

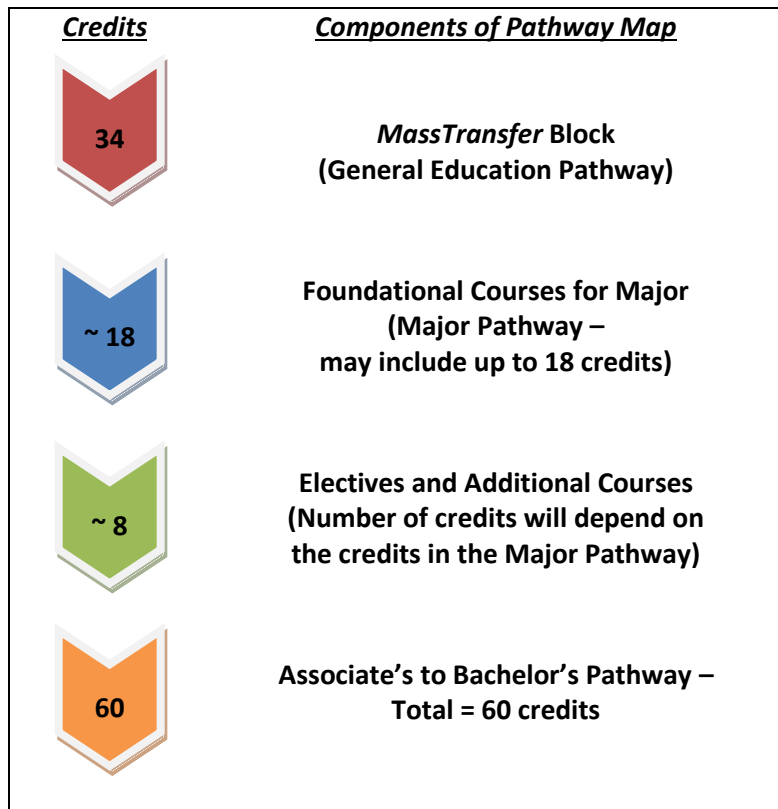
Disciplinary Sector Leaders

Community Colleges: Kara Lucciola
 State Universities: Randall Grometstein
 University of Massachusetts: Bianca Bersani

1. Elena convened the meeting at 10:23 a.m. She welcomed all and outlined the goals for the day.
2. Elena updated the group on the status of *MassTransfer* Pathways, using a PowerPoint presentation.
 - a. Currently *MassTransfer* includes the following components:
 - a. General Education Block (*MassTransfer* Block)
 - b. Academic Transfer Pathways
 - c. Course Equivalencies
 - d. Reverse Transfer
 - e. Commonwealth Commitment: Elena explained that the Commonwealth Commitment will provide students an additional 10% discount on fees every semester, in addition to the 100% tuition waiver provided by the *MassTransfer* Program. She informed the group that there will be a formal announcement of the Commonwealth Commitment on Thursday, April 21, 2016.
 - b. She reviewed the benefits of the *MassTransfer* Program.

Benefits	Minimum Final GPA			Notes
	2.0+	2.5+	3.0+	
No application fee	✓	✓	✓	<i>MassTransfer</i> application required by deadline.
No application essay	✓	✓	✓	
Guaranteed admission		✓	✓	Space permitting in the major and college.
100% tuition waiver <i>Effective Fall 2016</i>			✓	For two years, provided student: <ul style="list-style-type: none"> ▪ Matriculates within one year of receiving associate degree; ▪ Enrolls continuously (full- or part-time) in day programs; and ▪ Achieves 3.0 GPA in first two semesters.

- c. She reviewed the *MassTransfer* Pathways map and explained the general components of the map.



d. She reminded the group of the first six academic disciplines for which 60-credit *MassTransfer* Pathway maps have been developed.

- a. Biology
- b. Chemistry
- c. Economics
- d. History
- e. Political Science
- f. Psychology

e. She reminded the group of the 10 academic disciplines on which we are working this year and for which 60-credit *MassTransfer* Pathway maps will be developed next year.

- a. Business Administration
- b. Communications
- c. Computer Science
- d. Criminal Justice
- e. Early Childhood Education
- f. English
- g. Liberal Arts
- h. Mathematics
- i. Natural and Physical Science Block (STEM)

- j. Sociology
 - f. She explained that once the 16 academic disciplines are completed they will capture 70% of all students who transfer from Massachusetts community colleges to Massachusetts state universities and campuses of the University of Massachusetts.
 - g. She added that the DHE also plans to identify learning outcomes for the academic disciplines that have mapped pathways, but that the process will be a longer-term project.
 - h. She provided a brief demonstration of the current MassTransfer Pathways beta website (<http://www.mass.edu/masstransfer/pathwaysbeta/>).
 - i. She reiterated that the day's goal was to focus on the five foundational courses for a criminal justice bachelor's degree (Introduction to Criminal Justice, Corrections, Criminal Law, Criminology, and Policing), taken in the first two years of study at community colleges, and identify the topics or components to be included in each of those courses in order to prepare students for success in upper-level courses at the universities.
 - j. She explained that DHE staff will begin developing the 60-credit pathways for the current 10 disciplines over the summer of 2016. At the beginning of the 2017 spring semester, DHE will launch the website for the pathways of those 10 disciplines for faculty and staff only to review and correct during the semester. DHE will launch the website publicly for these 10 disciplines in June 2017. Meanwhile, DHE plans to launch the website publicly with the first six disciplines in June 2016.
 - k. Elena thanked the three segment leaders:
 - a. Bianca Bersani, Assistant Professor, Sociology Department, University of Massachusetts Boston
 - b. Kara Lucciola, Assistant Professor, Legal Studies and Criminal Justice, MassBay Community College
 - c. Randall Grometstein, Professor, Criminal Justice, Fitchburg State University
 - l. Elena divided the group into two sub-groups, Group A and Group B, roughly along geographic lines. Bianca and Kara took Group A. Randall took Group B.
- 3. Group A was assigned to work on Criminal Law, Criminology and Corrections. Bianca and Kara had reviewed the syllabi from all of the institutions for these courses in advance and identified the key components or topics of each course, which the group used as starting points. They asked the group to review the Core Course Components tables for each course and to identify any major topics that were not included.
 - a. Criminal Law
 - a. Kara and Bianca explained that the components of the course that they identified were "topic-driven," rather than "outcomes-driven."
 - b. The group discussed the distinction between procedural law and constitutional law.

- c. The group discussed what classes can be transferred into the universities and whether or not there is a cap on the number of credits that can be transferred.
 - d. The group discussed how additional courses, beyond the five foundational courses, might transfer and where they might be placed in students' programs.
 - e. The group agreed on the following core course components previously identified with no apparent objection.
 - a) History of criminal law and the court system
 - b) Theories/elements of crime
 - c) Defenses
 - d) Homicide/murder/manslaughter
 - e) Personal crimes, such as robbery and assault
 - f) Property crimes, such as burglary
 - g) Crimes against public decency
 - h) White-collar crime/organized crime
 - i) Crimes against the government, such as terrorism
 - j) Substance abuse crimes
 - f. The group agreed that equivalent courses should include at least 70% of these components.
- b. Criminology: The group agreed on the following core course components previously identified after extended discussion of which components should be considered essential and what percentage of the components needs to be included in equivalent courses. The group agreed that equivalent courses should include at least 70% of these components.
- a. History of criminology (classical and positivist foundations)
 - b. Definition of crime (complexity and evolution)/social constructions of deviance
 - c. Structural theories of offending (social disorganization, anomie/strain, cultural deviance)
 - d. Process theories of offending (learning, control, societal reaction)
 - e. Developmental theories of offending
 - f. Policy implications/prevention/crime control
 - g. Nature and extent of crime (data sources, measurement, prevalence)
 - h. Application of theoretical ideas and research findings to real-world scenarios/events
 - i. Types of crime (violent, property, public order, political)
 - j. Gender (and race) and crime, feminist perspectives
 - k. Biological and biosocial theories
 - l. Psychological theories
 - m. Conflict theories
 - n. Victims/victimization
- c. Corrections: The group agreed on the following core course components previously identified and that equivalent courses should include at least 70% of these components.
- a. History of corrections/the correctional system
 - b. Theories of punishment
 - c. Prisons/jails/detention facilities/private-sector prisons

- d. Prison experience (male, female, gangs)
 - e. Special populations
 - f. Prisoner rights
 - g. Re-entry/probation/parole
 - h. Juveniles
 - i. Death penalty
 - j. Sentencing
- d. Elena asked the faculty to check the *MassTransfer* Pathways Excel spreadsheets showing the course equivalents from the community colleges to the universities to ensure their accuracy.
4. Group B was assigned to work on Introduction to Criminal Justice and Policing. Randall had reviewed the syllabi from all of the institutions for these courses in advance and identified the key components or topics of each course, which the group used as starting points.
- a. Introduction to Criminal Justice: The group agreed on the following core course components previously identified and that equivalent courses should include at least 80% of these components.
 - a. Crime and criminal justice
 - b. The nature of crime and victimization
 - c. Criminal law: substance and procedure
 - d. Policing: history, purpose and organization
 - e. Courts and adjudication processes
 - f. Corrections: history, institutions and populations
 - g. Punishment and sentencing
 - h. The prison experience: prisons, jails and recidivism
 - i. Juvenile justice
 - j. Encompassing issues of diversity
 - b. Policing: The group agreed on the following core course components previously identified and that equivalent courses should include at least 70% of these components.
 - a. Police and society
 - b. History of policing in America
 - c. Police organization (federal and state)
 - d. Entering police work
 - e. Police officers on the job
 - f. Patrol
 - g. Peacekeeping and order maintenance
 - h. Police and crime
 - i. Innovations in police strategy
 - j. Police discretion
 - k. Police-community relations
 - l. Accountability of police
 - m. Future of policing in America

5. Following lunch Elena reconvened the meeting with Groups A and B together again at 12:53 p.m.
6. Elena asked the faculty from the community colleges to indicate whether or not their foundational criminal justice courses include at least the minimum percentage of core competencies and components. She recognized that the faculty present may not be able to answer the question authoritatively and acknowledged that they may have to return to their campuses and discuss the course components with their colleagues first. In those cases, Elena asked the faculty representatives to let her know the outcomes of those conversations as soon as possible. The faculty from each of the 15 community colleges responded “yes” or “no” accordingly to each of the five foundational courses.
7. In response to a question about how the website will remain current, Elena explained that:
 - a. There is currently an annual update process to maintain the currency of course equivalencies and
 - b. Segment leaders and others in each academic discipline will meet annually to review the foundational courses and their components.
8. Elena adjourned the meeting at 1:20 p.m.

Discipline: Criminal Justice
Course: Introduction to Criminal Justice
Core Course Components – 80%

1	Crime and Criminal Justice
2	The Nature of Crime and Victimization
3	Criminal Law: Substance and Procedure
4	Policing: History, Purpose, and Organization
5	Courts and Adjudicatory Processes
6	Corrections: History, Institutions Populations
7	Punishment and Sentencing
8	The Prison Experience: Prisons, Jails, and Recidivism
9	Juvenile Justice
10	Issues of Diversity

Community College Course Alignment
Course: Introduction to Criminal Justice

Foundational Course: Introduction to Criminal Justice		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	CRJ 105 Introduction to Criminal Justice	X		
Bristol	CRJ 101 Introduction to Criminal Justice	X		
Bunker Hill	CRJ 101 Introduction to Criminal Justice	X		
Cape Cod				
Greenfield	CRJ 101 Introduction to Criminal Justice			
Holyoke	CRJ 100 Introduction to Criminal Justice	X		
Massasoit	CJUS101 Introduction to Criminal Justice	X		
MassBay	CJ 101 Introduction to Criminal Justice	X		
Middlesex	CRJ 111 Introduction to Criminal Justice	X		
Mt Wachusett	CJU 131 Introduction to Criminal Justice	X		
North Shore	CRJ 101 Introduction to Criminal Justice	X		
Northern Essex	CRJ 101 Introduction to Criminal Justice	X		
Quinsigamond	CRJ 101 Introduction to Criminal Justice	X		
Roxbury	CJP 100 Introduction to Criminal Justice	X		
Springfield	CRJ 101 Introduction to Criminal Justice	X		

Discipline: Criminal Justice
Course: Corrections
Core Course Components – 70%

1	History of Corrections/The Correctional System
2	Theories of Punishment
3	Prisons/Jails/Detention Facilities/Private Sector Prisons
4	Prison Experience (Male/Female/Gangs)
5	Special Populations
6	Prisoner Rights
7	Re-entry/Probation/Parole
8	Juveniles
9	Death Penalty
10	Sentencing

Community College Course Alignment
 Discipline: Criminal Justice

Foundational Course: Corrections		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	CRJ 127 Correctional Process	X		
Bristol				Currently being developed (CRJ 245 Corrections)
Bunker Hill	CRJ 107 Introduction to Corrections	X		
Cape Cod	CRJ 116 Introduction to Corrections	X		
Greenfield	CRJ 109 Corrections Process	X		
Holyoke	CRJ 103 Introduction to Corrections	X		
Massasoit	CJUS 302 Corrections I	X		
MassBay	CJ 141 Introduction to Corrections	X		
Middlesex	CRJ 231 Principles of Corrections	X		
Mt Wachusett	CJU 250 Introduction to Corrections	X		
North Shore	CRJ 202 Principles of Corrections	X		
Northern Essex	CRJ 102 Incarceration and Alternatives	X		
Quinsigamond	CRJ 123 Contemporary Corrections	X		
Roxbury	CJP 210 Correctional Institutions	X		
Springfield				

Discipline: Criminal Justice
Course: Criminal Law
Core Course Components – 70%

1	History of Criminal Law and The Court System
2	Theories/Elements of Crime
3	Defenses
4	Homicide/Murder/Manslaughter
5	Personal Crimes
6	Property Crimes
7	Crimes Against Public Decency
8	White Collar Crime/Organized Crime
9	Crimes Against the Government
10	Substance Abuse Crimes

Community College Course Alignment
 Discipline: Criminal Justice

Foundational Course: Criminal Law		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	CRJ 121 Criminal Law	X		
Bristol	CRJ 113 Criminal Law	X		
Bunker Hill	CRJ 103 Criminal Law	X		
Cape Cod	CRJ 101 Substantive Criminal Law	X		
	CRJ 102 Procedural Criminal Law			
Greenfield	CRJ 103 Criminal Law	X		
Holyoke	CRJ 112 Criminal Law and Procedure	X		
Massasoit	CJUS 305 Criminal Law	X		
MassBay	LA 228 Criminal Law and Procedures	X		
Middlesex	CRJ 112 Criminal Law	X		
Mt Wachusett	CJU 133 Criminal Law	X		
North Shore	CRJ 103 Criminal Law	X		
Northern Essex	CRJ 202 Criminal Law	X		
Quinsigamond	CRJ 111 Criminal Law	X		
Roxbury	CJP 120 Criminal Law	X		
Springfield	CRJ 200 Criminal Law and CRJ Criminal Law II	X		

Discipline: Criminal Justice
Course: Criminology
Core Course Components – 70%

1	History of Criminology (Classical and Positivist Foundations)
2	Definition of Crime (Complexity and Evolution) / Societal Constructions of Deviance
3	Structural Theories of Offending (Social Disorganization; Anomie/Strain; Cultural Deviance)
4	Process Theories of Offending (Learning; Control; Societal Reaction)
5	Developmental Theories of Offending
6	Policy Implications / Prevention / Crime Control
7	Nature and Extent of Crime (Data Sources, Measurement, Prevalence)
8	Application of Theoretical Ideas and Research Findings to Real World Scenarios/Events
9	Types of Crime (Violent; Property; Public Order; Political)
10	Gender (and Race) and Crime; Feminist Perspectives
11	Biological and Biosocial Theories
12	Psychological Theories
13	Conflict Theories
14	Victims / Victimization

Community College Course Alignment
 Discipline: Criminal Justice

Foundational Course: Criminology		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	CRJ 200 Introduction to Criminology	X		
Bristol	CRJ 251 Criminology	X		
Bunker Hill	SOC 207 Criminology	X		
Cape Cod	CRJ 105 Criminology, Theory and Practice	X		
Greenfield	CRJ 121 Criminology	X		
Holyoke	CRJ 117 Criminology	X		
Massasoit	SOCI 203 Criminology	X		
MassBay	CJ 221 Introduction to Criminology	X		
Middlesex	SOC 154 Criminology	X		
Mt Wachusett	CJU 232 Introduction to Criminology	X		
North Shore	SOC 204 Criminology	X		
Northern Essex	SOC 104 Introduction to Criminology	X		
Quinsigamond	CRJ 213 Criminology	X		
Roxbury	CJP 110 Introduction to Criminology	X		
Springfield	CRJ 120 Criminology	X		

Discipline: Criminal Justice
Course: Policing
Core Course Components – 70%

1	Police and Society
2	History of Policing in America
3	Police Organization (Federal and State)
4	Entering Police Work
5	Police Officers on the Job
6	Patrol
7	Peacekeeping and Order Maintenance
8	Police and Crime
9	Innovations in Police Strategy
10	Police Discretion
11	Police-Community Relations
12	Police Ethics and Accountability
13	Awareness of Issues Around Diversity

Community College Course Alignment
 Discipline: Criminal Justice

Foundational Course: Policing		Adequately Addresses Essential Core Competencies and Components		
Community College	Course Number	Yes	No	Additional Information Needed
Berkshire	CRJ 109 Police and Community Relations	X		
Bristol	CRJ 219 Police and Society	X		
Bunker Hill	CRJ 220 Policing in a Democratic Society	X		
Cape Cod	CRJ 125 Contemporary Policing	X		
Greenfield	CRJ 105 Police Process	X		
	CRJ 209 Community Policing in the 21st Century			No longer offered.
Holyoke	CRJ 207 Police Operations	X		Will become CRJ 209 Police and Society
Massasoit	CJUS 316 Police, Community and Society	X		
MassBay	CJ 151 Introduction to Law Enforcement	X		
Middlesex	CRJ 121 Contemporary Policing	X		
Mt Wachusett	CJU 140 American Policing	X		Will change to CJU 244
North Shore				Will be developed after program review in the Fall. Currently being developed
Northern Essex	CRJ 103 Modern Policing	X		
Quinsigamond	CRJ 231 Introduction to Policing	X		
Roxbury	CJP 130 Law Enforcement Operations	X		
Springfield	CRJ 121 Criminal Procedures	X		