

Degree Designation Change Proposal: B.A. to B.S. in Criminal Justice

Criterion 1: Change in Purpose of the Program

Indicate why the modification of degree designation is desired and explain why the change does not fundamentally change the purpose of the existing program.

Through the years, the Criminal Justice program at Stockton has been modified as the field has changed (see details of just the past five years below). This has been done with the sole purpose of ensuring that we are preparing well-rounded, contemporary criminal justice practitioners. As the field has progressed, the need to provide more extensive and targeted knowledge about the criminal justice system and the roles its practitioners play to our students has increased significantly. As a result, the faculty have had to regularly re-evaluate the balance between preparing Criminal Justice generalists and preparing Criminal Justice professionals within a liberal arts ethos. At this point, the faculty has decided that more major changes are necessary in the program to adequately prepare our students to be Criminal Justice professionals. This resulting proposal to convert the Bachelor of Arts in Criminal Justice degree to a Bachelor of Science in Criminal Justice degree is the product of many years of these discussions in the context of the ever-changing field of Criminal Justice.

It is and always has been the goal of the Criminal Justice program that our students graduate with the most up-to-date and relevant knowledge that is available so that these students are willing and active participants in the evidence-based practices heralded throughout the field of Criminal Justice. In 2022, because of the changing field of Criminal Justice in reaction to the social justice movements through the U.S. related to police brutality, the faculty became deeply concerned regarding the lack of imminent response from the field training that was continuing to be given to incoming criminal justice practitioners. Despite the recently highlighted problems in the system, the field training has not provided access to the knowledge and tools that the empirical research highlights as essential to the best practice of justice. For example, the last time the New Jersey Police Academy curriculum was adopted was in 2014 with very minor updates in 2022 and it is one of the most extensive and intensive academy curricula in the country.

As an additional result of the recently highlighted problems in the system, enrollment in the CRIM program has declined 17% since Fall 2020. The Criminal Justice departments across the country graduating the highest numbers of Criminal Justice degrees (e.g., CUNY John Jay, College of Criminal Justice, Sam Houston University; Data USA, 2023) are those with a more progressive, more contemporary curricula (John Jay College of Criminal Justice, 2023; Sam Houston State University, 2023). As a result of both the field changes and enrollment trends, the faculty re-started in-depth and serious conversations about how we could fill the gaps in the field training for our students; how we could provide the knowledge and the tools that the students need to become well-rounded, contemporary criminal justice practitioners within the confines of our curriculum.

Within these discussions, the faculty concluded that we could not properly prepare our students for the field within the confines of a Bachelor of Arts. The Bachelor of Arts degree at Stockton, which relies on 4-credit classes as opposed to 3-credit courses, limits the number of Criminal Justice courses Stockton students can take to just 10-13 courses (depending on the concentration

that the student chooses). While the 4-credit courses allow for more breadth to be covered in courses (which the faculty fully appreciate and support), it also decreases the number of classes a student can take, thereby limiting the ability of students to gain the necessary knowledge relevant to criminal justice.

A two-day meeting of the faculty (which consists of both academics and former Criminal Justice practitioners) was held in the summer of 2022 to formally discuss expanding the program curriculum without fundamentally changing the intended purpose of preparing students to be well rounded Criminal Justice practitioners. It was confirmed by the will of the faculty that to carry out the current purpose of the program, conversion of the degree to a Bachelor of Science would be the best course of action. The Bachelor of Science would allow students to take 16 Criminal Justice courses, thereby allowing three to six additional classes for students to get the contemporary and evidence-based information relevant to the current field of Criminal Justice. The faculty then developed the changes listed below and detailed in Criterion 2 to expand the program. At the core, the changes are the faculty’s best determination to prepare our students to better deal with issues that are not being adequately addressed in their field training, such as: racial disparities in the criminal justice system, use of (excessive) force, disproportionate minority contacts, and interactions with emotionally disturbed persons, among others. This program is not changing its essential purpose but instead adapting its approach to that purpose to continue to accommodate a regularly changing field.

The faculty did extensive research on similar Bachelor of Science in Criminal Justice programs in NJ (see Appendix A) and determined that only four universities/colleges in the state offer a Bachelor of Science in Criminal Justice: two private universities/colleges and two public universities/colleges (see Table 1). None of those programs is hosted at a public, liberal arts university/college, which provides Stockton a unique opportunity to allow students extra access to the knowledge and tools they need to be well-rounded, contemporary criminal justice practitioners while also still benefitting from the widely known advantages of a liberal arts education. Additionally, none of these four colleges/universities' Criminal Justice curricula require classes focused specifically on race and/or understanding and interacting with special populations in the criminal justice system as our proposed curriculum does. Lastly, only one other program requires a class focusing on victimology. This significantly distinguishes the curriculum of Stockton's proposed Bachelor of Science in Criminal Justice program from other NJ universities/colleges.

Table 1. Comparison of Core Curriculum Across Similar Criminal Justice, B.S. Programs in NJ

Required Core Classes in Criminal Justice, B.S.	Stockton University	Berkeley College (Justice Studies)	Felician College	NJCU	Rutgers - Newark
Introduction to Criminal Justice	X	X	X	X	X
Criminological Theories	X	X	X	X	X
Courts, Law, and Procedure	X	X	X	X	
Police and Society	X	X		X	

Community and Institutional Corrections	X	X		X	
Research & Evaluation in Criminal Justice	X	X		X	X
Statistics in Criminal Justice	X				X
Victimology	X		X		
Constitutional Law for Criminal Justice	X	X	X	X	
Special Populations in Criminal Justice	X				
Race and Criminal Justice	X				
Criminal Justice Capstone	X		X		
Introduction to Psychology	X				
Introduction to Sociology	X				

Note: An “X” indicates the class is a requirement of the B.S. program.

The faculty recognize that by changing our program from a B.A. degree to a B.S. degree we are reducing the number of classes in the General Studies curriculum that students will take. While this is not an anomaly at Stockton, as 23 of the 50 currently offered undergraduate degrees impose similar curricular restrictions in their B.S. degrees, the faculty strove to keep as much of the liberal arts education ethos as possible in its formulation of the proposed Bachelor of Science curriculum. Some of the early suggested modifications included requiring minors and/or specific At-Some-Distance or G-acronym courses for our students. While the faculty currently strongly encourage our students to engage in a minor (and will continue to do so), the faculty felt that mandating a minor or specific G courses was even more antithetical to the General Studies ethos as it would be restricting students’ freedom of choice in knowledge exploration. Additionally, by not seeking out any of the General Studies’ attributes for these new classes, the faculty are guaranteeing that Criminal Justice students will still need to seek those attributes out through engaging in the General Studies curriculums. As a result, the students will continue to be required to seek out and hear other perspectives from other departments and gain the well-rounded liberal arts education that Stockton espouses, and the field of criminal justice demands.

Provide a record of significant changes to the existing degree program made during the previous five years.

Addition and removal of a Race and Justice requirement: In Fall 2020, the CRIM program faculty voted to implement a Race and Justice requirement for all CRIM majors matriculating in Fall 2021. The ethos of the requirement was to expose our students to additional, academic information regarding how race influences the criminal justice system. However, at the time, the program could not offer that type of class in-house, so the Program Chair at that time came up with a list of race-relevant (but not criminal justice relevant) classes already offered by other programs at Stockton which could satisfy the requirement. Then, in Fall 2021, the University implemented its own Race and Racism Education requirement which required all Stockton

students to take two race-related classes. Once this University requirement was implemented, the Race and Justice requirement, as also implemented in Fall 2021, became redundant to the University requirement. As a result, the program faculty voted in Spring 2023 to eliminate the requirement to allow students an easier pathway towards graduation while still being exposed to the race-relevant information that the faculty believed was essential to their general education.

Addition and modification of a Foundational Cognate requirement: In Fall 2020, the CRIM program faculty voted to implement a Foundational Cognate requirement for all CRIM majors matriculating in Fall 2021. The ethos of the requirement was to ensure that our students were exposed to a specific type of social and behavioral sciences knowledge that would benefit them in their careers in the criminal justice system. When implemented, the classes that were offered as part of the requirement only partially achieved this goal. Additionally, some of the classes included in the requirement became redundant when the University implemented their Race Education requirements. As a result, in Spring 2023, the CRIM program faculty voted to change the classes that were part of the requirement to fully fulfill the original ethos of the requirement. They voted to require that, to fulfill the Foundational Cognate requirement, all CRIM majors that matriculated in or after Fall 2023 would have a choice of taking either Introduction to Sociology OR Introduction to Psychology.

Changes to the curriculum for Homeland Security concentration: In Fall 2018, when the CRIM program hired multiple new faculty members with expertise in Homeland Security, the program took the opportunity to revise the Homeland Security concentration to better reflect the contemporary field of Homeland Security. The faculty decided to include new electives from which the students could choose to take that more fully encompassed the heterogeneity in today's Homeland Security field (e.g., Cybercrime, Race, Ethnicity and Immigration). This change was implemented in Fall 2019.

Changes to the curriculum for the Forensic Investigations concentration: When the main faculty member for the Forensic Investigations concentration retired in Spring 2022, the CRIM program faculty took that as an opportunity to revisit the curriculum for the concentration. The faculty decided to keep some of the main hands-on, skills-based classes that had already been a part of the concentration and to include additional interdisciplinary options for students to experience the wide breadth of skills required in forensic investigations (e.g., Financial Accounting, Digital Image and Print, Entomology, Computing Concepts). This change was implemented in Fall 2022 and as of the start of Spring 2023, the concentration was fully re-staffed.

Criterion 2: Changes to Courses in the Major

Present a comparison of the courses in the major for the existing program to the courses in the program with the new degree designation, noting recent changes and proposed new changes.

Please see Table 2 for a full curriculum comparison. Bolded classes in the Bachelor of Science curriculum chart indicate that the class is an added requirement that is not included in any way in the current Bachelor of Arts curriculum.

In the Bachelor of Science degree that we are proposing, four brand new class requirements will be added: Introduction to Victimology, Special Populations in Criminal Justice, Race and

Criminal Justice, and Constitutional Law for Criminal Justice. Of these brand-new requirements, two classes are new classes that have been recently (Summer 2023) proposed and approved: Special Populations in Criminal Justice and Race and Criminal Justice. None of the new classes will impact the current (AY 2024-2025) concentrations and their requirements. The class descriptions (and their context) of each of the newly required courses are as follows:

Special Populations in Criminal Justice

Course Description: This course provides a critical analysis of professionals, victims, and perpetrators in the criminal justice system who are women, LGBTQ+ persons, and individuals with perceived or diagnosed mental illness. Other special populations, including juveniles, the elderly, people experiencing homelessness, ethnic, religious minorities, immigrants and undocumented persons, and people with disabilities may be covered. Prerequisite: Introduction to Criminal Justice, Theories of Crime. Open to only CRIM Juniors and Seniors.

Context: The faculty consciously decided to not have the new classes satisfy any of the General Studies attributes requirements that are core to Stockton's General Studies curriculum. While components of that curriculum certainly overlay these specific groups, each of these groups has individual and specific challenges in the criminal justice system that our students need to be aware of. There are classes in the current University curriculum that could orient our students to these groups individually and the faculty acknowledge the importance of those classes. However, the criminal justice system is a unique context in which the manifestations of the characteristics of each of these populations take on a unique impact. As a result, the faculty felt that it was essential that our students get context-specific knowledge of how these groups are impacted within the criminal justice system. Criminal justice practitioners do not get to choose who they interact with, or the circumstances in which they interact, so we need our students to be as prepared to interact with as many different types of people as possible within the context of the criminal justice system before they go into the field and practice.

Race and Criminal Justice

Course description: This course includes a critical examination of the historical and contemporary overrepresentation of racial minorities, particularly African Americans, in the United States' criminal justice system. Students will discuss relevant economic, political, and sociological factors that shape race-based experiences in the criminal justice system and normative issues of justice and equity. Prerequisite: Introduction to Criminal Justice. Open to only CRIM students.

Context: The faculty consciously decided to not have the new classes satisfy any of the General Studies and Race and/or Racism Education attributes requirements that are core to Stockton's General Studies curriculum. However, the new R1/R2 requirement is aimed towards addressing education in race and racism within a wide variety of fields. We endorse the importance of our students' need for this knowledge in theory and in practice. Currently, there is no class offered on campus (by any department or within the General Studies curriculum) that specifically addresses race and racism primarily in the criminal justice system. Race and racism within the criminal justice system has its own specific manifestations and impacts that the faculty think is essential for our students to understand in order to become the best criminal justice practitioners. Without the field-specific knowledge, we leave it open to chance whether our students will apply the

wider knowledge of race and racism to their future careers in ways that will progress the field and address obvious errors in the system. As a result, we believe that it's essential that our students gain wider knowledge from the R1/R2 curriculum *in addition* to our criminal-justice-system-specific curriculum.

In addition to the four new class requirements, we are also proposing the removal of the current choice that students have in the Bachelor of Arts curriculum between Introduction to Sociology or Introduction to Psychology (e.g., the Foundational Cognate requirement). Instead, in the Bachelor of Science curriculum, students will be required to take both Introduction to Sociology and Introduction to Psychology. By requiring students to take both classes, the faculty is further ensuring that students will hear and learn from varied perspectives and seek out a well-rounded understanding of the world.

Table 2. Curriculum Comparison Between Criminal Justice, B.A., and Criminal Justice, B.S.

Core Classes Required for Criminal Justice Degree	B.A.	B.S.
Introduction to Criminal Justice	X	X
Criminological Theories	X	X
Courts, Law, and Procedure	X	X
Police and Society	X	X
Community and Institutional Corrections	X	X
Research & Evaluation in Criminal Justice	X	X
Statistics in Criminal Justice	X	X
Victimology		X
Constitutional Law for Criminal Justice		X
Special Populations in Criminal Justice		X
Race and Criminal Justice		X
Criminal Justice Capstone	X	X
Introduction to Psychology	Choose 1	X
Introduction to Sociology		X

Resources: Detail of the Resources Required to Implement and Maintain the Degree

Faculty Lines

The Criminal Justice program has done an extensive analysis of the program's ability to implement this new curriculum based on the current faculty, their contract teaching requirements, their regular teaching loads, the current and future use of adjuncts, and the pedagogical expertise of all teaching faculty (full-time and adjunct). As a result, **the program has determined that it can implement the Bachelor of Science degree with the full-time faculty it currently has as well as its adjuncts.** In an ideal world, the implementation would be easier with an additional full-time, tenure-track line, however, the program **does not require that to implement the curriculum.** This is continuing to be true as enrollment declines as previously, faculty were overburdened with CRIM-related teaching needs requiring many faculty to regularly overload. At current enrollments, this curriculum will require all current faculty to implement; **if we have a faculty member retire or have a faculty member assigned to duties outside the program, we will need a replacement line for that person to maintain the implementation of this curriculum.**

Table 3 is a detailed map of the allocation of faculty to the necessary classes to implement and maintain the BS degree in Criminal Justice. The allocation map clearly shows that, with the faculty we currently have, we have the capability to offer all the necessary classes given current and projected future enrollments.

Class	Number of Sections Offered	Fall Semester Faculty							Class	Number of Sections Offered	Spring Semester Faculty					
		BD	MM	BMcK	BD	BMcK	BS	ADJ			BS	BS	BMcK	BD		
CRIM 1100 Intro to CJ	7	BD	MM	BMcK	BD	BMcK	BS	ADJ	CRIM 1100 Intro to CJ	4	BS	BS	BMcK	BD		
CRIM 2121 Police & Society	2	BD	NS						CRIM 2121 Police & Society	2	BD	BMcK				
CRIM 2108 Courts, Law, & Procedure	2	RL	BS						CRIM 2108 Courts, Law, & Procedure	2	AG	AG				
CRIM 2130 Institutional & Community Corrections	2	JJ	RM						CRIM 2130 Institutional & Community Corrections	2	JJ	CT				
CRIM 2114 Criminological Theories	2	SH	JBW						CRIM 2114 Criminological Theories	2	SH	JBW				
CRIM 2141 Research & Evaluation for CJ	2	YS	MM						CRIM 2141 Research & Evaluation for CJ	2	MM	MM				
CRIM 2145 Stats	2	NS	JD						CRIM 2145 Stats	2	NS	KS				
CRIM 36XX Capstone	2	YS	RM						CRIM 36XX Capstone	4	RM	YS	YS	JD		
CRIM 2327 Victimology	2	KK	AG						CRIM 2327 Victimology	2	JJ	KK				
CRIM 2101 Constitutional Law	2	RL	BS						CRIM 2101 Constitutional Law	2	BS	RL				
CRIM 2XXX Race and Justice	2	AG	KK						CRIM 2XXX Race and Justice	2	DB	KK				
CRIM 2XXX Special Populations in CJ	2	DB	KS						CRIM 2XXX Special Populations in CJ	2	SH	DB				
MACJ Classes	6	DB	SH	CT	CT	CT	JD		MACJ Classes	6	JBW	RL	KS	CT	RM	ADJ
CRIM 3120 Legal and Forensic Psychology	1	KS							CRIM 3120 Legal and Forensic Psychology	1	JD					
CRIM 2610 Intro to Forensic Sci	1	BD							CRIM 2610 Intro to Forensic Sci	1	BS					
CRIM 2358 Medicolegal Death Investigations	1	BS							CRIM 2355 Advanced Forensic Sci	1	BD					
CRIM 2216 Homeland Security	1	JBW							CRIM 2211 Terrorism	1	NS					
CRIM 2111 Juvenile Justice	1	JJ							CRIM 2626 Issues in Policing	1	BMcK					
CRIM XXXX Extra Electives	As needed								CRIM XXXX Extra Electives	As needed						
			Number of classes needed for FT without overloads	Number of classes assigned								Number of classes needed for FT without overloads	Number of classes assigned			
	Faculty Type	CRIM Faculty for Fall								Faculty Type	CRIM Faculty for Spring					
	TT	JBW	2	2 UG						TT	JBW	2	1 UG 1 G			
	TT	DB	2	1 UG 1 G						TT	DB	2	2 UG			
	NTTP	BD	4	4 UG						NTTP	BD	3	3 UG			
	TT	JD	2	1 UG 1 G						TT	JD	2	2 UG			
	TT	AG	2	2 UG						TT	AG	2	2 UG			
	TT	SH	2	1 UG 1 G						TT	SH	2	2 UG			
	TT	JJ	2	2 UG						TT	JJ	2	2 UG			
	TT	KK	2	2 UG						TT	KK	2	2 UG			
	TT	RL	2	2 UG						TT	RL	2	1 UG 1 G			
	TT	MM	2	2 UG						TT	MM	2	2 UG			
	NTTP	BMcK	44960	2 UG						NTTP	BMcK	3	3 UG			
	TT	RM	2	2 UG						TT	RM	2	1 UG 1 G			
	TT	NS	2	2 UG						TT	NS	2	2 UG			
	TT	KS	2	2 UG						TT	KS	2	1 UG 1 G			
	TT	YS	2	2 UG						TT	YS	2	2 UG			
	NTTP	BS	4	4 UG						NTTP	BS	4	4 UG			
	TT	CT	2	0 UG 3 G	*no G course this semester					TT	CT	2	1 UG 1 G			

Library Resources

The Criminal Justice program will continue to utilize the same library resources as with its previous curriculum. However, with the emphasis of the new curriculum on contemporary issues and evidence-based practices in the criminal justice system, the Criminal Justice program feels that it would benefit from the library expanding its access to more contemporary criminal justice resources, specifically media-based resources such as documentaries. Currently, Criminal Justice faculty access some of these via their personal means (e.g., personal accounts for Netflix, Hulu, etc.). The Criminal Justice faculty will be encouraged to reach out to the library directly regarding any individual media resources that they would like to include in their classrooms to determine if there is an institutional way to access them. **However, the unavailability of these documentaries via the library will not make or break the implementation of the curriculum.**

Transition Plan

The B.A. degree will be transitioned out and fully replaced by the B.S. degree. In terms of current Stockton students, any students who matriculated into the B.A. curriculum will be able to finish the B.A. curriculum, if they want. As a result, the B.A. would be transitioned out within three years of the implementation of the B.S. We also plan to allow any current student to switch to the B.S. curriculum if they would like to. We would not require any students who matriculated into the B.A. curriculum to switch to the B.S. curriculum. The goal is to offer two sections of each of the required courses every semester once the B.S. degree is fully implemented. The exceptions to that will be in our higher enrolled classes of Introduction to Criminal Justice, which has significant enrollment from other majors and is required of all first-year students in their first semester, and of the Capstone, which most students take in their senior year as it requires all other Criminal Justice course requirements to be satisfied first. Because the B.S. does not require the removal of courses but instead the addition of courses, we will begin offering two sections of each new course (e.g., Victimology, Special Populations in the Criminal Justice System, Race and Criminal Justice, and Constitutional Law for Criminal Justice) in the first and second years of implementation. This will allow for a higher number of sections for the classes in both degrees to be offered. In the third year of implementation (and in the last year in which students getting the B.A. degree will be at Stockton), three sections of the new classes will begin to be held each semester and will continue that way. Students continuing in the B.A. degree will be encouraged, via precepting, to ensure that they complete their CRIM requirements before the third year of implementation.

In terms of transfer students, a fair number of transfer students currently bring in some of the new classes required in the B.S. curriculum. Previously, we haven't had a guaranteed way for those credits to count towards the B.A. degree, depending on students' concentrations and/or the CRIM residency requirement (i.e., 5 CRIM courses must be taken at Stockton). With the expansion of required classes, this curriculum will likely become more transfer-friendly for those who bring in CRIM credits. For those who come in with no CRIM credits, these classes can still be completed within 2 years based on current scheduling expectations (see Table 3).

References

- Data USA. (2023). *Criminal justice and corrections*. <https://datausa.io/profile/cip/criminal-justice-corrections>
- John Jay College of Criminal Justice (2023). *Criminal justice [Institutional theory and practice], Bachelor of science*. <https://jjay.smartcatalogiq.com/en/2022-2023/undergraduate-bulletin/majors/criminal-justice-institutional-theory-and-practice-bachelor-of-science/>
- Sam Houston State University. (2023). *Undergraduate catalog 2023-2024: Bachelor of science, Major in criminal Justice*. <https://catalog.shsu.edu/undergraduate/colleges-academic-departments/criminal-justice/criminal-justice-criminology/bs-criminal-justice/>

Appendix A. Examination of other NJ institutions with B.S. in Criminal Justice degrees

Of all the colleges and/or universities in New Jersey, only four offer a B.S. in Criminal Justice (or related). Regionally, of the 20 examined schools, 11 offer a B.S. in Criminal Justice (or related). The majority of the schools that offer B.S. degrees are Private schools, not Public schools.

Most of the B.S. curricula below include our current core curriculum: Intro, Theories, Policing, Courts, Corrections, and Research Methods. Most schools do not require Statistics, but some do include it as a potential elective. Some, and in some cases most, schools also require the following classes that we do not: Criminal and Constitutional Law, Intro to Sociology, Intro to Psychology, Ethics, Juvenile Justice. A few schools require a race-related course specific to Criminal Justice. Most curricula do not include concentrations.

Most of the B.S. curricula below consist of a core curriculum between 36-85 credits.

Criminal Justice, B.S. Degrees Offered in New Jersey

In NJ, there are only 4 Colleges/Universities that offer a B.S. in Criminal Justice (or similar degree). They are Berkeley College, Felician College, New Jersey City University, and Rutgers-Newark. See below for their B.S. curriculums. No school has an 80-credit Program curriculum. As much information as was provided on the institution's website is summarized below. Each entry also has a link to the curriculum page for that institution's Criminal Justice program.

Berkeley College, BS in Justice Studies - Criminal Justice

Private, 4-year college

Core Curriculum (51 credits):

Computer Applications (CIS1115)

Intro to Justice Studies

Communication Skills for CJ Professionals

Career Development

Criminal Procedure

Criminal Law

Corrections, Probation, and Parole

Research Methods

Internship

Police and Society (Police Behavior)

Criminology (Theories)

Justice Studies Elective (2 classes)

Concentration (4 classes) - Police Studies, Homeland Security, Cyber Security, Investigations and Security, Social Justice, Social Welfare

General Education (69 credits)

Felician College, BS in Criminal Justice

Private, 4-year college

Core Curriculum (72 credits):

Criminal Justice I
Criminal Justice II
Constitutional Law
Forensic Science
Criminal Law
Victimology
Track - 5
Electives - 8
Terrorism
Criminology
Senior Seminar
Internship
Senior Research

General Education (51 credits)

New Jersey City University, BS in Criminal Justice

Public, 4-year university

Core Curriculum (39 credits):

Intro to Criminal Justice
Crime and Delinquency (Theories)
Police Organization and Administration
Court System and Admin
Correctional Systems and Administration
Criminal Law
Criminal Justice Research
Management of Public Safety Agencies
Electives: 5

General Education (81 credits)

Rutgers University, Newark, BS in Criminal Justice

4-year, public university

Core curriculum (42 credits):

Introduction to Criminal Justice
Criminal Justice Research Methods
Data Analysis in Criminal Justice
The Pursuit of Justice
Inequality
Senior Thesis I
Senior Thesis II

CJ writing intensive course
9 CJ electives

General Education (78 credits)

Schanz, Kimberley

From: Button, Deeanna
Sent: Tuesday, June 20, 2023 7:44 AM
To: Schanz, Kimberley; Mulvihill, Richard
Subject: FW: Dean Feedback - PSYC / SOCY

FYI.

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Deeanna M. Button, Ph.D.
Chair and Associate Professor of Criminal Justice
Institutional Review Board Chair
Email: deeanna.button@stockton.edu



PRONOUNS: she/her

From: Berg, Mark <Mark.Berg@stockton.edu>
Date: Monday, June 19, 2023 at 9:44 PM
To: Button, Deeanna <Deeanna.Button@stockton.edu>
Subject: RE: Dean Feedback - PSYC / SOCY

Hi Deeanna,
Yes I support these changes.

Thanks, Mark

Mark Berg Ph.D.
Associate Professor of Psychology
Stockton University
609-626-6862
bergm@stockton.edu
www.drmarkberg.com

From: Button, Deeanna <Deeanna.Button@stockton.edu>
Sent: Sunday, June 18, 2023 6:45 AM
To: Berg, Mark <Mark.Berg@stockton.edu>; Erbaugh, Betsy <Elizabeth.Erbaugh@stockton.edu>
Cc: Button, Deeanna <Deeanna.Button@stockton.edu>; Schanz, Kimberley <Kimberley.Schanz@stockton.edu>; Mulvihill, Richard <Richard.Mulvihill@stockton.edu>
Subject: Dean Feedback - PSYC / SOCY
Importance: High

Hi Mark and Betsy,
Last year, I approached you both about adding a requirement in AY 23-24 for our students to either take SOCY or PSYC 1100, with the goal of shifting to *both* as a requirement when we roll out our new B.S. CRIM curriculum.

Our proposal is at the SOBL Dean's level. ML is concerned about the requirement of BOTH PSYC 1100 and SOCY 1100. However, data from IR indicate that this requirement will not substantially change from what is occurring now:

“According to the data requested from IR, there were total number of 1650 CRIM students enrolled from FALL 2017 to SPRING 2023. Of those, 1627 took PSYC 1100 and/or SOCY 1100 and only 23 students did not take either class. 47% (N = 484) of them took PSYC 1100 at Stockton and 31% (N = 189) of them took SOCY 1100 at Stockton. That means that 53% (N = 541) and 69% (N = 413) took PSYC 1100 or SOCY 1100 respectively transferred those courses in. “

Marissa is also asking for confirmation that both of you support these changes. If you are still comfortable supporting this, can you confirm via email so we can provide documentation?

Just a reminder that Marissa said any of our programs can use adjuncts to support these changes, but they will not justify any new hires. Given that enrollments are lower and expected to drop more, hopefully this is manageable for all our programs.

Happy to chat more verbally.

Thanks!

Deeanna

Schanz, Kimberley

From: Erbaugh, Betsy
Sent: Thursday, June 22, 2023 10:50 AM
To: Button, Deeanna
Cc: Schanz, Kimberley; Mulvihill, Richard
Subject: Re: Dean Feedback - PSYC / SOCY

Hi CRIM folks,

Yes, SOAN is supportive of this. As you say, many CRIM and other non-SOAN major students take our Intro courses annually to cover I and R attributes, and other requirements. With the new EDHD degree there will also be consistent demand for the course. We are moving toward offering large sections of Intro courses annually that will help support this.

Please let me know if you have further questions.

Betsy

From: Button, Deeanna <Deeanna.Button@stockton.edu>
Date: Sunday, June 18, 2023 at 6:45 AM
To: Berg, Mark <Mark.Berg@stockton.edu>, Erbaugh, Betsy <Elizabeth.Erbaugh@stockton.edu>
Cc: Button, Deeanna <Deeanna.Button@stockton.edu>, Schanz, Kimberley <Kimberley.Schanz@stockton.edu>, Mulvihill, Richard <Richard.Mulvihill@stockton.edu>
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Last year, I approached you both about adding a requirement in AY 23-24 for our students to either take SOCY *or* PSYC 1100, with the goal of shifting to *both* as a requirement when we roll out our new B.S. CRIM curriculum.

Our proposal is at the SOBL Dean's level. ML is concerned about the requirement of BOTH PSYC 1100 and SOCY 1100. However, data from IR indicate that this requirement will not substantially change from what is occurring now:

"According to the data requested from IR, there were total number of 1650 CRIM students enrolled from FALL 2017 to SPRING 2023. Of those, 1627 took PSYC 1100 and/or SOCY 1100 and only 23 students did not take either class. 47% (N = 484) of them took PSYC 1100 at Stockton and 31% (N = 189) of them took SOCY 1100 at Stockton. That means that 53% (N = 541) and 69% (N = 413) took PSYC 1100 or SOCY 1100 respectively transferred those courses in. "

Marissa is also asking for confirmation that both of you support these changes. If you are still comfortable supporting this, can you confirm via email so we can provide documentation?

Just a reminder that Marissa said any of our programs can use adjuncts to support these changes, but they will not justify any new hires. Given that enrollments are lower and expected to drop more, hopefully this is manageable for all our programs.

Happy to chat more verbally.

Thanks!

Deeanna



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stockton.edu

To: Dr. Elizabeth Pollock, Chair of Academic Programs and Planning Committee

From: Marissa Levy, Dean of Social & Behavioral Sciences

Date: July 21, 2023

Re: Letter of Support for Proposed change: Bachelor of Arts, Criminal Justice to
Bachelor of Science, Criminal Justice

Please accept this letter as my endorsement of the change from the Bachelor of Arts in Criminal Justice to the Bachelor of Science in Criminal Justice. I support this change as it will allow the following required courses to be offered to all criminal justice students: Victimology, Constitutional Law for Criminal Justice, Special Populations in Criminal Justice, and Race and Criminal Justice. As the program proposal outlines on pages 2-3, each of these courses contributes new and important content in the field of criminal justice. The Victimology course, which is an elective in the BA program, focuses on what is now known as the fourth branch of the CJ system, the intersection of the victim with the other three branches. The Constitutional Law course will examine critical constitutional law cases and landmark decisions, especially those currently being revisited and debated in the Supreme Court and in circuit courts. The Special Populations course touches on juveniles, the elderly, homeless, ethnic and religious minorities, and those with disabilities. This course also carries a Values and Ethics (V) designation which supports the students' graduation requirements. The Race and CJ course (R subscript) critically examines the historical and contemporary issues that intersect race and the system.

Having reviewed the curriculum and considered the faculty complement, I initially had two concerns: First, the potential impact on the PSYC and SOAN programs given the B.S. degree curriculum requires both Intro to Psychology and Intro to Sociology. I asked the program to review Institutional Research (IR) data. Findings indicate that a total number of 1650 CRIM students enrolled from Fall 2017 to Spring 2023. Of those, 1627 took PSYC 1100 and/or SOCY 1100 and only 23 students did not take either class. Forty-seven percent (N = 484) took PSYC 1100 and 31% (N = 189) took SOCY 1100 at Stockton. Fifty-three percent (N = 541) and 69% (N = 413) took PSYC 1100 or SOCY 1100 respectively and transferred those courses in. As a result, it seems that there would be little change to the demand on PSYC and SOAN by adding this to the B.S. degree curriculum. Most students are already taking the classes in one way or another. In addition, both PSYC and SOAN program chairs have weighed in with their approval.

The second concern I raised was whether the current faculty complement could support a move to the B.S. program with the existing faculty. Upon review, I concur with the program and do believe they could make this change with the existing faculty and adjunct complement. However, should any additional faculty resign or retire, it is likely they would need to be replaced as the B.S. curriculum requires more program courses, and thus, more teaching within the program than the B.A. curriculum.

In conclusion, I support this proposal. It is imperative that we graduate socially aware and responsible citizens, especially in this field. These curricular changes reflect modern views and challenges in the criminal justice system and support our students in identifying and working with all populations, not just typical populations.

Best,

A handwritten signature in black ink, appearing to read "Marissa P. Levy". The signature is written in a cursive, flowing style with a large, prominent "L" at the end.

Marissa P. Levy, Ph.D.
Dean

From: [Levy, Marissa](#)
To: [Schanz, Kimberley](#); [Mulvihill, Richard](#)
Subject: BA to BS degree in Criminal Justice
Date: Wednesday, September 13, 2023 4:49:58 PM

Dear Dr. Schanz and Professor Mulvihill,

The Deans Council met to review your proposal for a second time and very much appreciated your response to the initial questions.

At this time the following feedback was given along with support from Deans Council to move forward with the review process.

1. The proposal makes a very strong case (inductively) about the inherent tension between preparing generalists with a broad-based liberal arts perspective v. preparing professionals with a more tightly focused liberal arts ethos. Readers may benefit from an opening summary statement like this first – laying out for the readers where the two years of faculty:practitioner reflection and conversation will take them as they read. I'd also recommend that the proposal remind readers early in the narrative that Stockton uses 4-credit courses, which already places downward pressure on the *number* of courses as a tradeoff for the duration and breadth of each course.
2. The above suggestion that the opening summary distinguish between ways of knowing is a good one and captures some of the general concerns. I note that the proposal **suggests** that being less prescriptive with GENS attributes opens the possibility for greater exposure to content areas from a greater number of disciplinary perspectives (second paragraph under criterion 2) . It's good to have this documented.
3. I support the BS in Crim Program Proposal with the changes highlighted in yellow. My only recommendation would be to incorporate the curriculum worksheets referenced in the original proposal into the body of this proposal and not as an appendix.

Best,
Marissa

Marissa P. Levy, Ph.D.
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PRONOUNS: she/hers/her

Academic Programs and Planning (APP) Committee
Feedback and Response Form

Thank you for your submission of the proposal titled Degree Designation Change: BA to BS in Criminal Justice.

The APP committee reviewed the proposal on Sept 21 and requests the proposal authors use this form to respond to the following questions and or suggestions. Please submit your responses by Oct 12 to be considered in the next APP meeting or submission to the Faculty Senate.

Committee Suggestion/Clarification	Author Response
<p>1. The inclusion of the two courses seems to be the justification for the degree change. The committee is concerned that this as the sole justification will not meet the State's expectation of why more credits are needed within the major.</p>	<p>There are more than two courses being included in the new curriculum. The courses being included in the BS curriculum that are not included in the BA curriculum are:</p> <ul style="list-style-type: none"> - CRIM 2327 Victimology - CRIM 2101 Constitutional Law for Criminal Justice - CRIM 2XXX Special Populations in Criminal Justice - CRIM 2XXX Race and Criminal Justice <p>Additionally, the BS curriculum is also requiring two courses in which the BA curriculum currently allows for students to only choose one. In the BS curriculum, students will now also be required to take:</p> <ul style="list-style-type: none"> - PSYC 1100 Introduction to Psychology - SOCY 1100 Introduction to Sociology
<p>2. Will the BA still be offered? If the BA is to be eliminated, how will this impact the ability of transfer students to finish the degree efficiently? What is the timeline for the teach out.</p>	<p>No. The BA degree will be transitioned out. Any students who matriculated into the BA curriculum will be able to finish the BA curriculum if they want. That means that, at the most, the BA would be transitioned out within three years of its implementation. We also plan to allow any current student to switch to the BS</p>

	<p>curriculum if they would like to. We would not require any students who matriculated into the BA curriculum to switch to the BS curriculum.</p> <p>In terms of transfer students, a fair number of transfer students bring in some of the new classes detailed in the first box. However, we don't always have a way to get those classes to count, based on students' concentrations, the residency requirement, etc. With the expansion of required classes, this curriculum will likely become more transfer-friendly for those who bring in CRIM credits. For those who come in with no CRIM credits, these classes can still be completed within 2 years based on current scheduling expectations (see #6).</p>
<p>3. Much of the deficit within the current BA degree would appear to be addressed by the fairly new R1/R2 requirement for all students. Explain why this requirement will not address the concerns of CRIM.</p>	<p>The new R1/R2 requirement is aimed towards addressing education in race and racism within a wide variety of fields. We endorse the importance of our students' need for this knowledge. However, currently, there is no class offered on campus (by any department or within the General Studies curriculum) that specifically addresses race and racism primarily in the criminal justice system. Race and racism within the criminal justice system has its own specific manifestations and impacts that we think is essential for our students to understand in order to become the best criminal justice practitioners. Without the field-specific knowledge, we leave it open to chance whether our students will apply the wider knowledge of race and racism to their future careers in ways that will progress the field and address obvious errors in the system. As a result, we believe that it's essential that our students get the wider knowledge from the R1/R2 curriculum in addition to our criminal-</p>

	<p>justice-system-specific curriculum.</p> <p>Additionally, the R1/R2 curriculum does not necessarily address the content of the Special Populations class either. The focus of this class is to be “a critical analysis of professionals, victims, and perpetrators in the criminal justice system who are women, LGBTQ+ persons, and individuals with perceived or diagnosed mental illness” with the potential further inclusion of “other special populations, including juveniles, the elderly, people experiencing homelessness, ethnic, religious minorities, immigrants and undocumented persons, and people with disabilities”. While race and racism certainly overlays these specific groups, each of these groups has individual and specific challenges in the criminal justice system that our students need to be aware of. Criminal justice practitioners do not get to choose who they interact with, so we need our students to be as prepared to interact with as many different types of people as possible before they go into the field and practice.</p>
<p>4. Would it not be more helpful to require/encourage minors that will provide students with a broader perspective in working with special populations? How many students pursue minors such as African Studies, Disability Studies, languages, etc. and would this change decrease the ability of students to pursue these minors?</p>	<p>This degree does not discourage or impair students’ ability to pursue a minor. However, while minors are always encouraged by the faculty, not many CRIM students pursue them. Of the current CRIM majors, 15% of them have at least one minor. 2% of them of 2 minors. They are as such:</p> <ul style="list-style-type: none"> - Victimology and Victim Services (34%) - Business Administration (15%) - Political Science (8%) - Computer Info Systems (4%) - Holocaust and Genocide Studies (4%)

	<ul style="list-style-type: none"> - Childhood Studies (3%) - Historical Studies (3%) - Cannabis Studies (3%) - Sociology (3%) - Spanish (3%) - Africana Studies (2.5%) - Migration Studies (2.5%) - Biology (1.5%) - Chemistry (1.5%) - Dance (1.5%) - Disability Studies (1.5%) - Computer Science (<1%) - Environmental Studies (<1%) - French (<1%) - Global Studies (<1%) - Philosophy (<1%) - Holistic Health (<1%) - Anthropology (<1%) - Women's, Gender, and Sexuality Studies (<1%) <p>When our students do take minors, the most common minors that they take are either interdisciplinary minors (that are made up of G courses) or minors in programs that are considered At-Some-Distance to CRIM. The BS curriculum still allows for those minors to be completed. Additionally, the only popular minor that is relevant to any of the new classes that are added to the BS curriculum is the Victimology minor. As a result, the BS would further encourage that minor, which we acknowledge is both relevant and beneficial for our students, and would expose our students to material that they would not get otherwise because they are not engaging in those relevant minors at high rates.</p>
<p>5. What is the enrollment trend? Does enrollment justify the change?</p>	<p>Enrollment in the CRIM program is down, as is University enrollment. However, enrollment in the CRIM program is still robust (ranging from 550-615 in the past year). We believe that the decline in enrollment is because some students who</p>

	<p>otherwise would have been CRIM majors have drifted from the field in light of the recent problems that have been faced in the criminal justice system. In order to bring in those students (who are likely the students that the field would most benefit from) we need to create a curriculum that is more contemporary, that is more progressive, that addresses and trains our students to deal with those issues in the system so that they can improve from within. We see this curriculum change as a selling point to students interested in criminal justice reform, and anticipate that, as a result of its implementation and marketing, an enrollment boost as a result.</p>
<p>6. The lack of additional faculty needs seems unrealistic, faculty are carrying full loads and adjunct coverage seems to be required given the lack of availability of new lines.</p>	<p>Before deciding to pursue this curriculum change, we mapped out the classes and the faculty to ensure that we could cover the new curriculum with existing faculty and adjuncts. We have updated that mapping given the two new faculty that have been hired since then and taking into consideration current enrollment levels. We still conclude that we can offer the curriculum with existing faculty. Please see our Faculty Allocations Map for evidence of this capability.</p> <p>Do note that only two classes are taught by adjuncts, denoted as (ADJ), in this mapping (even though we have many more who regularly teach for us), that each faculty member is given space to offer a G course each semester (as per teaching expectations, with one exception in the Fall semester), and no faculty are overloading, even though there are a number of CRIM faculty who regularly overload on teaching.</p>
<p>7. The curriculum worksheet needs to highlight the differences so the</p>	<p>Currently, the curriculum map bolds the differences in the classes. However, we</p>

<p>State understands the percentage of curricular differences. The change from the BA to the BS is 25% of the courses within a BA, that there are no additional changes to the major will need to be clear in order for the proposal to not need a full review as a new degree.</p>	<p>have added highlights to those differences as well. See Appendix A.</p> <p>Since we are officially adding 4 classes to the curriculum that were not required before, that is 25% of the BA degree (4 out of 16 classes).</p>
<p>8. How will the new degree impact any of the current concentrations? It might be helpful to see all curriculum guides.</p>	<p>As of AY 24-25, as per other program changes (voted on in AY 22-23 after the Bulletin deadline), the concentrations will all have 4 required courses. The implementation of the BS degree will not change any of those concentrations. See Appendix B for concentration curricula.</p>

Appendix A. Curriculum Maps with Highlighted Changes

Criminal Justice, Bachelor of Science Curriculum

Program/Cognate Courses (20 classes, 80 credits)			
CRIM 1100 Introduction to Criminal Justice	4	CRIM 2101 Constitutional Law for Criminal Justice	4
CRIM 2114 Criminological Theories	4	CRIM 2XXX Special Populations in Criminal Justice	4
CRIM 2108 Courts, Law, and Procedure	4	CRIM 2XXX Race and Criminal Justice	4
CRIM 2121 Police Behavior and Organization	4	Concentration Classes	16
CRIM 2130 Community and Institutional Corrections	4	CRIM 36XX Capstone	4
CRIM 2141 Research & Evaluation in Criminal Justice	4	SOCY 1100 Introduction to Sociology	4
CRIM 2145 Statistics in Criminal Justice	4	PSYC 1100 Introduction to Psychology	4
CRIM 2327 Victimology	4	Cognates	8
General Education Courses (12 classes, 48 credits) G courses = 32 credits, At Some Distance = 16 credits			
GIS	4	GSS	4
GEN	4	GSS	4
GAH	4	At Some Distance	4
GAH	4	At Some Distance	4
GNM	4	At Some Distance	4
GNM	4	At Some Distance	4

Criminal Justice, Bachelor of Arts Curriculum

Program/Cognate Courses (16 classes, 64 credits)			
CRIM 1100 Introduction to Criminal Justice	4	CRIM 2145 Statistics in Criminal Justice	4
CRIM 2114 Criminological Theories	4	Foundational Cognate (choice of SOCY 1100 Introduction to Sociology OR PSYC 1100 Introduction to Psychology)	4
CRIM 2108 Courts, Law, and Procedure	4	Concentration Classes	16*
CRIM 2121 Police Behavior and Organization	4	CRIM 36XX Capstone	4
CRIM 2130 Community and Institutional Corrections	4	Cognates/Internship	3
CRIM 2141 Research & Evaluation in Criminal Justice	4		
General Education Courses (16 classes, 64 credits) G courses = 32 credits, At Some Distance = 32 credits			
GIS	4	At Some Distance	4
GEN	4	At Some Distance	4
GAH	4	At Some Distance	4
GAH	4	At Some Distance	4
GNM	4	At Some Distance	4
GNM	4	At Some Distance	4
GSS	4	At Some Distance	4
GSS	4	At Some Distance	4

*as of AY 24-25, voted on in AY 22-23 before Bulletin deadline

Yellow indicates a new requirement.

Green indicates a change in the requirement.

Appendix B. Concentration Curriculum

Forensic Psychology Concentration

- Required: PSYC 2211 Psychopathology
CRIM 3120 Legal and Forensic Psychology
- Electives (choose 2): PSYC 3618 Psyc Child Vic Wit
PSYC 2301 Social Psychology
PSYC 2100 Psyc Race Racism
PSYC 3302 Personality

Forensic Investigation Concentration

- Required: CRIM 2610 Intro Forensic Sci
CRIM 2355 Adv For Investiga
CRIM 2358 Med-Legal Death
- Electives (choose 1): ANTH 1100 Intro to Anthropology
ANTH 2108 Archeological Methods and Theory
ANTH 3470 Cultural Ecology (Jr/Sr only)
ANTH 3701 Documentary Photography
ANTH 3842 Archeological Field Methods (pre-req ANTH 1100)
CRIM 2400 Forensic Anthropology
CRIM 3900 CJ Internship
ARTV 2140 Digital Photography
PUBH 3420 Epidemiology (pre-req-PUBH 1200)
SOCY 2236 Sociology of Health

Homeland Security Concentration

- Required: CRIM 2216 Home Security
CRIM 2211 Terrorism
- Electives (choose 2): ANTH 2245 Race, Ethn, Imm
CRIM 2345 Cybercrime OR GEN 3643 Cyber-Security
POLS 2160 Intro Compar Polit
POLS 2170 Intro Interna Polit
POLS 2190 Intro Public Policy
POLS 3313 Interna Order
BUSA 3125 Intro Data Vis
BUSA 3135 Predicti Data Ana
POLS 2274 U.S. Foreign Policy
POLS 3225 Civil Liberties
POLS 3628 Contentious Polit
POLS 3625 Campaigns Electio
POLS 2209 State/Local Gov
POLS 3345 Politics Immigr
PUBH 3420 Epidemiology
HIST 3630 War, Ref, Humanit

SUST 3325 Global Enviro
CIST 3381 Info Assurance
COMM 3315 PR Crisis Comm
CSIS 3230 Comp Netw Princip

General Concentration

Electives (choose 4): Any CRIM class that is not a required CRIM course.

Academic Programs and Planning (APP) Committee
Recommendation to Faculty Senate

Degree Designation Change: BA to BS in Criminal Justice

The APP committee reviewed the proposal on September 21 and October 19. Feedback from our first reading, and CRIM's response to that feedback, can be found in the accompanying material. The committee is unanimous in recommending the proposal to faculty senate with reservations, which are outlined below.

Criminal Justice will be the first degree program in the State of New Jersey to take advantage of a new state policy from the Academic Issues Committee (AIC) which states:

An institution seeking a change in degree designation (e.g., B.A. to B.S.) must submit the Changing a Degree Designation form provided by the AIC containing the following information and materials to the AIC: a letter indicating why the modification of degree designation is desired and why it will not fundamentally change the purpose of the program; a record of any significant changes in the current degree designation during the previous five years; and the proposed changes in the courses required for the degree.

The AIC will then evaluate the material provided and assess whether the following two conditions exist:

- *There is a fundamental change in the purpose of the program (e.g., a B.A. in Music that has a liberal arts orientation cannot be changed to a B.S. in Music with an applied music orientation. However, a B.A. in Graphic Design might be changed to a B.S. in Graphic Design because the field required the addition of technical courses.)*
- *More than 25 percent of the courses required in the major with the new degree designation will differ from those in the major with the old degree designation. General education and free elective courses are excluded from consideration. Fractions of courses are rounded up. Requests for changes in degree designations for doctoral programs will be evaluated on a case-by-case basis.*

As the first proposal that will be going through this process, it is impossible to be confident in how this process will play out. Therefore, the proposal needs to err on the side of including details that do not seem necessary to those closely connected to the degree but may be crucial in gaining the support of the members of AIC. The fact that this will be a test case of the new policy also means that it is likely to be particularly important that the proposal be very explicit on how this change will not fundamentally change the purpose of the degree. APP acknowledges that the proposal makes a case for this but are concerned that any member of AIC looking to use this proposal to test the limits of new guidelines will argue that the case is not fully spelled out.

Members of APP found many of the responses to our initial concerns to lack sufficient depth to fully alleviate those concerns, and may raise additional questions at later levels of review. For example:

- the argument for BS appears to be largely that the program would like students to take some new courses specifically related to the major. It appears to reviewers that those new courses could be met by reducing the number of unrestricted cognates within the current degree. The arguments showing how this is not the case need to be more robust.
- Enrollment trends should be supported with data, not by simply speculating that the issues/changes in the Criminal Justice system are impacting enrollment. Additionally, the argument that creating a more progressive curriculum will attract students needs supporting.
- The rationale for getting rid of the BA needs more supporting evidence and a specific teach out plan ought to be included.
- The comparison with the four other programs in the state should be more specific.

There is also no precedent that makes it possible to predict how specifically the 25% rule will be interpreted. The 16-credit differential between a BA and BS is 25% of the BA, moving additional courses from recommended to required may, or may not, be interpreted by AIC as meaning the degree differs by more than the allowed amount. Comparing the differences in a table showing the 25% of the change in a visual format such as a table would provide clarity. Appendix A does some of this work but suffers from the fact that BA accounts for only 14 classes, with 55 credits. This obscures similarities and differences between the current BA and proposed BS.

As a note on procedure, if AIC rejects the proposal, there will be no opportunity to revise and resubmit, as is standard for new degree programs. If the proposal is rejected, CRIM will need to go through the process of a full degree proposal.

Finally, members of APP remain concerned that moving from a BA to a BS will move Stockton further and further from its liberal arts tradition and focus.