 Alcohol, Drugs, and Society: Students examine the various aspects of drug abuse and

addiction including theories, models, individual drug classifications, and social consequences. Additional topics include the impact on family systems, overview of treatment approaches, and public policy in the United States.

PSYC 275 Abnormal Psychology: A critical overview of the major mental and emotional

disorders, their symptoms, causes, treatments, and classification. This course examines psychological disorders from multiple perspectives, including psychodynamic, humanistic, behavioral, cognitive, existential, family systems, biological, and socio-cultural. Past and current fads, myths, misconceptions, and controversies in mental health practice will be explored.

POLS 105 Introduction to American Government and Politics: This course examines the

fundamental components of American government and politics including political culture, interest representation, political participation, government institutions, and government policymaking. Students develop a basic knowledge of American politics and the tools for careful and critical evaluation of current events and political phenomena. Through the framework of the Constitution, this course considers governmental and political issues from the founding until now, including federalism, civil liberties and rights, political processes such as campaigns and elections, and the checks and balances between branches of government.

SOCI 105 American Social Problems: This course provides a sociological perspective

on the origin, nature, impact and policies which address contemporary American social problems. Emphasis is placed on institutional/macro sociological analysis, interrelationships, and the global context of American problems.

MATH 141 Statistics: This course is an introduction to the standard methods of descriptive

statistics, probability, and inferential statistics. Topics include: organization and presentation of data, descriptive measures of data, linear correlation and regression analysis, probability, binomial and normal probability distributions, t-distributions, and estimation of parameters and hypothesis testing. The Chi-square distribution and Chi-square applications are covered if time permits.

GMMD 101 Introduction to Media Studies: This course will introduce students to the process of

media analysis. Emphasis will be placed on key terms for adopting a critical eye towards mass media and the development of media literacy in both traditional (print, radio, film, television) and emerging (digital and web-based) forms.

**Appendix #3 – Syllabi (New Courses)**

**STATE UNIVERSITY OF NEW YORK**

**COLLEGE OF TECHNOLOGY**

**CANTON, NEW YORK**

****

**MASTER SYLLABUS**

**JUST 202 - INTRODUCTION TO FORENSIC CRIMINOLOGY**

**Created by: Michelle L. Currier, Ph.D.**

**SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE**

**CRIMINAL JUSTICE DEPARTMENT**

**SEPTEMBER, 2018**

**A. TITLE**: Introduction to Forensic Criminology

**B. COURSE NUMBER:** JUST 202

**C. CREDIT HOURS:** 3 Lecture Hours Per Week for 15 Weeks

**D. WRITING INTENSIVE COURSE**: No

**E. GER CATEGORY:** None

**F. SEMESTER(S) OFFERED:** Fall

**G. COURSE DESCRIPTION:** This course introduces students to the various aspects

and applications of the field of forensic criminology. Students explore types of

criminological research, evidence, and forensic examination, as well as the role of

forensic criminology in criminal investigations; prosecutions and the legal process; and

corrections/offender supervision. Special attention is paid to evidence-based practice in

the criminal justice and legal systems, with a focus on applying evidence to current and emerging justice-system problems or investigative casework.

**H. PRE-REQUISITES/CO-REQUISITES:** None

**I. STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***PSLO*** | ***GER*** | ***ISLO*** |
| a. Describe the field of forensic criminology and its various applications in the justice system. | **PLO 1** – Apply standards of academic and professional discourse while speaking and writing. |  | 1 - Communication [W] |
| b. Identify types of criminological research, evidence, and forensic examination, and the role of forensic criminology in policing/investigation, prosecution, and corrections/offender supervision | **PLO 1** – Apply standards of academic and professional discourse while speaking and writing. |  | 1 – Communication [W] |
| d. Identify and describe ethical issues for the forensic criminological practitioner | **PLO 6** – Apply standards of ethical behavior in evidence-based practice in criminal justice contexts. |  | 4 – Social Responsibility [ER} |

|  |  |
| --- | --- |
| **KEY** | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
| **ISLO #** | **ISLO & Subsets** |
| **1** | **Communication Skills**  Oral [O], Written [W] |
| **2** | **Critical Thinking**  *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL],*  *Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

**J. APPLIED LEARNING COMPONENT: Yes\_\_\_\_\_ No\_X\_\_\_\_\_**

**K. TEXTS:** *[Selections from:]*

National Institute of Corrections Information Center. (2017). Evidence-based practices in

the criminal justice system. Retrieved from

https://s3.amazonaws.com/static.nicic.gov/Library/026917.pdf.

Petherick, W., Turvey, B.E., & Ferguson, C.E. (2010). *Forensic criminology.*

Burlington, MA: Academic Press. [free e-text via SLLC]

Spring, D.W., & Roberts, A.R. (2007). *Handbook of forensic mental health with victims*

*and offenders: Assessment, treatment, and research*. New York, NY: Springer.

[free e-text via SLLC].

**L. REFERENCES:**

**M. EQUIPMENT:** FLEX or hybrid delivery technology

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

* Exams
* Papers
* Project/Presentation

**P. DETAILED COURSE OUTLINE:** (must use the outline format listed below)

1. Introduction to Forensic Criminology
2. Defining Forensic Criminology: An Overview
3. The Legal and Justice Systems
4. The Hierarchy of Research Evidence
5. Forensic Examinations
6. Forensic Criminological Assessments
7. Criminal Profiling
8. Forensic Victimology
9. Forensic Criminology in Correctional Settings
10. Miscarriages of Justice
11. Investigations, Investigators, and Forensic Specialists
    1. Law Enforcement Investigations
    2. Criminal Defense
    3. DNA, Forensic Science, and Forensic Scientists
    4. Forensic Mental Health
12. Forensic Criminology in Practice
    1. Research, Report Writing, and Testimony
    2. Ethics for the Forensic Criminologist

**STATE UNIVERSITY OF NEW YORK**

**COLLEGE OF TECHNOLOGY**

**CANTON, NEW YORK**

****

**MASTER SYLLABUS**

**JUST 302 – INFORMATION MANAGEMENT IN CRIMINAL JUSTICE**

**Created by: Michelle L. Currier, PhD**

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE**

**CRIMINAL JUSTICE DEPARTMENT**

**FALL 2018**

**A. TITLE**: Information Management in Criminal Justice

**B. COURSE NUMBER:** JUST 302

**C. CREDIT HOURS:** 1 Lecture Hour Per Week for 15 Weeks

**D. WRITING INTENSIVE COURSE**: No

**E. GER CATEGORY:** n/a

**F. SEMESTER(S) OFFERED:**  Fall and Spring

**G. COURSE DESCRIPTION:** This course introduces students to the organization, use, and retrieval of information resources in the fields of criminology and criminal justice, and related disciplines. Open-web data sources are compared against peer-reviewed sources for credibility, authority, relevancy, accuracy, and purpose.

**H. PRE-REQUISITES:**

1. 45 credit hours or permission of instructor;
2. Pre-requisite(s): CJ, CI, LEL, HS or FC majors only.

1. **STUDENT LEARNING OUTCOMES:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***PSLO*** | ***GER*** | ***ISLO*** |
| a. Identify conventions of contemporary information organization and storage. | **PLO 4** – Demonstrate fluency in locating, evaluating and using criminological research, evidence and data. |  | 3. Foundational Skills [IM] |
| b. Utilize the open web, print resources, and electronic databases to locate information resources. | **PLO 4** – Demonstrate fluency in locating, evaluating and using criminological research, evidence and data. |  | 3. Foundational Skills [IM] |
| c. Demonstrate ability to evaluate criminological research, evidence and data. | **PLO 4** – Demonstrate fluency in locating, evaluating and using criminological research, evidence and data. |  | 3. Foundational Skills [IM] |

|  |  |
| --- | --- |
| **KEY** | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
| **ISLO #** | **ISLO & Subsets** |
| **1** | **Communication Skills**  Oral [O], Written [W] |
| **2** | **Critical Thinking**  *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL],*  *Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

**J. APPLIED LEARNING COMPONENT: Yes\_\_\_\_\_\_ No\_X\_\_\_\_\_**

**K. TEXTS**:

Hosier, A., Bullis, D., Bernnard, D., Bobish, G., Holden, I., Hecker, J, Loney, T. &

Jacobson, T. The information literacy user’s guide: An open, online textbook. Open SUNY Textbooks. Retrieved from https://textbooks.opensuny.org/the-information-literacy-users-guide-an-open-online-textbook/

SUNY Canton Library. (2015). *Library research e-textbook*. Retrieved from

http://researchguides.canton.edu/etextbook\_student.

**L. REFERENCES:** n/a

**M. EQUIPMENT:** FLEX technology

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

* + Exams
  + Projects

**P. DETAILED COURSE OUTLINE:**

1. Introduction to Information Management in CJ
   1. The Scope of the Information Landscape
2. Information Sources
   1. Databases
   2. Print Content
   3. The Open Web
3. Information-Seeking Behaviors
   1. Defining the Information Need
   2. Search Strategies
      1. Controlled Vocabularies
      2. Keywords
      3. Boolean Searching
      4. Truncation
      5. Lateral Searching
4. Assessing Information
   1. Currency
   2. Relevancy
   3. Authority
   4. Accuracy/Bias
   5. Purpose
5. Organizing Information Effectively and Ethically

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**MASTER SYLLABUS**

**JUST 307 – PENOLOGY**

**Created by: Michelle L. Currier, PhD**

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE**

**CRIMINAL JUSTICE DEPARTMENT**

**FALL 2018**

**A. TITLE**: Penology

**B. COURSE NUMBER:** JUST 307

**C. CREDIT HOURS:** 3 Lecture Hours Per Week for 15 Weeks

**D. WRITING INTENSIVE COURSE**: No

**E. GER CATEGORY:** n/a

**F. SEMESTER(S) OFFERED:**  Spring

**G. COURSE DESCRIPTION:** This course provides an overview of the study of punishment in contemporary society. Students investigate the underlying sentiments, philosophies, theories, and practices associated with societies’ attempts to repress and control criminal activities. Current controversies are addressed, including the prison environment as criminogenic, recidivism rates, comprehensive prison reform/comparative penology, harm reduction, reentry, solitary confinement, restorative justice/alternatives to incarceration, and the ethics of punishment.

**H. PRE-REQUISITES:**

1. credit hours or permission of instructor.

**I.STUDENT LEARNING OUTCOMES:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***PSLO*** | ***GER*** | ***ISLO*** |
| a. Identify theories, philosophies, and practices associated with contemporary penology. | **PLO 1** – Apply standards of academic and professional discourse while speaking and writing. |  | 1.Communication  [W] |
| b. Analyze current controversies in corrections/punishment practice. | **PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2. Critical Thinking [IA] |
| c. Evaluate emerging reforms in correctional policy or practice. | **PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2. Critical Thinking [IA] |

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| **KEY** | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
| **ISLO #** | **ISLO & Subsets** |
| **1** | **Communication Skills**  Oral [O], Written [W] |
| **2** | **Critical Thinking**  *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL],*  *Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

**J. APPLIED LEARNING COMPONENT: Yes\_\_\_\_\_\_ No\_\_X\_\_**

**K. TEXTS [Selections from]:**

Ezorsky, G. (2015). *Philosophical perspectives on punishment*. 2nd ed. SUNY Press

[library e-text].

Scott, D**.** (2008). *Penology*. Open University. doi10.4135/9781446216590. [free e-text].

**L. REFERENCES:** n/a

**M. EQUIPMENT:** FLEX delivery technology

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

* Papers
* Presentations/Projects

**P. DETAILED COURSE OUTLINE:**

1. Justification of Punishment
   1. The Five Rules of Punishment
   2. Punishing Future Crimes
   3. Punishing Past Crimes
   4. Thinking Beyond Punishment
2. Ethics of Punishment
3. Penal Harm and its Justifications
4. Perspectives on Crime and Criminals
   1. Reform and Rehabilitation
   2. Individual and General Deterrence
   3. Prevention, Protection, and Incapacitation
5. The Modern View of Punishment and Control
   1. The Demise of Offender Change
   2. The Rise of Punish-and-Control Paradigm
   3. Mass Incarceration
   4. Alternatives to Incarceration
      1. Restorative justice
      2. Problem-solving courts
      3. Therapeutic jurisprudence
6. Comparative Penologies
   1. Norway (Halden) Prison
7. Future Directions and Alternative Visions

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**MASTER SYLLABUS**

**JUST 347 – RESEARCH METHODS IN CRIMINOLOGY AND CRIMINAL JUSTICE**

**Created by: Michelle L. Currier, PhD**

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE**

**CRIMINAL JUSTICE DEPARTMENT**

**FALL 2018**

**A. TITLE**: Research Methods in Criminology and Criminal Justice

**B. COURSE NUMBER:** JUST 347

**C. CREDIT HOURS:** 3 Lecture Hours Per Week for 15 Weeks

**D. WRITING INTENSIVE COURSE**: No

**E. GER CATEGORY:** n/a

**F. SEMESTER(S) OFFERED:**  Fall and Spring

**G. COURSE DESCRIPTION:** This course introduces students to the practices of consuming and producing research of publishable quality in the disciplines of criminal justice and criminology. Students explore the elements of the research process and the scientific method, paying special attention to ethical considerations in conducting research. Analyzing the processes and principles of the quantitative, qualitative, and mixed-methods approaches to research, students critically evaluate published literature in the field, analyze and interpret data and findings, and consider the usefulness of criminal justice/criminological research to the conceptual understanding of, and field-based practice within, the disciplines.

**H. PRE-REQUISITES:**

1. 45 credit hours or permission of instructor;
2. Pre-requisite(s): CI, LEL, HS or FC majors only.

1. **STUDENT LEARNING OUTCOMES:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***PSLO*** | ***GER*** | ***ISLO*** |
| a. Select an appropriate research design, among qualitative, quantitative and mixed-methods approaches, to explore the answer to a criminal justice or criminological research question. | **PLO 4** – Demonstrate fluency in locating, evaluating and using criminological research, evidence and data. |  | 2. Critical Thinking [PS] |
| b. Interpret the validity, reliability, impact, or usefulness of published criminal justice/criminological research data or conclusions. | **PLO 5** – Recognize and interpret graphical and tabular data sets. |  | 2. Critical Thinking [IA] |
| c. Describe the ethical considerations for conducting research in criminal justice or criminology. | **PLO 6** – Apply standards of ethical behavior in evidence-based practice in criminal justice contexts. |  | 1.Communication [W] |

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| **KEY** | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
| **ISLO #** | **ISLO & Subsets** |
| **1** | **Communication Skills**  Oral [O], Written [W] |
| **2** | **Critical Thinking**  *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL],*  *Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

**J. APPLIED LEARNING COMPONENT: Yes\_\_\_\_\_\_ No\_X\_\_\_\_\_**

**K. TEXTS**:

Fallon, M. (2016). *Writing up quantitative research in the social and behavioral*

*sciences.* Rotterdam: SensePublishers. [library e-text]

Gadd, D., Messner, S. F., & Karstedt, S. (2011). *The SAGE handbook of criminological*

*research methods*. London: SAGE Publications Ltd. [library e-text]

Saldaña, J. (2011). *Fundamentals of qualitative research*. New York: Oxford University

Press. [library e-text]

Trochim, W.M.K. (2006). Research methods knowledge base. *Web Center for Social*

*Research Methods*. Retrieved from http://www.socialresearchmethods.net/kb/.

Vito, G. F., Tewksbury, R. A., & Kunselman, J. C. (2014). *Introduction to criminal*

*justice research methods : An applied approach*. (3rd).

Springfield, Illinois: Charles C Thomas. [library e-text]

**L. REFERENCES:** n/a

**M. EQUIPMENT:** FLEX technology

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

* + Assignments
  + Essays
  + Projects/reports

**P. DETAILED COURSE OUTLINE:**

1. Introduction to Research Methods
2. The Purpose of Criminal Justice/Criminological Research
3. Formulating Research Questions
4. Elements of Research
5. Literature Review
6. Methodology
7. Findings
8. Discussion/Conclusions
9. Ethical Considerations in Research in Criminology and Criminal Justice
10. Human Subjects Research
11. Research Designs and Approaches
    1. Quantitative
    2. Qualitative
    3. Mixed-Methods
12. Interpreting and Analyzing Data and Conclusions
    1. Reliability and Validity
    2. Generalizability/Usefulness
    3. Impact

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**MASTER SYLLABUS**

**JUST 349 – VULNERABLE POPULATIONS IN CRIMINAL JUSTICE**

**Created by: Michelle L. Currier, Ph.D.**

**SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE**

**CRIMINAL JUSTICE DEPARTMENT**

**FALL, 2018**

**A. TITLE**: Vulnerable Populations in Criminal Justice

**B. COURSE NUMBER:** JUST 349

**C. CREDIT HOURS:** 3 Lecture Hours Per Week for 15 Weeks

**D. WRITING INTENSIVE COURSE**: No

**E. GER CATEGORY:** n/a

**F. SEMESTER(S) OFFERED:** Spring

**G. COURSE DESCRIPTION:** This course examines a variety of vulnerable populations whose particular characteristics make them especially susceptible to justice-system involvement, and the substantial and enduring harms resulting therefrom. Special attention is paid to the mentally ill, substance-use disordered, and veterans, as well as those whose age, race, gender, ethnicity, or socioeconomic status increase their vulnerability. Current and emerging justice-system policies and practices are evaluated.

**H. PRE-REQUISITES/CO-REQUISITES:**  None

**I. STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***PSLO*** | ***GER*** | ***ISLO*** |
| a. Identify and describe populations with significant vulnerability to, and from, justice involvement. | **PLO 1** – Apply standards of academic and professional discourse while speaking and writing. |  | 1- Communication Skills [W] |
| b. Identify social and cultural influences that impact vulnerable populations in criminal justice contexts. | **PLO 7** - Identify the social and cultural influences that impact practice and policy in criminal justice contexts. |  | 4 – Social Responsibility [IK] |
| c. Critically analyze justice-system responses to vulnerable populations. | **PLO 2** – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2 - Critical Thinking [IA] |
| d. Evaluate emerging reforms in justice-system practice or policy, and propose new models or solutions for change. | **PLO 3** – Propose reform or new models of practice in criminal justice contexts. |  | 2 – Critical Thinking [PS] |

|  |  |
| --- | --- |
| **KEY** | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
| **ISLO #** | **ISLO & Subsets** |
| **1** | **Communication Skills**  Oral [O], Written [W] |
| **2** | **Critical Thinking**  *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL],*  *Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

**J. APPLIED LEARNING COMPONENT: Yes\_\_\_\_ No\_\_**X**\_\_\_\_**

**K. TEXTS:** *[Selections from:]*

American Psychiatric Association. (2016). People with mental illness in the criminal

justice system: Answering a cry for help. Arlington, VA: APA Publishing [free e-

text via SLLC].

Barak, G., Leighton, P., & Cotton, A. M. (2015). *Class, race, gender,*

*and crime: The social realities of justice in America.* Lanham, MA: Rowman & Littlefield [free e-text via SLLC].

Bazemore, G. & Schiff, M. (2005). *Juvenile justice reform and restorative justice:*

*Building theory and policy from practice*. Portland, OR: Willan Publishing [free

e-text via SLLC].

Erickson, P.E., & Erickson, S.K. (2008). *Crime, punishment, and mental illness: Law and*

*the behavioral sciences in conflict*. New Brunswick, NJ: Rutgers University Press

[free e-text via SLLC].

U.S. Department of Justice. (2012). Reducing homeless populations’ involvement in

the criminal justice system. Retrieved from

https://www.justice.gov/sites/default/files/atj/legacy/2012/05/09/doj-resource-

guide.pdf [free online].

White, Michael D. (2013). Examining the potential for violence

in arrests of special and vulnerable populations. Phoenix, AZ: Center for

Violence Prevention & Community Safety, Arizona State University [free online].

**L. REFERENCES:**

Springer, D.W., & Roberts, A.R. (2007). *Handbook of forensic mental health with*

*victims and offenders: Assessment, treatment, and research*. New York, NY:

Springer [free e-text via SLLC].

**M. EQUIPMENT:** FLEX or hybrid delivery technology

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

* Exams
* Papers
* Project/Presentation

**P. DETAILED COURSE OUTLINE:**

1. Defining the Problems and Their Contexts
   1. Identifying and Defining Vulnerable Populations
   2. The Justice System and its Contexts
2. Populations with Significant Vulnerability
   1. Mentally Ill and Substance-Use Disordered
   2. Homeless and Veterans
   3. LGBTQ and Women
   4. Elderly and Physically Disabled
   5. Children and Adolescents
   6. Racial and Ethnic Minorities
   7. Socioeconomically Disadvantaged
3. Problem-Solving, Reform, and Obstacles to Change
   1. Evolution in Justice
      1. Problem-Solving and Specialty Courts
      2. Therapeutic Jurisprudence
      3. Restorative Justice
      4. Youth-Run Peer Courts
      5. CIT, Mental Health First Aid, and Other Emerging Models
   2. Obstacles to Change

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**MASTER SYLLABUS**

**COURSE NUMBER- COURSE NAME**

**JUST 422 - Violent Crime Analysis**

**Created by: Liz Brown**

**School of Science, Health, and Criminal Justice**

**Department: Criminal Justice**

**Semester/Year: Fall 2018**

1. **TITLE:** Violent Crime Analysis
2. **COURSE NUMBER:** JUST 422

## **CREDIT HOURS:** 3 credit hour(s) per week for 15 weeks

1. **WRITING INTENSIVE COURSE:** Yes No

X

X

1. **GER CATEGORY: None: Yes:** GER

*If course satisfies more than one:* GER

X

## **SEMESTER(S) OFFERED:** Fall Spring Fall & Spring

1. **COURSE DESCRIPTION:**

This course discusses the features and characteristics of criminal classification

definitions, including homicide, arson, sexual assault, and computer crimes. The students will analyze data used within the criminal justice field to understand the types of crimes and the practical application of the research to assist in an investigation.

## **PRE-REQUISITES**: None Yes If yes, list below:

X

45 completed credit hours or permission of instructor

## **CO**-REQUISITES: None Yes If yes, list below:

X

1. **STUDENT LEARNING OUTCOMES:** *(see key below)*

By the end of this course, the student will be able to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***Program Student Learning Outcome***  ***[PSLO]*** | ***GER***  *[If Applicable]* | ***ISLO*** & ***SUBSETS*** |  |
| Define the features and characteristics of criminal classifications | PLO 2 -- Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2-Cril Think | **CA** |
| Analyze investigative tools | PLO 2 •···· Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2-Cril Think | **IA** |
| Apply data and investigative utilities lo case analysis | PLO 2 - Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2-Crit Think | **IA** |

|  |  |
| --- | --- |
| **KEY** | **Institutional Student Learning Outcomes [ISLO** I - **S]** |
| **ISLO**  # | **lSLO** & **Subsets** |
| **l** | **Communication Skills**  Oral [O], Written [W] |
| 2 | **Critical Thinking**  *Critical Analysis[CA], Inquiry & Analysis[ IA], Problem*  *Solving [PS]* |
| 3 | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]* |
| 5 | **Industry, Professional, Discipline Specific Knowledge and Skills** |

\*Include program objectives if applicable. Please consult with Program Coordinator

**J.** **APPLIED LEARNING COMPONENT:** Yes No

X

If **YES,** select one or more of the following categories

## **TEXTS:**

Douglas, J.E., Burgess, A. W. & Burgess, A.G. (2013). Crime Classification Manual: A Standard System for Investigating and Classifying Violent Crime (3rd ed.). Hoboken, NJ: Wiley.

## **REFERENCES:**

None

X

## **EQUIPMENT:** None Needed:

1. **GRADING METHOD:** A-F

**0. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

### Quizzes

* Exams
* Discussion Boards
* Paper

**P**. **DETAILED COURSE OUTLINE:**

1. Crime Analysis & Investigation
2. Classifications
   1. Criminal Enterprise Homicide
   2. Personal Cause Homicide
   3. Sexual Homicide
   4. Group Cause Homicide
   5. Arson / Bombing
   6. Sexual Assault
   7. Nonlethal Crimes
   8. Computer Crimes
   9. Globalization of Crime

.J. Mass and Serial Homicide

K. Poison and Biological Agents

1. Legal Issues

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**MASTER SYLLABUS**

**COURSE NUMBER – COURSE NAME**

**JUST 424 – Cold Case Investigations**

**Created by: Liz Brown**

**School of Science, Health, and Criminal Justice Department: Criminal Justice Semester/Year: Fall 2018**

1. **TITLE**: Cold Case Investigations
2. **COURSE NUMBER:** JUST 424
3. **CREDIT HOURS: 3 credit hour(s) per week for 15 weeks**
4. **WRITING INTENSIVE COURSE**: Yes No 
5. **GER CATEGORY: None: ** **Yes:** GER

***If course satisfies more than one*:** GER

1. **SEMESTER(S) OFFERED: Fall Spring ** **Fall & Spring**
2. **COURSE DESCRIPTION:**

This course discusses the techniques used to analyze and investigate a cold case. This course highlights the evaluation of the cold case file through the use of available resources, including electronic databases, interview techniques, autopsy findings, media inquiries, and forensic science disciplines.

1. **PRE-REQUISITES: None Yes ** **If yes, list below:**

45 completed credit hours or permission of instructor

**CO-REQUISITES**: None  Yes If yes, list below:

1. **STUDENT LEARNING OUTCOMES: (*see key below*)**

By the end of this course, the student will be able to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***Program Student Learning Outcome***  ***[PSLO]*** | ***GER***  ***[If Applicable]*** | ***ISLO & SUBSETS*** | |
| Evaluate cold case investigation procedures | PLO 2 – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2-Crit Think | IA |
| Assess government, state and local databases | PLO 2 – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2-Crit Think | IA |
| Analyze the advances in forensic science disciplines | PLO 2 – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2-Crit Think | IA |
| Explain the postmortem results | PLO 2 – Analyze and evaluate theory and practice in criminological/ criminal justice contexts |  | 2-Crit Think | IA |

|  |  |
| --- | --- |
| **KEY** | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
| **ISLO**  **#** | **ISLO & Subsets** |
| **1** | **Communication Skills**  Oral [O], Written [W] |
| **2** | **Critical Thinking**  *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

\*Include program objectives if applicable. Please consult with Program Coordinator

1. **APPLIED LEARNING COMPONENT:** Yes No 

1. **TEXTS:**

Walton, R. H. (2017). Cold Case Homicides: Practical Investigative Techniques, 2nd edition.

Taylor & Francis: Boca Raton, FL. (e-book through library)

1. **REFERENCES:**

None

1. **EQUIPMENT: None ** **Needed:**
2. **METHOD OF GRADING:** A-F
3. **GRADING METH**A-
4. **SUGGESTED MEASREMENT CRITERIA/METHODS:**

* Quizzes
* Exams
* Discussion Boards
* Paper

1. **DETAILED COURSE OUTLINE:**
2. The Cold Case Problem
3. Case File Review
4. Learning the Case
5. Investigation
6. Long-Term Missing & No Body Cases
7. Prosecution of Cold Cases
8. Databases
9. FBI CJIS & NCIC
10. Interviewing Senior Citizens
11. Death Certificate, Obituary, and Medical Examiner/Coroner
12. Cold Case Investigation Units
13. The Media in Cold Cases
14. Forensic Science Techniques & Disciplines
    1. Fingerprints
    2. Serology & DNA
    3. Trace
    4. Ballistics
    5. Anthropology
    6. Odontology
    7. Questioned Documents
    8. Blood Spatter Analysis
15. Anthropology, Archeology & Remains
16. Forensic Art
17. Geographic Profiling

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**MASTER SYLLABUS**

**COURSE NUMBER – COURSE NAME**

**JUST 426 – Ethics in Forensic Science**

**Created by: Liz Brown**

**Department: Criminal Justice**

**Semester/Year: Fall 2018**

**A. TITLE**: Ethics in Forensic Science

**B. COURSE NUMBER:** JUST 426

**C. CREDIT HOURS: 3 credit hour(s) per week for 15 weeks**

**D. WRITING INTENSIVE COURSE**: Yes No

**E. GER CATEGORY: None: Yes:**

***If course satisfies more than one*:**

**F. SEMESTER(S) OFFERED: Fall Spring Fall & Spring**

**G. COURSE DESCRIPTION:**

This course discusses ethics within the context of forensic science from the standpoint of the forensic scientist, attorney, Sexual Assault Nurse Examiner, child abuse investigator, judge and media. The students will examine case studies in order to understand ethical dilemmas from several different perspectives within the forensic science field.

**H. PRE-REQUISITES: Yes If yes, list below:**

45 completed credit hours or permission of instructor

**CO-REQUISITES: None**

**I. STUDENT LEARNING OUTCOMES: (*see key below*)**

By the end of this course, the student will be able to:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***Program Student Learning Outcome***  ***[PSLO]*** | ***GER***  ***[If Applicable]*** | ***ISLO & SUBSETS*** |
| Define the code of ethics in scientific practice from a historical standpoint | PLO 2 – Analyze and evaluate theory and practice in criminological/ criminal justice contexts. |  | 2-Crit Think | IA |
| Examine ethics in the forensic science field | PLO 9 – Apply science to questions of law. |  | 2-Crit Think | IA |
| Analyze case studies to illustrate ethical dilemmas | PLO 6 – Apply standards of ethical behavior in evidence-based practice in criminal justice contexts. |  | 4-Soc Response | ER |

|  |  |
| --- | --- |
| **KEY** | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
| **ISLO #** | **ISLO & Subsets** |
| **1** | **Communication Skills**  Oral [O], Written [W] |
| **2** | **Critical Thinking**  *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL],*  *Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

\*Include program objectives if applicable. Please consult with Program Coordinator

**J. APPLIED LEARNING COMPONENT:** No

**K. TEXTS:**

Swienton, A. R. & Downs, J.C. (2012). Ethics in Forensic Science. Boston: MA. Academic Press.

**L. REFERENCES:**

None

**M. EQUIPMENT:** None needed

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

**•** Quizzes

• Exams

• Discussion Boards

• Paper

**P. DETAILED COURSE OUTLINE:**

I. History of Ethics

II. Code of Ethics

III. Ethics - SANE

IV. Ethics - Law Enforcement

V. Ethics - Crime Laboratory

VI. Ethics - Child Abuse

VII. Ethics - Attorneys

VIII. Ethics - Testimony

IX. Ethics - Judge

X. Ethics - Convicted

XI. Whistleblowers

XII. Ethics in Media

**STATE UNIVERSITY OF NEW YORK**

**COLLEGE OF TECHNOLOGY**

**CANTON, NEW YORK**

****

**MASTER SYLLABUS**

**JUST 432 – SENIOR SEMINAR**

**Created by: Michelle L. Currier, PhD**

**SCHOOL OF SCIENCE, HEALTH AND CRIMINAL JUSTICE**

**CRIMINAL JUSTICE DEPARTMENT**

**FALL 2018**

**A. TITLE**: Senior Seminar

**B. COURSE NUMBER:** JUST 432

**C. CREDIT HOURS:** 3 credit hour(s) per week for 15 Weeks

**D. WRITING INTENSIVE COURSE**: Yes

**E. GER CATEGORY:** n/a

**F. SEMESTER(S) OFFERED:**  Spring

**G. COURSE DESCRIPTION:** This capstone course integrates students’ foundational coursework in criminology with an applied focus toward meaningful, evidence-based practice or system change**.** Students select an area of the justice system in need of a new policy, model of practice, or significant reform, and develop a comprehensive change-management plan for this real-world problem.

**H. PRE-REQUISITES:**

a. Pre-requisite(s): 90 credit hours; JUST 302 and JUST 347.

**I.\_\_\_\_\_STUDENT LEARNING OUTCOMES:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Course Student Learning Outcome [SLO]*** | ***PSLO*** | ***GER*** | ***ISLO*** |
| a. Identify and describe key concepts and principles of change management. | **PLO 1** – Apply standards of academic and professional discourse while speaking and writing |  | 1.Communication [W] |
| b. Identify policy or practice in a criminal-justice context in need of change. | **PLO 1** – Apply standards of academic and professional discourse while speaking and writing. |  | 1.Communication [W] |
| c. Apply integrated foundational knowledge and skills in criminology to a real-world problem to produce and present a viable solution for change. | **PLO 8** – Develop a comprehensive change-management plan for a criminal justice system problem. |  | 5. Industry/ Professional/ Discipline-Specific Knowledge |

|  |  |
| --- | --- |
| **KEY** | **Institutional Student Learning Outcomes [ISLO 1 – 5]** |
| **ISLO #** | **ISLO & Subsets** |
| **1** | **Communication Skills**  Oral [O], Written [W] |
| **2** | **Critical Thinking**  *Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]* |
| **3** | **Foundational Skills**  *Information Management [IM], Quantitative Lit,/Reasoning [QTR]* |
| **4** | **Social Responsibility**  *Ethical Reasoning [ER], Global Learning [GL],*  *Intercultural Knowledge [IK], Teamwork [T]* |
| **5** | **Industry, Professional, Discipline Specific Knowledge and Skills** |

**J. APPLIED LEARNING COMPONENT: Yes\_**X**\_\_\_ No\_\_\_\_\_\_\_**

Research

**K. TEXTS:**

Blomberg, T.G., Brancale, J.M., Beaver, K.M., & Bales, W.D. (2016). *Advancing*

*criminology and criminal justice policy*. London: Routledge. [library e-text]

Franklin, M**.** (2014). *Agile change management: A practical framework for successful*

*change planning and implementation*. London: Kogan Page. [library e-text]

Kelly, W.R. (2015). *Criminal justice at the crossroads: Transforming crime and*

*punishment*. New York: Columbia University Press. [library e-text]

Passenheim, O. (2016). *Change management*. [OER]

**L. REFERENCES:**

Innes, C. (2015). *Healing corrections: The future of imprisonment*. Boston: Northeastern.

Ogletree, J.J., Ogletree, Jr, C. & Dowd, N.E. (2015). *A new juvenile justice system: Total*

*reform for a broken system*. New York: NYU Press.

Sparrow, M.K. (2016). *Handcuffed*: *What holds policing back, and the keys to reform*.

Washington, D.C.: Brookings Institution Press.

Waller, I. (2011). *Rights for victims of crime: Rebalancing justice*. Lanham, MD:

Rowman & Littlefield Publishers.

**M. EQUIPMENT:** FLEX Delivery Technology

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

* Assignments
* Papers
* Comprehensive Written Senior Project

**P. DETAILED COURSE OUTLINE:**

I. Change Management

a. Reasons for change

b. Origins of change management

1. Concepts of change management
   1. Theories of change
   2. Identifying influences to change
   3. Identifying obstacles to change
   4. Identifying scope of change
   5. Change strategies and approaches
2. Justice System Reform
   1. Identifying justice system policy, practice, or system problems
   2. Organizations
      1. Structure in CJ organizations
      2. Resources in CJ organizations
      3. Stakeholders in CJ organizations
3. Effecting Change
   1. Developing a plan
   2. Considerations for the future

**Appendix #4 – New Faculty Description**

The State University of New York (SUNY) College at Canton invites qualified applicants for a full-time tenure track Assistant Professor (other ranks considered) in Criminology, to begin August 2021.

SUNY Canton is a College of Technology in the SUNY system. The Department of Criminal Justice is in the School of Science, Health, and Criminal Justice and offers an Associate in Applied Science in Criminal Justice, a Bachelor of Technology in Criminal Investigation, a Bachelor of Technology in Criminal Justice: Law Enforcement Leadership, a Bachelor of Technology in Homeland Security, and a Bachelor of Science in Forensic Criminology.

**Duties:**

* Teach face-to-face classes
* Teach online classes
* Participate in formal assessment of student learning
* Incorporate latest instructional technologies in course delivery
* Design and develop new courses
* Recruit and advise students
* Monitor and improve student retention
* Participate in faculty committees and other activities, as assigned
* Continually develop and improve skills through professional development

**QUALIFICATIONS:**

Qualifications for Tenure Track: Ph.D. in criminology or criminal justice required, or master’s degree in Forensic Science with terminal degree in field related to criminal justice. ABD status in a terminal degree program as defined above meets requirements for Instructor rank. Professional experience working in the criminal justice field preferred. Area of research and teaching specialty within criminology is open, although preference will be given to individuals who specialize in or have teaching/field experience in the forensic sciences; crime analysis; the application of behavioral science to criminal justice practice; and justice system policy and evidence-based practice.

Qualifications for Lecturer: Master’s degree in criminology or criminal justice or forensic science, and prior college-level teaching experience in either the face-to-face or online environment required. Professional experience working in the criminal justice field preferred.

Prior to a final offer of employment, the selected candidate will be required to submit to a background check including, but not limited to, employment verification, educational and other credential verification, and criminal background check.

**Appendix #5 – Transfer Equivalency Tables**

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**Transfer Course Equivalency Table**

**Form 2F**

*Version-2014-11-17*

The State University views as one of its highest priorities the [facilitation of transfer.](http://system.suny.edu/academic-affairs/student-mobility/)

* For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree,** demonstrate that the program’s graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per [SUNY policy](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/Seamless-Transfer-Final2BOT-12-4-12.pdf), by listing the transfer institutions below and **appending** at the end of this document**:**
* two completed[*SUNY Transfer Course Equivalency Tables*](http://system.suny.edu/academic-affairs/acaproplan/app/forms/), one for each transfer institution; and
* a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement.  In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

* For a **proposed baccalaureate program**, document that a SUNY transfer student with associate’s degree in a parallel program will be able complete the proposed program within two additional years of full-time study, per [SUNY policy](http://system.suny.edu/media/suny/content-assets/documents/academic-affairs/Seamless-Transfer-Final2BOT-12-4-12.pdf), by **appending** documentation to the program proposal. Documentation may consist of completed *SUNY Transfer Course Equivalency Tables* and/or a letter from the Chief Academic Officer of each associate degree institution confirming seamless articulation for its graduates of parallel programs. **If transfer does not apply to this program, please explain why in the Program Proposal form.**

|  |
| --- |
| **KEY**  **for the Transfer Course Equivalency Table**  Each associate degree course should appear on the same row as the baccalaureate program course with which it is deemed to be equivalent.  **Course #** — Indicate the departmental identifier and course number (e.g. PHI 101).  **Course Title** — Indicate the title of the course (e.g., Introduction to Philosophy).  **SUNY GER –** Check (X) if the course will count toward the SUNY General Education Requirement.  **SUNY Transfer Path –** Check (X) if the course will count as a SUNY Transfer Path course.  **Credits and Equivalency** — Indicate the number of credit hours granted for completing that course as well as the number accepted by the baccalaureate institution. For the baccalaureate institution, also enter **None** if the credits will not count toward graduation. |

**SUNY TRANSFER COURSE EQUIVALENCY TABLE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | |  | | | | | | | | | |
| SUNY Jefferson Community College  274800 Criminal Justice A.S. | | | | | | | | |  | SUNY Canton  261000 Forensic Criminology B.S. | | | | | |
| **Course**  **#** | **Course Title** | | | **SUNY GER** | | **Major or SUNY Transfer Path** | | **Credits**  **Granted** |  | **Course**  **#** | **Equivalent Course Title** | **SUNY GER** | **Major or SUNY Transfer Path** | **Credits Accepted** | |
| ENG 101 | Research and Composition | | | 10 | |  | | 3 |  | ENGL 101 | Composition and the Spoken Word | 10 |  | 3 | |
| ENG 218 | Technical and Professional Writing | | |  | |  | | 3 |  |  | Liberal Arts Elective (any) |  |  | 3 | |
| STA 151 | Public Speaking | | | 7 | |  | | 3 |  |  | Liberal Arts Elective (any) | 7 |  | 3 | |
| SOC 144 | Introduction to Sociology | | | 3 | |  | | 3 |  | SOCI 101 | Introduction to Sociology | 3 |  | 3 | |
| PSY 133 | Introduction to Psychology | | | 3 | |  | | 3 |  | PSYC 101 | Introduction to Psychology | 3 |  | 3 | |
| POL 121 | Introduction to American Government | | | 3 | |  | | 3 |  | POLS 105 | Introduction to American Government and Politics | 3 |  | 3 | |
| SOC 244 | Social Problems | | | 3 | |  | | 3 |  | SOCI 105 | American Social Problems | 3 |  | 3 | |
| PSY 235 | Abnormal Psychology | | | 3 | |  | | 3 |  | PSYC 275 | Abnormal Psychology |  |  | 3 | |
| MTH 144 | Elementary Statistics | | | 1 | |  | | 3 |  | MATH 141 | Statistics | 1 |  | 3 | |
|  | Lab Science Elective | | | 2 | |  | | 4 |  |  | Science w/Lab | 2 |  | 4 | |
|  | Math Elective | | | 1 | |  | | 3 |  | MATH 111 | Survey of Math | 1 |  | 3 | |
| CRJ 101 | Introduction to Criminal Justice | | |  | |  | | 3 |  |  | General Elective |  |  | 3 | |
| CRJ 102 | Criminal Administrative Procedures | | |  | |  | | 3 |  |  | General Elective |  |  | 3 | |
| CRJ 224 | Criminal Justice Report Writing | | |  | |  | | 3 |  |  | Program Elective (JUST 209 Law Enforcement Communication) |  |  | 3 | |
|  | Criminal Justice Elective | | |  | |  | | 3 |  |  | Program Elective |  |  | 3 | |
|  | Criminal Justice Elective | | |  | |  | | 3 |  |  | Program Elective |  |  | 3 | |
|  | Criminal Justice Elective | | |  | |  | | 3 |  |  | General Elective |  |  | 3 | |
|  | Criminal Justice Elective | | |  | |  | | 3 |  |  | General Elective |  |  | 3 | |
|  | American History | | | 4 | |  | | 3 |  |  | American History Elective | 4 |  | 3 | |
|  | Arts | | | 8 | |  | | 3 |  |  | Arts Elective | 8 |  | 3 | |
|  | Physical Education | | |  | |  | | 2 |  |  | General Elective |  |  | 2 | |
|  |  | | |  | |  | |  |  |  |  |  |  |  | |
|  | Total | | |  | |  | | 63 |  |  |  |  |  | 63 | |
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|  | **Total Credits** | | | | | | | 63 |  |  | **Total Credits Transferred** | | | 63 | |
|  |  | | |  | | |  |  |  |  | **Remaining Credits Needed for Graduation after Transfer** | | | 59 | |

**SUNY TRANSFER COURSE EQUIVALENCY TABLE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | |  | | | | | | | | | |
| Niagara County Community College  276000 Liberal Arts A.A. | | | | | | | | |  | SUNY Canton  261000 Forensic Criminology B.S. | | | | | |
| **Course**  **#** | **Course Title** | | | **SUNY GER** | | **Major or SUNY Transfer Path** | | **Credits**  **Granted** |  | **Course**  **#** | **Equivalent Course Title** | **SUNY GER** | **Major or SUNY Transfer Path** | **Credits Accepted** | |
| ENG 101 | Writing I | | | 10 | |  | | 3 |  | ENGL 101 | Composition and the Spoken Word | 10 |  | 3 | |
| ENG 102 | Writing II and Introduction to Literature | | | 10 | |  | | 3 |  |  | Liberal arts elective (any) |  |  | 3 | |
| MAT 114 | Math for Liberal Arts | | | 1 | |  | | 3 |  | MATH 111 | Survey of Math | 1 |  | 3 | |
|  | Natural Science (no lab) | | | 2 | |  | | 3 |  |  | Science |  |  | 3 | |
| HED 204 | Drugs and Society | | |  | |  | | 3 |  | SSCI 181 | Alcohol Drugs Society | 3 |  | 3 | |
|  | Basic Communication | | | 10 | |  | | 3 |  |  | General elective |  |  | 3 | |
|  | American History | | | 4 | |  | | 3 |  |  | American History elective | 4 |  | 3 | |
|  | Social Science | | | 3 | |  | | 3 |  |  | Introduction to Sociology | 3 |  | 3 | |
|  | Arts | | | 8 | |  | | 3 |  |  | Arts elective | 8 |  | 3 | |
|  | General Elective | | |  | |  | | 3 |  |  | General elective |  |  | 3 | |
|  | Humanities Elective | | | 7 | |  | | 3 |  |  | Liberal arts (any) |  |  |  | |
|  | Computer Science elective | | |  | |  | | 3 |  |  | General elective |  |  | 3 | |
| PSY 110 | Introduction to Psychology | | | 3 | |  | | 3 |  |  | Introduction to Psychology | 3 |  | 3 | |
|  | General elective | | |  | |  | | 3 |  |  | General elective |  |  | 3 | |
|  | General elective | | |  | |  | | 3 |  |  | General elective |  |  | 3 | |
| PSC 101 | American Gov’t. | | |  | |  | | 3 |  | POLS 105 | Intro Am. Gov’t and Politics | 3 |  | 3 | |
| PSY 250 | Abnormal Psychology | | |  | |  | | 3 |  | PSYC 275 | Abnormal Psychology |  |  | 3 | |
| MAT 110 | Intermediate Algebra | | |  | |  | | 3 |  | MATH 106 | Intermediate Algebra | 1 |  | 3 | |
| SOC 203 | Social Problems | | |  | |  | | 3 |  | SOCI 105 | American Social Problems | 3 |  | 3 | |
| LIT 211 | Children’s Literature | | | 7 | |  | | 3 |  | ENGL 216 | Children’s Literature | 7 |  | 3 | |
|  | General elective | | |  | |  | | 3 |  |  | General elective |  |  | 3 | |
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|  | **Total Credits** | | | | | | | 63 |  |  | **Total Credits Transferred** | | | 63 | |
|  |  | | |  | | |  |  |  |  | **Remaining Credits Needed for Graduation after Transfer** | | |  | |

**Appendix #6 – Distance Education Format Proposal**

# **Distance Education Format Proposal**

# **For A Proposed or Registered Program**

**Form 4**

*Version 2016-10-18*

When a new or existing program is designed for a [distance education format](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr8.html), a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at [*program.review@suny.edu*](mailto:program.review@suny.edu). According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

# 

# All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.

# Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

|  |  |  |
| --- | --- | --- |
| **Section 1. General Information** | | |
| **a)**  **Institutional**  **Information** | Institution’s 6-digit [SED Code:](http://system.suny.edu/academic-affairs/acaproplan/app/links/) | 26100 |
| Institution’s Name: | SUNY Canton College of Technology |
| Address: | 34 Cornell Drive, Canton, NY 13617 |
| **b)**  **Registered or Proposed Program** | Program Title: | Forensic Criminology |
| [SED Program Code](http://www.nysed.gov/heds/IRPSL1.html) |  |
| [Award](http://www.highered.nysed.gov/ocue/home.html)(s) (e.g., A.A., B.S.): | B.S. |
| Number of Required Credits: | Minimum [ 122] If tracks or options, largest minimum [ ] |
| [HEGIS Code](http://www.highered.nysed.gov/ocue/documents/HEGIS.pdf): | 2209.00 |
| [CIP 2010 Code](http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55): | 45.0401 |
| **c)**  **Distance Education Contact** | Name and title: Molly Mott, PhD, Associate Provost and Dean of Academic Support Technologies    Telephone: (315) 386-7425 E-mail: mottma@canton.edu | |
| **d)**  **Chief Executive or Chief Academic**  **Officer Approval** | **Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution’s commitment to support the proposed program. *E-signatures are acceptable.***  Name and title: Zvi Szafran, Ph.D., President  Signature and date: | |
| **If the program will be registered jointly[[1]](#footnote-1) with one or more other institutions, provide the following information for each institution:** | |
| Partner institution’s name and 6-digit [SED](http://system.suny.edu/academic-affairs/acaproplan/app/links/) Code:  Name, title, and signature of partner institution’s CEO (or **append** a signed letter indicating approval of this proposal): | |

If the partner institution is non-degree-granting, see SED’s [CEO Memo 94-04](http://www.highered.nysed.gov/ocue/lrp/ceomemorandum.htm).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Anticipated Headcount Enrollment** | | | **Estimated**  **FTE** |
| **Full-time** | **Part-time** | **Total** |
| **1** | 10 | n/a | 10 | 10 |
| **2** | 12 | 2 | 12 | 22 |
| **3** | 15 | 3 | 18 | 40 |
| **4** | 25 | 5 | 30 | 70 |
| **5** | 30 | 5 | 35 | 95 |

|  |
| --- |
| **Section 3: Program Information** |

1. ***Term length*** (in weeks) for the distance program: 15
2. Is this the same as term length for classroom program? [ ] No [X ] Yes
3. How much "***instructional time***" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) ***NOTE:*** *See* [*SUNY policy on credit/contact hours*](http://www.suny.edu/sunypp/documents.cfm?doc_id=168) *and* [*SED guidance*](http://www.highered.nysed.gov/ocue/aipr/guidance/gpr17.html#b)*.*

On line instructional time is the same as traditional classroom instructional time, which is measured by the description of the content covered, course objectives, and expected learning outcomes. The same content and course outline are used for both delivery methods.

1. What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

Students will be able to complete 100% of this program in distance format.

1. What is the maximum number of students who would be enrolled in an online course section?

Class size is determined through a consultative process that includes Deans, department chairs, and faculty. Class sizes are revised on a case-by-case basis following experience with course delivery.

|  |
| --- |
| **Part A: Institution-wide Issues:** Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform**. |

|  |
| --- |
| **Part A.1. Organizational Commitment** |

1. Describe your institution’s planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student’s identity will be verified.

(On file)

1. Describe your institution’s resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

(On file)

1. Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.

(On file)

1. If your institution uses courses or academic support services from ***another provider***, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

(On file)

1. Does your institution have a clear ***policy on ownership of course materials*** developed for its distance education courses? How is this policy shared with faculty and staff? ***NOTE:*** *You may refer to* [*SUNY’s statement on copyright and faculty ownership of instructional content*](http://system.suny.edu/academic-affairs/faculty/faculty-ownership/)*, and/or faculty contract provisions.*

(On file)

|  |
| --- |
| **Part A.2. Learner Support** |

* 1. Describe how your institution provides distance students with ***clear information*** on:
     + Program completion requirements
     + The nature of the learning experience
     + Any specific student background, knowledge, or technical skills needed
     + Expectations of student participation and learning
     + The nature of interactions among faculty and students in the courses.
     + Any technical equipment or software required or recommended.

(On file)

* 1. Describe how your institution provides distance learners with adequate ***academic and administrative support***, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

(On file)

* 1. Describe how ***administrative processes*** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

(On file)

What ***orientation*** opportunities and resources are available for students of distance learning?

  (On file)

|  |
| --- |
| **Part B: Program-Specific Issues:** Submit Part B for each new request to add Distance Education Format to a proposed or registered program. |

|  |
| --- |
| **Part B.1. Learning Design** |

* 1. How does your institution ensure that the ***same academic standards and requirements*** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

Academic policy guidelines articulated in the SUNY Canton College Catalog apply to both on-campus and distance education courses. Course syllabi, regardless of the delivery medium, detail policies and requirements. However, we recognize the need for online courses to include specific course requirements as they relate to the use of technology in the learning environment. As a result, we have developed and approved an Online Syllabus. While closely aligned with the requirements of the on-campus syllabus, the Online Syllabus communicates information to students on course requirements specific to an online environment.

Courses approved for online delivery undergo the same governance process as campus-based courses. Additionally, online courses undergo quality control via the course review process. Each course presently scheduled for online delivery on this program has completed the course review process\*(see below)

Additionally, the curriculum for the distance education program does not differ in content from the currently registered program and the faculty who will teach in the distance education program do not differ from the faculty who teach in the traditional classroom program.

*\*All of our online courses undergo a rigorous course review process before they are offered online. Courses are reviewed based on the standards of good practice detailed in a course review rubric. Review teams are comprised of faculty volunteers trained in evaluating online courses.*

* 1. Are the courses that make up the distance learning program offered in a sequence or configuration that allows ***timely completion of requirements***?

The same schedule and term length is used for the distance education program as the currently registered program. The School Dean in collaboration with the Department Chair is responsible for planning and coordinating the online courses in this program.

* 1. How do faculty and others ensure that ***the technological tools*** used in the program are appropriate for the content and intended learning outcomes?

The General Review Standard VI, Course Technology, of the course review rubric addresses this criterion. The goal of the standard on course technology is to enhance student learning, enrich instruction, and foster learner interactivity. In particular, the standard evaluates the accessibility and usability of technological tools and their relationship to the course content.

* 1. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

Once again, the course review process provides a mechanism for addressing this criterion. The General Review Standard V, Learner Interaction, focuses on the effective design of instructor-learner interaction. Discussion is a significant component of all courses in the program.

* 1. How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

Students must first login to the course management system using a unique username and personal password to gain access to the course content and testing/submission areas.

The use of multiple methods of assessment reduces the opportunity for a student to submit plagiarized work by: 1) using timed, randomized, and restricted access multiple digital assessments. 2) Requiring draft/final document submission allowing for examination of digital document properties and/or database comparison using plagiarism software. 3) Group work providing a method of peer accountability within individual teams.

Additionally, the instructor may choose to visually verify a student’s identity utilizing webcam based interaction and requiring photo ID.

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| **Part B.2. Outcomes and Assessment** |

* 1. Distance learning programs are expected to produce the ***same learning outcomes*** as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

In terms of student competencies, all of our online courses in our academic programs are designed to produce the same learning outcomes as our on-campus courses. Programs are assessed every five years through SUNY’s program evaluation. We continue to use this evaluation and the assessment plan for the program approved. On a course level, learning outcomes are articulated in course syllabi. Moreover, the General Review Standard III, *Assessment and Measurement*, in our course review rubric assesses the ability of an online course to provide assessment strategies that enhance student learning outcomes.

* 1. Describe how the ***means chosen for assessing student learning*** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Since student learning outcomes for a course are expected to be the same regardless of delivery mode, different tools or methodology for program evaluation or outcomes assessment should not be necessary. Outcomes assessment tools (e.g. written assessments) used for any course are adaptable to all delivery modes. This parallels the policy that all courses are approved through the curriculum committee in which the mode of delivery is transparent in the course approval process.

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| **Part B.3. Program Evaluation** |

1. What process is in place to monitor and ***evaluate the effectiveness*** of this particular distance education program on a regular basis?

Regardless of the delivery mode, all programs use the same methods to monitor and evaluate their effectiveness. Methods to evaluate program effectiveness include: Student Course Comments, approved by our governance body, allow all, including online students in this program, to assess their academic experience. Other assessments include yearly review of student learning outcomes and regular review by accrediting agencies such as Middle States Association. The periodic assessment and length of assessment cycle is the same for the currently registered program and the distance education program.

Assessment in the major requires the completion of a program self-study in Taskstream, as well as external review of the program by three reviewers. This program review enables programs to see a comprehensive picture of their program, identify strengths and weaknesses, and request resources to support the program in improvement. The date of this program’s initial assessment will be in the 2024-25 academic year. Length of the assessment cycle is five years. A curriculum map showing the program learning objectives and the courses in which the program learning objectives will be taught is included here as Appendix #1.

1. How will the evaluation results will be used for ***continuous program improvement***?

Feedback from the above-mentioned assessments are used by the faculty and administration to improve practices and procedures associated with the instruction and delivery of online courses. Through such evaluations, faculty receive feedback on instruction, course design, course materials, and the learning environment. Faculty teaching online in this program, as well as in other programs, are encouraged to use this feedback to improve course design and delivery. Moreover, student learning outcomes for each course in the program, and the ‘closing the loop’ actions associated with them, are documented through the use of the College’s assessment software system, TaskStream.

1. How will the evaluation process assure that the ***program results in learning outcomes*** ***appropriate to the rigor and breadth*** of the college degree or certificate awarded?

Faculty committees at the College (e.g. the Online Learning Advisory Committee, Academic Standards) frequently discuss the academic rigor of our online courses. It is the consensus of our experienced online faculty that the reading and writing demands of online courses significantly enhance their academic quality. This consensus is supported by current research in the field of online learning that indicates that the writing and discussion requirements of many online courses are often more substantial than their on-campus counterparts.

Moreover, we believe that the “rigor and breadth” required of a college degree is considerably enhanced through our course review process that evaluates the ability of all online courses to meet expectations of quality.

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| **Part B.4. Students Residing Outside New York State** |

SUNY programs must comply with all [“authorization to operate" regulations](http://system.suny.edu/academic-affairs/distance-learning/) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state’s definitions.

1. What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

Each semester, the Office of Institutional Effectiveness runs enrollment counts of students who are fully online and residing outside of NYS. Additionally, SUNY Canton is a member of State Authorization Reciprocity Agreements (SARA).

1. Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student’s state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution’s website where contact information for filing complaints for students in this program is posted? ***NOTE:*** *Links to information for other states can be found at* [*here*](http://system.suny.edu/academic-affairs/distance-learning/)*.*

<http://www.canton.edu/ol/current.html>

**Appendix #7 – Institutional Response to External Evaluation Reports**

With respect to each of the external evaluations completed by Drs. Gayadeen and Bunch, it is the institution’s position that there is nothing of great significance revealed in either evaluation that would impede the forward momentum or approval and inception of this program. However, the notable points of critique found in each document are evaluated and discussed herein below. The institution’s response takes each of the major “weaknesses” noted by each evaluator and addresses them in turn.

**Evaluator #1**

Weaknesses:

Though faculty have an array of experiences as criminal justice practitioners, most of the faculty do not have academic (publishing, conference) or continued experience in the field of forensics or criminology to signal expertise in the field. The development of an innovative program such as the one being proposed would ideally have faculty with academic expertise.

* The range of academic and professional expertise among this department’s faculty is more than adequate to support a program of this nature. The faculty noted by Evaluator #1 as lacking academic preparation or expertise are expected to teach only one to two courses total within the program, which are well within their areas of expertise and academic preparation. Additionally, the faculty who will be assigned to teach the majority of the courses in the program do, indeed, have both experience and publications and/or conference presentations in either forensic science or criminology. Evaluator #1 appears not to understand the precise definition of “forensic criminology,” instead relying on the misperception that this is a forensics degree. It is not. It is, essentially, applied criminology with a focus on the variety of ways in which science is applied to questions of law, not confined merely to investigations, but inclusive of a breadth of criminological subfields, including penology, victimology, juvenile delinquency and crime control. Teaching faculty in the program are indeed engaged in research efforts within these areas of inquiry. It should be noted that Evaluator #2 articulated full support and satisfaction with the faculty’s credentials and expertise. Finally, the institution is committed to hiring another full-time faculty member who will have the requisite academic preparation as well as solid publication/presentation potential.

The Criminology is lost in the proposal/program. The *provided course proposals* do not have clear criminological paradigms throughout the readings and assignments. Similarly, key theoretical perspectives should be central to every criminology-related course. Further, additional criminology courses could be added to the curriculum (e.g. social structure theories versus social development & social process theories).

* The criminology is, in fact, infused throughout the entire degree program. Evaluator #1 appears to have reviewed the attached new course proposals to the exclusion of the other required and elective courses included within the degree program. The criminological theory course (JUST 310 – Causes of Crime) is the seminal course in the upper-division criminology core, and all other criminology elective courses (the outlines for which were not included in the proposal, as they are not new courses but are already on the books) do indeed rely on both instruction and application of criminological theoretical perspectives.

As this would be a new criminal justice degree at the undergraduate-level (at the College and elsewhere), it is questionable if the program is best suited to be conducted 100% online from its inception.

* The institution intends to offer this program in the FLEX modality, which is noted extensively throughout the proposal. This means there will be converged courses which include both traditional on-campus and fully online students together. In this way, any students who wish to be afforded the full campus-based experience will have the ability to do so; and the institution will be able to assess the program in either modality. However, if the institution were to introduce this program exclusively in 100% online format, given its extensive and successful history of providing online education, it would be more than equipped to do so. There is no specific reason noted for this perceived weakness, other than that it is a new degree program.

Other

It should also be noted that Evaluator #1 did make a general comment that “the structure and rigor of the program could be stronger,” and with this comment suggested that the program incorporate a research methods course specific to criminology. In the original draft of this proposal, the program included SSCI 370, Research Methods in the Social Sciences, as a required course in the program. Subsequent to Evaluator #1’s evaluation, the proposal draft was revised to include JUST 347, Research Methods in Criminology and Criminal Justice, as the required methods course in the program, with removal of SSCI 370, as a response to the evaluator’s suggestion.

**Evaluator #2**

Weaknesses:

Weaknesses are sparse- one may be the potential confusion regarding the program’s intent for student preparedness upon completion. Thus marketing materials and information should be very clear and advisement should be transparent from the outset. To work in a forensic lab, one must have a “hard science” background, at least a minor, preferably a major.

* Since the criminal justice department currently offers several degree programs, student advising aimed at distinguishing between the learning and potential employment outcomes for the graduates of each program is already standard practice by CJ faculty. In addition, because the institution already offers a criminal investigation B.Tech and a forensic science minor, faculty are well-equipped to make these distinctions to potential and currently enrolled students, to assist in proper advisement as they select or progress through their degree programs.

Another weakness is the lack of a legal practitioner (JD) – which would round out the practical experience already present in the involved faculty.

* The department does indeed already employ a legal practitioner with a JD. Although he is not currently listed as contributing faculty in the program, he may contribute teaching, advising, or scholarship to the new BS in the future.

The bulleted information provided herein above represents the institution’s response to the external evaluation reports in full.

Michelle L. Currier, PhD

Criminal Justice Department

SUNY Canton College of Technology

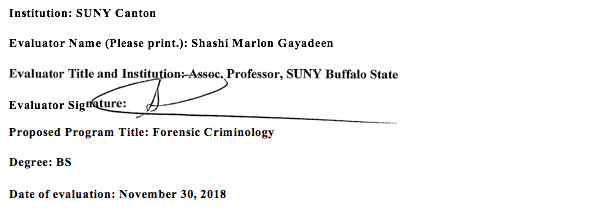
###### External Evaluation Report

**Form 2D**

*Version 201-08-02*

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator’s task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.



**I.** **Program**

1. Assess the program’s **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation.** Address the program’s academic rigor and intellectual coherence.

*A BS in forensic criminology would be an innovative addition to an undergraduate criminal justice program. As noted in the proposal, the program intends to connect theoretical understandings of criminality with criminal justice practices.*

*The structure and rigor of the program could be stronger (see subsequent sections for deeper and more cogent discussion). One immediate example of improving structure and rigor, centers on the research methods course for the program. As research is central to the program, a criminal justice research methods course would bolster the proposal. Methods courses within programs tend to bringforward the various nuances that clearly demarcates one discipline from another. Though a methods course in the social sciences has a broad appeal, it is unclear if students are receiving essential information (e.g. crime databases, etc.) that would be applicable across the criminal justice curriculum.*

*With regards to administration and evaluation, the College has experience with several online programs. These existing curricula would be models to aid with navigating the obstacles that might be in place with the initial delivery, maintenance and ongoing evaluation of the distance learning program.*

1. Comment on the **special focus** of this program, if any, as it relates to the discipline.

*As noted above, the program is unique and would expand the offerings within SUNY, in the area of criminal justice. For students who intend on becoming a criminal justice practitioner, a BS in Forensic Criminology would set them apart from other criminal justice students.*

1. Comment on the plans and expectations for **self-assessment and continuous improvement**.

*The appendix that provides institutional protocol for the external evaluations is missing.from the proposal (see last page of the proposal). Still, the College has planned an (initial) assessment for the 2024-2025 academic year (A};. With a new distance learning program, it is recommended that the appraisal of the courses and modalities be conducted sooner (e.g. after first two-years). Waiting for a program to cycle through an entire cohort is understandable, yet not ideal when instituting an innovative program. There could be, for example, a less comprehensive evaluation within the first two-years of the program by the Department's Assessment Committee.*

1. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

*The relationship with the proposed program and others at the College appears to be harmonious. There are several elective courses offered outside of the major. The collaboration with other institutions might be more difficult to work through. There are no other programs within SUNY (or NYS) with a BS in Forensic Criminology, which might "raise eye-brows" from peer institutions (see next question's answer for further elaboration).*

1. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

*The top criminal justice programs in NYS do not offer a BS in Forensic Criminology. This absence of a forensic criminology program form other criminal justice programs, alludes to the questionable need of the proposed degree. These institutions,for example, have separate degree offerings for each area (i.e.forensic science and criminology/criminal justice [see John Jay as an example]). There is a clear connection between forensics and criminology, as noted in the proposal, but not enough to marry the two at the undergraduate-level, without losing focus on either one of the central disciplines (i.e.jorensics and criminology).*

*Additionally, in the current proposal, the "criminology" is not clearly present in every course offering. There are missing seminal criminology research,jor example, that could be used as foundational readings to leverage topics within a course (e.g. JUST 350 and Cohen and Felson 's [1979] routine activities theory). One who graduates with a degree with "criminology" in its title, should be exposed to the depth and breadth of key works in the discipline. Similarly, it is recommended that students take more than introductory criminology courses to fully capture the paradigms that are in place to explain criminality.*

**II. Faculty**

1. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

*Collective Review o(Faculty*

*A number of faculty have experience in the field, but the academic publications and ongoing training is lacking. Except for Dr. Brown, there are no publications by the faculty that directly relate to forensics or criminology. Specifically, Dr. Brown has one peer-reviewed publication in the field of forensics, and there are no publications among the faculty in criminology. Further, recent training in the field is missing among most of the faculty. As forensics is an evolving field, continued faculty engagement in relevant scholarly endeavors (e.g. certificate programs, conference presentations, etc.) could only benefit the classroom experience and program. Current recognition in the field is not present among the faculty.*

*Individual Review of Faculty*

***Dr. Elizabeth Brown's*** *experience is extensive and recent. Among the faculty, it appears Dr. Brown has the strongest connection between scholarship and ''practice". Presumably, Dr. Brown's publication (criminalistics manual) would be a seminal required reading for forensic science students at the College. Currently, she has two publications "In Process" that align with the intended program. Additionally, Dr. Brown 's work experience in the field, along with presentations at conferences, adds to the depth of the intended program.*

***Susan E. Buckley*** *has a wealth of law enforcement experience, but no academic credentials in the field of criminal justice. Without a solid academic foundation in criminal justice, presumably, there will be "gaps in knowledge" with class materials. Additionally, there are no recent trainings or conference attendances that relate to the intended major.*

***Lisa E. Colbert*** *has leadership experience in law enforcement that will translate effectively in the classroom. With regards to ongoing training and publications, there are none stated in her CV.*

***Dr. Michelle Currier [author of the proposal]*** *has an abundance of teaching experience at the College, which illustrates her wide-range of knowledge in criminal justice subject areas. With regards to publications, there are no publications that relate to the intended major. This, presumably, is a product of recently earning a doctorate (i.e. It is difficult to publish as a graduate student.). Still, conferences to date, including ASC 2018 in Atlanta, GA, does not signal that forensic criminology is at the forefront of Dr. Currier's scholarly interest. Additionally, training in the area of forensic criminology is not apparent in Dr. Currier's CV.*

***Dr. Kelly J. Dehaut*** *is well-versed as a practitioner in a core area of the intended program (i.e. criminalist). Further, Dr. Dehaut has earned a doctorate in "Public Safety/Criminal Justice" and is certified as a forensic video technician. With regards to publishing, Dr. Dehaut does not have peer-reviewed work. Additionally, most of the trainings that are listed in Dr. Dehaut's CV, occurred over ten-years ago.*

***Justin C. Spaulding*** *has significant law enforcement experience in many topic areas of the proposed program. Mr. Spaulding 's ongoing training, coupled with his research for his dissertation, will likely elevate classroom content and research for the program. To date, Mr. Spaulding has no peer-reviewed publications.*

1. **Assess the faculty in terms of number and qualifications** and **plans for future staffing**. Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

*A number of faculty have experience in the field as practitioners (see answer for question 6). The College intends to hire an assistant professor to be an integral part of the Forensic Criminology program (seep. 17, 19 of proposal). The teaching load is proportional to the responsibilities outlined in the proposal. As the College is not a Research One (RI) institution, presumably, there are no expectations to generate funds (externally) for program needs. However, the ongoing training for faculty is not clear in the proposal. This is an important issue, as the field is continuously evolving. Ongoing research and presentations from faculty at appropriate conferences would, for example, illustrate commitment to the program and the profession. With regards to student facilities and equipment for "forensic work", they appear to be sufficient for the Department's need.*

*.*

1. Evaluate credentials and involvement of **adjunct** **faculty** and **support personnel**.

*Support personnel is not a significant need, as noted in the proposal. For faculty appraisal, see response to question 6.*

**III. Students**

1. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

*The College has a comprehensive student recruitment plan (e.g. overnight trips, targeted recruitment, etc.), which includes specific attention directed to recruiting underrepresented groups (e.g. women, racial minorities, etc.). These efforts will likely have a positive impact on the intended program (i.e. diverse student body in the classroom).*

1. What are the prospects that recruitment efforts and admissions criteria will supply **a sufficient pool of highly qualified applicants and enrollees**?

*The admission minimum requirements for the program and College are the same. Alignment with College admission requirements suggests that students who enter the program are initially screened for success.*

1. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

*The College goes to great lengths to encourage students from underrepresented groups (see response for question 9). As this program is intended to be online, it meets the needs of all students who enroll at the College.*

1. Assess the system for monitoring **students’ progress and performance** and for **advising students** regarding academic and career matters.

*The College has a robust advisement plan, for both on campus and distance learners. These advisement mechanisms allow for a continuous and.fruitful analysis of students' academic progress and performance. Additionally, these offices, including the academic Department, are able to guide students into career paths (see page 11 of proposal for list of offices).*

1. Discuss prospects for graduates’ post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program’s goals.**

*A degree in Forensic Criminology would be an asset/or those seeking employment or advancement in the various fields of criminal justice. With regards to future studies, this is unclear in the submitted proposal.*

**IV. Resources**

1. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

*The College and Department have sufficient student space and resources. With regards to other inquires within this question, they are not applicable.*

1. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

*The College appears to support the intended program. The Department plans to hire an assistant professor to be an integral part of the program. Additionally, the proposal notes seven faculty members (six current faculty and one new hire) who would teach classes in the Forensic Criminology program. There are no additional "significant expenses" that would impact the program.*

**V. Summary Comments and Additional Observations**

1. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

***Weaknesses*** *- The intended program has several noticeable obstacles that may inhibit peer (other criminal justice programs) and profes ional support. Items to consider are:*

* *Though faculty have an array of experiences as criminal justice practitioners, most of the faculty do not have academic (publishing, coriference) or continued experience in the field of forensics or criminology to signal expertise in the field. The development of an innovative program, such as the one being proposed, would ideally have faculty with academic expertise.*
* *The Criminology is lost in the proposal/program. The provided course proposals do not have clear criminological paradigms throughout the readings and assignments. Similarly, key theoretical perspectives should be central to every criminology-related course. Further, additional criminology courses could be added to the curriculum (e.g. social structure theories versus social development & social process theories).*
* *As this would be a new criminal justice degree at the undergraduate-level (at the College and elsewhere),*
* *it is questionable if the program is best suited to be conducted 100% online from its inception.*

***Strengths*** *- The proposal is well-written, with a clear understanding of areas that would make students at SUNY Canton competitive in the criminal justice profession. The strengths are:*

* *The faculty have field experience that is key to bridging scholarship and practice.*
* *The College has experience with online programs, which is an asset to this and any proposal for distance education. Similarly, there are several departments at the College that support distance and on-campus education.*

1. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

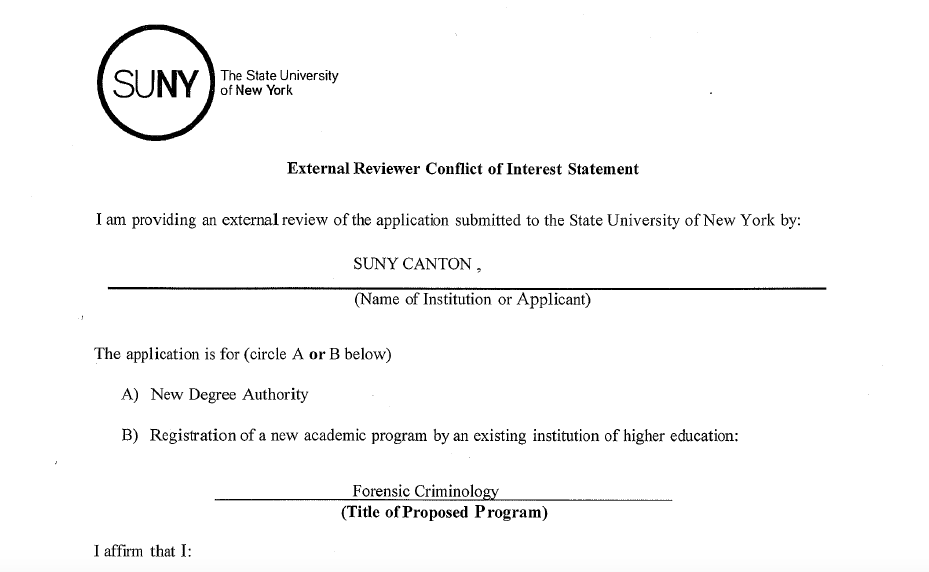
*As there are no other programs at the undergraduate-level in Forensic Criminology, this program would be unique and would "market" graduates differently from other criminal justice students. Its prominence, however, would be questionable, as noted in the response for questions 5. This uncertainty of rigor and depth of the intended program might translate into how existing graduate criminal justice programs, for example, value the degree.*

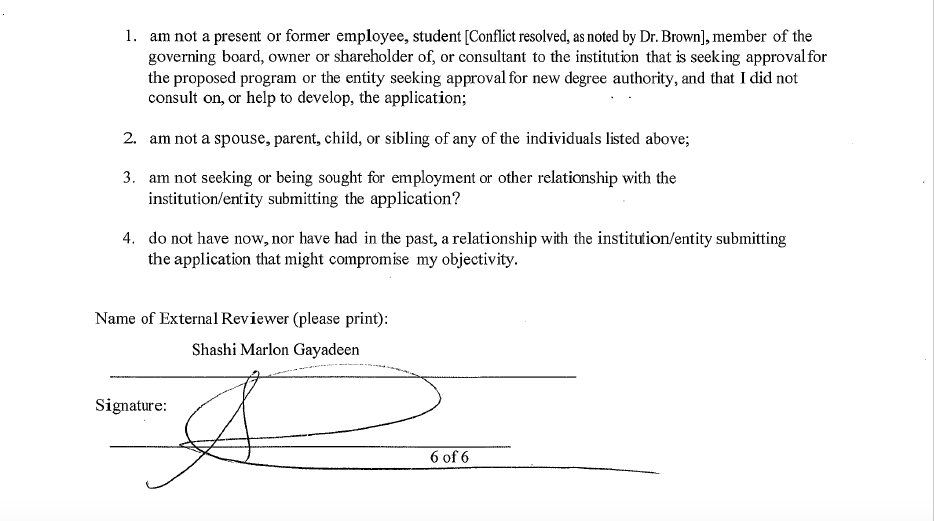
1. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

# *The idea of the program is strong, but there are some items that would elevate the possibilities, beyond what has been mentioned above. They are:*

* *Hire at least one full-time faculty member who has research and educational training in criminology.*
* *Encourage faculty publishing, conference presentations and certifications in core areas.*
* *In order to navigate the inevitable obstacles of an innovative online degree, it is recommended to begin as a hybrid program (e.g. with lab/forensic courses). If found successful after the first-projected evaluation of the program, move to 100% online. ·*

*Lastly, if the BS in Forensic Criminology is not feasible, perhaps a concentration, minor or certificate program is possible. The process to create and implement a concentration, minor or certificate program is less stringent than a new academic program. Additionally, either of these initiatives would strengthen the Department's profile AND achieve much of the goals that are outlined in the proposal.*





###### External Evaluation Report

**Form 2D**

*Version 201-08-02*

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator’s task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this Report form, and submit to the institution a signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the New York State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

**Institution: SUNY Canton**

**Evaluator Name (Please print.): Ann W. Bunch**

**Evaluator Title and Institution: Professor and Chair, Department of Criminal Justice, College at Brockport**

**Evaluator Signature: Ann W. Bunch**

**Proposed Program Title: Forensic Criminology**

**Degree: B.S.**

**Date of evaluation: 12/10/2018**

**I.** **Program**

1. Assess the program’s **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation.** Address the program’s academic rigor and intellectual coherence.

*The proposed program’s purpose is to provide an evidence-based approach to a typically theory-intensive discipline. In the realm of courts and investigations today, the increased reliance on evidence (versus experience and/or hypotheses) makes this a desirable path for future professionals in these areas of public life.*

*The structure of the program shows 31 core and cognate credit requirements, and 12 elective credit requirements for a total of 43 credit requirements for the major. Some of the core requirements seem somewhat specialized for core courses (e.g., Alcohol Drugs Society, Abnormal Psych) yet the relationship of these special foci to the general concept of crime does make sense. Likewise the choices of Criminology electives seem less theoretical and more practical (e.g., Serial Killers, Sex Offenders) yet if the course content relates to theory throughout, then these offerings, especially in a more practically-focused program, are well-placed.*

*The requirements are reasonable, however the offerings in the Forensic Cluster seem quite limited (4 offerings only, most based on death investigations/violent crime.*

1. Comment on the **special focus** of this program, if any, as it relates to the discipline.

*The special focus of this program is (as mentioned above) to evidence and case-based study versus theoretical criminology. This is a trend in the United States courts today. The courts expect evidence that is based in science rather than experience of the expert or mere hypothesis and suggestion without any underpinning in scientific data. This special focus makes this program relatively unique and desirable for students entering into a more scientifically oriented justice system.*

1. Comment on the plans and expectations for **self-assessment and continuous improvement**.

*The plans and expectations for self assessment and continuous improvement requires first and third party review, with the intial assessment planned for 2024-2025. The assessment cycle would be 5 years. A curriculum map demonstrates the alignment with institutional & program learning objectives and the core course/cognate offerings. However, where these PSLOs are assessed (which course(s)?) is not indicated. In other words, where is the summative assessment done on each of the 9 PSLOs to ensure that students are coming away from the program successfully mastering the material/skills/attitudes?*

1. Discuss **the relationship** of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.
2. What is the evidence of **need** and **demand** for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

*There is a need for the program at all levels since, as mentioned above, the justice fields are re-aligning themselves with scientific evidence and process, versus experience and hypothesis. Any evidence-based, case-based supporting coursework and high-impact practice that can be offered to buttress what is usually a theory-dominated discipline (criminology) will produce future professionals that expect evidence/data-driven assumptions, statements and analyses in their work. There is a hiring increase at the state and federal levels for law enforcement officers, investigators, and also the social-work/helping careers in the justice areas. Given criminal justice reform efforts which seem to be increasing, rather than decreasing in the national conversations and policies, there is every indication that this need/demand will only increase in the future.*

**II. Faculty**

1. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

*The faculty individually demonstrate a high degree of training and experience in the field of criminalistics and criminal justice. Three have achieved a PhD degree which would be considered the highest degree in the field of criminology/criminal justice. Two of the six faculty members have publications pending or published in peer reviewed journals, while all six faculty member demonstrate active participation in conferences and workshops related to forensic science and/or criminal justice/criminology. The majority of faculty show active professional service and are members in professional organizations. The faculty members also show various outstanding recognitions in their applied professional activities and experiences related to the field of criminology and criminalistics.*

1. **Assess the faculty in terms of number and qualifications** and **plans for future staffing**. Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate faculty **activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them**.

*The faculty appear to be well-qualified to instruct and advise the incoming students and the plan shows an anticipated small incoming class to begin, which is commendable. Depending on the popularity of the program, the need for faculty may grow. At this time, those faculty who have submitted supporting material are enough to get the program started and going for some time. [I note this as a chair of a department with 8 full time faculty and 1 lecturer (so only 3 more faculty than this proposed program has) with a ratio of 58 students to 1 faculty member for advisement purposes.] The faculty responsibilities (course assignments) appear to be appropriate. Faculty activity for generating funds for research, training, etc. appears to be limited to one member who has a continuing record of obtaining funds for over 7 years. The faculty’s experience would make them outstanding applicants for grants from the National Institute of Justice – I encourage them to review this organization’s requests for proposals (RFPs) regularly, as this agency is always looking for problem-oriented, applied learning/education/research activities.*

*Critical gaps : it is possible that the faculty might want to add a member with a JD that can bring in the legal aspects of forensic criminology. Since the term forensic implies (in the US) the court context, this could be an area that is further emphasized in the future development of the program.*

1. Evaluate credentials and involvement of **adjunct** **faculty** and **support personnel**.

*Adjunct faculty included in the above comments. No support personnel listed.*

**III. Students**

1. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

*The student population that the program seeks to serve is a changing group that would be drawn from the upstate NY area that surrounds SUNY Canton, as well as further away in other parts of upstate as well as downstate NY. Admissions to SUNY colleges brings in increasing numbers of out of state and international students as well. These students expect a lot of hands-on, active learning and may come to the program with some basic knowledge about forensic science since it is a topic that is prevalent in the media (both online, print and television/video). The faculty, with all of their combined professional, applied experiences will be engaging and adept at educating these students. The plan for student enrollment looked reasonable with a concept of allowing in a relatively small number at first to gauge interest and allow for flexibility given student reaction to the program. Even by year five the projects appear to suggest that interest may not be too demanding on the faculty (35 majors anticipated). If the forensic science minor at Brockport is any indication, this estimate may be low!*

1. What are the prospects that recruitment efforts and admissions criteria will supply **a sufficient pool of highly qualified applicants and enrollees**?

*There is a good prospect that recruitment efforts and admissions criteria will be able to support a sufficient pool of highly qualified applicants and enrollees. The program may be seen as a possible second major of those who want to add the “forensic” credential to their official record, and the uniqueness of this program will no doubt bring in some new interested students who desire to get a degree in a forensic-related field according to their career goals.*

1. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

*There is adequate attention paid to the needs of part-time, minority and/or disadvantaged students.*

1. Assess the system for monitoring **students’ progress and performance** and for **advising students** regarding academic and career matters.

*The system for monitoring students’ progress and performance is shown in the curriculum maps and SLOs provided, along with the assessments detailed in each individual syllabus (writing assignments, labs, quizzes, exams, etc.). Advising students should be manageable given the numbers anticipated for the first five years. If numbers grown quickly, additional faculty may be needed to assist in advisement*.

1. Discuss prospects for graduates’ post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program’s goals.**

*Prospects for graduates’ post-completion success in the current climate are very good given that they would be focusing on criminal justice career fields such as policing, corrections, victims’ assistance, and/or investigative positions. Important note: Students should be advised that work in a forensic laboratory would require more “hard science” academic background (chemistry, biology, physics) in order for employment to secured after graduation or acceptance to graduate school is achieved. Students at times see the word “forensic” and assume that this program will allow them to work in a lab or be a “CSI” (crime scene investigator, criminalist) upon graduation. This is not true and students should be advised clearly about this from the very start, upon registering for the program.*

*NOTE: the curriculum map lacks a clear indication of where the SLOs will be assessed in a summative way. Do the “x”s note that the PSLO is assessed in this class? I assume so – however where is the summative assessment done, if at all? It seems the “x”s indicate “formative” assessment points but not summative measures of the PSLO.*

*That should be re-visited so there is a point in the major’s experience where he/she is assessed for all of the PSLOs to see if he/she came away with the knowledge/skills and abilities that are intended to be delivered in the program.*

*The capstone class seems like it would be a good place to do this.*

**IV. Resources**

1. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

*The physical resources and facilities are relevant and adequate to support this program.*

1. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

*The institution appears to be committed the program to get it “up and running” – undoubtedly the proof of funding in any significant way will come when the student response is observed and assessed.*

**V. Summary Comments and Additional Observations**

1. Summarize the **major strengths and weaknesses** of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

*The major strengths of this program are its uniqueness, in that most “criminology” –oriented programs are theory focused and do not delve into evidence/empirical supporting data and case-based information simultaneously. The shift to a more scientific approach in the criminal justice fields and crime analysis and prevention is notable in the US, with major efforts being undertaken nationally and within states to bring more evidence and data to the forefront of our understanding of the roots/causes of crime as well as how to respond to it when it does occur. This program will introduce students to both the theory and the praxis involved in the understanding of crime and society’s response to it. Another strength is the faculty’s practical experience that students will certainly find engaging and encouraging as they seek to become involved in forensic, justice-related fields for careers or further study.*

*Weaknesses are sparse- one may be the potential confusion regarding the program’s intent for student preparedness upon completion. Thus marketing materials and information should be very clear and advisement should be transparent from the outset. To work in a forensic lab, one must have a “hard science” background, at least a minor, preferably a major.*

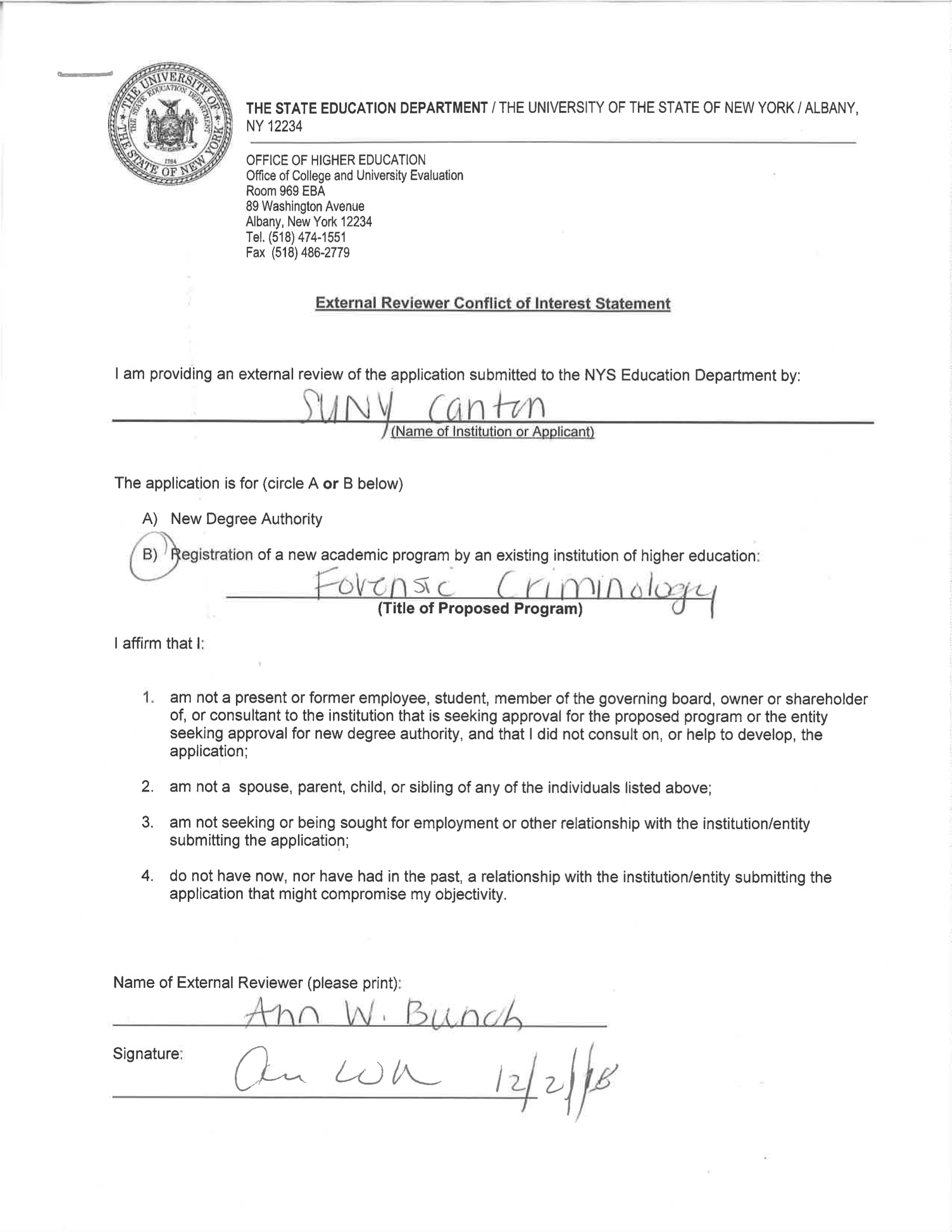
*Another weakness is the lack of a legal practitioner (JD) – which would round out the practical experience already present in the involved faculty.*

1. If applicable, particularly for graduate programs, comment on the ways that this program will make a **unique contribution** to the field, and its likelihood of achieving State, regional and/or national **prominence**.

*See question 16 above, re: strength of the proposed program.*

1. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

*This is an innovative and relevant proposed program that will certainly get student interest – probably moreso than is projected here.*

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1. [↑](#footnote-ref-1)