I. Adoption of the Agenda

II. Minutes of the November 9, 2017 College Council (attachment A), Pg. 3

III. Amendment to the College Council Bylaws
   a) Proposal and resolution to add Provost and Senior Vice President, Chairperson of the Strategic Planning Subcommittee (SPS) of the Budget and Planning Committee (attachment B) – The Faculty Senate and The Council of Chairs presented by Professor Ned Benton, Pg. 6
   b) Proposal and resolution to add one (1) student representative to the Financial Planning Subcommittee (FPS) of the Budget and Planning Committee (attachment C) – President of the Student Council Fatime Uruci and the Vice President for Finance and Administration Steve Titan and presented by Fatime Uruci, Pg. 9

IV. Approval of Members of the College Council Committees (attachment D), Pg. 11
   - Sheeba John-Johnson was elected as a faculty alternate, Pg. 14
   - Thurai Kugan was elected as a faculty alternate, Pg. 14

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments E1 - E12) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

E1. Proposal to Revise the BA/MA Program in Forensic Psychology, Pg. 27
E2. New Minor in Cybercrime, Pg. 32

New Courses

E3. MAT 3XX Mathematics of Signal Processing, Pg. 47
E4. SEC 1XX Introduction to Cybercrime: Theories and Applications, Pg. 56
E5. SEC 2XX Cybercrime Investigations, Pg. 70
E6. SEC 2YY Cyberlaw and Cyberliberties, Pg. 85
E7. SEC 3XX Cyberfraud and Identity Theft, Pg. 100
E8. SEC 3YY Cyberpredators, Pg. 116
E9. SEC 3ZZ Cybervice, Pg. 132
E10. SEC 3WW Hospital Security, Pg. 148
Course Revisions

E11. PSC 255 Research Methods for Police Studies, Pg. 159
E12. SCI 114 Principles of Forensic Science, Pg. 161

VI. Report from the Committee on Graduate Studies (attachment F1 – F7) – Interim Dean of Graduate Studies, Avram Bornstein

New Courses

F1. HR 711 Human Rights and Humanitarianism, Pg. 163
F2. HR 712 Civil and Political Rights and Civil Liberties, Pg. 177
F3. HR 713 Economic, Social, and Cultural Rights, Pg. 189
F4. HR 714 Human Rights and Corporate Social Responsibility, Pg. 200
F5. HR 718 Health as a Human Right, Pg. 215
F6. HR 780 Internship in Human Rights, Pg. 225

Program Revision

F7. MA of Arts International Crime and Justice, Pg. 243

VII. New Business

VIII. Determination of Need of the December 12, 2017 College Council Meeting

IX. Administrative Announcements – President Karol Mason

X. Announcements from the Student Council – President Fatime Uruci

XI. Announcements from the Faculty Senate – President Warren (Ned) Benton

XII. Announcements from the HEO Council – President Sandrine Dikambi
The College Council held its third meeting of the 2017-2018 academic year on Thursday, November 9, 2017. The meeting was called to order at 1:48 p.m. and the following members were present: Schevaletta (Chevy) Alford, Jasmine Awad*, Andrea Balis, Rosemary Barberet, Elton Beckett, Ellen Belcher, Warren (Ned) Benton, Avram Bornstein, Michael Brownstein, Dara Byrne, Andrew Candia, Anthony Carpi, Brian Carvajal, Jim Cauthen, Helen Cedeno, Katarzyna Celinska, Diana Chacon, Kinya Chandler, Lynette Cook-Francis, Glenn Corbett*, Dana Davies, Sven Dietrich, Sandrine Dikambi, Lisa Farrington, Jarrett Foster, Joel Freiser, Robert Garot*, Katie Gentile, Heath Grant, Jonathan Gray, Jill Grose-Fifer, Maki Haberfeld, Bianca Hayles, Veronica Hendrick, Karen Kaplowitz, Maria Kiriakova, Louis Kontos, Anru Lee, Johanna Lessinger, Anne Lopes, Yue Ma, Vincent Maiorino, Isaac Xerxes Malki, Karol Mason, Brian Montes, Steven Pacheco, Joseph Rebello, Belinda Rincon, Stephen Russell, Lauren Shapiro, Francis Sheehan, Charles Stone, Dante Tawfeeq, Steve Titan, Fatime Uruci, Hung-Lung Wei, Rebecca Weiss, Janet Winter, Melinda Yam, and Guoqi Zhang.


*Alternates

I. Adoption of the Agenda

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

II. Minutes of the October 11, 2017 College Council

A motion was made to adopt the minutes with the following change:

Professor Lisa Farrington was present at the October 11 meeting.

The motion was seconded and passed.

In Favor: 51  Oppose: 0  Abstentions: 1

III. Election of the Secretary to the College Council

A motion was made to elect Debra Hairston as Secretary to the College Council. The motion was seconded and approved unanimously.
IV. **Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B14)**

A motion was made to adopt new course marked “B1. ANT 3XX (327) Writing for a Multi-Cultural World: Ethnographic Writing.” The motion was seconded and approved.

In Favor: 55   Oppose: 0    Abstentions: 2

A motion was made to adopt the course revisions marked B2-B14 as a slate. The motion was seconded and approved.

A motion was made to adopt course revisions marked B2-B14.

B2. ACC 308  Auditing
B3. CRJ 255  Computer Applications in Criminal Justice
B4. GEN 205  Gender and Justice
B5. GEN/HIS 364  History of Gender and Sexuality: Prehistory to 1650
B6. ISP 100-level Course Prerequisite Bulk Request (ISP 101,110,112,134,145,147,160)
B7. PSC 216  Crime Mapping
B8. SEC 378  Security Management Internship
B9. SOC 210/ANT 210/ PSY 210 Sex and Culture
B10. SOC 251  Sociology of Human Rights
B11. SOC 252  Environmental Sociology
B12. SOC 305  Sociology of Law
B13. SOC 327  Advanced Sociological Methodology
B14. SOC 364  Food Justice

The motion was seconded and approved.

V. **Report from the Committee on Graduate Studies (attachments C1-C9)**

A motion was made to adopt new courses marked C1-C6 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked C1-C6.

C1. HR 700  Introduction to Human Rights
C2. HR 701  International Human Rights: Organizations and Institutions
C3. HR 702  Human Rights: International and Domestic Legal Frameworks
C4. HR 705  Philosophy of Human Rights
C5. HR 706  Human Rights Advocacy and Activism
C6. HR 750  Advanced Seminar in Human Rights

The motion was seconded and approved unanimously.

A motion was made to adopt course revision marked “C7. CRJ 750 Security of Information Technology.” The motion was made to pass. The motion was seconded and passed unanimously.
A motion was made to adopt program revision marked “C8. Changes to the MA program in Criminal Justice.” The motion was made to pass. The motion was seconded and passed unanimously.

A motion was made to adopt academic policy marked “C9. Transfer of credits between the BA/MA Program in Forensic Psychology Graduates and the MA Program in Forensic Mental Health Counseling.” The motion was made to approve. The motion was seconded and approved unanimously.

VI. New Business

A motion was made to nominate Thurai Kugan as a faculty alternate to the College Council. The motion was seconded and passed unanimously.

The meeting was adjourned at 2:31 p.m.
RESOLUTIONS OF THE COLLEGE COUNCIL
DECEMBER 4, 2017
AMENDING SECTION I.2.Fii OF THE BYLAWS

WHEREAS, the John Jay College Charter, Section 9.f.ii, establishes the Strategic Planning Subcommittee of the Budget and Planning Committee, and

WHEREAS, the John Jay College Council Bylaws, Section I.2.f.ii, establishes the membership of the Strategic Planning Subcommittee (“Subcommittee”) of the Budget and Planning Committee, and

WHEREAS, the designation of the chair of the Subcommittee, namely Assistant Vice President for Strategic Planning, is obsolete, and

WHEREAS, the Provost and Senior Vice President for Academic Affairs is properly chair of the Subcommittee and not a member, thereby creating a parallel structure to the Financial Planning Subcommittee, which is chaired by the Vice President of Finance and Administration, and

WHEREAS, the Provost and Senior Vice President for Academic Affairs should be replaced as member of the Subcommittee by the Associate Provost for Institutional Effectiveness, and

WHEREAS, the Bylaws should be amended to designate the Provost and Senior Vice President for Academic Affairs as the Chair of the Subcommittee and to designate the Associate Provost for Institutional Effectiveness as a member of the Subcommittee, it is hereby

RESOLVED, the John Jay College Council Bylaws, Section I.2.f.ii, are hereby amended to name the Provost and Senior Vice President for Academic Affairs as chair of the Strategic Planning Subcommittee of the Budget and Planning Committee, and it is further

RESOLVED, the John Jay College Council Bylaws, Section I.2.f.ii, are hereby amended to name the Associate Provost for Institutional Effectiveness as a member of the Subcommittee, and it is further

RESOLVED, the Secretary of the John Jay College Council is hereby authorized to take necessary actions to implement these amendments.
College Council Bylaws Amendment:
Chair of the Strategic Planning Subcommittee

**Current:**

The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Assistant Vice President for Strategic Planning, chairperson; Vice President of Finance and Administration; Provost and Senior Vice President for Academic Affairs; President of the Faculty Senate; two (2) representatives chosen by the Faculty Senate; Chair of the Council of Chairs; two (2) representatives chosen by the Council of Chairs; President of the Higher Education Officers Council; and one (1) student representative. The Director of Institutional Research and the Director of Outcome Assessment shall staff the subcommittee.

**Strike/Add:**

The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: **Assistant Vice President for Strategic Planning, chairperson; Provost and Senior Vice President for Academic Affairs, Chairperson; Vice President of Finance and Administration; Provost and Senior Vice President for Academic Affairs; Associate Provost for Institutional Effectiveness; President of the Faculty Senate; two (2) representatives chosen by the Faculty Senate; Chair of the Council of Chairs; two (2) representatives chosen by the Council of Chairs; President of the Higher Education Officers Council; and one (1) student representative. The Director of Institutional Research and the Director of Outcome Assessment shall staff the subcommittee.

**New Version:**

The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Provost and Senior Vice President for Academic Affairs, Chairperson; Vice President of Finance and Administration; Associate Provost for Institutional Effectiveness; President of the Faculty Senate; two (2) representatives chosen by the Faculty Senate; Chair of the Council of Chairs; two (2) representatives chosen by the Council of Chairs; President of the Higher Education Officers Council; and one (1) student representative. The Director of Institutional Research and the Director of Outcome Assessment shall staff the subcommittee.

**Rationale**

Section 9.f.ii of the College Charter establishes the Strategic Planning Subcommittee (SPS): “There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning.”
Section 2.f.ii of the College Council Bylaws defines the membership of the SPS as quoted at the start of this proposal. The designation of the chair of the SPS is obsolete.

Section I.1.ix of the Bylaws provides that: “Administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President.” However this provision does not cover the designation of the committee chair.

Therefore, this proposal amends the Bylaws to provide that the Provost and Senior Vice President for Academic Affairs is the chair of the SPS. This will establish a parallel structure whereby the Vice President of Finance and Administration is chair of the Financial Planning Subcommittee and the Provost and Vice President for Academic Affairs is chair of the Strategic Planning Subcommittee.
RESOLUTIONS OF THE COLLEGE COUNCIL

DECEMBER 4, 2017

AMENDING SECTION I.2.Fi OF THE BYLAWS

WHEREAS, the John Jay College Charter, Section 9.f.i, establishes the Financial Planning Subcommittee of the Budget and Planning Committee, and

WHEREAS, the John Jay College Council Bylaws, Section I.2.f.i, establishes the membership of the Financial Planning Subcommittee (“Subcommittee”) of the Budget and Planning Committee, and

WHEREAS, the membership of the Subcommittee does not include a student representative, and

WHEREAS, a student representative is properly a member of the Subcommittee, thereby creating a parallel structure to the Strategic Planning Subcommittee, which includes a student representative, and

WHEREAS, the Bylaws should be amended to designate one student representative to the Subcommittee, it is hereby

RESOLVED, the John Jay College Council Bylaws, Section I.2.f.i, are hereby amended to add one student representative to the membership of Financial Planning Subcommittee, and it is further

RESOLVED, the Secretary of the John Jay College Council is hereby authorized to take necessary actions to implement this amendment.
College Council Bylaws Amendment:

Student Representation on the Financial Planning Subcommittee

Current:

The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Senior Vice President of Finance and Administration, chairperson; Provost and Senior Vice President for Academic Affairs; President of the Faculty Senate and Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee; Chair and Vice Chair of the Council of Chairs; one (1) representative chosen by the Council of Chairs; and the President of the Higher Education Officers Council. The Executive Director of Finance and Business Services and the Provost’s Director for Operations shall staff the subcommittee.

Add:

The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Senior Vice President of Finance and Administration, chairperson; Provost and Senior Vice President for Academic Affairs; President of the Faculty Senate and Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee; Chair and Vice Chair of the Council of Chairs; one (1) representative chosen by the Council of Chairs; and the President of the Higher Education Officers Council; and one (1) student representative. The Executive Director of Finance and Business Services and the Provost’s Director for Operations shall staff the subcommittee.

New Version:

The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Senior Vice President of Finance and Administration, chairperson; Provost and Senior Vice President for Academic Affairs; President of the Faculty Senate and Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee; Chair and Vice Chair of the Council of Chairs; one (1) representative chosen by the Council of Chairs; and the President of the Higher Education Officers Council; and one (1) student representative. The Executive Director of Finance and Business Services and the Provost’s Director for Operations shall staff the subcommittee.

Rationale

Section 9.f.i of the College Charter establishes the Financial Planning Subcommittee (FPS): “There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan.”

Section 2.f.i of the College Council Bylaws defines the membership of the FPS as quoted at the start of this proposal.

Therefore, this proposal amends the Bylaws to provide that there be one (1) student representative of FPS. This will establish a parallel structure whereby there will be student representation on the Financial Planning Subcommittee and the Strategic Planning Subcommittee.
College Council
Membership &
College Council Committees
2017-2018
Table of Contents

College Council ........................................................................................................................................ 2
College Council Interim Executive Committee .................................................................................. 4
Executive Committee of the College Council .................................................................................... 4
Undergraduate Curriculum and Academic Standards Committee ....................................................... 5
Committee on Student Interests ........................................................................................................... 6
Faculty-Student Disciplinary Committee .......................................................................................... 6
Committee on Faculty Personnel ........................................................................................................ 7
Budget and Planning Committee ......................................................................................................... 9-10
  Financial Planning Subcommittee ...................................................................................................... 10
  Strategic Planning Subcommittee ...................................................................................................... 10
Committee on Graduate Studies ........................................................................................................... 11
Committee on Student Evaluation of the Faculty ............................................................................... 11
Provost Advisory Council ................................................................................................................ 12
Council of Undergraduate Program Coordinators ............................................................................ 12
Committee on Honors, Prizes and Awards ....................................................................................... 13
College-Wide Grade Appeals Committee .......................................................................................... 14
College-Wide Assessment Committee ............................................................................................... 14
Committee on Faculty Elections ......................................................................................................... 15
# College Council Membership

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

**Administration:**
1. President (Chairperson) Karol Mason  
2. Interim Provost and Senior Vice President for Academic Affairs Anne Lopes  
3. Vice President for Finance and Administration Steven Titan  
4. Vice President for Student Affairs Lynette Cook-Francis  
5. Interim Vice President for Enrollment Management Dana Davies  
6. Interim Dean of Graduate Studies Avram Bornstein  
7. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne  
8. Associate Provost and Dean of Research Anthony Carpi

**Faculty:**

a. Full-time faculty elected from each academic department:
9. Africana Studies Xerxes Malki  
10. Anthropology Johanna Lessinger  
11. Art and Music Lisa Farrington  
12. Communication and Theater Arts Elton Beckett  
13. Counseling Mickey Melendez  
14. Criminal Justice Frank Pezzella  
15. Economics Joseph Rebello  
16. English Jonathan Gray  
17. Health and Physical Education Vincent Maiorino  
18. History Andrea Balis  
19. Interdisciplinary Studies Department Katie Gentile  
20. Latin America and Latina/o Studies Brian Montes  
21. Law, Police Science, and Criminal Justice Administration Yue Ma  
22. Library Maria Kiriaikova  
23. Mathematics Dante Tawfeeq  
24. Modern Languages and Literatures Aida Martinez-Gomez  
25. Philosophy Michael Brownstein  
26. Political Science Jim Cauthen  
27. Psychology Jill Grose-Fifer  
28. Public Management Peter Mameli  
29. Security, Fire and Emergency Management Lauren Shapiro  
30. Sciences Guoqi Zhang  
31. SEEK Erica King-Toler  
32. Sociology Rosemary Barberet (Fall) Lucia Trimbur (Spring)

b. At-Large Adjunct representative of the Faculty Senate:  
33. Public Management Joel Freiser

c. Faculty allotted according to any method duly adopted by the Faculty Senate:  
34. Anthropology Anru Lee
Eight faculty alternates who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent faculty representative:

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Garot</td>
<td>VACANT</td>
</tr>
<tr>
<td>Glenn Corbett</td>
<td>VACANT</td>
</tr>
<tr>
<td>Sheeba John-Johnson</td>
<td>VACANT</td>
</tr>
<tr>
<td>Thurai Kugan</td>
<td>VACANT</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

51. Sandrine Dikambi (ex officio)
52. Kinya Chandler
53. Helen Cedeno
54. Jarrett Foster
55. Janet Winter

One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent higher education officer representative.

<table>
<thead>
<tr>
<th>Higher Education Officer Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anila Duro</td>
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</tbody>
</table>

Students:
56. President of the Student Council
57. Vice President of the Student Council
58. Treasurer of the Student Council
59. Secretary of the Student Council
60. Elected At-Large Representative
61. Elected graduate student representative

<table>
<thead>
<tr>
<th>Student Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President of the Student Council</td>
<td>Fatime Uruci</td>
</tr>
<tr>
<td>Vice President of the Student Council</td>
<td>Steven Pacheco</td>
</tr>
<tr>
<td>Treasurer of the Student Council</td>
<td>Melinda Yam</td>
</tr>
<tr>
<td>Secretary of the Student Council</td>
<td>MariaJose Martinez</td>
</tr>
<tr>
<td>Elected At-Large Representative</td>
<td>Asia M. Johnson</td>
</tr>
<tr>
<td>Elected graduate student representative</td>
<td>Wanda Baldera</td>
</tr>
</tbody>
</table>
62. Elected graduate student representative Vanessa Gutierrez
63. Elected senior class representative Diana Chacon
64. Elected senior class representative Brian Carvajal
65. Elected junior class representative Andrew Bandini
66. Elected junior class representative Rael Almonte
67. Elected sophomore class representative Nicholas Smith
68. Elected sophomore class representative Bianca Hayles
69. Freshman representative designated according to a method duly adopted by the Student Council. Andrew Candia

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.

| 1. Jasmine Awad | 2. Andreina Avalos |

**College Council Interim Executive Committee**

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

- President (Chairperson) Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
- Vice President for Finance and Administration Steven Titan
- Vice President for Student Affairs Lynette Cook-Francis
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Francis Sheehan
- Two (2) other members of the Faculty Senate
  1. Michael Brownstein
  2. Schevaletta (Chevy) Alford
- President of the Higher Education Officers Council Sandrine Dikambi
- Vice-President of the Higher Education Officers Council Nikki Hancock-Nicholson
- President of the Student Council Fatime Uruci
- Vice-President of the Student Council Steven Pacheco

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

**Executive Committee of the College Council**

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
- Vice President for Finance and Administration Steven Titan
- Vice President for Student Affairs Lynette Cook-Francis
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Ned Benton
  2. Karen Kaplowitz
  3. Francis Sheehan
  4. Schevaletta (Chevy) Alford
  5. Andrea Balis
  6. Stephen Russell
  7. Sven Dietrich
- Two (2) higher education officers
  1. Sandrine Dikambi
  2. Nikki Hancock-Nicholson
- Three (3) students
  1. Fatime Uruci
  2. Steven Pacheco
  3. Asia M. Johnson

**Undergraduate Curriculum and Academic Standards Committee**

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Registrar Daniel Matos
- Executive Director of Undergraduate Studies Katherine Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.
  1. Africana Studies Crystal Endsley
  2. Anthropology Ed Snajdr
  3. Art and Music Erin Thompson
  4. Communication & Theater Arts Bettina Murray
  5. Counseling Ma’at Lewis
  6. Criminal Justice Gohar Petrossian
  7. Economics Michelle Holder
• Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Paula Caceres
  2. Jasmine Awad
  3. VACANT

Committee on Student Interests

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

• Assistant Vice President and Dean of Students (Chairperson)  
  Michael Sachs
• Director of Athletics  
  Carol Kashow
• Director, Center for Student Involvement and Leadership  
  Danielle Officer
• Two (2) members of the faculty
  1. Ellen Belcher
  2. Nicole Elias
• Six (6) students
  1. Brian Carvajal
  2. Nicholas Smith
  3. Tomas Garita
  4. Megan L. Rajkumar
  5. Leslie Rodriguez
  6. VACANT

Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:
The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.

1. Robert McCrie
2. Thurai Kugan
3. Peggilee Wupperman

Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.

1. Heath Grant
2. Liliana Soto-Fernandez
3. Jaime Cory
4. VACANT
5. VACANT
6. VACANT

The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.

1. Raveeta Jagnandan
2. Asia M. Johnson
3. Andreina Avalos
4. Yasmeen Adams
5. Alyssa Wooden
6. VACANT

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

Committee on Faculty Personnel

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

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

- President (Chairperson) Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs       Anne Lopes
- Interim Dean of Graduate Studies       Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies       Dara Byrne
- Associate Provost and Dean of Research       Anthony Carpi

Chairperson of each academic department
1. Africana Studies       Jessica Nembhard
2. Anthropology       Anthony Marcus
3. Art and Music       Ben Lapidus
4. Communication and Theater Arts       Seth Baumrin
5. Counseling       Cary Sanchez
6. Criminal Justice       Brian Lawton
7. Economics       Jay Hamilton
8. English       Jay Gates
9. Health and Physical Education       Davidson Umeh
10. History       Matthew Perry
11. Interdisciplinary Studies Department       Amy Green
12. Latin American and Latino/a Studies       Jose L. Morin
13. Law, Police Science, and Criminal Justice Administration       Richard Curtis
14. Library       Larry Sullivan
15. Mathematics and Computer Science       Douglas Salane
16. Modern Languages and Literatures       Silvia Dapia
17. Philosophy       John Pittman
18. Political Science       James Cauthen
19. Psychology       Angela Crossman
20. Public Management       Maria D’Agostino
21. Sciences       Shu Yuan Cheng
23. SEEK       Nancy Velazquez-Torres
24. Sociology       Henry Pontell

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Rosemary Barberet, Professor, Sociology
  2. Elise Champeil, Associate Professor, Sciences
  3. Gail Garfield, Professor, Sociology

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. Mangai Natarajan, Professor, Criminal Justice
  2. Nicholas Petraco, Associate Professor, Sciences
  3. Aftab Ahmad, Associate Professor, Mathematics and Computer Science

- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
- Vice President for Finance and Administration Steven Titan
- Vice President for Student Affairs Lynette Cook-Francis
- Interim Vice President for Enrollment Management Dana Davies
- Associate Provost for Institutional Effectiveness VACANT
- Assistant Vice President for Administration Raj Singh
- Interim, Dean of Graduate Studies Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Assistant Vice President for Financial and Business Services Mark Flower
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Michael Brownstein
- Chair of the Faculty Senate Fiscal Affairs Committee Karen Kaplowitz
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Charles Stone
- Chairperson of each academic department
  1. Africana Studies Jessica Nembhard
  2. Anthropology Anthony Marcus
  3. Art and Music Ben Lapidus
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling Cary Sanchez
  6. Criminal Justice Brian Lawton
  7. Economics Jay Hamilton
  8. English Jay Gates
  9. Health and Physical Education Davidson Umeh
  10. History Matthew Perry
  11. Interdisciplinary Studies Department Amy Green
  12. Latin American and Latino/a Studies Jose L. Morin
  13. Law, Police Science, and Criminal Justice Administration Richard Curtis
  14. Library Larry Sullivan
  15. Mathematics and Computer Science Douglas Salane
  16. Modern Languages and Literatures Silvia Dapia
  17. Philosophy John Pittman
  18. Political Science James Cauthen
  19. Psychology Angela Crossman
20. Public Management
21. Sciences
23. SEEK
24. Sociology

- Chairperson of the Higher Education Officers Council: Sandrine DiKambi
- Two (2) higher education officer representative:
  1. Nikki Hancock-Nicholson
  2. VACANT
- President of the Student Council or designee: Fatime Uruci
- Treasurer of the Student Council or designee: Melinda Yam
- One (1) additional student representative: VACANT
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees:
  1. Anthony Chambers
  2. VACANT

There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Vice President of Finance and Administration (Chairperson): Steven Titan
- Interim Provost and Senior Vice President for Academic Affairs: Anne Lopes
- President of the Faculty Senate: Warren (Ned) Benton
- Chair of the Faculty Senate Fiscal Affairs Committee: Karen Kaplowitz
- Vice Chair of the Faculty Senate Fiscal Affairs Committee: Charles Stone
- Chair of the Council of Chairs: Angela Crossman
- Vice Chair of the Council of Chairs: James Cauthen
- One (1) representative chosen by the Council of Chairs: Jay Hamilton
- Chair of the Higher Education Officers Council: Sandrine DiKambi

The Assistant Vice President for Financial and Business Services Mark Flower and the Provost’s Senior Director for Academic Operations, Kinya Chandler shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Associate Provost for Institutional Effectiveness (Chairperson): VACANT
- Vice President of Finance and Administration: Steven Titan
- Interim Provost and Senior Vice President for Academic Affairs: Anne Lopes
- President of the Faculty Senate: Warren (Ned) Benton
- Two (2) representatives chosen by the Faculty Senate:
  1. Karen Kaplowitz
  2. Maki Haberfeld
- Chair of the Council of Chairs: Angela Crossman
- Two (2) representatives chosen by the Council of Chairs:
  1. VACANT
2. **VACANT**
- Chair of the Higher Education Officers Council  
  Sandrine Dikambi
- One (1) student representative
  1. Fatime Uruci

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcomes Assessment, Virginia Moreno shall staff the subcommittee.

**Committee on Graduate Studies**

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

- Interim Vice President for Enrollment Management  Dana Davies
- Interim Dean of Graduate Studies (Chairperson)  Avram Bornstein
- Assistant Vice President and Dean of Students  Michael Sachs
- Chief Librarian  Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice  Jeff Mellow
  2. Digital Forensics and Cybersecurity  Doug Salane
  3. Economics  Jay Hamilton
  4. Emergency Management MS  Charles Jennings
  5. Forensic Mental Health Counseling  James Wulach
  6. Forensic Psychology  Diana Falkenbach
  7. Forensic Psychology BA/MA Program  Jennifer Dysart
  8. Forensic Science  Mechthild Prinz
  9. International Crime and Justice  Jana Arsovska
  10. Protection Management  Charles Nemeth
  11. MPA: Public Policy and Administration  William Pammer, Jr.
  12. MPA: Inspection and Oversight  Ned Benton
  13. Security Management MS program  Marie-Helen Maras
- Two (2) graduate students
  1. Olivia Aveson
  2. Tyresa Jackson

**Committee on Student Evaluation of the Faculty**

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

- Four (4) full-time members of the faculty
  1. Keith Marcus
  2. Aida Martinez-Gomez
  3. Daniel Yaverbaum
  4. VACANT
- Two (2) students
  1. Brian Carvajal
  2. Alejandro Almonte

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

**Provost Advisory Council**

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

- Interim Provost and Senior Vice President for Academic Affairs (Chairperson)  
  Anne Lopes
- Senior Director of Academic Operations, Office of the Provost  
  Kinya Chandler
- President of the Faculty Senate  
  Warren (Ned) Benton
- Vice President of the Faculty Senate  
  Michael Brownstein
- Chairperson of each academic department  
  1. Africana Studies  
     Jessica Nembhard  
  2. Anthropology  
     Anthony Marcus  
  3. Art and Music  
     Ben Lapidus  
  4. Communication and Theater Arts  
     Seth Baumrin  
  5. Counseling  
     Cary Sanchez  
  6. Criminal Justice  
     Brian Lawton  
  7. Economics  
     Jay Hamilton  
  8. English  
     Jay Gates  
  9. Health and Physical Education  
     Davidson Umeh  
  10. History  
    Matthew Perry  
  11. Interdisciplinary Studies Department  
    Amy Green  
  12. Latin American and Latino/a Studies  
    Jose L. Morin  
  13. Law, Police Science, and Criminal Justice Administration  
    Richard Curtis  
  14. Library  
    Larry Sullivan  
  15. Mathematics and Computer Science  
    Douglas Salane  
  16. Modern Languages and Literatures  
    Silvia Dapia  
  17. Philosophy  
    John Pittman  
  18. Political Science  
    James Cauthen  
  19. Psychology  
    Angela Crossman  
  20. Public Management  
    Maria D'Agostino  
  21. Sciences  
    Shu Yuan Cheng  
    Charles Nemeth  
  23. SEEK  
    Nancy Velazquez-Torres  
  24. Sociology  
    Henry Pontell

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

- **Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)**
  
  Dara Byrne

- **Coordinators of Undergraduate Majors**
  
  1. Anthropology  
     Johanna Lessinger
  
  2. Applied Mathematics: Data Science & Cryptography  
     Samuel Graff

  3. Cell & Molecular Biology  
     Jason Rauceo

  4. Computer Science and Information Security  
     Sven Dietrich

  5. Criminal Justice (B.A.)  
     Brian Lawton

  6. Criminal Justice (B.S.)  
     **VACANT**

  7. Criminal Justice Management  
     Yi Lu

  8. Criminology (B.A.)  
     Barry Spunt

  9. Culture and Deviance Studies  
     Ed Snadjr

  10. Dispute Resolution  
     Maria R. Volpe

  11. Economics  
     Geert Dhondt

  12. English  
     John Staines

  13. Fire and Emergency Services  
     Robert Till

  14. Fire Science  
     Robert Till

  15. Forensic Psychology (B.A.)  
     Silvia Mazzula

  16. Forensic Science (B.S.)  
     Nicholas Petraco

  17. Fraud Examination and Financial Forensics  
     Jon Childerley

  18. Gender Studies  
     Antonio Jay Pastrana

  19. Global History (B.A.)  
     Michael Pfeifer

  20. Humanities and Justice  
     **Fall:** Stephen Russell  
     **Spring:** Hyunhee Park

  21. International Criminal Justice  
     Mangai Natarajan

  22. Latin American and Latina/o Studies  
     Isabel Martinez

  23. Law and Society  
     Veronica Michel*  
     Monica Varsanyi*  
     **Fall:** Ellen Belcher  
     **Spring:** Karen Okamoto

  24. Library  
     Mary Ann McClure

  25. Philosophy  
     Joe Pollini

  26. Police Studies  
     Brian Arbour*  
     Jennifer Rutledge*  
     Yi Lu

  27. Political Science  
     Robert McCrie  
     **Fall:** Robert Garot  
     **Spring:** Richard Ocejo

  28. Public Administration  
     Aida Martinez-Gomez

  29. Security Management  
     Shu-Yuan Cheng (Demi)

  30. Sociology  

  31. Spanish  

  32. Toxicology  

  *Co-coordinators

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

- Vice President for Student Affairs (Chairperson) Lynette Cook-Francis
- Assistant Vice President and Dean of Students Michael Sachs
- Director, Center for Student Involvement and Leadership Danielle Office
- Three (3) full-time members of the faculty
  1. Vijay Sampath
  2. Marta Concheiro-Guisan
  3. VACANT
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Jasmine Awad
  2. VACANT
  3. VACANT

**College-Wide Grade Appeals Committee**

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

1. Toy-Fung Tung
2. Thurai Kugan
3. VACANT
4. VACANT
5. VACANT

**College-Wide Assessment Committee**

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

- Chairperson Marie-Helen Maras
- Co-Chairperson Denise Thompson
- Director of Assessment (ex officio) Virginia Moreno
- Associate Provost for Institutional Effectiveness VACANT
- Seven (7) Full-time Faculty Members
  1. Lisette Delgado-Cruzata
  2. Jennifer Rutledge (Fall)
  3. Maureen Richards
  4. Luica Velotti
5. Dante Tawfeeq
6. VACANT
7. VACANT

- Three (3) Higher Education Officers
  1. Alison Orlando
  2. Kelly Greene
  3. Janice Carrington

**Special Committee of the College Council**

**Committee on Faculty Elections**

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

1. Maria Kiriakova
2. Chelsea Binns
3. Schevaletta (Chevy) Alford
4. VACANT
5. VACANT
Memorandum

To: UCASC
From: Katherine Killoran, Executive Academic Director
Date: October 23, 2017
Re: Joint Bachelor's/Master's Program in Forensic Psychology

John Jay College has several longstanding Bachelor’s/ Master’s degree programs. This proposal is to refresh the curriculum for the BA/MA program in Forensic Psychology.

This program has not been revised since the implementation of the new Undergraduate Gen Ed Program which significantly reduces the number of credits dedicated to general education (from 59 to 42 credits). This opens space in the program to add credits to the undergraduate psychology requirements to ensure students are prepared for graduate-level work. The undergraduate major in Forensic Psychology has undergone several revisions since the last time this joint degree program was reviewed so we are aligning the joint degree with the revised undergraduate major as well.

In the past, the responsibility for managing these programs fell to Graduate Studies. Now both Graduate and Undergraduate Studies will be working together on their management. Students are required to complete the entire Master's degree curriculum in the joint degree. Right now we are proposing changes to the undergraduate portion of the program to align it more closely with the current BA in forensic psychology. These curricular requirements need to be refreshed to add them to the UG and GRAD Bulletins and to get them accurately reflected in DegreeWorks. If the Master’s part of the program is changed in the future, this joint degree would have to be revised to reflect those changes.

Dr. Jennifer Dysart, the BA/MA Director and Associate Professor of Psychology originated the refreshed curriculum in this proposal and the Department of Psychology Curriculum Committee has approved these changes.

FYI, the old BA/MA Requirements on the undergraduate side of the program totaled 16 credits and included: PSY 200 Cognitive Psychology, PSY 242 Abnormal Psychology, PSY 311
Experimental Psychology, PSY/LAW 370 Psychology and Law, and STA 250 Principles and Methods of Statistics.

The new undergraduate requirements now total 28 credits and, in addition to those listed above, include PSY 101 Intro to Psychology, PSY 221 Social Psychology, PSY 231 Developmental Psychology, and one of the capstone courses.
Forensic Psychology BA/MA

Forensic Psychology Combined degree (BA/MA) program - 134 credits

Students must complete all core GEN Ed. requirements - 42 credits

Forensic Psychology BA Core Required courses - 28 credits
(all 3 credits except where noted)

- PSY 101 – Introduction to Psychology
- PSY 200 – Cognitive Psychology
- PSY 221 – Social Psychology
- PSY 231 – Developmental Psychology
- PSY 242 – Abnormal Psychology
- PSY 311 – Research Methods in Psychology (4 credits)
- PSY/LAW 370 – Psychology and the Law
- STA 250 – Principles and Methods of Statistics
- PSY 4@@* – Capstone in Forensic Psychology

*Students can choose from PSY 421 (Forensic, Social and Experimental Psychology), PSY 425 (Seminar in Forensic Psychology), PSY 430 (Clinical Topics in Forensic Psychology), and PSY 476 (Seminar in the Psychological Analysis of Criminal Behavior and the Criminal).

Other Required UG Courses - 0-3 credits
(may be needed depending on student’s math placement)

- MAT 108 Social Sciences Math or MAT 141 Pre-Calculus

General Undergraduate Electives - 19-22 credits

The remaining 42 credits are applied to courses taken in the Master’s degree program, which is outlined below. If a student decides to leave the BA/MA program or fails to maintain the required 3.5 GPA for the program, they are required to complete the entire undergraduate major to earn the Bachelor’s Degree.

Forensic Psychology Master’s Program - 42 credits

Required courses - 12 credits

- PSY 700 - Mental Health Professionals, Social Science and the Law (3 credits)
- PSY 715 – Research Design and methods (3 credits)
- PSY 745 – Psychopathology (3 credits)
- PSY 769 – Intermediate Statistics in the Social Sciences (3 credits)

Two of the following Psychological Testing Courses - 6 credits

- PSY 734 – Criminal Psychological Assessment (3 credits)
- PSY 751 – Intellectual and Cognitive Assessment (3 credits)
- PSY 752 – Projective Personality Assessment (3 credits)
- PSY 753 – Objective Personality Assessment (3 credits)
- PSY 759 – Psychopathy Assessment (3 credits)
- PSY 779 – Brain and Behavior (3 credits)

Note: PSY 745 is a prerequisite for all testing courses

One of the following courses - 3 credits
- PSY 731 – Human Growth and Development (3 credits)
- PSY 741 – Theories of Personality and Counseling (3 credits)

One of the following courses - 3 credits
- PSY 760 – Counseling and Psychotherapy Methods (3 credits)
- PSY 761 – Clinical Interviewing and Assessment (3 credits)

Total 24 Required credits

Tracks
There are three track options for students in the FP Master’s Program: Thesis, Externship, and Externship/Thesis Combination. Students are required to complete one of the three tracks.

1. Thesis Track (24 Required cr. + 9 Thesis track cr. + 9 Elective cr.)

Thesis track courses - 9 credits
- PSY 738* – Advanced Research Methods
- PSY 791* – Thesis Prospectus
- PSY 737 – Descriptive and Statistical Data Analysis in Psychology
  Note: *PSY 738 and PSY 791 are co-requisites and must be taken in the same semester

Students who elect to complete their degree by writing a master’s thesis must earn a grade of A or A- in PSY 715 and PSY 769. These two courses are prerequisites PSY 738 and PSY 791. Students must obtain approval from a full-time faculty mentor serving as a thesis sponsor and permission of the Program Director before enrolling in PSY 791.

2. Externship Track (24 Required cr. + 3 Externship track cr. + 15 Elective cr.)

Externship track course - 3 credits
- PSY 780 – Fieldwork in Counseling I

Students who elect to complete their degree by completing the Externship track will complete a 300-hour externship in an appropriate psychological setting, under the supervision of a licensed psychologist or other trained mental health professional approved by the program director.

3. Externship/Thesis Combination Track (24 Required cr. + 12 Externship/Thesis Combo track cr. + 6 Elective cr.)

Externship/Thesis Combination track courses - 12 credits
- PSY 738* – Advanced Research Methods
- PSY 791* – Thesis Prospectus
- PSY 737 – Descriptive and Statistical Data Analysis in Psychology
- PSY 780 – Fieldwork in Counseling I (3 credits)
Forensic Psychology Electives  (Depending on track choice)  6 - 15 credits

- PSY 701 - Psychology of Criminal Behavior (3 credits)
- PSY 703 - Violence and Aggression (3 credits)
- PSY 705 - Victimology (3 credits)
- PSY 707 - Counseling and Rehabilitation of the Offender (3 credits)
- PSY 708 - Crisis Intervention and Short-term Counseling (3 credits)
- PSY 714 - Alcoholism and Substance Abuse (3 credits)
- PSY 716 - Assessment and Counseling of the Juvenile Offender (3 credits)
- PSY 718 - Social Science Evidence in Court (3 credits)
- PSY 720 - Social Psychology and the Legal System (3 credits)
- PSY 722 - Evaluation and Counseling of the Sex Offender (3 credits)
- PSY 726 - Mental Health Issues in Policing (3 credits)
- PSY 727 - Eyewitness Identification (3 credits)
- PSY 728 – Social Psychopathology (3 credits)
- PSY 729 - Terrorism (3 credits)
- PSY 730 - Ethical Issues in Forensic Mental Health (3 credits)
- PSY 742 - Family Violence and Disputes (3 credits)
- PSY 746 - Empirical Profiling Methods (3 credits)
- PSY 747 – Treatment and Prevention of Childhood Psychopathology (3 credits)
- PSY 748 - Empirical Crime Scene Analysis (3 credits)
- PSY 754 - Advanced Forensic Assessment (3 credits)
- PSY 763 – Behavior Modification and Learning Theory (3 credits)
- PSY 764 - Hypnosis, Psychology and the Law (3 credits)
- PSY 766 - Personality Profiles of the Homicidal Offender (3 credits)

General Education: 42 cr.
Forensic Psychology BA Major: 28 cr.
Other Required Undergraduate Courses: 0-3 cr.
Undergraduate Electives: 19-22 cr.
MA in Forensic Psychology: 42 cr.
Total Credits for Forensic Psychology BA/MA: 134 cr.
John Jay College of Criminal Justice
The City University of New York College
Curriculum Committee

New Minor Proposal Form*

1. Department(s) proposing this minor: Department of Security, Fire, and Emergency Management

2. Name of minor: Cybercrime

3. Credits required (minors must consist of 18-21 credits): 18 credits

4. Description of minor as it will appear in the Undergraduate Bulletin (write in full sentences):

Criminals have utilized the Internet and digital technologies to attack, humiliate, bully, harass, offend, threaten, steal from, and otherwise harm victims and exploit and damage computers and other technological devices. The crimes that target digital devices and/or are committed via the Internet, computers, and related technology are known as cybercrimes. The Cybercrime minor provides students with information on the evolution of cybercrime, theories of cybercrime, cybercrime applications, best practices in conducting private and public cybercrime investigations, obstacles faced in international investigations, and the ways to overcome barriers to international investigations and enforcement of cybercrime laws. Security managers, security operators, emergency management professionals, intelligence agents, private investigators, lawyers, compliance officers, and many other professionals need to be familiar with cybercrime perpetrated via the Internet, computers, and related technologies and the ways in which to deal with and control cybercrime in order to maintain currency in the field and be a more marketable employee in the workforce. The required sequence of courses in the minor examines cybercrime through the lens of social science. This minor is for anyone who wants to learn about cybercrime laws, policies, measures, and investigations. Anyone interested in learning about cybercrime, cybervictims, cyberoffenders, the causes of cybercrime, and national and international responses to cybercrime, should also take this minor.

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

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

1) Demonstrate the ability to identify, evaluate, and present information about cybercrime through writing assignments, practical exercises, exams, research papers, and oral presentations

2) Critically evaluate cybercrime from multiple theoretical perspectives

3) Identify the ways in which to conduct cybercrime investigations and distinguish between the processes involved in conducting public and private cybercrime investigations

4) Analyze and critique existing cyberlaws, cyberpolicies, and cybersecurity measures

5) Propose effective measures to counter and combat cybercrime and the manner in which their efficacy can be assessed

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
6. **Rationale/justification for the minor** (why is this minor important to include in the College's curriculum? what benefits do students derive from taking this minor?):

Aside from the natural need for the invigoration of any curriculum, Security Management was and is long overdue for a new minor in **Cybercrime**. In the field of security management, cybercrime applications have drastically multiplied and there is a pressing need for a workforce with the necessary knowledge, skills, and abilities to identify, investigate, mitigate, respond to, prepare for, and recover from cybercrime. And like all curricula at John Jay, it needs to stay on the cutting edge of things. The proposal for the **Cybercrime** minor emanates from a compelling need for the Security Management major, as well as other majors, to be current and meet the new demands of the workforce. If John Jay College of Criminal Justice wishes to remain on the cutting edge in academia, it must be more attentive to cybercrime and its interdisciplinary nature.

According to the National Initiative for Cybersecurity Education (NICE), which is “a partnership between government, academia, and the private sector focused on cybersecurity education, training, and workforce development” led by the National Institute of Standards and Technology (NST) of the Department of Commerce, a global cybersecurity workforce shortfall is anticipated by 2020, requiring 1.5 million more cybersecurity professionals to accommodate this shortfall. The demand for cybersecurity professionals is very high; the supply of capable and qualified professionals to meet this demand, however, is low and cannot keep up with this demand. This deficit is particularly problematic given the fact that today few professions and few traditional crimes have been left untouched by the Internet and digital technology.

For these reasons, the need for cybercrime courses in traditionally non-technical disciplines (e.g., security management and emergency management) is paramount. Security managers, security operators, emergency management professionals, intelligence agents, private investigators, lawyers, compliance officers, and many other professionals need to be familiar with cybercrime perpetrated via the Internet, computers, and related technologies and the ways in which to deal with and control cybercrime in order to maintain currency in the field, be a more marketable employee in the workforce, and meet the current deficit in social science professionals in the cybercrime and cybersecurity.

Given this deficit, there is a push towards advancing knowledge in the field of cybercrime and cybersecurity and enhancing existing educational programs in these areas. This is evident in current educational grant opportunities, strategic plans of universities throughout the United States (and abroad), and laws promoting the creation of educational programs and jobs in these fields. It is also evident in NICE’s mission, which is to “to energize and promote a robust network and an ecosystem of cybersecurity education, training, and workforce development.”

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3 NICE, "Strategic Plan for the National Initiative for Cybersecurity Education (NICE)," May 2017,

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
Despite this push, existing educational programs focus almost exclusively on the technical issues associated with cybercrime and cybersecurity — computer programming, network security, and computer security. While these technical issues are important, they should not be the sole emphasis of curricula. Indeed, non-technical knowledge, skills, and abilities (KSAs) included in the National Cybersecurity Workforce Framework, have been identified as vital to current and future cybercrime and cybersecurity related positions (See Appendix A).

The computer science department at John Jay College of Criminal Justice covers the technical areas of the workforce and is geared towards those seeking technical jobs. Most undergraduate and graduate programs inside and outside of the United States are focused on computer science curriculum.

The proposed Cybercrime minor covers non-technical KSAs (see Table 1 below). The current deficit in cybercrime and cybersecurity positions can be filled by enhancing social science curricula to include cybercrime and cybersecurity related material. The proposed Cybercrime minor seeks to do just that.

### Table 1

<table>
<thead>
<tr>
<th>Cybersecurity</th>
<th>Specialty Areas</th>
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<tbody>
<tr>
<td>Category 1 ~ Analyze</td>
<td>All Source Intelligence</td>
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<td></td>
<td>Exploitation Analysis</td>
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<td></td>
<td>Targets</td>
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<td>Threat Analysis</td>
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<td>Category 2 ~ Collect and Operate</td>
<td>Collection Operations</td>
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<td>Cyber Operations</td>
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<td>Cyber Operations Planning</td>
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<td>Category 3 ~ Investigate</td>
<td>Digital Forensics</td>
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<td>Investigation</td>
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<td>Category 5 ~ Oversight and Development</td>
<td>Education and Training</td>
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<td>Information Systems Security Operations (Information Systems Security Officer)</td>
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<tr>
<td>Category 6 ~ Protect and Defend</td>
<td>Incident Response</td>
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<td></td>
<td>Vulnerability Assessment and Management</td>
</tr>
</tbody>
</table>

http://csrc.nist.gov/nice/about/strategicplan.html

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
7. **List of courses constituting the minor with required pre-requisites** (Indicate the core requirements, capstone course, etc):

To receive a minor in Cybercrime, students must complete 18 credits by taking the following six security courses:

SEC 1XX *Introduction to Cybercrime: Theories and Applications*
SEC 2YY *Cyberlaw and Cyberliberties*
SEC 2XX *Cybercrime Investigations*
SEC 3YY *Cyberpredators*
SEC 3ZZ *Cyberervice*
SEC 3XX *Cyberfraud and Identity Theft*

**Course names, descriptions and rationale:**

1) SEC 1XX *Introduction to Cybercrime, Theories, and Applications*
   No prerequisite

*Description:* This course delves into the complex world of cybercrime by exploring different types of cybercrime; the nature and extent of cybercrime; cybervictimization; criminological theories; the reasons why offenders commit cybercrime; cyberwitnesses' roles and reactions to cybercrime; the applicability of criminological theories to specific cybercrimes; and existing laws, policies, and measures and those needed to effectively control and combat cybercrime.

*Rationale for Course:* There is a serious deficit in the national capacity for cybercrime and cybersecurity positions. Because of this, there is a national push towards advancing knowledge in the field of cybercrime and cybersecurity and enhancing existing educational programs in these areas. John Jay College of Criminal Justice has computer science courses that deal with the technical aspects of cybersecurity. However, the college does not have courses that focus on cybercrime. An undergraduate course covering the theories and applications of cybercrime at John Jay College of Criminal Justice is long overdue. Given that both public and private security sectors are responsible for investigating cybercrime, students without this basic knowledge would be at a disadvantage at the time of hire.

2) SEC 2YY *Cyberlaw and Cyberliberties*
   Prerequisite: SEC 1XX *Introduction to Cybercrime: Theories and Applications*

*Description:* This course examines the laws that regulate cyberspace and criminalize cybercrime. This course also considers the jurisdiction issues that arise in cybercrime cases. Special attention is paid to the extent to which human rights are protected online and any obstacles to the protection of cyberliberties.
Rationale for Course Level: A course at this level expands on students' general knowledge of cybercrime. In particular, the course builds upon the material in SEC 1XX Introduction to Cybercrime: Theories and Applications. This course introduces students to cyberlaw.

3) SEC 2XX Cybercrime Investigations
   Prerequisites: SEC 1XX Introduction to Cybercrime: Theories and Applications
               SEC 2YY Cyberlaw and Cyberliberties

Description: This course provides a comprehensive analysis of national and international public and private cybercrime investigations, looking in particular at: the manner in which these investigations are conducted, digital evidence, rules of evidence, and the legal admissibility of digital evidence. This emphasis of this course is on the investigation of crimes involving the Internet, computers, and related technology, including network, email, social media, cloud, mobile device, gaming console, and Internet of things forensics. Special attention will be paid to the challenges private security professionals and criminal justice agents face in the detection, investigation, prosecution and prevention of cybercrime committed on the visible web and Darknet, and the measures needed to overcome these obstacles.

Rationale for Course: A course at this level expands on students' general knowledge of cybercrime and cyberlaw. In particular, the course builds upon the material in SEC 1XX Introduction to Cybercrime: Theories and Applications and SEC 2XX Cyberlaw and Cyberliberties. This course introduces students to public and private cybercrime investigations.

4) SEC 3YY Cyberpredators
   Prerequisites: SEC 1XX Introduction to Cybercrime: Theories and Applications
                 SEC 2YY Cyberlaw and Cyberliberties
                 SEC 2XX Cybercrime Investigations

Description: This course explores the cybercrimes committed by online predators; namely, Internet trolling, swatting, cyberbullying, cyberharassment, cyberstalking, sextortion, revenge porn, sexting, and child sexual exploitation. Students will examine the use of the Internet and technology by cyberpredators to commit these interpersonal cybercrimes, the online forums in which these crimes occur, and obstacles in combating these cybercriminals nationally and internationally. The course also considers the manufacture, possession and distribution of child pornography and sexual predators’ use of the internet to stalk, lure and subsequently, victimize their targets. Special attention is paid to the unique challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide.

Rationale for Course: A course at this level assumes base knowledge about cybercrime and cybercrime investigations. Since it is a specialized course, dealing with a particular category of cybercriminals - cyberpredators, prior knowledge of these cybercriminals, cybercrime laws, and investigative practices is essential. To fully comprehend these cybercriminals and ways to counter them, students should have a background in cybercrime, cyberlaw, and cyberinvestigations. A 300 level offering is recommended.

5) SEC 3ZZ Cybervice
   Prerequisites: SEC 1XX Introduction to Cybercrime: Theories and Applications
Description: This course explores the cybercrimes that are collectively known as cybervices; namely, cyberprostitution, the sale of drugs online, and Internet gambling. Particularly, students will examine the use of the Internet and technology to facilitate prostitution, the proliferation of cyberprostitution, the forums in which it occurs, and issues with combating this cybercrime nationally and internationally. This course also covers the identification, investigation and prosecution of individuals running online pharmacies that illegally sell prescription drugs and controlled substances. Finally, this course examines the legality of online gambling and the measures implemented by public and private security sectors to combat it. The course concludes by covering effective ways to combat cybervices.

Rationale for Course: A course at this level assumes base knowledge about cybercrime and cybercrime investigations. Since it is a specialized course, dealing with a particular category of cybercrimes - cybervices, prior knowledge of this cybercrime, cybercrime laws, and investigative practices is essential. To fully comprehend this category of cybercrimes, students should have a background in cybercrime, cyberlaw, and cyberinvestigations. A 300 level offering is recommended.

6) SEC 3XX Cyberfraud and Identity Theft
   Prerequisites: SEC 1XX Introduction to Cybercrime: Theories and Applications
   SEC 2YY Cyberlaw and Cyberliberties
   SEC 2XX Cybercrime Investigations

Description: This course explores different types of cyberfraud: debit card, credit card, and securities fraud, and online scams. It further investigates the ways in which individuals steal personal data, the locations from which data is often stolen, and ways in which victims can protect themselves from identity theft. Special attention will be paid to international investigations of identity thieves. Finally, this course examines the measures implemented by public and private security sectors to combat cyberfraud and identity theft. The course concludes by covering effective ways to combat cyberfraud and identity theft.

Rationale for Course: A course at this level assumes base knowledge about cybercrime and cybercrime investigations. Since it is a specialized course, dealing with particular categories of cybercrimes — cyberfraud and identity theft, prior knowledge of this cybercrime, cybercrime laws, and investigative practices is essential. To fully comprehend these cybercrimes, students should have a background in cybercrime, cyberlaw, and cyberinvestigations. A 300 level offering is recommended.

8. Administration of the minor:

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

      Marie-Helen Maras, Associate Professor, Department of Security, Fire, and Emergency Management, Haaren Hall 43311, 212-621-4168,

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
b. **Requirements for admission and/or completion of the minor if any**
   (i.e. GPA, course grades, deadlines, etc.):

   The minor requires the completion of all six courses (18 credits) of the minor. A maximum of two courses can overlap with a student's major, other minors or programs.

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

   The department can run the *Cybercrime* minor without additional human resources. We have two full-time faculty members, Marie-Helen Maras, who is a prominent cybercrime, digital forensics, and cybersecurity scholar, and Charles Nemeth, a prominent security and legal scholar, three new full-time faculty hires who have cybercrime and cybersecurity backgrounds – Chelsea Binns, Alex Alexandrou, and Susan Pickman- and two adjuncts, Ina Wanca and John Bandler, who can teach the courses in the minor.

   This minor has a potential enrollment of 100 or more students because of interest in the topic and workforce demand. Students within our major, and their current and future employers, have been requesting more courses on cybercrime and cybercrime investigations. In addition, students majoring in other disciplines at John Jay College of Criminal Justice will welcome the opportunity to receive a minor that concentrates on KSAs sought by both technical and non-technical workforces (e.g., law, policy, security, psychology, law enforcement, to name a few), and complete coursework that not only provides them with information on a variety of cyberthreats but also teaches them how to protect against these threats and utilize the Internet and digital technologies responsibly and with caution.

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

   **Library and Instructional Materials**

   The library offers sufficient resources to support the minor. Students have access to multiple library databases in that house research on cybercrime. The Library holdings for e-journals and traditional journals are sufficient and partially listed below:

   - Australian Journal of Forensic Sciences
   - British Journal of Criminology Communications of the ACM
   - Computer & Education
   - Computer Fraud & Security
   - Computer Law & Security Review
   - Computers & Security
   - Crime, Law and Social Change
   - Deviant Behavior
   - Digital Investigation
   - Forensic Magazine
   - Forensic Science International
   - Global Crime
   - International Journal of Advanced Computer Research

   International Security &

The need for electronic services for students will be amply accommodated by the following services:

The library catalog, CUNY+ CRCnetBase databases EBSCOhost Academic Search Complete EBSCOhost military & government collection

Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) LexisNexis Universe JSTOR InfoSECURITY netBASE Sage Journals Science Direct WestLaw Campus Wiley

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

Apart from the purchases of the textbooks for the required courses (see syllabi of proposed courses), existing library resources are adequate.

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

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
Current facilities, computer labs, and audio-visual support and equipment are adequate.

The computer and instructional equipment support offered to students and faculty enhance the learning environment at the College. All full-time faculty members have personal computers in their offices at John Jay College. Computer support for students and faculty is offered by Instructional Technology Support Services (ITSS). ITSS operates multiple labs throughout the College, which contain state-of-the-art equipment enabling students to access the World Wide Web, e-mail, online databases, and to research on-line. The managers of the ITSS computing labs are responsible for, and manage, the web servers that oversee department and faculty homepages and oversee the delivery of courses over the web. ITTS also provides regular workshops for faculty and students on standard office, statistical software applications, e-mail use, and distance learning software. These labs are available to all John Jay students and faculty. The courses in this minor will not be lab-based or require any special simulators.

The audio-visual support and equipment available to the faculty who teach in the major include: classroom delivery of a wide-array of audio-visual equipment, including video players and monitors. Most classrooms are equipped with computers with projectors. Mobile computing units, opaque projectors, slide projectors, sound systems, and CD and DVD players are available on request. The College holds a large collection of audiovisual titles available for use in faculty courses.

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

   The Computer Science department has a cybersecurity course cross-listed with the Security, Fire, and Emergency Management department. The Computer Science department directs students with no computer programming experience but interest in cybercrime, cybersecurity, and cybercrime investigations to take courses in the Security Management program of the Department of Security, Fire, and Emergency Management department (SFEM Department). The proposed minor does not overlap or conflict with minors and courses of other departments. This minor adds to existing curricula and provides students from all disciplines with the opportunity to learn about cybercrime and how it applies to their majors by utilizing a multidisciplinary lens to examine this form of crime and its implications.

   In addition, Dr. Mangai Natarajan from International Criminal Justice endorses and supports this minor. I also contacted Criminal Justice, Sociology, Law and Police Science, and Public Administration and did not receive any objections to this minor.

13. Name(s) of the Chairperson(s): Dr. Charles P. Nemeth

   Provide the meeting date at which the departmental curriculum committee has approved this proposal.

   **Signature(s) of chair of department(s) proposing this minor:**

   Date of signature: 9/7/17

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
### Appendix A

<table>
<thead>
<tr>
<th>Cybersecurity</th>
<th>Specialty Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category 1 ~ Analyze</strong></td>
<td>All Source Intelligence</td>
</tr>
<tr>
<td>Specialty areas responsible for highly specialized review and evaluation of incoming cybersecurity information to determine its usefulness for intelligence.</td>
<td>Analyzes threat information from multiple sources, disciplines, and agencies across the Intelligence Community. Synthesizes and places intelligence information in context; draws insights about the possible implications.</td>
</tr>
<tr>
<td><strong>Exploitation Analysis</strong></td>
<td>Analyzes collected information to identify vulnerabilities and potential for exploitation.</td>
</tr>
<tr>
<td><strong>Targets</strong></td>
<td>Applies current knowledge of one or more regions, countries, non-state entities, and/or technologies.</td>
</tr>
<tr>
<td><strong>Threat Analysis</strong></td>
<td>Identifies and assesses the capabilities and activities of cybersecurity criminals or foreign intelligence entities; produces findings to help initialize or support law enforcement and counterintelligence investigations or activities.</td>
</tr>
<tr>
<td><strong>Category 2 ~ Collect and Operate</strong></td>
<td>Collection Operations</td>
</tr>
<tr>
<td>Specialty areas responsible for specialized denial and deception operations and collection of cybersecurity information that may be used to develop intelligence.</td>
<td>Executes collection using appropriate strategies and within the priorities established through the collection management process.</td>
</tr>
<tr>
<td><strong>Cyber Operations</strong></td>
<td>Performs activities to gather evidence on criminal or foreign intelligence entities in order to mitigate possible or real-time threats, protect against espionage or insider threats, foreign sabotage, international terrorist activities, or to support other intelligence activities.</td>
</tr>
<tr>
<td><strong>Cyber Operations Planning</strong></td>
<td>Performs in-depth joint targeting and cyber planning process. Gathers information and develops detailed Operational Plans and Orders supporting requirements. Conducts strategic and operational-level planning across the full range of operations for integrated information and cyberspace operations.</td>
</tr>
<tr>
<td><strong>Category 3 ~ Investigate</strong></td>
<td><strong>Digital Forensics</strong></td>
</tr>
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<tr>
<td>Specialty areas responsible for the investigation of cyber events and/or crimes of IT systems, networks, and digital evidence.</td>
<td>Collects, processes, preserves, analyzes, and presents computer-related evidence in support of network vulnerability mitigation, and/or criminal, fraud, counterintelligence or law enforcement investigations.</td>
</tr>
<tr>
<td><strong>Investigation</strong></td>
<td><strong>Customer Service and Technical Support</strong></td>
</tr>
<tr>
<td>Applies tactics, techniques, and procedures for a full range of investigative tools and processes to include but not limited to interview and interrogation techniques, surveillance, counter surveillance, and surveillance detection, and appropriately balances the benefits of prosecution versus intelligence gathering.</td>
<td>Addresses problems, installs, configures, troubleshoots, and provides maintenance and training in response to customer requirements or inquiries (e.g., tiered-level customer support).</td>
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<tr>
<th><strong>Category 4 ~ Operate and Maintain</strong></th>
<th><strong>Data Administration</strong></th>
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<tbody>
<tr>
<td>Specialty areas responsible for providing the support, administration, and maintenance necessary to ensure effective and efficient IT system performance and security.</td>
<td>Develops and administers databases and/or data management systems that allow for the storage, query, and utilization of data.</td>
</tr>
<tr>
<td><strong>Knowledge Management</strong></td>
<td><strong>Network Services</strong></td>
</tr>
<tr>
<td>Manages and administers processes and tools that enable the organization to identify, document, and access intellectual capital and information content.</td>
<td>Installs, configures, tests, operates, maintains, and manages networks and their firewalls, including hardware (e.g., hubs, bridges, switches, multiplexers, routers, cables, proxy servers, and protective distributor systems) and software that permit the sharing and transmission of all spectrum transmissions of information to support the security of information and information systems.</td>
</tr>
<tr>
<td><strong>System Administration</strong></td>
<td><strong>Customer Service and Technical Support</strong></td>
</tr>
<tr>
<td>Installs, configures, troubleshoots, and maintains server configurations (hardware and software) to ensure their confidentiality, integrity, and availability. Also manages accounts, firewalls, and patches. Responsible for access control, passwords, and account creation and administration.</td>
<td>Addresses problems, installs, configures, troubleshoots, and provides maintenance and training in response to customer requirements or inquiries (e.g., tiered-level customer support).</td>
</tr>
<tr>
<td>Category 5 ~ Oversight and Development</td>
<td>Systems Security Analysis</td>
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<tr>
<td>Oversight and Development - Specialty areas providing leadership, management, direction, and/or development and advocacy so that all individuals and the organization may effectively conduct cybersecurity work.</td>
<td>Conducts the integration/testing, operations, and maintenance of systems security.</td>
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<tr>
<th>Category 5 ~ Education and Training</th>
<th>Information Systems Security Operations (Information Systems Security Officer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Training</td>
<td>Oversees the information assurance program of an information system in or outside the network environment; may include procurement duties.</td>
</tr>
<tr>
<td>Conducts training of personnel within pertinent subject domain. Develop, plan, coordinate, deliver and/or evaluate training courses, methods, and techniques as appropriate.</td>
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<tr>
<th>Category 5 ~ Legal Advice and Advocacy</th>
<th>Security Program Management (Chief Information Security Officer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Advice and Advocacy</td>
<td>Manages information security (e.g., information security) implications within the organization, specific program, or other area of responsibility, to include strategic, personnel, infrastructure, policy enforcement, emergency planning, security awareness, and other resources.</td>
</tr>
<tr>
<td>Provides legally sound advice and recommendations to leadership and staff on a variety of relevant topics within the pertinent subject domain. Advocates legal and policy changes, and makes a case on behalf of client via a wide range of written and oral work products, including legal briefs and proceedings.</td>
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<tr>
<th>Category 6 ~ Protect and Defend</th>
<th>Computer Network Defense Analysis</th>
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</thead>
<tbody>
<tr>
<td>Protect and Defend</td>
<td>Uses defensive measures and information collected from a variety of sources to identify, analyze, and report events that occur or might occur within the network in order to protect information, information systems, and networks from threats.</td>
</tr>
<tr>
<td>Specialty areas responsible for the identification, analysis, and mitigation of threats to internal IT</td>
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<tr>
<td>Specialty Area</td>
<td>Description</td>
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<tr>
<td>Computer Network Defense</td>
<td>Infrastructure Support Tests, implements, deploys, maintains, reviews and administers the infrastructure hardware and software that are required to effectively manage the computer network defense service provider network and resources. Monitors network to actively remediate unauthorized activities.</td>
</tr>
<tr>
<td>Incident Response</td>
<td>Responds to crisis or urgent situations within the pertinent domain to mitigate immediate and potential threats. Uses mitigation, preparedness, and response and recovery approaches, as needed, to maximize survival of life, preservation of property, and information security. Investigates and analyzes all relevant response activities.</td>
</tr>
<tr>
<td>Vulnerability Assessment and</td>
<td>Management - Conducts assessments of threats and vulnerabilities, determines deviations from acceptable configurations, enterprise or local policy, assesses the level of risk, and develops and/or recommends appropriate mitigation countermeasures in operational and non-operational situations.</td>
</tr>
<tr>
<td>Category 7 ~ Securely Provision</td>
<td>Specialty areas concerned with conceptualizing, designing, and building secure IT systems, with responsibility for some aspect of the systems' development.</td>
</tr>
<tr>
<td>Information Assurance Compliance</td>
<td>Oversees, evaluates, and supports the documentation, validation, and accreditation processes necessary to assure that new IT systems meet the organization's information assurance and security requirements. Ensures appropriate treatment of risk, compliance, and assurance from internal and external perspectives.</td>
</tr>
<tr>
<td>Software Assurance and Security</td>
<td>Engineering - Develops and writes/codes new (or modifies existing) computer applications, software, or specialized utility programs following software assurance best practices.</td>
</tr>
<tr>
<td>Systems Development</td>
<td>Works on the development phases of the systems development lifecycle.</td>
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<tr>
<td>Role Description</td>
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<tr>
<td><strong>Systems Requirements Planning</strong></td>
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<tr>
<td>Consults with customers to gather and evaluate functional requirements and translates these requirements into technical solutions. Provides guidance to customers about applicability of information systems to meet business needs.</td>
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<tr>
<td><strong>Systems Security Architecture</strong></td>
<td></td>
</tr>
<tr>
<td>Develops system concepts and works on the capabilities phases of the systems development lifecycle; translates technology and environmental conditions (e.g., law and regulation) into system and security designs and processes.</td>
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<tr>
<td><strong>Technology Research and Development</strong></td>
<td></td>
</tr>
<tr>
<td>Conducts technology assessment and integration processes; provides and supports a prototype capability and/or evaluates its utility.</td>
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<tr>
<td><strong>Test and Evaluation</strong></td>
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</tr>
<tr>
<td>Develops and conducts tests of systems to evaluate compliance with specifications and requirements by applying principles and methods for cost-effective planning, evaluating, verifying, and validating of technical, functional, and performance characteristics (including interoperability) of systems or elements of systems incorporating IT.</td>
<td></td>
</tr>
</tbody>
</table>

New Course Proposal Form

Date Submitted: 10/30/2017

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to killoran@jjay.cuny.edu.

1. a. **Department(s) or program(s)** proposing this course: Mathematics and Computer Science
   
   b. **Name** and contact information of proposer(s): Michael Puls
      
      Email address(es): mpuls@jjay.cuny.edu
      Phone number(s): 212-484-1178

2. a. **Title of the course**: THE MATHEMATICS OF SIGNAL PROCESSING
   
   b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): SIGNAL PROCESSING
   
   c. **Level** of this course: 100 Level 200 Level X 300 Level 400 Level
      
      Please provide a brief rationale for why the course is at the level:
      
      In this course we develop the mathematics that underlies much of modern signal processing. To accomplish this the student will need the mathematical maturity of a third or fourth year student. The student should also be familiar with such mathematical topics such as vector spaces, inner product spaces and power series representation of a function. These are topics that a student first encounters in Linear Algebra (MAT 310) and Calculus III (MAT 243).

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

3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)
   
   Signal processing, which digitalizes an analog signal and then reconstructs the signal, is ubiquitous throughout society. From high-speed data communication, medical imaging, MP3 music files, radar and digital audio (CD) technology. As technology moves forward, signal processing will become even more important in our daily lives. Therefore, an
understanding of the mathematical framework behind signal processing is essential for future employment in many high demand technical fields. This course fills this need by giving the student the mathematical tools needed to grasp the basic building blocks of signal processing.

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

This course focuses on the mathematical formulation and development of methods used in signal and image processing. Topics covered in this course include vector space models of signals and images, the discrete Fourier transform, the discrete cosine transform, frequency domain representation of images, convolution, filtering, filter banks and an introduction to wavelets.

5. **Course Prerequisites or co‐requisites** (Please note: All 200‐level courses must have ENG 101 and all 300 & 400‐level courses must have ENG 102/201 as prerequisites):

ENG 201, MAT 243 Calculus III and MAT 310 Linear Algebra

6. Number of:
   a. Class hours  3
   b. Lab hours  0
   c. Credits  3

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

   ____ No  ___X Yes. If yes, then please provide:
   a. Semester(s) and year(s): Spring 16, this was taught as a topics course, MAT 380.
   b. Teacher(s): Michael Puls
   c. Enrollment(s): 14
   d. Prerequisites(s): Instructor permission

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   Students will:
   1. Apply through problem solving the analog/digital conversion required for the digital processing of analog signals.
2. Apply through problem solving the fundamental mathematical concepts behind signal processing such as, matrix models of signals, discrete Fourier transform, filtering and convolution, the z-transform, and the discrete wavelet transform.

3. Design, implement, and simulate signal process operations as applied to speech, music and images through the use of the signal processing toolboxes in the MATLAB software package.

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

_____ No  ___ X Yes

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

This course will be an elective in the Applied Mathematics major in both Concentration A (Data Science) and Concentration B (Cryptography).

This course will count as an elective in the Mathematics Minor.

10a. Will this course be part of JJ’s general education program?

No ___ X Yes _____ If yes, please indicate the area:

11. How will you assess student learning?

Student learning will be assessed on the basis of written homework exercises, two midterm exams and a final exam. The written homework assignments will be assigned and collected weekly. Some of these assignments will require the use of the MATLAB software package. For problems that require MATLAB, a written explanation will be required to explain and document the logic and steps used by the student in their solution. The midterm exams and the final exam are in-class assessments that are problems relating the mathematics learned to signal processing.

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

Yes___ No ___ X

• If yes, please state the librarian’s name____________________________________
• Are there adequate resources in the library to support students’ work in the course
  Yes_______ No________

• Will your students be expected to use any of the following library resources? Check all that apply.
The library catalog, CUNY+ ____
EBSCOhost Academic Search Complete ____
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
LexisNexis Universe ____
Criminal Justice Abstracts ____
PsycINFO ____
Sociological Abstracts ____
JSTOR ____
SCOPUS ____
Other (please name) ____________________________

13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval __________ 10/26/2017 __________

15. **Faculty** - Who will be assigned to teach this course? __Johnson, Puls, Salane______

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

__X No
____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

__X Not applicable
____No
____Yes. If yes, give a short summary of the consultation process and results.

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

__X No
____Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals**: Dr. Douglas Salane, Chair, Department of Mathematics and Computer Science
John Jay College of Criminal Justice
Mat 3XX  Semester
The Mathematics of Signal Processing


Credit Hours: 3  Prerequisite: Mat 243, Mat 310 and English 201.

Time: XXXXX  Place: XXXXX
Instructor: XXXXXX

Office: New Building, Room 6.63.05 (6th floor)  Office Phone: 212-484-1178
email: mpuls@jjay.cuny.edu

Office Hours: XXXXXX

Coverage: Chapters 1-6

Course Description: This course focuses on the mathematical formulation and development of methods used in signal and image processing. Topics covered in this course include vector space models of signals and images, the discrete Fourier transform, the discrete cosine transform, frequency domain representation of images, convolution, filtering, filter banks and an introduction to wavelets.

What this course is about: Signal processing, which digitalizes an analog signal and then reconstructs the signal, is ubiquitous throughout society. From high-speed data communications, medical imaging, MP3 music files, radar and digital audio (CD) technology. In this course we study the mathematics behind the basic building blocks of signal processing.

Learning Outcomes: By the end of the term the successful student will be able to do the following:

a. Understand analog/digital conversion as required for digital processing of analog signals.

b. Understand the fundamental mathematical concepts behind signal processing such as, matrix models of signals, discrete Fourier transform, filtering and convolution, the z-transform, and the discrete wavelet transform.

c. Use the MATLAB language and signal processing toolboxes for designing, implementing, and simulating signal processing operations as applied to speech, music and images.

Learning outcomes a) and b) satisfy the following learning outcome of the math major: Apply the mathematical modeling process to modern problems in data science and cryptography for the purpose of analyzing large data sets and encrypting plaintext or decrypting text.
Learning outcomes b) and c) satisfy the following learning outcome of the math minor:
Reduce real world phenomena to abstract descriptions, and apply theory to solve real world problems.

**Means of Assessment:** Learning outcomes will be demonstrated through the solution of selected problems on exams and homework.

**Exams:** There will be two 100-point exams and a final exam. The exam days are XXX. The final exam, which is also worth 100 points, will be given XXX from XXX.

**Calculators:** The use of a calculator is not permitted on any of the exams.

**Attendance Policy:** Class attendance is the student’s responsibility. There will be **no make-up exams** except under special circumstances, which must be discussed with the instructor before the exam.

**Homework:** A homework assignment will be given at the end of each class and discussed at the next class meeting. Daily homework will not be collected. However, working out the homework problems on a daily basis will enhance and reinforce understanding of the course material, and also make the exams seem easier.

**Collected Homework:** I will pass out and collect ten homework assignments throughout the semester. Some of the homework assignments will require the use of the signal processing toolbox in MATLAB. For problems where MATLAB is used, a written explanation will be required to explain the logic and steps used in the solution.

**Determination of Final Grade:** Your grade will be determined on the basis of the following assessments. Collected homework (10 in total) will be based on the material presented in class. Some of the homework assignments will require the use of the signal processing toolbox in MATLAB. There will be two exams during the semester and a final exam.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework (10)</td>
<td>30</td>
</tr>
<tr>
<td>Exam I</td>
<td>20</td>
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<tr>
<td>Exam II</td>
<td>20</td>
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<tr>
<td>Final</td>
<td>30</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Percentage Range</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93%-100%</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90%-92.99%</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87%-89.99%</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83%-86.99%</td>
<td>Very Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80%-82.99%</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77%-79.99%</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73%-76.99%</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70%-72.99%</td>
<td>Poor</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67%-69.99%</td>
<td>Poor</td>
</tr>
<tr>
<td>Grade</td>
<td>Value</td>
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<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
<td>Failure</td>
</tr>
</tbody>
</table>

**College wide policies for undergraduate courses**

**Incomplete Grade Policy:** An Incomplete Grade may be given only to those students who would pass the course if they were able to satisfactorily complete the course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

**Extra Work During the Semester:** Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

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

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

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, [http://www.jjay.cuny.edu/academics/654.php](http://www.jjay.cuny.edu/academics/654.php))
**Daily Schedule starts next page**

MAT 3XX (proposed)-Signal Processing Syllabus
Text: *Discrete Fourier Analysis and Wavelets*, Broughton and Bryan.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Text Section</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1.1-1.2</td>
<td>Overview/common signal processing problems</td>
</tr>
<tr>
<td>2</td>
<td>1.3</td>
<td>Signals, images and frequency</td>
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<tr>
<td>3</td>
<td>1.4</td>
<td>Vector space models for signals and images</td>
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<td>4</td>
<td>1.5</td>
<td>Basic waveforms, analog and discrete cases HW 1 Due</td>
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<td>5</td>
<td>1.6</td>
<td>Sampling and Aliasing</td>
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<td>6</td>
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<td>Inner product spaces and orthogonality HW 2 Due</td>
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<td>7</td>
<td>1.9</td>
<td>Signal and image digitization</td>
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<td>8</td>
<td>1.10</td>
<td>Infinite-dimensional inner product spaces HW 3 Due</td>
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<tr>
<td>9</td>
<td>2.2</td>
<td>The time domain and frequency domain</td>
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<tr>
<td>10</td>
<td>2.3-2.4</td>
<td>A motivational example and the one-dimensional discrete Fourier transform</td>
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<td>11</td>
<td>2.5-2.6</td>
<td>Properties of the discrete Fourier transform and the fast Fourier transform HW 4 Due</td>
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<td>Compression and issues with compression</td>
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<td>3.3</td>
<td>Thresholding for compression</td>
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<td>15</td>
<td>3.4-3.5</td>
<td>The discrete cosine transform and properties HW 5 Due</td>
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<td>16</td>
<td>3.7-3.8</td>
<td>Block transforms and JPEG Compression</td>
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<td>17</td>
<td>4.2</td>
<td>Convolution</td>
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<td>18</td>
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<td>19</td>
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<td>Infinite and bi-infinite signal models</td>
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<td>Nonlocality of the discrete Fourier transform HW 7 Due</td>
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<td>21</td>
<td>5.2</td>
<td>Localization via windowing</td>
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<td>22</td>
<td>5.2</td>
<td>Localization via windowing (continued) HW 8 Due</td>
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<tr>
<td>23</td>
<td>-</td>
<td>Exam II</td>
</tr>
<tr>
<td>24</td>
<td>X</td>
<td>Ethical considerations: transparency, privacy, confidentiality and counterfeiting.</td>
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<tr>
<td>25</td>
<td>6.2</td>
<td>The Haar filter bank</td>
</tr>
<tr>
<td>26</td>
<td>6.3</td>
<td>The general one-stage two-channel filter band. HW 9 Due</td>
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<tr>
<td>27</td>
<td>7.1</td>
<td>Introduction to wavelets</td>
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<tr>
<td>28</td>
<td>x</td>
<td>Review - HW 10 Due</td>
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<tr>
<td>----</td>
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<td>-------------------</td>
</tr>
<tr>
<td>29</td>
<td>X</td>
<td>FINAL EXAMINATION</td>
</tr>
</tbody>
</table>
1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management

   b. Name and contact information of proposer(s) Marie-Helen Maras

      Email address(es) mmaras@jjay.cuny.edu
      Phone number(s) 212-621-4168

2. a. Title of the course Introduction to Cybercrime: Theories and Applications

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Intro to Cybercrime

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

   Please provide a brief rationale for why the course is at the level: A course at this level provides students with basic knowledge of cybercrime, its applications, and theories of cybercrime.

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

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

   There is a serious deficit in the national capacity for cybercrime and cybersecurity positions. Because of this, there is a national push towards advancing knowledge in the field of cybercrime and cybersecurity and enhancing existing educational programs in these areas. John Jay College of Criminal Justice has computer science courses that deal with the technical aspects of cybersecurity. However, the college does not have courses that focus on cybercrime. An undergraduate course covering the theories and applications of cybercrime at John Jay College of Criminal Justice is long overdue. Given that both public and private security sectors are responsible for investigating
cybercrime, students without this basic knowledge would be at a disadvantage at the time of hire.

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

This course delves into the complex world of cybercrime by exploring different types of cybercrime; the nature and extent of cybercrime; cybervictimization; criminological theories; the reasons why offenders commit cybercrime; cyberwitnesses’ roles and reactions to cybercrime; the applicability of criminological theories to specific cybercrimes; and existing laws, policies, and measures and those needed to effectively control and combat cybercrime.

5. **Course Prerequisites or co‐requisites.** None

6. **Number of:**
   a. Class hours \underline{3}
   b. Lab hours \underline{0}
   c. Credits \underline{3}

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

   \underline{X} No \hspace{1cm} \underline{ } Yes. If yes, then please provide:

   a. Semester(s) and year(s): N/A
   b. Teacher(s): N/A
   c. Enrollment(s): N/A
   d. Prerequisites(s): N/A

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   Students will:
   
   - Identify and assess the nature and extent of cybercrime
   - Discuss, critique and apply important criminological theories
   - Explain and evaluate the applicability of these theories to cybercrime
   - Examine measures created to control cybercrime
9. Will this course be part of any major(s), minor(s) or program(s)?

_____No  ___X_ Yes

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

This course will be part of a new minor in Cybercrime.

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

No ___X___ Yes _____ If yes, please indicate the area:

11. How will you assess student learning?

Student learning will be assessed through two papers, presentations, participation during class discussions. The department’s VALUE rubrics will be used to assess student learning in order to determine if students are meeting learning expectations at key points in the existing curriculum. Below there is a list of learning objectives for this course and a table which links the assignments to the learning objectives and the Bloom Taxonomy.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Objectives</th>
<th>Bloom Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>1, 2, 3, 4, 5</td>
<td>Knowledge/Remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding</td>
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<td>Applying</td>
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<td>Analyzing</td>
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<td>Evaluating</td>
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<td></td>
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<td>Creating</td>
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<tr>
<td>Midterm</td>
<td>1, 2</td>
<td>Knowledge/Remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>1, 2, 3, 4, 5</td>
<td>Knowledge/Remembering</td>
</tr>
<tr>
<td></td>
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<td>Analyzing</td>
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<td></td>
<td></td>
<td>Evaluating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating</td>
</tr>
</tbody>
</table>

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
12. Did you meet with a librarian to discuss library resources for the course?

Yes _X*__ No____

- If yes, please state the librarian’s name. *Did not meet in person, discussed over the phone with Maria Kiriakova. As this is my research area I am also familiar with the library resources. In addition to the textbooks and other assigned books, the courses will also rely on social science academic journal articles already available to students through the library. As with other academic disciplines, we can always benefit from more adoptions of works in our field.

- Are there adequate resources in the library to support students’ work in the course

Yes___X______ No________

- Will your students be expected to use any of the following library resources? Check all that apply.

  ➢ The library catalog, CUNY+ __X__
  ➢ EBSCOhost Academic Search Complete _X___
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X___
  ➢ LexisNexis Universe _X___
  ➢ Criminal Justice Abstracts____
  ➢ PsycINFO _____
  ➢ Sociological Abstracts____
  ➢ JSTOR __X__
  ➢ SCOPUS ______
  ➢ Other (please name)___________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval March 16, 2017

15. Faculty - Who will be assigned to teach this course? Marie-Helen Maras; Ina Wanca; Chelsea Binns___________

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

_X_ No

____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?

___ Not applicable

___ No

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

There are no similarities with other courses or majors. However, I did discuss the minor with Dr. Doug Salane, Chair of the Computer Science Department, and he was supportive of the minor. In addition, Dr. Mangai Natarajan from International Criminal Justice endorses and supports this minor. I also contacted Criminal Justice, Sociology, Law and Police Science, and Public Administration and did not receive any objections to this minor.

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

**X** No

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

19. Approvals:

Charles Nemeth, Chair, Security, Fire and Emergency Management
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
899 10th Avenue  
New York, New York 10019  

Syllabus for Introduction to Cybercrime: Theories and Applications (SEC 1XX)

Professor: Dr. Marie-Helen Maras  
Office Location: 524 W. 59th Street, Haaren Hall, Room 43311  
Contact Hours: T: 3:00 p.m. – 5:00 p.m., W: 11:00 a.m. - 1:00 p.m. and Thursday 12:00 pm to 3:00 pm (email me for appointments outside of these open office hours).  
Phone: 212-621-4168  
Email: mmaras@jjay.cuny.edu

COURSE DESCRIPTION

This course delves into the complex world of cybercrime by exploring different types of cybercrime; the nature and extent of cybercrime; cybervictimization; criminological theories; the reasons why offenders commit cybercrime; cyberwitnesses’ roles and reactions to cybercrime; the applicability of criminological theories to specific cybercrimes; and existing laws, policies, and measures and those needed to effectively control and combat cybercrime.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Identify and assess the nature and extent of cybercrime
- Discuss, critique and apply important criminological theories
- Explain and evaluate the applicability of these theories to cybercrime
- Examine measures created to control cybercrime

COURSE PREREQUISITES

None

COURSE POLICIES

Attendance/Class Participation

If you have more than **THREE unexcused absences**, you will receive a zero for participation and attendance in the class, which is worth 10% of your grade. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day’s participation). You must be an active participant in every class.
If you show up to class late or leave before class finishes, participation points will also be reduced. What's more, if you do not arrive within the first 10 minutes of the course, you will be marked as late. **If you are late to class 2 times, this will count as ONE absence.**

*Absences adversely impact your participation and attendance score.

**Assignment Due Dates & Make-Up Work**

You must submit **all work no later than the due date for each assignment or NO points will be given.** I do not accept late assignments or make-up work, unless an emergency exists for which proof can be provided.

**Grades Policy**

All the letter grades may be used in this course. Grades are not subject to change unless there has been a clear error on my part, but you are welcome to discuss them with me. Incompletes are only granted in extreme cases such as illness or other family emergency (and only if all but one piece of work was not completed). A student's procrastination in completing his/her papers and the presentation is not a basis for an Incomplete.

<table>
<thead>
<tr>
<th>Grade Explanation</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
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</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>4.0</td>
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</tr>
<tr>
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</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1–89.9</td>
</tr>
<tr>
<td>B Good</td>
<td>3.0</td>
<td>83.0–87.0</td>
</tr>
<tr>
<td>B–</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1–79.9</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>2.0</td>
<td>73.0–77.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>70.0–72.9</td>
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<tr>
<td>F Failure/Unsuccessful</td>
<td>0.0</td>
<td>Below 60.0</td>
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</table>

**Academic Dishonesty**

*Plagiarism*

Plagiarism involves using an author's work without citing him or her. It entails trying to pass off, deliberately or unconsciously, somebody else's work as your own.
***IMPORTANT: My policy on plagiarism ~ Plagiarism detection software will be used in this course. For the first offense of plagiarism an F will be given and the department will be notified. Under no circumstance will you be able to redo the assignment that was plagiarized. For the second offense, you will fail the course.

Using Previously Submitted Coursework

You are not allowed to use work that you have submitted to other classes here. All assignments in this class require original work.

Class Protocol

All electronic devices must be turned off in class. No recordings of the lectures are authorized unless the professor has granted permission.

COURSE REQUIREMENTS

READ ME!

For Participation:

- You must complete the readings before coming to class. In the class, the readings will be discussed, questions will be asked, and you will be called upon to contribute to the discussions. You will not receive points if you do not participate in the discussions and if you do not participate in the labs.

For Homework:

- You will be assigned two case studies on specific cybercriminals in this class (one case study for each homework). You will also be asked specific questions about the case study which you must answer. The case studies will be included on Blackboard.
- Your assignments must be submitted in a Word document, 12 point font. **It must be at least one full page long (double spaced).** Your paper must have a **minimum of 2 scholarly sources** (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. All submissions must have a separate reference page. Significant points will be deducted for shorter submissions.
- All homework must be **posted on Blackboard in the appropriate drop box** by 11:59 pm on the day they are due.

For Midterm:

- It will be a timed exam (one hour), taken in class during **Week 9.** The exam will consist of short essay (2 questions; 4 points each question), fill-in-the-blank (6 questions; 2 points each question).

---

1 Information about what constitutes a scholarly source will be included on Blackboard, along with a tutorial on how to find scholarly sources.
question) and multiple choice questions (10 questions; 1 point each question). It will cover the material from Week 1 – Week 8.

For Group Presentations:

- The group assignment is as follows: students will be required to discuss the cybercrime and the measures that exist to control this cybercrime.
- The group presentations are worth 20% of your total grade. In this presentation, you will discuss your topic and the highlights of your research. Your presentation will be no more than 10 minutes long.
- You must use PowerPoint slides or Prezi.
- Your presentation must be submitted to Blackboard on the day of your presentation.
- Your topic and groups will be selected on the first day of class. The students will be randomly assigned to groups. Each group will have a cybercrime topic that has been selected by the professor.

REQUIRED TEXTS

Class lectures, handouts, outside readings, PowerPoint presentations, and videos will be used to accomplish the course objectives. Students will be expected to consult the below required texts for class preparation.


Other journal articles will be used in this course as well. The course is structured in such a way that you will not be able to participate in class if you have not done the assigned reading. Handouts will also be provided to students whenever required. Students are encouraged to read widely and strategically beyond the assigned texts (some recommendations for such readings will be made for you in each week, under the further reading section).

GRADING

Participation: 10%
Homework: 40% [5 homework assignment; 8 points each]
Midterm Exam: 30%
Group Presentation: 20%

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Topics Covered</th>
<th>Discussions/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Introduction to the Course</td>
<td>Review of syllabus and general introduction to the course.</td>
</tr>
<tr>
<td>Week 2 Cybercrime, Cybercriminals, and Cybercriminology</td>
<td>Required Readings</td>
</tr>
</tbody>
</table>
Students will be introduced to cybercrimes, the categories they fall under, and how cybercrimes differ from traditional forms of crime. In addition, students are introduced to the field of cybercriminology.

<table>
<thead>
<tr>
<th>Week</th>
<th>Measuring Cybercrime</th>
<th>Required Readings</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Cybervictimization</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As the title indicates, students will be introduced to existing literature concerning victimization in the online environment.</td>
<td>1) Chapter 3, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Cybercrime, Rational Choice, and Emotions: Punishment and Reduction of Cyberoffending</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will discuss the notion of cybercrime as a rational choice and the role of emotions in cyberoffending.</td>
<td>1) Chapter 4, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Cybercrime and the Propensity to Offend</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will examine the characteristics of cyberoffenders and the ability of trait theories to explain certain forms of cybercrime.</td>
<td>1) Chapter 5, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Cybercrime, Culture, and Inequality</td>
<td>Required Readings</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td></td>
<td>Students will explain and evaluate the applicability of social structure, strain theories, criminal subcultures, and cultural deviance theories to cybercrime.</td>
<td>1) Chapter 6, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Conformity, Learning, and Sources of Social Control</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will explain and evaluate the applicability of social control theories, social learning theories, and developmental criminology to cybercrime.</td>
<td>1) Chapter 7, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Constructing and Reacting to Cybercrime: Labeling and Moral Panics</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will discuss the social constructions of cybercrime, social reaction (labeling) theory, and moral panics.</td>
<td>1) Chapter 8, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Conflict Cybercriminology: Cybercrime, Power, and Gender</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will explain and evaluate the applicability of feminist theories and critical criminology, such as left realism, power-control theory, and peacemaking criminology, to cybercrime.</td>
<td>1) Chapter 9, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
<tr>
<td>Week 11</td>
<td>Interpersonal Cybercrime</td>
<td>Required Readings</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Cybertrespass, Cybervandalism, and Cybertheft</th>
<th>Required Readings</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Deviant Cyberacts and Public Order Cybercrimes: Paraphilia, Prostitution, Substance Abuse, and Gambling</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will discuss various forms of deviant cyberacts and public order cybercrimes and ways to combat them.</td>
<td>1) Chapter 12, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Organized Cybercrime</th>
<th>Required Readings</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Political Cybercrime</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will discuss various forms of political cybercrime and ways to combat them.</td>
<td>1) Chapter 14, Maras, M.-H. (2016). <em>Cybercriminology</em>. New York: Oxford University Press.</td>
</tr>
</tbody>
</table>

**COLLEGE-WIDE POLICIES**

**Plagiarism Policy**

According to the John Jay College of Criminal Justice Undergraduate Bulletin 2014-2015,

Americans with Disabilities Act Policy

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

Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students Policy

Sometimes discussing issues related to the topics described above in the class can bring up unexpected feelings or reactions for students. John Jay and CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist you in obtaining help, including immediate medical care, counseling and other essential services.

This assistance can be provided through the Counseling Services Center. Students can either stop by the Center, which is located in the New Building in room L.68.00, or make an appointment for counseling services through email (counseling@jjay.cuny.edu), phone (212.237.8111) or in person. Counseling and crisis intervention services are also available at the Women’s Center. The Women’s Center Counselor/Gender-Based Violence Prevention & Response Advocate provides students with counseling and crisis intervention for gender-based violence. Students can make an appointment by stopping by the Women’s Center in the New Building in room L.67.10, calling Jessica Greenfield (646.557.4535), or emailing her (jgreenfield@jjay.cuny.edu).

A GUIDE TO IN-TEXT CITATIONS AND REFERENCES (OR BIBLIOGRAPHIES)

Each and every piece of written work needs in-text citations and a bibliography in proper format such as APA, MLA or Chicago. Such references take a specific form which differs in each subject. The following plan will indicate how they are to be done in the security discipline. If ever in doubt, either see me, look at how I have done it on your syllabus, or just look at the articles and follow their pattern.

In-text citations should be used either following a quotation, OR when you are paraphrasing someone else’s argument. Remember, if you do not use citations, then you will be plagiarizing! In-text bracketed citations should be used. These appear like this: blah blah blah (Maras, 2009) when paraphrasing or “blah blah blah” (Maras, 2009, p. 29) when quoting.

i.e. In-text citations take the form (Author, date, page number).
If it is just a general direction to the reader to look at a particular book, rather than at a specific page, just put the author and date: (Maras, 2009).

Having used in-text citations, you must now compile a reference list or bibliography. Usually references and bibliographies only contain those books which you have cited. However, if you have done large amounts of other reading, then you can include some of them as “consulted sources”. I will list some examples of how to cite sources. If you are unclear about how to use such weird things as the internet to find information on citing sources, please ask me assistance on this matter.


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

New Course Proposal Form

Date Submitted March 11, 2017

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management

   b. Name and contact information of proposer(s) Marie-Helen Maras

      Email address(es): mmaras@jjay.cuny.edu
      Phone number(s): 212-621-4168

2. a. Title of the course Cybercrime Investigations

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) Cybercrime Investigations

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

   Please provide a brief rationale for why the course is at the level: A course at this level expands on students’ general knowledge of cybercrime and cyberlaw. In particular, the course builds upon the material in SEC 1XX Introduction to Cybercrime: Theories and Applications and SEC 2XX Cyberlaw and Cyberliberties. This course introduces students to public and private cybercrime investigations.

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

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

   A cybercrime investigation course in this major has been lacking since the inception of this program. What is also lacking is coverage of both national and international cybercrime investigations. Given that both public and private security sectors are responsible for investigating cybercrime, students without this basic knowledge would be at a disadvantage at the time of hire.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course provides a comprehensive analysis of national and international public and private cybercrime investigations, looking in particular at: the manner in which these investigations are conducted, digital evidence, rules of evidence, and the legal admissibility of digital evidence. This emphasis of this course is on the investigation of crimes involving the Internet, computers, and related technology, including network, email, social media, cloud, mobile device, gaming console, and Internet of things forensics. Special attention will be paid to the challenges private security professionals and criminal justice agents face in the detection, investigation, prosecution and prevention of cybercrime committed on the visible web and Darknet, and the measures needed to overcome these challenges.

5. **Course Prerequisites.**

   ENG 101  
   SEC 1XX Introduction to Cybercrime: Theories, and Applications  
   SEC 2XX Cyberlaw and Cyberliberties

6. Number of:  
   a. Class hours  3  
   b. Lab hours  0  
   c. Credits  3

7. Has this course been taught on an experimental basis?  
   __X__ No  _____ Yes. If yes, then please provide:
   a. Semester(s) and year(s): N/A  
   b. Teacher(s): N/A  
   c. Enrollment(s): N/A  
   d. Prerequisites(s): N/A

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   Students will:
   - Describe the processes involved in conducting public and private cybercrime investigations, as well any ethical issues associated with these investigations  
   - Distinguish between public and private cybercrime investigations
• Identify evidence at a crime or incident scene and assess it probative value
• Discuss the role of national and international agencies in dealing with cybercrime and evaluate agencies’ responses to cybercrime
• Identify and the evaluate the ways in which to conduct cybercrime investigations
• Recommend ways to overcome obstacles to national and international cybercrime investigations

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

____ No   ___X___ Yes

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

This course will be part of a new minor in Cybercrime.

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

No ___X___ Yes _____ If yes, please indicate the area:

11. How will you assess student learning?

Student learning will be assessed through two papers, presentations, participation during class discussions. The department’s VALUE rubrics will be used to assess student learning in order to determine if students are meeting learning expectations at key points in the existing curriculum. Below there is a list of learning objectives for this course and a table which links the assignments to the learning objectives and the Bloom Taxonomy.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Objectives</th>
<th>Bloom Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>1, 2, 3, 4, 5</td>
<td>Knowledge/Remembering</td>
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<tr>
<td></td>
<td>See attached syllabus for details about the assignment.</td>
<td>Understanding</td>
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<td>Applying</td>
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<td>Analyzing</td>
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<td>Evaluating</td>
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<td></td>
<td>Creating</td>
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<tr>
<td><strong>Midterm</strong></td>
<td><strong>Research Paper</strong></td>
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<td>-------------</td>
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<tr>
<td>See attached syllabus for details about the exam.</td>
<td>See attached syllabus for details about the assignment.</td>
<td></td>
</tr>
<tr>
<td>1, 2</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>Knowledge/Remembering Understanding</td>
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<td></td>
<td>Applying</td>
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<td></td>
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<td></td>
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<td></td>
<td>Evaluating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creating</td>
<td></td>
</tr>
</tbody>
</table>

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

Yes _X_  No __

- If yes, please state the librarian’s name _*Did not meet in person, discussed over the phone with Maria Kiriakova. As this is my research area I am also familiar with the library resources. In addition to the textbooks and other assigned books, the courses will also rely on social science academic journal articles already available to students through the library. As with other academic disciplines, we can always benefit from more adoptions of works in our field._*

- Are there adequate resources in the library to support students’ work in the course

Yes _X_  No __

- Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ _X_
- EBSCOhost Academic Search Complete _X_
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X_
- LexisNexis Universe _X_
- Criminal Justice Abstracts ____
- PsycINFO ____
- Sociological Abstracts ____
- JSTOR __X__
- SCOPUS ____
- Other (please name) ____________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval March 16, 2017

15. Faculty - Who will be assigned to teach this course? Marie-Helen Maras; John Bandler
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

___ X ___ No  
____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

____ Not applicable  
____ No  
___ X ___ Yes. If yes, give a short summary of the consultation process and results.

There are no similarities with other courses or majors. However, I did discuss the minor with Dr. Doug Salane, Chair of the Computer Science Department, and he was supportive of the minor. In addition, Dr. Mangai Natarajan from International Criminal Justice endorses and supports this minor. I also contacted Criminal Justice, Sociology, Law and Police Science, and Public Administration and did not receive any objections to this minor.

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

___ X ___ No  
____ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Charles Nemeth, Chair, Security, Fire and Emergency Management
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
899 10th Avenue  
New York, New York 10019  
Syllabus for Cybercrime Investigations (SEC 2XX)  

Professor: Dr. Marie-Helen Maras  
Office Location: 524 W. 59th Street, Haaren Hall, Room 43311  
Contact Hours: T: 3:00 p.m. – 5:00 p.m., W: 11:00 a.m. - 1:00 p.m. and Thursday 12:00 pm to 3:00 pm (email me for appointments outside of these open office hours).  
Phone: 212-621-4168  
Email: mmaras@jjay.cuny.edu  

COURSE DESCRIPTION  
This course provides a comprehensive analysis of national and international public and private cybercrime investigations, looking in particular at: the manner in which these investigations are conducted, digital evidence, rules of evidence, and the legal admissibility of digital evidence. This emphasis of this course is on the investigation of crimes involving the Internet, computers, and related technology, including network, email, social media, cloud, mobile device, gaming console, and Internet of things forensics. Special attention will be paid to the challenges private security professionals and criminal justice agents face in the detection, investigation, prosecution and prevention of cybercrime committed on the visible web and Darknet, and the measures needed to overcome these challenges.  

LEARNING OUTCOMES  
Upon completion of this course, students will be able to:  

- Describe the processes involved in conducting public and private cybercrime investigations, as well any ethical issues associated with these investigations  
- Distinguish between public and private cybercrime investigations  
- Identify evidence at a crime or incident scene and assess it probative value  
- Discuss the role of national and international agencies in dealing with cybercrime and evaluate agencies’ responses to cybercrime  
- Identify and the evaluate the ways in which to conduct cybercrime investigations  
- Recommend ways to overcome obstacles to national and international cybercrime investigations  

COURSE PREREQUISITES  
ENG 101  
SEC 1XX Introduction to Cybercrime: Theories and Applications  
SEC 2XX Cyberlaw and Cyberliberties  

COURSE POLICIES  

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
Attendance/Class Participation

If you have more than THREE unexcused absences, you will receive a zero for participation and attendance in the class, which is worth 10% of your grade. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day’s participation). You must be an active participant in every class.

If you show up to class late or leave before class finishes, participation points will also be reduced. What’s more, if you do not arrive within the first 10 minutes of the course, you will be marked as late. **If you are late to class 2 times, this will count as ONE absence.**

*Absences adversely impact your participation and attendance score.*

Assignment Due Dates & Make-Up Work

You must submit all work no later than the due date for each assignment or NO points will be given. I do not accept late assignments or make-up work, unless an emergency exists for which proof can be provided.

Grades Policy

All the letter grades may be used in this course. Grades are not subject to change unless there has been a clear error on my part, but you are welcome to discuss them with me. Incompletes are only granted in extreme cases such as illness or other family emergency (and only if all but one piece of work was not completed). A student’s procrastination in completing his/her papers and the presentation is not a basis for an Incomplete.

<table>
<thead>
<tr>
<th>Grade Explanation</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>4.0</td>
<td>93.0–100.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>90.0–92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1–89.9</td>
</tr>
<tr>
<td>B Good</td>
<td>3.0</td>
<td>83.0–87.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>80.0–82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1–79.9</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>2.0</td>
<td>73.0–77.0</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
<td>70.0–72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1–69.9</td>
</tr>
<tr>
<td>D Passing</td>
<td>1.0</td>
<td>63.0–67.0</td>
</tr>
<tr>
<td>D−</td>
<td>0.7</td>
<td>60.0–62.9</td>
</tr>
</tbody>
</table>
Academic Dishonesty

Plagiarism

Plagiarism involves using an author's work without citing him or her. It entails trying to pass off, deliberately or unconsciously, somebody else's work as your own.

***IMPORTANT: My policy on plagiarism ~ Plagiarism detection software will be used in this course. For the first offense of plagiarism an F will be given and the department will be notified. Under no circumstance will you be able to redo the assignment that was plagiarized. For the second offense, you will fail the course.

Using Previously Submitted Coursework

You are not allowed to use work that you have submitted to other classes here. All assignments in this class require original work.

Class Protocol

All electronic devices must be turned off in class. No recordings of the lectures are authorized unless the professor has granted permission.

COURSE REQUIREMENTS

READ ME!

For Participation:

- You must complete the readings before coming to class. In the class, the readings will be discussed, questions will be asked, and you will be called upon to contribute to the discussions. You will not receive points if you do not participate in the discussions and if you do not participate in the labs.

For Homework:

- You will be assigned case studies and practical exercises (5 total; one case study or practical exercise for each homework). The practical exercises and case studies will be included on Blackboard.
- Your assignments must be submitted in a Word document, 12 point font. It must be at least one full page long (double spaced). Your paper must have a minimum of 2 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. All submissions must

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1 Information about what constitutes a scholarly source will be included on Blackboard, along with a tutorial on how to find scholarly sources.

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
have a separate reference page. Significant points will be deducted for shorter submissions.

- All homework must be **posted on Blackboard in the appropriate drop box** by 11:59 pm on the day they are due.

For *Midterm*:

- It will be a timed exam (one hour), taken in class during **Week 9**. The exam will consist of short essay (2 questions; 4 points each question), fill-in-the-blank (6 questions; 2 points each question) and multiple choice questions (10 questions; 1 point each question). It will cover the material from Week 1 – Week 8.

For *Research Paper*:

- Write a **4 to 5 page paper** (12 font, double-spaced) on the greatest obstacles to cooperation between private security professionals and criminal justice agents in international cybercrime investigations. Your paper must have a minimum of 5 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. This assignment is due by **Week 15**, and must be **posted on Blackboard in the appropriate drop box** by 11:59 pm.

**REQUIRED TEXTS**

Class lectures, handouts, outside readings, PowerPoint presentations, and videos will be used to accomplish the course objectives. Students will be expected to consult the below required text for class preparation.


Other books and articles will be used in this course as well. The course is structured in such a way that you will not be able to participate in class if you have not done the assigned reading. Handouts will also be provided to students whenever required. Students are encouraged to read widely and strategically beyond the assigned texts (some recommendations for such readings will be made for you in each week, under the further reading section).

**GRADING**

Participation: 10%
Homework: 40% [5 homework assignment; 8 points each]
Midterm: 30%
Paper: 20%

**COURSE CALENDAR**

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<td>Review of syllabus and general introduction to the course.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Exploring Cybercrime and Digital Forensics</td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Students will be introduced to digital forensics investigations (i.e., criminal, civil, and administrative), the processes involved in digital forensics investigations, and different types of evidence.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Homework 1 Due!**

**Required Readings**


<table>
<thead>
<tr>
<th>Week 3</th>
<th>Accessing Digital Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify and discuss the various laws governing investigators' access to digital evidence and the ethical obligations of investigators in accessing and collecting this data.</td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings**


<table>
<thead>
<tr>
<th>Week 4</th>
<th>Searches and Seizures of Digital Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify and discuss searches and seizures and exceptions to the Fourth Amendment relating to searches and seizures. Special attention is paid to the Fourth Amendment implications for searching seized digital devices for evidence and searching devices that contain privileged evidence.</td>
<td></td>
</tr>
</tbody>
</table>

**Homework 2 Due!**

**Required Readings**


<table>
<thead>
<tr>
<th>Week 5</th>
<th>Locating Digital Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify digital devices that can contain digital evidence and the types of data they may contain. Students will also discuss and evaluate the different types of tools that</td>
<td></td>
</tr>
</tbody>
</table>

**Homework 3 Due!**

**Required Readings**

can be used to obtain evidence from digital devices.

<table>
<thead>
<tr>
<th>Week 6</th>
<th><strong>Conducting Public Cybercrime Investigations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students explore the manner in which digital forensics investigations are conducted, including traditional crime scene processing (i.e., securing the scene, searching the scene, and identifying, documenting, and collecting physical evidence, as well as its transportation to the forensics lab for analysis). Ethical issues arising from these investigations are also examined.</td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th><strong>Conducting Darknet Investigations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students explore Darknet investigations and identify the problems encountered by digital forensics investigators during these investigations.</td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th><strong>Conducting Private Cybercrime Investigations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will discuss the circumstances in which corporate investigations of cybercrime are conducted and the manner in which they are conducted. Special</td>
</tr>
<tr>
<td></td>
<td><strong>Required Readings</strong></td>
</tr>
</tbody>
</table>
Attention will be paid to the steps that need to be taken to ensure that evidence obtained is handled properly and admissible in a court of law. Ethical issues arising from these investigations are also examined.

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Email Forensics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will discuss and conduct basic email investigations and identify the problems encountered by digital forensics investigators during email investigations.</td>
<td></td>
</tr>
</tbody>
</table>

| *Midterm Exam |
| **Required Readings** |

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Mobile Device Forensics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore mobile device forensics. Specifically, they will identify the different types of digital devices from which evidence can be obtained, the evidence that can be retrieved from these devices, and the tools and techniques used in mobile device forensics.</td>
<td></td>
</tr>
</tbody>
</table>

| **Required Readings** |

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Network Forensics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore network forensics, looking in particular at the evidence that can be retrieved from network forensics investigations and the tools that can be used to capture, inspect and preserve digital evidence.</td>
<td></td>
</tr>
</tbody>
</table>

| **Required Readings** |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Social Media Forensics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will examine social media forensics, looking in</td>
<td></td>
</tr>
</tbody>
</table>

| **Required Readings** |
| 1) Hubert, K. (2014). Evidence Collection From Social Media Sites. SANS Institute: |
particular at the type of evidence that can be retrieved during these investigations, and the obstacles encountered by private security and law enforcement agents during investigations where social media data is sought and requested.

InfoSec Reading Room [Available at https://www.sans.org/reading-room/whitepapers/legal/evidence-collection-social-media-sites-35647].


**Week 13**

**Cloud Forensics**

Students will discuss the cloud and cloud forensics. Special attention will be paid to the challenges encountered by investigators when seeking evidence from the cloud.

**Required Readings**


**Week 14**

**Internet of Things Forensics**

Students will be introduced to the Internet of Things (IoT) and IoT forensics. Particular emphasis will be placed on the type of evidence that could be retrieved from these devices and its admissibility in a court of law.

**Required Readings**


**Week 15**

**Prosecuting Cybercrime**

Students will critically examine the criminal prosecution of cybercrime, including the charging of perpetrators, pretrial and trial processes, and sentencing of offenders. The role of the digital forensics expert in providing testimony in pretrial hearings and the

**Required Readings**


Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
COLLEGE-WIDE POLICIES

Plagiarism Policy


Americans with Disabilities Act Policy

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

Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students Policy

Sometimes discussing issues related to the topics described above in the class can bring up unexpected feelings or reactions for students. John Jay and CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist you in obtaining help, including immediate medical care, counseling and other essential services.

This assistance can be provided through the Counseling Services Center. Students can either stop by the Center, which is located in the New Building in room L.68.00, or make an appointment for counseling services through email (counseling@jjay.cuny.edu), phone (212.237.8111) or in person. Counseling and crisis intervention services are also available at the Women’s Center. The Women’s Center Counselor/Gender-Based Violence Prevention & Response Advocate provides students with counseling and crisis intervention for gender-based violence. Students can make an appointment by stopping by the Women’s Center in the New Building in room L.67.10, calling Jessica Greenfield (646.557.4535), or emailing her (jgreenfield@jjay.cuny.edu).

A GUIDE TO IN-TEXT CITATIONS AND REFERENCES (OR BIBLIOGRAPHIES)

Each and every piece of written work needs in-text citations and a bibliography in proper format such as APA, MLA or Chicago. The following plan will indicate how they are to be done in the
security discipline. If ever in doubt, either see me, look at how I have done it on your syllabus, or just look at the articles and follow their pattern.

In-text citations should be used either following a quotation, OR when you are paraphrasing someone else’s argument. Remember, if you do not use citations, then you will be plagiarizing! In-text bracketed citations should be used. These appear like this: blah blah blah (Maras, 2009) when paraphrasing or “blah blah blah” (Maras, 2009, p. 29) when quoting.

i.e. In-text citations take the form (Author, date, page number).

If it is just a general direction to the reader to look at a particular book, rather than at a specific page, just put the author and date: (Maras, 2009).

Having used in-text citations, you must now compile a reference list or bibliography. Usually references and bibliographies only contain those books which you have cited. However, if you have done large amounts of other reading, then you can include some of them as “consulted sources”. I will list some examples of how to cite sources. If you are unclear about how to use such weird things as the internet to find information on citing sources, please ask me assistance on this matter.


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

New Course Proposal Form

Date Submitted March 6, 2017

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management

   b. Name and contact information of proposer(s) __Marie-Helen Maras________

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

      Phone number(s) 212-621-4168

2. a. Title of the course __Cyberlaw and Cyberliberties

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) __Cyberlaw & Cyberliberties

   c. Level of this course __100 Level __X__200 Level __300 Level __400 Level

   Please provide a brief rationale for why the course is at the level: A course at this level expands on students’ general knowledge of cybercrime. In particular, the course builds upon the material in SEC 1XX Introduction to Cybercrime: Theories and Applications. This course introduces students to cyberlaw and cyberliberties.

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

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

   A cyberlaw course in this major has been lacking since the inception of this program. What is also lacking is coverage of both national and international cybercrime laws. Given that both public and private security sectors are responsible for investigating cybercrime, students without this basic knowledge would be at a disadvantage at the time of hire.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course examines the laws that regulate cyberspace and criminalize cybercrime. This course also considers the jurisdiction issues that arise in cybercrime cases. Special attention is paid to the extent to which human rights are protected online and any obstacles to the protection of cyberliberties.

5. **Course Prerequisites.**

ENG 101 and SEC 1XX Introduction to Cybercrime: Theories, and Applications

6. Number of:
   a. Class hours 3
   b. Lab hours 0
   c. Credits 3

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

   X No     ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s): N/A
   b. Teacher(s): N/A
   c. Enrollment(s): N/A
   d. Prerequisites(s): N/A

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   Students will:
   
   • Define cyberethics and identify, discuss and critique national and international cyberlaws
   • Describe, analyze, and evaluate jurisdiction issues in cybercrime cases and develop ways to overcome these jurisdictional obstacles
   • Identify ethical issues encountered in cybercrime case
   • Assess the protection of human rights online and recognize barriers to the protection of cyberliberties

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

   _____ No      X Yes
If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

This course will be part of a new minor in Cybercrime.

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

No ____ Yes _____ If yes, please indicate the area:

11. How will you assess student learning?

Student learning will be assessed through two papers, presentations, participation during class discussions. The department’s VALUE rubrics will be used to assess student learning in order to determine if students are meeting learning expectations at key points in the existing curriculum. Below there is a list of learning objectives for this course and a table which links the assignments to the learning objectives and the Bloom Taxonomy.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Objectives</th>
<th>Bloom Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>1, 2, 3, 4</td>
<td>Knowledge/Remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyzing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating</td>
</tr>
<tr>
<td>Midterm</td>
<td>1, 2</td>
<td>Knowledge/Remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding</td>
</tr>
<tr>
<td>Research Paper</td>
<td>1, 2, 3, 4</td>
<td>Knowledge/Remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyzing</td>
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<tr>
<td></td>
<td></td>
<td>Evaluating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating</td>
</tr>
</tbody>
</table>
12. Did you meet with a librarian to discuss **library resources** for the course?

Yes _X___  No  __

- If yes, please state the librarian’s name  
  
  *Did not meet in person, discussed over the phone with Maria Kiriakova. As this is my research area I am also familiar with the library resources. In addition to the textbooks and other assigned books, the courses will also rely on social science academic journal articles already available to students through the library. As with other academic disciplines, we can always benefit from more adoptions of works in our field.*

- Are there adequate resources in the library to support students’ work in the course
  Yes _X___  No________

- Will your students be expected to use any of the following library resources? Check all that apply.
  - The library catalog, CUNY+ _X_
  - EBSCOhost Academic Search Complete _X_
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X_
  - LexisNexis Universe _X_
  - Criminal Justice Abstracts ___
  - PsycINFO ___
  - Sociological Abstracts ___
  - JSTOR _X_
  - SCOPUS ___
  - Other (please name) ____________________________

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval March 16, 2017

15. **Faculty** - Who will be assigned to teach this course? _Marie-Helen Maras; Charles Nemeth; Ina Wanca_____________

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

  _X_ No
  ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

  ____Not applicable
  ____No
  _X_ Yes. If yes, give a short summary of the consultation process and results.

---

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
There are no similarities with other courses or majors. However, I did discuss the minor with Dr. Doug Salane, Chair of the Computer Science Department, and he was supportive of the minor. In addition, Dr. Mangai Natarajan from International Criminal Justice endorses and supports this minor. I also contacted Criminal Justice, Sociology, Law and Police Science, and Public Administration and did not receive any objections to this minor.

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

   X No
   ___ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Charles Nemeth, Chair, Security, Fire and Emergency Management
COURSE DESCRIPTION

This course examines the laws that regulate cyberspace and criminalize cybercrime. This course also considers the jurisdiction issues that arise in cybercrime cases. Special attention is paid to the extent to which human rights are protected online and any obstacles to the protection of cyberliberties.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Define cyberethics and identify, discuss and critique national and international cyberlaws
- Describe, analyze, and evaluate jurisdiction issues in cybercrime cases and develop ways to overcome these jurisdictional obstacles
- Identify ethical issues encountered in cybercrime case
- Assess the protection of human rights online and recognize barriers to the protection of cyberliberties

COURSE PREREQUISITES

ENG 101 and SEC 1XX Introduction to Cybercrime: Theories and Applications

COURSE POLICIES

Attendance/Class Participation

If you have more than THREE unexcused absences, you will receive a zero for participation and attendance in the class, which is worth 10% of your grade. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day’s participation). You must be an active participant in every class.
If you show up to class late or leave before class finishes, participation points will also be reduced. What's more, if you do not arrive within the first 10 minutes of the course, you will be marked as late. **If you are late to class 2 times, this will count as ONE absence.**

*Absences adversely impact your participation and attendance score.

**Assignment Due Dates & Make-Up Work**

You must submit **all work no later than the due date for each assignment or NO points will be given. I do not accept** late assignments or make-up work, unless an emergency exists for which proof can be provided.

**Grades Policy**

All the letter grades may be used in this course. Grades are not subject to change unless there has been a clear error on my part, but you are welcome to discuss them with me. Incompletes are only granted in extreme cases such as illness or other family emergency (and only if all but one piece of work was not completed). A student’s procrastination in completing his/her papers and the presentation is not a basis for an Incomplete.

<table>
<thead>
<tr>
<th>Grade Explanation</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>4.0</td>
<td>93.0–100.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>90.0–92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1–89.9</td>
</tr>
<tr>
<td>B Good</td>
<td>3.0</td>
<td>83.0–87.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>80.0–82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1–79.9</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>2.0</td>
<td>73.0–77.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>70.0–72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1–69.9</td>
</tr>
<tr>
<td>D Passing</td>
<td>1.0</td>
<td>63.0–67.0</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
<td>60.0–62.9</td>
</tr>
<tr>
<td>F Failure/Unsuccessful</td>
<td>0.0</td>
<td>Below 60.0</td>
</tr>
</tbody>
</table>

**Academic Dishonesty**

*Plagiarism*

Plagiarism involves using an author's work without citing him or her. It entails trying to pass off, deliberately or unconsciously, somebody else’s work as your own.
***IMPORTANT: My policy on plagiarism ~ Plagiarism detection software will be used in this course. For the first offense of plagiarism an F will be given and the department will be notified. Under no circumstance will you be able to redo the assignment that was plagiarized. For the second offense, you will fail the course.

Using Previously Submitted Coursework

You are not allowed to use work that you have submitted to other classes here. All assignments in this class require original work.

Class Protocol

All electronic devices must be turned off in class. No recordings of the lectures are authorized unless the professor has granted permission.

COURSE REQUIREMENTS

READ ME!

For Participation:

- You must complete the readings before coming to class. In the class, the readings will be discussed, questions will be asked, and you will be called upon to contribute to the discussions. You will not receive points if you do not participate in the discussions and if you do not participate in the labs.

For Homework:

- You will be assigned five legal case studies in this class (one case study for each homework). You will also be asked specific questions about the case study which you must answer. The case studies will be included on Blackboard.
- Your assignments must be submitted in a Word document, 12 point font. It must be at least one full page long (double spaced). Your paper must have a minimum of 2 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. All submissions must have a separate reference page. Significant points will be deducted for shorter submissions.
- All homework must be posted on Blackboard in the appropriate drop box by 11:59 pm on the day they are due.

For Midterm:

- It will be a timed exam (one hour), taken in class during Week 9. The exam will consist of short essay (2 questions; 4 points each question), fill-in-the-blank (6 questions; 2 points each question) and multiple choice questions (10 questions; 1 point each question). It will cover the material from Week 1 – Week 8.
For Research Paper:

- Write a 4 to 5 page paper (12 font, double-spaced) that includes the following information and answers the following questions:

  1. Choose a country.
  2. Choose a human right.
  3. How is this right protected online?
  4. What are the obstacles to its protection?
  5. What recommendations would you make to overcome these obstacles?

Your paper must have a minimum of 5 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. This assignment is due by **Week 16**, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

**REQUIRED TEXTS**

Class lectures, handouts, outside readings, PowerPoint presentations, and videos will be used to accomplish the course objectives. Students will be expected to consult the below required texts for class preparation.


Other books and articles will be used in this course as well. The course is structured in such a way that you will not be able to participate in class if you have not done the assigned reading. Handouts will also be provided to students whenever required. Students are encouraged to read widely and strategically beyond the assigned texts (some recommendations for such readings will be made for you in each week, under the further reading section).

**GRADING**

Participation: 10%
Homework: 40% [5 homework assignment; 8 points each]
Midterm: 30%
Paper: 20%

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics Covered</th>
<th>Discussions/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to the Course</td>
<td>Review of syllabus and general introduction to the course.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Cyberlaw: An Introduction</td>
<td>Required Readings</td>
</tr>
<tr>
<td></td>
<td>Students be introduced to</td>
<td>1) Chapter 1, Maras, M.-H. <em>Cyberlaw and Cyberliberties</em>. New York: Oxford University</td>
</tr>
</tbody>
</table>
cyberethics, cyberlaw and consider the possibility of creating uniform cybercrime laws and information security policies worldwide.

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Jurisdiction Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will consider jurisdiction of cybercrimes, and the problems posed by the lack of physical, geographic boundaries of the Internet.</td>
<td></td>
</tr>
</tbody>
</table>

*Homework 1 Due!*

**Required Readings**


<table>
<thead>
<tr>
<th>Week 4</th>
<th>Cybervandalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify and discuss hacking, denial-of-service attacks and website defacement. Particular emphasis will be placed on the laws that criminalize these cybercrimes.</td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings**


<table>
<thead>
<tr>
<th>Week 5</th>
<th>Cybertheft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will investigate the ways in which individuals’ steal personal, medical and financial data, goods and services, and the locations from which data, goods and services are stolen. Special attention will be paid to the laws criminalizing cybertheft.</td>
<td></td>
</tr>
</tbody>
</table>

*Homework 2 Due!*

**Required Readings**


<table>
<thead>
<tr>
<th>Week 6</th>
<th>Cyberpredation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will discuss cyberpredators and the criminalization of these perpetrators’ use of the Internet to stalk, lure and subsequently, victimize their targets.</td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings**

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Cybervice</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will explore cybervices, such as cyberprostitution, substance abuse and online drug sales, and Internet gambling.</td>
<td>1) Chapter 6, Maras, M.-H. <em>Cyberlaw and Cyberliberties</em>. New York: Oxford University Press (forthcoming 2017).</td>
</tr>
<tr>
<td>Week 8</td>
<td>Organized Cybercrime</td>
<td>Required Readings</td>
</tr>
<tr>
<td>Week 9</td>
<td>Political Cybercrime</td>
<td><em>Midterm Exam</em></td>
</tr>
<tr>
<td></td>
<td>As the title indicates, students will cover political cybercrime, looking in particular at the laws criminalizing hacktivism, cyberespionage, cyberterrorism, and cyberwarfare.</td>
<td>Required Readings</td>
</tr>
<tr>
<td>Week 10</td>
<td>Human Rights and Security in Cyberspace</td>
<td><em>Homework 3 Due!</em></td>
</tr>
<tr>
<td></td>
<td>Students will explore the relationship between cybersecurity and cyberliberties, and the ways in which cybersecurity can be implemented without sacrificing cyberliberties. Particular emphasis will be placed on the right of individuals to be protected from cybercrimes and the security of the Internet.</td>
<td>Required Readings</td>
</tr>
<tr>
<td>Week 11</td>
<td>Freedom of Speech, Religion, and Beliefs on the Internet</td>
<td><em>Homework 4 Due!</em></td>
</tr>
<tr>
<td></td>
<td>As the title indicates, students will critically examine existing legislation</td>
<td>Required Readings</td>
</tr>
</tbody>
</table>
and case law to determine the nature and extent of the following rights online: freedom of speech/expression and freedom of religion and beliefs.

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Right to Internet Access, the Right to Information, and Freedom of the Press Online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will critically examine the right of all users to access the Internet without unreasonable restrictions, looking in particular at legislation and case law in the United States and abroad. In addition, students will consider individuals’ right to information and the freedom of the press.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Freedom of Online Assembly and Association</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will analyze the freedom of online assembly and association online, looking specifically at: the manner in which individuals assemble and form associations on the Internet; how these rights are exercised; and the obstacles to the exercise of these rights online.</td>
</tr>
</tbody>
</table>

*Homework 5 Due!*

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Right to Privacy Online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will discuss the nature and scope of the respect for private life, home, and correspondence in the online environment.</td>
</tr>
</tbody>
</table>

Required Readings


Required Readings


Required Readings

Particular emphasis will be placed on existing national and regional privacy laws, Internet privacy policies, the right to anonymity (and the use of encryption), and the rights to be free from defamation, libel, and unreasonable surveillance.

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Rights to Digital Data Protection and Consumer Protection Online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will examine the rights to digital data protection and online consumer protection, looking in particular at: the type and extent of information retained on individuals' online; the standards and laws in place to protect digital data; the obligations of data collectors and those who store the data to protect the integrity and confidentiality of digital data; standards for the use of digital data; and the right of consumers to receive the same protection of their online data as they do for offline information.</td>
</tr>
</tbody>
</table>

*Research Paper Due!*

**Required Readings**


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**COLLEGE-WIDE POLICIES**

**Plagiarism Policy**


**Americans with Disabilities Act Policy**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L.66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students Policy

Sometimes discussing issues related to the topics described above in the class can bring up unexpected feelings or reactions for students. John Jay and CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist you in obtaining help, including immediate medical care, counseling and other essential services.

This assistance can be provided through the Counseling Services Center. Students can either stop by the Center, which is located in the New Building in room L.68.00, or make an appointment for counseling services through email (counseling@jjay.cuny.ed), phone (212.237.8111) or in person. Counseling and crisis intervention services are also available at the Women’s Center. The Women’s Center Counselor/Gender-Based Violence Prevention & Response Advocate provides students with counseling and crisis intervention for gender-based violence. Students can make an appointment by stopping by the Women’s Center in the New Building in room L.67.10, calling Jessica Greenfield (646.557.4535), or emailing her (jgreenfield@jjay.cuny.edu).

A GUIDE TO IN-TEXT CITATIONS AND REFERENCES (OR BIBLIOGRAPHIES)

Each and every piece of written work needs in-text citations and a bibliography in proper format such as APA, MLA or Chicago. Such references take a specific form which differs in each subject. The following plan will indicate how they are to be done in the security discipline. If ever in doubt, either see me, look at how I have done it on your syllabus, or just look at the articles and follow their pattern.

In-text citations should be used either following a quotation, OR when you are paraphrasing someone else’s argument. Remember, if you do not use citations, then you will be plagiarizing! In-text bracketed citations should be used. These appear like this: blah blah blah (Maras, 2009) when paraphrasing or “blah blah blah” (Maras, 2009, p. 29) when quoting.

i.e. In-text citations take the form (Author, date, page number).

If it is just a general direction to the reader to look at a particular book, rather than at a specific page, just put the author and date: (Maras, 2009).

Having used in-text citations, you must now compile a reference list or bibliography. Usually references and bibliographies only contain those books which you have cited. However, if you have done large amounts of other reading, then you can include some of them as “consulted sources”.

14
will list some examples of how to cite sources. If you are unclear about how to use such weird things as the internet to find information on citing sources, please ask me assistance on this matter.


E7

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

New Course Proposal Form

Date Submitted March 6, 2017

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management

   b. Name and contact information of proposer(s) __Marie-Helen Maras________

      Email address(es) _mmaras@jjay.cuny.edu________________
      Phone number(s) __212-621-4168________

2. a. Title of the course ___Cyberfraud and Identity Theft

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) _Cyberfraud & Identity Theft

   c. Level of this course  ____100 Level  ____200 Level  ____300 Level  ____X 300 Level  ____400 Level

   Please provide a brief rationale for why the course is at the level: A course at this level assumes base knowledge about cybercrime and cybercrime investigations. In particular, the course builds upon the material in SEC 1XX Introduction to Cybercrime: Theories and Applications, SEC 2XX Cyberlaw and Cyberliberties and SEC3XX Cybercrime Investigations. Since it is a specialized course, dealing with particular categories of cybercrimes – cyberfraud and identity theft, prior knowledge of this cybercrime, cybercrime laws, and investigative practices is essential. To fully comprehend these cybercrimes, students should have a background in cybercrime, cyberlaw, and cyberinvestigations. A 300 level offering is recommended.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): _SEC 3XX_

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

   Specialized cybercrime and cybercrime investigation courses in this major have been lacking since the inception of this program. Cybercrime investigations and the identification and implementation of cybersecurity measures (for a variety of
cyberthreats and cybercriminals) are integral facets in the majority of private and public security related positions. Public and private security sectors have prominent roles in the identification, investigation, and combating of cyberfraud and identity theft in critical infrastructure sectors. Students without the basic knowledge of how to identify cyberfraud and identity theft, detect these cybercrimes and perpetrators of these cybercrimes, conduct investigations of these cybercrimes, and identify, implement and assess measures designed to deal with cyberfraud and identity theft would be at a disadvantage at the time of hire.

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

This course explores different types of cyberfraud: debit card, credit card, and securities fraud, and online scams. It further investigates the ways in which individuals steal personal data, the locations from which data is often stolen, and ways in which victims can protect themselves from identity theft and fraud. Special attention will be paid to international public and private investigations of identity thieves and those engaging in cyberfraud.

5. **Course Prerequisites.**

ENG 101
SEC 1XX Introduction to Cybercrime: Theories, and Applications
SEC 2XX Cyberlaw and Cyberliberties
SEC 2XX Cybercrime Investigations

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

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

   ___X___ No  
   _____ Yes. If yes, then please provide:
   a. Semester(s) and year(s): N/A
   b. Teacher(s): N/A
   c. Enrollment(s): N/A
   d. Prerequisites(s): N/A

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?
Students will:

- Identify and discuss cyberfraud and identity theft
- Identify and evaluate the use of the Internet and technology by cybercriminals to commit these cybercrimes
- Recognize and assess the obstacles in combating these cybercriminals nationally and internationally
- Evaluate cyberfraud and identity theft investigations
- Recognize the unique legal, privacy and ethical challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide and develop effective ways to overcome these challenges.

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

   _____No   __X_ Yes

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

This course will be part of a new minor in Cybercrime.

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

   No __X___ Yes _____ If yes, please indicate the area:

11. How will you assess student learning?

   Student learning will be assessed through two papers, presentations, participation during class discussions. The department’s VALUE rubrics will be used to assess student learning in order to determine if students are meeting learning expectations at key points in the existing curriculum. Below there is a list of learning objectives for this course and a table which links the assignments to the learning objectives and the Bloom Taxonomy.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Objectives</th>
<th>Bloom Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paper #1</strong></td>
<td>1, 2, 3, 4</td>
<td><strong>Knowledge/Remembering Understanding Analyzing</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>See attached syllabus for details about the assignment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Presentations**

<table>
<thead>
<tr>
<th>1, 2, 3, 4, 5</th>
<th><strong>Knowledge/Remembering Understanding Applying Analyzing Evaluating Creating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will present on an assigned topic (see attached syllabus).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Paper #2</strong></th>
<th>1, 2, 3, 4, 5</th>
<th><strong>Understanding Applying Analyzing Evaluating Creating</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>See attached syllabus for details about the assignment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Yes__X__ No_ __

- If yes, please state the librarian’s name. *Did not meet in person, discussed over the phone with Maria Kiriakova. As this is my research area I am also familiar with the library resources. In addition to the textbooks and other assigned books, the courses will also rely on social science academic journal articles already available to students through the library. As with other academic disciplines, we can always benefit from more adoptions of works in our field.*

- Are there adequate resources in the library to support students’ work in the course

Yes____X____ No________

- Will your students be expected to use any of the following library resources? Check all that apply.

- The library catalog, CUNY+ __X__
- EBSCOhost Academic Search Complete _X__
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X__
- LexisNexis Universe __X__
- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts _____
- JSTOR _X__
- SCOPUS _____

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval **March 16, 2017**

15. **Faculty** - Who will be assigned to teach this course? **Susan Pickman; Chelsea Binns**

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

   _X_ No
   ___Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   ___ Not applicable
   ___No
   _X_ Yes. If yes, give a short summary of the consultation process and results.

There are no similarities with other courses or majors. However, I did discuss the minor with Dr. Doug Salane, Chair of the Computer Science Department, and he was supportive of the minor. In addition, Dr. Mangai Natarajan from International Criminal Justice endorses and supports this minor. I also contacted Criminal Justice, Sociology, Law and Police Science, and Public Administration and did not receive any objections to this minor.

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

   _X_ No
   ___Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Charles Nemeth, Chair, Security, Fire and Emergency Management

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Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
Syllabus for Cyberfraud and Identity Theft (SEC 3XX)

Professor: Dr. Marie-Helen Maras
Office Location: 524 W. 59th Street, Haaren Hall, Room 43311
Contact Hours: T: 3:00 p.m. – 5:00 p.m., W: 11:00 a.m. - 1:00 p.m. and Thursday 12:00 pm to 3:00 pm (email me for appointments outside of these open office hours).
Phone: 212-621-4168
Email: mmaras@jjay.cuny.edu

COURSE DESCRIPTION

This course explores different types of cyberfraud: debit card, credit card, and securities fraud, and online scams. It further investigates the ways in which individuals steal personal data, the locations from which data is often stolen, and ways in which victims can protect themselves from identity theft and fraud. Special attention will be paid to international public and private investigations of identity thieves and those engaging in cyberfraud.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Identify and discuss cyberfraud and identity theft
- Identify and evaluate the use of the Internet and technology by cybercriminals to commit these cybercrimes
- Recognize and assess the obstacles in combating these cybercriminals nationally and internationally
- Evaluate cyberfraud and identity theft investigations
- Recognize the unique legal, privacy, and ethical challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide and develop effective ways to overcome these challenges.

COURSE PREREQUISITES

ENG 201
SEC 1XX Introduction to Cybercrime: Theories and Applications
SEC 2XX Cyberlaw and Cyberliberties
SEC 2XX Cybercrime Investigations

COURSE POLICIES

Attendance/Class Participation

Approved by UCASC, Nov17, to College Council, Dec 4, 2017
If you have more than **THREE unexcused absences**, you will receive a zero for participation and attendance in the class, which is worth 28% of your grade. An attendance sheet will be circulated during class. It is *your* responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day's participation). You will not receive points just for showing up and taking up space in my classroom. You must be an active participant in every class.

If you show up to class late or leave before class finishes, participation points will also be reduced. What's more, if you do not arrive within the first 10 minutes of the course, you will be marked as late. **If you are late to class 2 times, this will count as ONE absence.**

*Absences adversely impact your participation and attendance score.*

**Assignment Due Dates & Make-Up Work**

You must submit **all work no later than the due date for each assignment or NO points will be given.** I **do not accept** late assignments or make-up work, unless an emergency exists for which proof can be provided.

**Grades Policy**

All the letter grades may be used in this course. Grades are not subject to change unless there has been a clear error on my part, but you are welcome to discuss them with me. Incompletes are only granted in extreme cases such as illness or other family emergency (and only if all but one piece of work was not completed). A student’s procrastination in completing his/her papers and the presentation is not a basis for an Incomplete.

<table>
<thead>
<tr>
<th>Grade Explanation</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>4.0</td>
<td>93.0–100.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>90.0–92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1–89.9</td>
</tr>
<tr>
<td>B Good</td>
<td>3.0</td>
<td>83.0–87.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>80.0–82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1–79.9</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>2.0</td>
<td>73.0–77.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>70.0–72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1–69.9</td>
</tr>
<tr>
<td>D Passing</td>
<td>1.0</td>
<td>63.0–67.0</td>
</tr>
<tr>
<td>D–</td>
<td>0.7</td>
<td>60.0–62.9</td>
</tr>
</tbody>
</table>
Academic Dishonesty

Plagiarism

Plagiarism involves using an author's work without citing him or her. It entails trying to pass off, deliberately or unconsciously, somebody else's work as your own.

***IMPORTANT: My policy on plagiarism ~ Plagiarism detection software will be used in this course. For the first offense of plagiarism an F will be given and the department will be notified. Under no circumstance will you be able to redo the assignment that was plagiarized. For the second offense, you will fail the course.

Using Previously Submitted Coursework

You are not allowed to use work that you have submitted to other classes here. All assignments in this class require original work.

Class Protocol

All electronic devices must be turned off in class. No recordings of the lectures are authorized unless the professor has granted permission.

COURSE REQUIREMENTS

READ ME!

For Participation:

- You must complete the readings before coming to class. In the class, the readings will be discussed, questions will be asked, and you will be called upon to contribute to the discussions. You will not receive points if you do not participate in the discussions and if you do not participate in the labs.

For Paper #1:

- Write a 3 to 4 page paper (12 font, double-spaced) on the social and ethical considerations in cyberfraud or identity theft investigations. Your paper must have a minimum of 5 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. This assignment is due Week 3 and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

For Paper #2:
Write a 7 to 8 page paper (12 font, double-spaced) that includes the following information and answers the following questions:

1. Choose a topic from the following options: cyberfraud, cyberidentity theft, or online intellectual property theft.
2. Identify a recent national or international incident involving this cybercrime.¹
3. How would you proceed with the investigation of this cybercrime? Walk me through the steps.
4. What type of evidence would you look for? Where would you look for the evidence? How would you obtain it?
5. What jurisdiction issues will most likely arise? How would you address them?
6. What laws are available to prosecute the cybercriminal (or cybercriminals)?
7. What public and private security measures could be implemented to detect, investigate, and prosecute this cybercrime effectively?

A first draft of the paper is due no later than Week 11, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

Your paper must have a minimum of 10 sources (e.g., periodical and journal articles; government reports and studies; and scholarly books). This assignment is due by Week 15, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

For Presentation:

- The oral presentations are worth 15% of your total grade. In this presentation, you will discuss your topic and the highlights of your research. Your presentation will be no more than 10 minutes long.
- You must use PowerPoint slides or Prezi. Your PPT slides or Prezi will be scored separately from your presentation. The PPT slides or Prezi is worth 10% of the total grade.
- Your presentation must be submitted to Blackboard on the day of your presentation.
- Your topic will be selected on the first day of class. The due dates for the presentation are included in the Course Schedule section in this syllabus and will be posted on Blackboard.
- You will be required to write an outline for the Presentation by Week 4, and must be posted on Blackboard in the appropriate drop box by 11:59 pm. The outline is worth 5% of the total grade. An example of the required format for the outline is posted on Blackboard.

A GUIDE TO PERFORMING

Your final grade is derived from your papers, as well as your participation in class and oral presentations (along with outline and presentation slides and Prezi). While some of you will naturally be shy and nervous about speaking, particularly when it is being assessed, there are a number of ways in which you can assist yourself. First of all, if you are worried about it, please tell me beforehand so we discuss options on how you can present the material. Secondly, and this goes for the braver among you too, be as creative as you can in your presentations—use music, videos, pictures, anything (as long as it is legal and is in conformity with college-wide policy). That way, we

¹ The incident should be no more than two years old.
will be so busy being intrigued, we won’t notice if you stutter and blush. Presentations are your moment to hold forth about something. We will all get bored if you just read from a pre-prepared scrap of paper, or if you simply regurgitate what is on your PowerPoint slides. Additionally, and most importantly, such presentations are most likely to receive a low or failing grade.

REQUIRED TEXTS

None

GRADING

Participation: 28%
Paper 1: 20%
Paper 2: 22%
Outline of Presentation: 5%
PowerPoint Slides or Prezi: 10%
Presentation: 15%

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to the Course</th>
<th>Discussions/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review of syllabus and general introduction to the course.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Introduction to Financial Crime and Fraud Online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be introduced to financial crime and fraud online.</td>
</tr>
<tr>
<td></td>
<td>Required Readings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Investigating Email Scams and Phishing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will examine the ways in which email scams and phishing occurs, and discuss investigations of these cybercrimes.</td>
</tr>
<tr>
<td></td>
<td>*Paper #1 on social and ethical considerations in cyberfraud or identity theft investigations due this week!</td>
</tr>
<tr>
<td></td>
<td>Required Readings</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>Week 4</td>
<td>Investigating Internet Scams: Fraudulent Websites and Pharming</td>
</tr>
<tr>
<td></td>
<td>Students will discuss the ways in which Internet scams occur online (particularly fraudulent websites and pharming), and examine online investigations of these cybercrimes.</td>
</tr>
</tbody>
</table>

**Required Readings**


<table>
<thead>
<tr>
<th>Week 5</th>
<th>Investigating Online Securities Fraud</th>
<th><em>Student Presentations</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will explore the ways in which securities fraud occur online, and examine online investigations of these cybercrimes.</td>
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</tbody>
</table>

**Required Readings**


<table>
<thead>
<tr>
<th>Week 6</th>
<th>Investigating Social Media Scams</th>
<th><em>Student Presentations</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will discuss the ways in which social media scams occur online, and examine online investigations of these cybercrimes.</td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings**


<table>
<thead>
<tr>
<th>Week 7</th>
<th>Investigating Debit Card Fraud</th>
<th><em>Student Presentations</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will examine the ways in which debit card fraud occurs online, and evaluate online investigations of this</td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Investigating Credit Card Fraud</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore the ways in which credit card fraud occurs online, and assess online investigations of this cybercrime.</td>
<td></td>
</tr>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Investigating Identity Theft: Visible Web</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will discuss the ways in which identity theft occur online, and examine online investigations of this cybercrime.</td>
<td></td>
</tr>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Investigating Identity Theft: Darknet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will examine the ways in which identity theft occurs in Darknet, and assess investigations of this cybercrime online.</td>
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</tr>
<tr>
<td><strong>Required Readings</strong></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Investigating Medical Identity Theft: Visible Web</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>Students will discuss the ways in which medical identity theft occur online, and examine online investigations of this cybercrime.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Investigating Medical Identity Theft: Darknet</td>
</tr>
<tr>
<td>Week 13</td>
<td>Investigating Intellectual Property Theft and Fraud: Visible Web</td>
</tr>
<tr>
<td></td>
<td>Students will discuss the ways in which intellectual property theft and fraud occur online, and examine online investigations of this cybercrime.</td>
</tr>
<tr>
<td></td>
<td>1) Baboo, S. S. and Bhattathiripad, P. V.</td>
</tr>
</tbody>
</table>
property theft and fraud occur online, and examine online investigations of these cybercrimes.


### Week 14
**Investigating Intellectual Property Theft and Fraud: Darknet**

Students will discuss the ways in which intellectual property theft and fraud occur in Darknet, and examine Darknet investigations of these cybercrimes.

**Required Readings**


### Week 15
**Situational Crime Prevention, Cyberfraud, and Identity Theft**

Students will identify and describe situational crime prevention measures and the measures that can be used to prevent cyberfraud and identity theft.

**Required Readings**


### COLLEGE-WIDE POLICIES

**Plagiarism Policy**


**Americans with Disabilities Act Policy**

Approved by UCASC, Nov17, to College Council, Dec 4, 2017
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L.66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students Policy**

Sometimes discussing issues related to the topics described above in the class can bring up unexpected feelings or reactions for students. John Jay and CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist you in obtaining help, including immediate medical care, counseling and other essential services.

This assistance can be provided through the Counseling Services Center. Students can either stop by the Center, which is located in the New Building in room L.68.00, or make an appointment for counseling services through email (counseling@jjay.cuny.ed), phone (212.237.8111) or in person. Counseling and crisis intervention services are also available at the Women's Center. The Women's Center Counselor/Gender-Based Violence Prevention & Response Advocate provides students with counseling and crisis intervention for gender-based violence. Students can make an appointment by stopping by the Women’s Center in the New Building in room L.67.10, calling Jessica Greenfield (646.557.4535), or emailing her (jgreenfield@jjay.cuny.edu).

**A GUIDE TO IN-TEXT CITATIONS AND REFERENCES (OR BIBLIOGRAPHIES)**

Each and every piece of written work needs in-text citations and a bibliography in proper format such as APA, MLA or Chicago. Such references take a specific form which differs in each subject. The following plan will indicate how they are to be done in the security discipline. If ever in doubt, either see me, look at how I have done it on your syllabus, or just look at the articles and follow their pattern.

In-text citations should be used either following a quotation, OR when you are paraphrasing someone else’s argument. Remember, if you do not use citations, then you will be plagiarizing! In-text bracketed citations should be used. These appear like this: blah blah blah (Maras, 2009) when paraphrasing or “blah blah blah” (Maras, 2009, p. 29) when quoting.

i.e. In-text citations take the form (Author, date, page number).

If it is just a general direction to the reader to look at a particular book, rather than at a specific page, just put the author and date: (Maras, 2009).

Having used in-text citations, you must now compile a reference list or bibliography. Usually references and bibliographies only contain those books which you have cited. However, if you have done large amounts of other reading, then you can include some of them as “consulted sources”. I will list some examples of how to cite sources. If you are unclear about how to use such weird things as the internet to find information on citing sources, please ask me assistance on this matter.

Approved by UCASC, Nov17, to College Council, Dec 4, 2017


1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management

    b. Name and contact information of proposer(s) Marie-Helen Maras

        Email address(es) mmaras@jjay.cuny.edu
        Phone number(s) 212-621-4168

2. a. Title of the course Cyberpredators

    b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) Cyberpredators

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

    Please provide a brief rationale for why the course is at the level: A course at this level assumes base knowledge about cybercrime and cybercrime investigations. In particular, the course builds upon the material in SEC 1XX Introduction to Cybercrime: Theories and Applications, SEC 2XX Cyberlaw and Cyberliberties and SEC3XX Cybercrime Investigations. Since it is a specialized course, dealing with a particular category of cybercriminals - cyberpredators, prior knowledge of these cybercriminals, cybercrime laws, and investigative practices is essential. To fully comprehend these cybercriminals and ways to counter them, students should have a background in cybercrime, cyberlaw, and cyberinvestigations. A 300 level offering is recommended.

    d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SEC 3XX

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

    Specialized cybercrime and cybercrime investigation courses in this major have been lacking since the inception of this program. Cybercrime investigations and the identification and implementation of cybersecurity measures (for a variety of
cyberthreats and cybercriminals) are integral facets in the majority of private and public security related positions. Public and private security sectors have prominent roles in the identification, investigation, and combating cyberpredators. Students without the basic knowledge of how to identify cyberpredators, conduct the investigations of the cybercrimes they commit, and identify, implement and assess measures designed to deal with these cybercriminals would be at a disadvantage at the time of hire.

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

This course explores the cybercrimes committed by online predators; namely, Internet trolling, swatting, cyberbullying, cyberharassment, cyberstalking, sextortion, revenge porn, sexting, and child sexual exploitation. Students will examine the use of the Internet and technology by cyberpredators to commit these interpersonal cybercrimes, the online forums in which these crimes occur, and obstacles in combating these cybercriminals nationally and internationally. The course also considers the manufacture, possession and distribution of child pornography and sexual predators’ use of the internet to stalk, lure and subsequently, victimize their targets. Special attention is paid to the unique challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide.

5. **Course Prerequisites.**

   ENG 201
   SEC 1XX Introduction to Cybercrime: Theories and Applications
   SEC 2XX Cyberlaw and Cyberliberties
   SEC 2XX Cybercrime Investigations

6. **Number of:**
   a. Class hours 3
   b. Lab hours 0
   c. Credits 3

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

   ____ No  ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s): N/A
   b. Teacher(s): N/A
   c. Enrollment(s): N/A
   d. Prerequisites(s): N/A
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Students will:

- Identify and discuss cyberpredators and define and describe the cybercrimes they commit
- Identify and evaluate the use of the Internet and technology by cyberpredators to commit interpersonal cybercrimes and the online forums in which these crimes occur
- Recognize and assess the obstacles in combating these cybercriminals nationally and internationally
- Describe and analyze the manner in which predators use of the Internet to lure, bully, harass, stalk, surveil and subsequently, victimize their targets
- Recognize the unique legal, privacy and ethical challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide and develop effective ways to overcome these challenges.

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

   _____ No       __X__ Yes

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

This course will be part of a new minor in **Cybercrime**.

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

   No __X__ Yes _____ If yes, please indicate the area:

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

   Student learning will be assessed through two papers, presentations, participation during class discussions. The department’s value rubrics will be used to assess student learning in order to determine if students are meeting learning expectations at key points in the existing curriculum. Below there is a list of learning objectives for this course and a table which links the assignments to the learning objectives and the Bloom Taxonomy.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Objectives</th>
<th>Bloom Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper #1</strong></td>
<td>1, 2, 3, 4</td>
<td>Knowledge/Remembering Understanding Analyzing</td>
</tr>
<tr>
<td>See attached syllabus for details about the assignment.</td>
<td>1, 2, 3, 4, 5</td>
<td>Knowledge/Remembering Understanding Applying Analyzing Evaluating Creating</td>
</tr>
<tr>
<td><strong>Presentations</strong></td>
<td>1, 2, 3, 4, 5</td>
<td>Knowledge/Remembering Understanding Applying Analyzing Evaluating Creating</td>
</tr>
<tr>
<td>Students will present on an assigned topic (see attached syllabus).</td>
<td>1, 2, 3, 4, 5</td>
<td>Knowledge/Remembering Understanding Applying Analyzing Evaluating Creating</td>
</tr>
<tr>
<td><strong>Paper #2</strong></td>
<td>1, 2, 3, 4, 5</td>
<td>Understanding Applying Analyzing Evaluating Creating</td>
</tr>
<tr>
<td>See attached syllabus for details about the assignment.</td>
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<td></td>
</tr>
</tbody>
</table>

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

Yes _X_ No ___

- If yes, please state the librarian’s name. *Did not meet in person, discussed over the phone with Maria Kiriakova. As this is my research area I am also familiar with the library resources. In addition to the textbooks and other assigned books, the courses will also rely on social science academic journal articles already available to students through the library. As with other academic disciplines, we can always benefit from more adoptions of works in our field.

- Are there adequate resources in the library to support students’ work in the course

Yes _X_ No __________

- Will your students be expected to use any of the following library resources? Check all that apply.
The library catalog, CUNY+  
EBSCOhost Academic Search Complete  
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)  
LexisNexis Universe  
Criminal Justice Abstracts  
PsycINFO  
Sociological Abstracts  
JSTOR  
SCOPUS  
Other (please name)  

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval March 16, 2017

15. **Faculty** - Who will be assigned to teach this course? Marie-Helen Maras; Lauren Shapiro

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

   _X_ No
   ___ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   ___ Not applicable
   ___ No
   _X_ Yes. If yes, give a short summary of the consultation process and results.

There are no similarities with other courses or majors. However, I did discuss the minor with Dr. Doug Salane, Chair of the Computer Science Department, and he was supportive of the minor. In addition, Dr. Mangai Natarajan from International Criminal Justice endorses and supports this minor. I also contacted Criminal Justice, Sociology, Law and Police Science, and Public Administration and did not receive any objections to this minor.

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

   _X_ No
   ___ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:
Charles Nemeth, Chair, Security, Fire and Emergency Management

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
899 10th Avenue
New York, New York 10019
Syllabus for Cyberpredators (SEC 3XX)

Professor: Dr. Marie-Helen Maras
Office Location: 524 W. 59th Street, Haaren Hall, Room 43311
Contact Hours: T: 3:00 p.m. – 5:00 p.m., W: 11:00 a.m. - 1:00 p.m. and Thursday 12:00 pm to 3:00 pm (email me for appointments outside of these open office hours).
Phone: 212-621-4168
Email: mmaras@jjay.cuny.edu

COURSE DESCRIPTION

This course explores the cybercrimes committed by online predators; namely, Internet trolling, swatting, cyberbullying, cyberharassment, cyberstalking, sextortion, revenge porn, sexting, and child sexual exploitation. Students will examine the use of the Internet and technology by cyberpredators to commit these interpersonal cybercrimes, the online forums in which these crimes occur, and obstacles in combating these cybercriminals nationally and internationally. The course also considers the manufacture, possession and distribution of child pornography and sexual predators’ use of the internet to stalk, lure and subsequently, victimize their targets. Special attention is paid to the unique challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Identify and discuss cyberpredators and define and describe the cybercrimes they commit
- Identify and evaluate the use of the Internet and technology by cyberpredators to commit interpersonal cybercrimes and the online forums in which these crimes occur
- Recognize and assess the obstacles in combating these cybercriminals nationally and internationally
- Describe and analyze the manner in which predators use of the Internet to lure, bully, harass, stalk, surveil and subsequently, victimize their targets
- Recognize the unique legal, privacy and ethical challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide and develop effective ways to overcome these challenges.

COURSE PREREQUISITES
ENG 201
SEC 1XX Introduction to Cybercrime Theories and Applications
SEC 2XX Cyberlaw and Cyberliberties
SEC 2XX Cybercrime Investigations

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
COURSE POLICIES

Attendance/Class Participation

If you have more than **THREE unexcused absences**, you will receive a zero for participation and attendance in the class, which is worth 28% of your grade. An attendance sheet will be circulated during class. It is **your** responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day’s participation). You must be an active participant in every class.

If you show up to class late or leave before class finishes, participation points will also be reduced. What's more, if you do not arrive within the first 10 minutes of the course, you will be marked as late. **If you are late to class 2 times, this will count as ONE absence.**

*Absences adversely impact your participation and attendance score.

Assignment Due Dates & Make-Up Work

You must submit all work no later than the due date for each assignment or NO points will be given. I do not accept late assignments or make-up work, unless an emergency exists for which proof can be provided.

Grades Policy

All the letter grades may be used in this course. Grades are not subject to change unless there has been a clear error on my part, but you are welcome to discuss them with me. Incompletes are only granted in extreme cases such as illness or other family emergency (and only if all but one piece of work was not completed). A student’s procrastination in completing his/her papers and the presentation is not a basis for an Incomplete.

<table>
<thead>
<tr>
<th>Grade Explanation</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>4.0</td>
<td>93.0–100.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>90.0–92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1–89.9</td>
</tr>
<tr>
<td>B Good</td>
<td>3.0</td>
<td>83.0–87.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>80.0–82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1–79.9</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>2.0</td>
<td>73.0–77.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>70.0–72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1–69.9</td>
</tr>
</tbody>
</table>
D Passing 1.0 63.0–67.0
D– 0.7 60.0–62.9
F Failure/Unsuccessful 0.0 Below 60.0

**Academic Dishonesty**

*Plagiarism*

Plagiarism involves using an author's work without citing him or her. It entails trying to pass off, deliberately or unconsciously, somebody else's work as your own.

***IMPORTANT: My policy on plagiarism ~*** Plagiarism detection software will be used in this course. For the first offense of plagiarism an F will be given and the department will be notified. Under no circumstance will you be able to redo the assignment that was plagiarized. For the second offense, you will fail the course.

*Using Previously Submitted Coursework*

You are not allowed to use work that you have submitted to other classes here. All assignments in this class require original work.

**Class Protocol**

All electronic devices must be turned off in class. No recordings of the lectures are authorized unless the professor has granted permission.

**COURSE REQUIREMENTS**

**READ ME!**

For Participation:

- You must complete the readings before coming to class. In the class, the readings will be discussed, questions will be asked, and you will be called upon to contribute to the discussions. You will not receive points if you do not participate in the discussions and if you do not participate in the labs.

For Paper #1:

- Write a 3 to 4 page paper (12 font, double-spaced) on the social and ethical considerations in cyberpredator investigations. Your paper must have a minimum of 5 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. This assignment is due **Week 3** and must be posted on Blackboard in the appropriate drop box by 11:59 pm.
For Paper #2:

- Write a 7 to 8 page paper (12 font, double-spaced) that includes the following information and answers the following questions:
  
  1. Choose one of the following topics: Internet trolling, illegal sexting, cyberbullying, cyberharassment, cyber stalking, revenge porn, or child pornography.
  2. Identify a recent national or international incident involving this cybercrime.¹
  3. How would you proceed with the investigation of this cybercrime? Walk me through the steps.
  4. What type of evidence would you look for? Where would you look for the evidence? How would you obtain it?
  5. What jurisdiction issues will most likely arise? How would you address them?
  6. What laws are available to prosecute the cybercriminal (or cybercriminals)?
  7. What public and private security measures could be implemented to detect, investigate, and prosecute this cybercrime effectively?

- A first draft of the paper is due no later than Week 11, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

- Your paper must have a minimum of 10 sources (e.g., periodical and journal articles; government reports and studies; and scholarly books). This assignment is due by Week 15, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

For Presentation:

- The oral presentations are worth 15% of your total grade. In this presentation, you will discuss your topic and the highlights of your research. Your presentation will be no more than 10 minutes long.
- You must use PowerPoint slides or Prezi. Your PPT slides or Prezi will be scored separately from your presentation. The PPT slides or Prezi is worth 10% of the total grade.
- Your presentation must be submitted to Blackboard on the day of your presentation.
- Your topic will be selected on the first day of class. The due dates for the presentation are included in the Course Schedule section in this syllabus and will be posted on Blackboard.
- You will be required to write an outline for the Presentation by Week 4, and must be posted on Blackboard in the appropriate drop box by 11:59 pm. The outline is worth 5% of the total grade. An example of the required format for the outline is posted on Blackboard.

A GUIDE TO PERFORMING

Your final grade is derived from your papers, as well as your participation in class and oral presentations (along with outline and presentation slides and Prezi). While some of you will naturally be shy and nervous about speaking, particularly when it is being assessed, there are a number of ways in which you can assist yourself. First of all, if you are worried about it, please tell me beforehand so we discuss options on how you can present the material. Secondly, and this goes for

1 The incident should no more than two years old.
the braver among you too, be as creative as you can in your presentations—use music, videos, pictures, anything (as long as it is legal and is in conformity with college-wide policy). That way, we will be so busy being intrigued, we won’t notice if you stutter and blush. Presentations are your moment to hold forth about something. We will all get bored if you just read from a pre-prepared scrap of paper, or if you simply regurgitate what is on your PowerPoint slides. Additionally, and most importantly, such presentations are most likely to receive a low or failing grade.

REQUIRED TEXTS

None

GRADING

Participation: 28%
Paper 1: 20%
Paper 2: 22%
Outline of Presentation: 5%
PowerPoint Slides or Prezi: 10%
Presentation: 15%

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics Covered</th>
<th>Discussions/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to the Course</td>
<td>Review of syllabus and general introduction to the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topics Covered</th>
<th>Discussions/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cyberpredators: An Introduction</td>
<td>Required Readings</td>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Topics Covered</th>
<th>Discussions/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Investigating Internet Trolls and Swatters</td>
<td><em>Paper #1 on social and ethical considerations in cyberpredator investigations due this week!</em></td>
</tr>
<tr>
<td></td>
<td>Students will discuss Internet trolls and swatters and investigations involving these perpetrators.</td>
<td>Required Readings</td>
</tr>
<tr>
<td>Week 4</td>
<td>Investigating Cyberbullies</td>
<td>*Outline for presentations due this week!</td>
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<tr>
<td></td>
<td>Students will critically examine cyberbullying and investigations involving those perpetrating this cybercrime.</td>
<td>Required Readings</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Investigating Cyberharassers</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>Investigating Cyberstalkers</td>
<td>*Student presentations</td>
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<td></td>
<td>Students will critically explore cyberstalking and investigations involving those perpetrating this cybercrime.</td>
<td><strong>Required Readings</strong></td>
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<thead>
<tr>
<th>Week 7</th>
<th>Investigating Sextortionist</th>
<th>*Student presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will examine sextortion and investigations involving this illicit activity.</td>
<td><strong>Required Readings</strong></td>
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<table>
<thead>
<tr>
<th>Week 8</th>
<th>Investigating Revenge Porn Incidents</th>
<th>*Student presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will critically explore revenge porn, its criminalization in certain U.S. states, and investigations involving those engaging in this illicit activity online.</td>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td>Week 9</td>
<td>Investigating Sextors</td>
<td>*Student presentations</td>
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<td>--------</td>
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</tr>
<tr>
<td></td>
<td>Students will examine</td>
<td>Required Readings</td>
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<td></td>
<td>sexting, when it is</td>
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<td>deemed illegal, and</td>
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<td>investigations</td>
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<td>engaging in illegal</td>
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<td>sexting.</td>
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</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Investigating Online Sexual Predators</th>
<th>*Student presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will explore online sexual</td>
<td>Required Readings</td>
</tr>
<tr>
<td></td>
<td>predators-primarily adult predators</td>
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<tr>
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<td>targeting adult victims, and the</td>
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<td></td>
<td>investigation of these cybercriminals.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Investigating Online Child Sexual Predators</th>
<th>*First draft of paper due this week!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will examine the investigation of</td>
<td>Required Readings</td>
</tr>
<tr>
<td></td>
<td>child sexual predators and the challenges</td>
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<td></td>
<td>this cybercrime poses to criminal justice</td>
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<td></td>
<td>agencies worldwide.</td>
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<thead>
<tr>
<th>Week 12</th>
<th>Online Grooming and Child Pornography</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will discuss child</td>
<td>1) Winters, G. M.,</td>
</tr>
<tr>
<td></td>
<td>pornography and child</td>
<td>Kaylor, L. E. and</td>
</tr>
</tbody>
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Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
<table>
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<tr>
<th>Week 13</th>
<th>Investigating Online Child Pornography</th>
<th>Required Readings</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Cyberpredators and Darknet</th>
<th>Required Readings</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Situational Crime Prevention and Cyberpredation</th>
<th>Required Readings</th>
</tr>
</thead>
</table>

*Paper #2 due this week!*)
COLLEGE-WIDE POLICIES

Plagiarism Policy


Americans with Disabilities Act Policy

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

Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students Policy

Sometimes discussing issues related to the topics described above in the class can bring up unexpected feelings or reactions for students. John Jay and CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist you in obtaining help, including immediate medical care, counseling and other essential services.

This assistance can be provided through the Counseling Services Center. Students can either stop by the Center, which is located in the New Building in room L.68.00, or make an appointment for counseling services through email (counseling@jjay.cuny.edu), phone (212.237.8111) or in person. Counseling and crisis intervention services are also available at the Women’s Center. The Women’s Center Counselor/Gender-Based Violence Prevention & Response Advocate provides students with counseling and crisis intervention for gender-based violence. Students can make an appointment by stopping by the Women’s Center in the New Building in room L.67.10, calling Jessica Greenfield (646.557.4535), or emailing her (jgreenfield@jjay.cuny.edu).

A GUIDE TO IN-TEXT CITATIONS AND REFERENCES (OR BIBLIOGRAPHIES)

Each and every piece of written work needs in-text citations and a bibliography in proper format such as APA, MLA or Chicago. Such references take a specific form which differs in each subject. The following plan will indicate how they are to be done in the security discipline. If ever in doubt, either see me, look at how I have done it on your syllabus, or just look at the articles and follow their pattern.

In-text citations should be used either following a quotation, OR when you are paraphrasing someone else’s argument. Remember, if you do not use citations, then you will be plagiarizing! In-
text bracketed citations should be used. These appear like this: blah blah blah (Maras, 2009) when paraphrasing or “blah blah blah” (Maras, 2009, p. 29) when quoting.

i.e. In-text citations take the form (Author, date, page number).

If it is just a general direction to the reader to look at a particular book, rather than at a specific page, just put the author and date: (Maras, 2009).

Having used in-text citations, you must now compile a reference list or bibliography. Usually references and bibliographies only contain those books which you have cited. However, if you have done large amounts of other reading, then you can include some of them as “consulted sources”. I will list some examples of how to cite sources. If you are unclear about how to use such weird things as the internet to find information on citing sources, please ask me assistance on this matter.


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

New Course Proposal Form

Date Submitted March 6, 2017

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Security, Fire and Emergency Management

   b. Name and contact information of proposer(s) Marie-Helen Maras

      Email address(es) mmaras@jjay.cuny.edu
      Phone number(s) 212-621-4168

2. a. Title of the course Cybervice

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) Cybervice

   c. Level of this course ___100 Level ___200 Level __X_300 Level ___400 Level

Please provide a brief rationale for why the course is at the level: A course at this level assumes base knowledge about cybercrime and cybercrime investigations. In particular, the course builds upon the material in SEC 1XX Introduction to Cybercrime: Theories and Applications, SEC 2XX Cyberlaw and Cyberliberties and SEC3XX Cybercrime Investigations. Since it is a specialized course, dealing with a particular category of cybercrimes - cybervices, prior knowledge of this cybercrime, cybercrime laws, and investigative practices is essential. To fully comprehend this category of cybercrimes, students should have a background in cybercrime, cyberlaw, and cyberinvestigations. A 300 level offering is recommended.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SEC 3XX

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

   Specialized cybercrime and cybercrime investigation courses in this major have been lacking since the inception of this program. Cybercrime investigations and the identification and implementation of cybersecurity measures (for a variety of
cyberthreats and cybercriminals) are integral facets in the majority of private and public security related positions. Public and private security sectors have prominent roles in the identification, investigation, and combating of cybercrimes that fall under the category of cybervices (i.e., cyberprostitution, the illicit sale of illicit drugs online, and Internet gambling). Students without the basic knowledge of how to identify cybervices, detect these cybercrimes and perpetrators of these cybercrimes, conduct cybervice investigations, and identify, implement and assess measures designed to deal with cybervices would be at a disadvantage at the time of hire.

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

This course explores the cybercrimes that are collectively known as cybervices; namely, cyberprostitution, the sale of drugs online, and Internet gambling. Particularly, students will examine the use of the Internet and technology to facilitate prostitution, the proliferation of cyberprostitution, the forums in which it occurs, and issues with combating this cybercrime nationally and internationally. This course also covers the identification, investigation and prosecution of individuals running online pharmacies that illegally sell prescription drugs and controlled substances. Finally, this course examines the legality of online gambling and the measures implemented by public and private security sectors to combat it. The course concludes by covering effective ways to combat cybervices.

5. **Course Prerequisites.**

ENG 201  
SEC 1XX Introduction to Cybercrime: Theories and Applications  
SEC 2XX Cyberlaw and Cyberliberties  
SEC 2XX Cybercrime Investigations

6. Number of:
   a. Class hours  3  
   b. Lab hours  0  
   c. Credits  3

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

   __X__ No  
   _____ Yes. If yes, then please provide:

   a. Semester(s) and year(s): N/A  
   b. Teacher(s): N/A  
   c. Enrollment(s): N/A  
   d. Prerequisites(s): N/A
8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

Students will:

- Define and discuss cybervices
- Discuss the cybercrimes that are considered cybervices and identify perpetrators of these cybercrimes
- Identify, describe and evaluate the ways in which the Internet and technology are used to facilitate prostitution
- Recognize, analyze and assess the ways in which cybervice investigations are conducted
- Recognize the unique legal, privacy and ethical challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide and recommend effective ways to overcome these challenges.

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

   ____ No  ___ X_ Yes

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

This course will be part of a new minor in **Cybercrime**.

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

   No ___ X___ Yes ______ If yes, please indicate the area:

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

   Student learning will be assessed through two papers, presentations, participation during class discussions. The department’s value rubrics will be used to assess student learning in order to determine if students are meeting learning expectations at key points in the existing curriculum. Below there is a list of learning objectives for this course and a table which links the assignments to the learning objectives and the Bloom Taxonomy.
### Assignments | Learning Objectives | Bloom Taxonomy
--- | --- | ---
**Paper #1**
See attached syllabus for details about the assignment. | 1, 2, 4 | Knowledge/Remembering
Understanding
Analyzing

**Presentations**
Students will present on an assigned topic (see attached syllabus). | 1, 2, 4, 5 | Understanding
Applying
Analyzing
Evaluating
Creating

**Paper #2**
See attached syllabus for details about the assignment. | 1, 2, 3, 4, 5 | Knowledge/Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

---

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

Yes X ___ No __

- If yes, please state the librarian’s name *Did not meet in person, discussed over the phone with Maria Kiriakova. As this is my research area I am also familiar with the library resources. In addition to the textbooks and other assigned books, the courses will also rely on social science academic journal articles already available to students through the library. As with other academic disciplines, we can always benefit from more adoptions of works in our field.*

- Are there adequate resources in the library to support students’ work in the course

  Yes ___ X ____ No ______

- Will your students be expected to use any of the following library resources? Check all that apply.

  - The library catalog, CUNY+ ___ X ___
  - EBSCOhost Academic Search Complete ___ X ___

Approved by UCASC, Nov17, to College Council, Dec 4, 2017
13. **Syllabus** – see attached

14. Date of [Department curriculum committee approval](#) [March 16, 2017](#)

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

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

   - **X** No
   - Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   - Not applicable
   - No
   - **X** Yes. If yes, give a short summary of the consultation process and results.

There are no similarities with other courses or majors. However, I did discuss the minor with Dr. Doug Salane, Chair of the Computer Science Department, and he was supportive of the minor. In addition, Dr. Mangai Natarajan from International Criminal Justice endorses and supports this minor. I also contacted Criminal Justice, Sociology, Law and Police Science, and Public Administration and did not receive any objections to this minor.

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

   - **X** No
   - Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   **Charles Nemeth, Chair, Security, Fire and Emergency Management**

Approved by UCASC, Nov17, to College Council, Dec 4, 2017
Syllabus for Cybervice (SEC 3XX)

Professor: Dr. Marie-Helen Maras
Office Location: 524 W. 59th Street, Haaren Hall, Room 43311
Contact Hours: T: 3:00 p.m. – 5:00 p.m., W: 11:00 a.m. - 1:00 p.m. and Thursday 12:00 pm to 3:00 pm (email me for appointments outside of these open office hours).
Phone: 212-621-4168
Email: mmaras@jjay.cuny.edu

COURSE DESCRIPTION

This course explores the cybercrimes that are collectively known as cyberservices; namely, cyberprostitution, the sale of drugs online, and Internet gambling. Particularly, students will examine the use of the Internet and technology to facilitate prostitution, the proliferation of cyberprostitution, the forums in which it occurs, and issues with combating this cybercrime nationally and internationally. This course also covers the identification, investigation and prosecution of individuals running online pharmacies that illegally sell prescription drugs and controlled substances. Finally, this course examines the legality of online gambling and the measures implemented by public and private security sectors to combat it. The course concludes by covering effective ways to combat cyberservices.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Define and discuss cyberservices
- Discuss the cybercrimes that are considered cyberservices and identify perpetrators of these cybercrimes
- Identify, describe and evaluate the ways in which the Internet and technology are used to facilitate prostitution
- Recognize, analyze and assess the ways in which cyberservice investigations are conducted
- Recognize the unique legal, privacy and ethical challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide and recommend effective ways to overcome these challenges.

COURSE PREREQUISITES

ENG 201
SEC 1XX Introduction to Cybercrime: Theories and Applications
SEC 2XX Cyberlaw and Cyberliberties
SEC 2XX Cybercrime Investigations
COURSE POLICIES

Attendance/Class Participation

If you have more than **THREE unexcused absences**, you will receive a zero for participation and attendance in the class, which is worth 28% of your grade. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. Your attendance in class is expected. This is a very fast paced course and failure to contribute to discussions in class will result in a loss of points (a grade of zero for the day’s participation). You must be an active participant in every class.

If you show up to class late or leave before class finishes, participation points will also be reduced. What’s more, if you do not arrive within the first 10 minutes of the course, you will be marked as late. **If you are late to class 2 times, this will count as ONE absence.**

*Absences adversely impact your participation and attendance score.

Assignment Due Dates & Make-Up Work

You must submit all work **no later than the due date for each assignment or NO points will be given. I do not accept** late assignments or make-up work, unless an emergency exists for which proof can be provided.

Grades Policy

All the letter grades may be used in this course. Grades are not subject to change unless there has been a clear error on my part, but you are welcome to discuss them with me. Incompletes are only granted in extreme cases such as illness or other family emergency (and only if all but one piece of work was not completed). A student’s procrastination in completing his/her papers and the presentation is not a basis for an Incomplete.

<table>
<thead>
<tr>
<th>Grade Explanation</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
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<tbody>
<tr>
<td>A Excellent</td>
<td>4.0</td>
<td>93.0–100.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>90.0–92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1–89.9</td>
</tr>
<tr>
<td>B Good</td>
<td>3.0</td>
<td>83.0–87.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>80.0–82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1–79.9</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>2.0</td>
<td>73.0–77.0</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>70.0–72.9</td>
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</table>

Approved by UCASC, Nov17, to College Council, Dec 4, 2017
Academic Dishonesty

Plagiarism

Plagiarism involves using an author's work without citing him or her. It entails trying to pass off, deliberately or unconsciously, somebody else's work as your own.

***IMPORTANT: My policy on plagiarism ~ Plagiarism detection software will be used in this course. For the first offense of plagiarism an F will be given and the department will be notified. Under no circumstance will you be able to redo the assignment that was plagiarized. For the second offense, you will fail the course.

Using Previously Submitted Coursework

You are not allowed to use work that you have submitted to other classes here. All assignments in this class require original work.

Class Protocol

All electronic devices must be turned off in class. No recordings of the lectures are authorized unless the professor has granted permission.

COURSE REQUIREMENTS

READ ME!

For Participation:

- You must complete the readings before coming to class. In the class, the readings will be discussed, questions will be asked, and you will be called upon to contribute to the discussions. You will not receive points if you do not participate in the discussions and if you do not participate in the labs.

For Paper #1:

- Write a 3 to 4 page paper (12 font, double-spaced) on the ethical considerations in cyberservice investigations. Your paper must have a minimum of 5 scholarly sources (not those assigned for required readings); for example, periodical and journal articles; government reports and studies; and scholarly books. This assignment is due Week 3 and must be posted on Blackboard in the appropriate drop box by 11:59 pm.
For Paper #2:

- Write a 7 to 8 page paper (12 font, double-spaced) that includes the following information and answers the following questions:

  1. Choose one of the following topics: cyberprostitution, Internet gambling or online drug sales.
  2. Identify a recent international incident your chosen topic.¹
  3. How would you proceed with the investigation of this cybercrime? Walk me through the steps.
  4. What type of evidence would you look for? Where would you look for the evidence? How would you obtain it?
  5. What jurisdiction issues will most likely arise? How would you address them?
  6. What laws are available to prosecute the cybercriminal (or cybercriminals)?
  7. What public and private security measures could be implemented to detect, investigate, and prosecute this cybercrime effectively?

- A first draft of the paper is due no later than Week 11, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

- Your paper must have a minimum of 10 sources (e.g., periodical and journal articles; government reports and studies; and scholarly books). This assignment is due by Week 15, and must be posted on Blackboard in the appropriate drop box by 11:59 pm.

For Presentation:

- The oral presentations are worth 15% of your total grade. In this presentation, you will discuss your topic and the highlights of your research. Your presentation will be no more than 10 minutes long.
- You must use PowerPoint slides or Prezi. Your PPT slides or Prezi will be scored separately from your presentation. The PPT slides or Prezi is worth 10% of the total grade.
- Your presentation must be submitted to Blackboard on the day of your presentation.
- Your topic will be selected on the first day of class. The due dates for the presentation are included in the Course Schedule section in this syllabus and will be posted on Blackboard.
- You will be required to write an outline for the Presentation by Week 4, and must be posted on Blackboard in the appropriate drop box by 11:59 pm. The outline is worth 5% of the total grade. An example of the required format for the outline is posted on Blackboard.

A GUIDE TO PERFORMING

Your final grade is derived from your papers, as well as your participation in class and oral presentations (along with outline and presentation slides and Prezi). While some of you will naturally be shy and nervous about speaking, particularly when it is being assessed, there are a number of ways in which you can assist yourself. First of all, if you are worried about it, please tell me

¹ The incident must be at least two years old.

Approved by UCASC, Nov17, to College Council, Dec 4, 2017
beforehand so we discuss options on how you can present the material. Secondly, and this goes for the braver among you too, be as creative as you can in your presentations—use music, videos, pictures, anything (as long as it is legal and is in conformity with college-wide policy). That way, we will be so busy being intrigued, we won’t notice if you stutter and blush. Presentations are your moment to hold forth about something. We will all get bored if you just read from a pre-prepared scrap of paper, or if you simply regurgitate what is on your PowerPoint slides. Additionally, and most importantly, such presentations are most likely to receive a low or failing grade.

REQUIRED TEXTS

None

GRADING

Participation: 28%
Paper 1: 20%
Paper 2: 22%
Outline of Presentation: 5%
PowerPoint Slides or Prezi: 10%
Presentation: 15%

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics Covered</th>
<th>Discussions/Assignments Due</th>
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<tbody>
<tr>
<td></td>
<td>Introduction to the</td>
<td>Review of syllabus and general introduction to the course.</td>
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<td></td>
<td>Course</td>
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<tr>
<td>Week 2</td>
<td>Cybervices: Introduction</td>
<td>An</td>
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<tr>
<td></td>
<td>Students will examine</td>
<td>Required Readings</td>
</tr>
<tr>
<td></td>
<td>are considered</td>
<td>2) Hughes, D. M. (2004). Prostitution Online. Journal of Trauma</td>
</tr>
<tr>
<td></td>
<td>cybervices.</td>
<td>3) Walsh, C. (2011). Drugs, the Internet and Change. Journal of</td>
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<td></td>
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<td>63.</td>
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<tr>
<td>Week 3</td>
<td>Cybersex and Cyberpornography</td>
<td>*Paper #1 on ethical considerations in cyervice investigations due this week!</td>
</tr>
<tr>
<td></td>
<td>Students will identify</td>
<td>Required Readings</td>
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<tr>
<td></td>
<td>between cybersex and</td>
<td>2) Stack, S., Wasserman, I. and Kern, R.</td>
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<td></td>
<td>cyberpornography.</td>
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<thead>
<tr>
<th>Week 4</th>
<th><strong>Prostitution</strong></th>
<th><em>Outline for presentations due this week!</em></th>
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<tbody>
<tr>
<td></td>
<td>Students will discuss and assess prostitution and its legality.</td>
<td><strong>Required Readings</strong></td>
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<tr>
<th>Week 5</th>
<th><strong>The Role of the Internet and Smartphones in Prostitution: Emails, Websites, Social Media and Apps</strong></th>
<th><em>Student presentations</em></th>
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<tbody>
<tr>
<td></td>
<td>Students will discuss the role of the Internet and technology in facilitating prostitution.</td>
<td><strong>Required Readings</strong></td>
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<thead>
<tr>
<th>Week 6</th>
<th><strong>Cyberprostitution</strong></th>
<th><strong>Required Readings</strong></th>
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<tr>
<th>Week 7</th>
<th><strong>Investigating and Prosecuting the Buyers and Sellers of Sex</strong></th>
<th><strong>Required Readings</strong></th>
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<tbody>
<tr>
<td>Week 8</td>
<td><strong>The Role of the Private Sector and Private Security in Combating the use of the Internet and Smartphones in Facilitating Prostitution</strong></td>
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<td></td>
<td><strong>Required Readings</strong></td>
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<td><em>Student presentations</em></td>
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<tr>
<th>Week 9</th>
<th><strong>Controlled Substance Abuse</strong></th>
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<tr>
<th>Week 10</th>
<th><strong>The Sale of Drugs Online: The Visible Web and Darknet</strong></th>
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<tbody>
<tr>
<td></td>
<td>Students will explore the manner in which drugs are sold illegally online on both the visible web and Darknet.</td>
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<table>
<thead>
<tr>
<th>Week 11</th>
<th><strong>Investigating and Prosecuting the Online Sale of Drugs</strong></th>
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<tbody>
<tr>
<td></td>
<td>Students will explore the investigation and <em>First draft of paper due this week!</em></td>
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</table>

**Required Readings**

Approved by UCASC, Nov17, to College Council, Dec 4, 2017
<table>
<thead>
<tr>
<th>Week 12</th>
<th>The Role of the Private Sector and Private Security in Online Drug Sales</th>
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<tbody>
<tr>
<td></td>
<td>Students will examine the role of the private security and the private sector in combating the illicit sale of drugs online nationally and internationally.</td>
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*Student presentations

**Required Readings**


<table>
<thead>
<tr>
<th>Week 13</th>
<th>Internet Gambling: How it Works</th>
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<tbody>
<tr>
<td></td>
<td>Students will discuss gambling, its legality (both nationally and internationally), and the manner in which it occurs online.</td>
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**Required Readings**


<table>
<thead>
<tr>
<th>Week 14</th>
<th>Investigating and Prosecuting Internet Gamblers</th>
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<tbody>
<tr>
<td></td>
<td>Students will explore the investigation and prosecution of Internet gamblers.</td>
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</tbody>
</table>

**Required Readings**

2) U.S. House of Representatives Full
Week 15

The Role of the Private Sector and Private Security in Internet Gambling

Students will examine the role of the private security and the private sector in combating illegal Internet gambling nationally and internationally.

*Student presentations

*Paper #2 due this week!

Required Readings


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Plagiarism Policy


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

Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students Policy

Sometimes discussing issues related to the topics described above in the class can bring up unexpected feelings or reactions for students. John Jay and CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist you in obtaining help, including immediate medical care, counseling and other essential services.
This assistance can be provided through the Counseling Services Center. Students can either stop by the Center, which is located in the New Building in room L.68.00, or make an appointment for counseling services through email (counseling@jjay.cuny.ed), phone (212.237.8111) or in person. Counseling and crisis intervention services are also available at the Women’s Center. The Women's Center Counselor/Gender-Based Violence Prevention & Response Advocate provides students with counseling and crisis intervention for gender-based violence. Students can make an appointment by stopping by the Women’s Center in the New Building in room L.67.10, calling Jessica Greenfield (646.557.4535), or emailing her (jgreenfield@jjay.cuny.edu).

A GUIDE TO IN-TEXT CITATIONS AND REFERENCES (OR BIBLIOGRAPHIES)

Each and every piece of written work needs in-text citations and a bibliography in proper format such as APA, MLA or Chicago. Such references take a specific form which differs in each subject. The following plan will indicate how they are to be done in the security discipline. If ever in doubt, either see me, look at how I have done it on your syllabus, or just look at the articles and follow their pattern.

In-text citations should be used either following a quotation, OR when you are paraphrasing someone else’s argument. Remember, if you do not use citations, then you will be plagiarizing! In-text bracketed citations should be used. These appear like this: blah blah blah (Maras, 2009) when paraphrasing or “blah blah blah” (Maras, 2009, p. 29) when quoting.

i.e. In-text citations take the form (Author, date, page number).

If it is just a general direction to the reader to look at a particular book, rather than at a specific page, just put the author and date: (Maras, 2009).

Having used in-text citations, you must now compile a reference list or bibliography. Usually references and bibliographies only contain those books which you have cited. However, if you have done large amounts of other reading, then you can include some of them as “consulted sources”. I will list some examples of how to cite sources. If you are unclear about how to use such weird things as the internet to find information on citing sources, please ask me assistance on this matter.


New Course Proposal Form

Date Submitted: 9/13/2017

When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to killoran@jjay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: SFEM
   b. Name and contact information of proposer(s): DR. ROBERT TILL

      Email address(es): rtill@jjay.cuny.edu
      Phone number(s):

2. a. Title of the course: Hospital and Healthcare Security
   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF): Hospital Security
   c. Level of this course: 100 Level, 200 Level, 300 Level, 400 Level

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

      Course is a higher level application of security services within a particular sector. Private security divides up into 26 sectors of operation- with hospital and healthcare settings being one of the largest of the group. Hence, lower, more fundamental levels of security practice and protocol are applied in this particularized setting. This form of specialization in both research and application generally is reserved to 300 level courses.

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

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

   Course covers a security sector that is growing and an essential part of the private security industry. With the addition of this course, SFEM continues its comprehensive coverage of private justice services delivered by security professionals. Hospital and healthcare facilities face a wide array of security, emergency and hazard challenges as well as increasing stresses caused by social problems, emotion and psychiatric laden patients and easy access to pharmacological dispensaries. Hospital administrators are perpetually concerned about these challenges and need professional prepared security personnel.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course covers the principles of securing and protecting hospitals and other healthcare entities. Various security philosophies and risk management techniques are used to protect patients, care providers, employees, visitors and the critical assets found in the healthcare environment. The course reviews laws and regulations that guide security practices such as those promulgated by the Joint Commission on Hospital Accreditation and the Centers for Medicaid and Medicare. Students will learn how a protection program can make a positive difference to the mission of care.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 201, SEC 210 and SEC 211.

6. Number of:
   a. Class hours  ___3___
   b. Lab hours  ___0___
   c. Credits  ___3___

7. Has this course been taught on an **experimental basis**?
   
   _X___ No  _____ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

8. **Learning Outcomes** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   **Learning Outcomes:**
   1. Identify and describe the basic elements of a healthcare security in hospitals, hospices, mental health complexes and other related facilities
   2. Analyze and assess common healthcare security risks and vulnerabilities
   3. Discern and differentiate how healthcare facility design and environmental policy impact security policy and practice
   4. Author and adopt best security practices for the healthcare industry.

   Outcomes directly correlate to SFEM’s core outcomes for assessment.
9. Will this course be part of any major(s), minor(s) or program(s)?

____ No  ______ X____ Yes
If yes, indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

Security Management Major, Part Two, Security Applications

10a. Will this course be part of JJ’s general education program?

No _X_____ Yes _____ If yes, please indicate the area:

11. How will you assess student learning?

A variety of methods including but not limited to: analytical and policy papers and research, essay exams and quizzes, practical application of security knowledge to specific health care settings and class participation and presentations.

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

Yes _x_____ No_

• If yes, please state the librarian’s name: Kathleen Collins

• Are there adequate resources in the library to support students’ work in the course

  Yes__________ No_x___ We need some textbooks.

• Will your students be expected to use any of the following library resources? Check all that apply.

  ➢ The library catalog, CUNY+  _x___
  ➢ EBSCOhost Academic Search Complete  __x__
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ______
  ➢ LexisNexis Universe _x___
  ➢ Criminal Justice Abstracts _x__
  ➢ PsycINFO _x___
  ➢ Sociological Abstracts ___x
  ➢ JSTOR _x___
  ➢ SCOPUS _____
  ➢ Other (please name) ____________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval: March 2017

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

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
16. Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?

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

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

   ___x__Not applicable
   ____No
   ____Yes. If yes, give a short summary of the consultation process and results.

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

   _x__No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   CHARLES P. NEMETH JD, PHD, LL.M
   Chair, Security, Fire and Emergency Management

   DR. ROBERT MCCRIE

   Name of Major or Minor Coordinator giving approval (if necessary)
John Jay College of Criminal Justice
Department of Security, Fire and Emergency Management

**Course Number:** SEC 3xx  
**Course Title:** Hospital and Healthcare Security

**Lectures:** xx-week xx semester  
**Classroom:** Asynchronous lecture meetings (online only)

**Instructor:** Tony W. York, CPP, CHPA  
**Office:** xxx xxxx  
**Office Ph:** 303.603.3101 (O) / 720.641.6673 (M)  
**Email:** tyork@hss-us.com  
**https://www.linkedin.com/in/tony-york-cpp-chpa-83ab607**

**Contact Hours:** Available via phone on Wednesday & Friday  
9:00AM-10:30AM; 4:30-5:30PM  
For other days and times, contact by Email

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**Course Description:**
This course introduces principles of protecting hospitals and other healthcare entities. Various security philosophies and risk management techniques are used to protect patients, care providers, employees, visitors and the critical assets found in the healthcare environment. The course reviews laws and regulations that guide security practices such as those promulgated by the Joint Commission and the Centers for Medicaid and Medicare. Students will learn how a protection program can make a positive difference to the mission of care.

**Course Book (available Amazon or similar book stores):**

**Learning Outcomes:**
5. Identify and describe the basic elements of a healthcare security in hospitals, hospices, mental health complexes and other related facilities
6. Analyze and assess common healthcare security risks and vulnerabilities
7. Discern and differentiate how healthcare facility design and environmental policy impact security policy and practice
8. Author, adopt and measure effective policies which incorporate best security practices for the healthcare industry including all technological tools for detection and deterrence.

**Course pre-requisites:**  
SEC 101: Introduction to Security  
SEC 210: Methods of Security  
SEC 211: Security Management

**Course Assignments and Grade Weighting:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weighted Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Weeks 3, 6, 9, and 12 have assignments. Each assignment is an individual position to the designated question. Check Course Calendar for Assignment question</td>
<td>25pts x 4 assignments 25% total grade</td>
</tr>
<tr>
<td>Discussion Board Posts</td>
<td>Current and past events will be the topics of Weekly Discussion Questions. Quantity of posts: you are expected to share 1 original post and 2 response posts per week. Graded by rubric posted in</td>
<td>20pts per week x 4 20% total grade</td>
</tr>
</tbody>
</table>

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Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
Discussion Basics. Check Course Calendar for Discussion Board Question

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
<th>Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>Final exam, covering content from text book and other readings, class discussions. Exams will be mix of multiple choice, true false and essay.</td>
<td>100pts</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Group Position Paper</td>
<td>Week 14 Assignment: Group paper is a position paper of one of four chosen topics. Due by 11:59PM on x/x/1x. Graded by rubric. Topic 1: Should OSHA develop a national healthcare violence standard? Topic 2: What defense equipment should be deployed to hospital security officers? Topic 3: How does hospital security integrate into the mission of care? Topic 4: Is Hospital Security a revenue center or cost center?</td>
<td>100pts</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Letter &amp; Course Evaluation</td>
<td>Write a letter to the future SEC 3xx student and complete the course evaluation on time. Due TBD</td>
<td>10pts x 2 items</td>
<td>10pts</td>
<td></td>
</tr>
</tbody>
</table>

Total: 100% total grade

Assignments: All assignments for the course must be turned in using the Dropbox feature in Blackboard. You can find the Dropbox tool on the Navigation Bar on the top banner of the course. Papers need to be completed in Microsoft Word (.doc or .docx), Adobe Acrobat (.pdf) or rich text format (.rtf). The assignment file(s) need to be uploaded to the appropriate Dropbox Folder by 11:59 PM on the day they are due.

Grading:

<table>
<thead>
<tr>
<th>Undergraduate Students</th>
<th>Course grade</th>
<th>Percent of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.0% – 100%</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90.0% – 91.94%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88.0% – 89.94%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>82.0% – 87.94%</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80.0% – 81.94%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78.0% – 79.94%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>72.0% – 77.94%</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70.0% – 71.94%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60.0% – 69.94%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.94%</td>
<td></td>
</tr>
</tbody>
</table>

Graded coursework will have total points labeled. A grading rubric will be provided for discussion posts and the group position paper. If you are unclear on how an assignment is graded/scored, you are expected to ask the professor for explanation. If you cannot complete discussions, assignments, or other projects on time for any reason, please notify the professor. Late submissions will receive a 10% reduction per day, and after 10 days will receive no points. For Deadline Extensions, you MUST discuss with the professor prior to a due date. Late work will not be accepted finals week.

Any questions regarding grading of any assignments must be addressed in a timely fashion following the return of this graded work to the student. The allowable time limit for questioning a grade is up to the discretion of the professor, but is generally one week following the return of the graded work. Absolutely no reconsideration of graded work will be permitted following the submission of final letter grades in this course unless it concerns a technical issue regarding grade recording.

Bonus/Extra Credit: There will not be extra credit given in this course.

Requirements / Course Policies:
Participation/Attendance: Students are expected to participate actively in all course activities and ask for clarifications on any course deliverables. Be sure to check your email and visit the course website regularly. Attendance is measured by your participation in on-line discussions and completion of assigned projects. Failure to complete assignments on time is an indication of poor attendance.

Absences: Class attendance is **expected**. Lecture PowerPoint slides DO NOT contain all lecture material. If you are unable to participate, you are responsible for notifying the professor in a timely way and acting responsibly. The faculty member is not required to grant any extension or accommodation.

In the event, a student misses a class requirement or knows in advance that he/she will miss the student must submit an email indicating the miss and, if believed it should be considered excused, must put in writing the reasons why, date(s) missed, class and section missed, and submit it, along with formal documentation (Ex: doctor’s excuse), to the professor for consideration of excused absences. Include date(s) missed and signature. Do not email or leave a phone message as to absence, unless absence will be for an extended period (i.e. due to documented illness, or family emergency, and the like). Students with poor attendance face a reduction of points at the end of the semester.

Online Classroom Etiquette: Be professional and courteous with online interactions. Everyone’s participation is important to ensure that a variety of experiences and perspectives are represented during discussions. It is ok to disagree or have a differing perspective, but be respectful in your responses. **Online Classroom disruption may result in removal from classroom or up to a grade reduction.**

Tips for harmonious email communications: The internet and email communications have brought many advances in online classroom learning. You are more than welcome to email and I frequently check email, so please feel free to contact me via my email account (tyork@hss-us.com). However, please do not email me questions that can be answered by the course documents or with minimal effort on your part. Emails reflect your ability to be professional and responsible for your work.

You can expect me to respond in a timely manner, usually within a 24-hour period. Please try to avoid last minute messages, as I may not be able to respond to them in time. In case of emergency, my personal cell phone number is 720.641.6673.

If you send me an email, please apply the following basic professionalism and etiquette:
1. Include SEC 3xx and clearly indicate the purpose of the email in the Subject line.
3. Indicate your name, and your class/section
4. Clearly state your question/request/comment
5. Indicate how you would like to be contacted
6. Sign-off with your full name

Academic Misconduct: Academic honesty and integrity are fundamental to the mission of higher education. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

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

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotations are acceptable forms of restatement, if the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. Students are expected to do their own work unless advised that collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote directly from another source or paraphrase substantially, you must cite the source you used.
**Turnitin:** John Jay College has recently engaged a plagiarism prevention service from Turnitin. This service, hosted in California, is used successfully by many universities around the country and around the world. This service is employed to protect the integrity of a class assignment as well as student original work. Faculty submit students’ papers electronically to Turnitin, where the papers are checked against the Turnitin database which comprises of several generations of Internet documents, published work in commercial databases, and student submitted papers to determine the originality of the work. A report comes back with a score indicating how likely the paper is to be original work, including the sources of matches found. If the matching source is determined to be from a paper authored by another student, the faculty may then request a copy of the original paper to review.

Students are notified that assignments will be checked for plagiarism using this service. Submitted papers are stored in the service’s database, as a protection of the intellectual property of the original author.

**Americans with Disabilities Act (ACA) Policies**
Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting a disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at 1233 N (212.237.8144). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Incomplete Grade Policy**
Please consult the College Catalog for the official Policy on the grant of an Incomplete Grade. In general the grant of an Incomplete Grade is reserved to those students, who for a bona fide and verifiable reason cannot complete the course work in a timely manner. The grant of any Incomplete is a discretionary decision and depends on many factors. The grant is not automatic nor reserved to those who merely fall behind in their work.

**Extra Work During the Semester**
Depending on the course content and overall environment of the course, a faculty member has the discretion of allowing for extra credit work. There is no right to said work especially when students hope that extra credit will elevate poor performance.
<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Board Posts</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3: Conducting a Security Risk Assessment</td>
<td>DQ – How can risks and vulnerabilities in the healthcare environment be identified?</td>
<td>H&amp;HS pp. 67 – 74; 79 – 100 Assignment #1 Due – Required Hospital Visit. Ask a key stakeholder, i.e., nurse, what expectations they have from their hospital security program.</td>
</tr>
<tr>
<td>Week 5: Training and Development</td>
<td>DQ - What leadership &amp; professional development programs are available for healthcare security professionals?</td>
<td>H&amp;HS pp. 200 – 258</td>
</tr>
<tr>
<td>Week 6: Deployment &amp; Patrol</td>
<td>DQ – What role does uniform design play in security function and task?</td>
<td>H&amp;HS pp. 261 – 288 Assignment #2 Due – List your personal top 10 security-related policies and procedures needed in the healthcare environment; support the importance of each.</td>
</tr>
<tr>
<td>Week 7: Program Documentation &amp; Performance Measures</td>
<td>DQ – What is the best determinant for how large a security staff is needed in a hospital?</td>
<td>H&amp;HS pp. 289 – 313</td>
</tr>
<tr>
<td>Week 8: Patient Care Involvement and Intervention</td>
<td>DQ – How much involvement should security officers have with patients?</td>
<td>H&amp;HS pp. 315 – 356</td>
</tr>
<tr>
<td>Week 9: Preventing &amp; Managing Healthcare Aggression and Violence</td>
<td>DQ – Evaluate the force strategies and tactics common to the healthcare setting?</td>
<td>H&amp;HS pp. 505 – 525 Assignment #3 Due – Compare and contrast OSHA #3148 Guidelines to CAL OSHA WPV Standard</td>
</tr>
<tr>
<td>Week 10: Employee Involvement &amp; Security Awareness</td>
<td>DQ – What are the essential elements of an aggression management training program?</td>
<td>H&amp;HS pp. 379 – 406</td>
</tr>
</tbody>
</table>
DQ – How can CPTED principles be used in healthcare?
H&HS pp. 409 – 436
IAHSS Security Design Guidelines
Assignment #4 Due – How should security be designed into the healthcare facility?

Week 13: Areas of Higher Risk
DQ – Assess the various access control systems in use at hospital emergency departments?
H&HS pp. 527 – 568

Week 14: Areas of Special Concern
DQ – How can hospitals prevent the unthinkable – non-custodial infant abduction?
H&HS pp. 571 – 602
Group Position Paper Due
- Topic 1: Should OSHA develop a national healthcare violence standard?
- Topic 2: What defense equipment should be deployed to hospital security officers?
- Topic 3: How does hospital security integrate into the mission of care?
- Topic 4: Is Hospital Security a revenue center or cost center?

Week 15: Off Campus Considerations
DQ – What risks does a home health provider face?
H&HS pp. 603 – 624

Week 16: Emergency Preparedness: Planning & Management
DQ – What is the best way to mitigate the risk of an Active Shooter in the healthcare environment?
H&HS pp. 627 – 674
Final Exam Due
Letter to future student due
Completed course evaluation due

DISCUSSION QUESTION RUBRIC

This course uses online discussion to interact between students and the instructor. The Discussions area can be accessed from the Navigation Bar, or links provided within the module.

The Course Forum is set up for Discussion Assignments for the course. Make sure you read the instructions for each forum topic carefully before submitting your posts. Follow the timeline for each discussion topic as well. If you are divided into groups for discussions, please locate which group you are assigned to by looking at your profile and then locate the appropriate group to submit your discussion postings.

The following criteria will be used to assess your discussion posts:

1. Quantity of posts: Minimally, you are expected to share 1 original post and 2 response posts during discussion assignment weeks.
2. Timeliness of posts: you are expected to post on the discussion board early and often. Points will be deducted for waiting until hours before the deadline to post your items to the discussion board.

Approved by UCASC, Nov 17, to College Council, Dec 4, 2017
3. Quality of posts: Original, well-constructed, and literature-supported posts will receive more points than simply posting your opinion or repeating what other students shared previously.

4. Participation and engagement: Blackboard tracks everything that students "open" on the site. At the close of each week, a report will be run to track how many posts were viewed by each student. The goal is for everyone to "open" or view over 70% of their classmate's posts.

Here's the grading Rubric for the weekly discussion board participation:

<table>
<thead>
<tr>
<th>Grade Items</th>
<th>Accomplished (5pts)</th>
<th>Competent (4pts)</th>
<th>Developing (3pt)</th>
<th>Unaccept (0pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quantity</td>
<td>Exceeds minimum required posts</td>
<td>Meets minimum posts</td>
<td>Below minimum posts</td>
<td>One or no posts</td>
</tr>
<tr>
<td>2. Timeliness</td>
<td>All original and response posts made over 12 hours before deadlines</td>
<td>Over 50% of posts are made over 12 hours before deadlines</td>
<td>All posts made with less than 6 hours to deadlines</td>
<td></td>
</tr>
<tr>
<td>3. Quality &amp; Relevance</td>
<td>Well-constructed responses, with solid arguments based on research literature and/or comparative examples to real-life. Considered very insightful and provided great contribution to the discussion.</td>
<td>Obvious attempt at a well-conceived post, with some acknowledgement to research literature and/or relatable/real-life events. Contributed to discussion, or allowed it to continue.</td>
<td>Lacked organization, unable to follow logic and progression of analysis. Either no reference or reference lacked reliability (like citing Wikipedia or a Blog)</td>
<td></td>
</tr>
<tr>
<td>4. Overall Participation &amp; Engagement</td>
<td>Based on participation tracking system, student reviewed over 90% of the posts from classmates (within their assigned group)</td>
<td>Based on participation tracking system, student reviewed over 70% of the posts from classmates (within their assigned group)</td>
<td>Based on participation tracking system, student reviewed under 50% of the posts from classmates (within their assigned group)</td>
<td></td>
</tr>
</tbody>
</table>

Total score: _______/20
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: June 16, 2017

1. Name of Department or Program: Law, Police Science, and Criminal Justice Administration

2. Contact information of proposer(s):
   Name(s): Maki Haberfeld
   Email: mhaberfeld@jjay.cuny.edu
   Phone number(s): (212) 393-6377

3. Current number, title, and abbreviated title of course: PSC 255; Research Methods in Policing

4. Current course description:

   This course will offer students an understanding of the role research can and should play in police operations and policy formulation. Special focus will be placed upon understanding what makes research methods in policing different than when applying the topic to a more general criminal justice environment. Students will understand the research process, types of studies, appropriate descriptive statistical techniques and guidelines for maximizing the efficacy of police operations, crime prevention and police policy development. Students will also be exposed to qualitative methodologies that will allow them to use analysis as efficiently as possible within police specific settings. In addition, students will be exposed to literature that is specific to research methods and stats in the context of policing and law enforcement.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101; CJBS 101 or CRJ 101 or PSC 101; and MAT 108 or MAT 141 or MAT 241 (or higher) or STA 250

5. Describe the nature of the revision: Revising the math prerequisites for PSC 255.

6. Rationale for the proposed change(s):

   We are changing the course prerequisites to match the sister course in the CJBS major, CJBS 250. Students would need the same qualifications for PSC 255, which is required in the Police Studies major. Some students are trying to take CJBS 250 and ask for a course substitution missing out on taking this course in their disciplinary context. Students will succeed in the course with MAT 105 or higher. We are also adding an alternative of MAT 1 for transfer students as we did with CJBS 250.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description: n/a
   b. Revised course title: n/a
   c. Revised brief title: n/a
   d. Revised learning outcomes: n/a
   e. Revised assignments and activities related to revised outcomes: n/a
   f. Revised number of credits: n/a
   g. Revised number of hours: n/a
   h. Revised prerequisites: ENG 101; CJBS 101 or CRJ 101 or PSC 101; and MAT 105 or MAT 108 or MAT 141 or MAT 241 (or higher) or STA 250 or MAT 1 (for transfer students)

8. Enrollment in past semesters: This is a new course. Two sections are being offered every semester and it runs with healthy enrollment.

9. Does this change affect any other departments?
   ___ No   ____ Yes (if so what consultation has taken place)?
   This will only minimally effect the enrollment in the Mathematics and Computer Science department since this major is a modest size.

10. Date of Department or Program Curriculum Committee approval: June 5, 2017

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:
    Ric Curtis, Interim Chair, Law and Police Science
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

Date Submitted: September 26th, 2017

1. Name of Department or Program: Sciences

2. Contact information of proposer(s):

   Name(s): Dr. Shu-Yuan Cheng
   Email(s): shcheng@jjay.cuny.edu
   Phone number(s): 646-557-4637

3. Current number, title, and abbreviated title of course: SCI 114 Scientific Principles of Forensic Science

4. Current course description:

   a. Number of credits: 3 credits
   b. Number of class hours: 1.5 hours Lecture and 3 hours lab
   c. Current prerequisites: None

5. Describe the nature of the revision: The Department of Sciences would like to revise the course description of SCI114 to indicate that some crime scene graphic images might be used for teaching purposes.

6. Rationale for the proposed change(s): Students who are interested in this course will get the proper information before registering for this course.

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

   Revised course description: (the revised sections are underlined)

   This course is an introduction to basic scientific investigative methods used in forensic science. Forensic science encompasses various disciplines that surround topics such as crime scene investigation, medicolegal death investigation, toxicology, anthropology, odontology, etc. It is primarily laboratory based and students will examine materials for the presence of biological evidence (ie. blood, DNA), analyze trace evidence (ie.
hairs, fibers, soil), analyze pattern evidence (ie. fingerprints, footprints, tool marks), and study landmark cases in forensic science to contrast fact from fiction. To be an effective “scientific investigator,” students will learn how to apply biology, chemistry, physics, and investigation to analyze data in order to solve mock cases and criminal justice problems. Please note, the discipline of forensic science implies that the course material may be disturbing for some students due to the potentially graphic content used.

8. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?  
   No _____    Yes ___X____ If yes, please indicate the area:

   **This course is already approved for the Flexible Core: Life and Physical Sciences**

9. Does this change affect any other departments?  
   ___X___ No    _____ Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval:  
    **September 25th, 2017**

11. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
    **Dr. Shu-Yuan Cheng**
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 25, 2017
Date of CGS Approval: November 2, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 711</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights and Humanitarianism</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of the elementary and crucial form of justice known as humanitarianism, which aims to enable human rights and activate its claims in crisis situations. Among topics to be considered are the role that dignity and human rights play in grounding humanitarian ambitions, their relation to political and economic institutions that manage humanitarian agendas, and the distinction between duties of justice and claims of charity or “development assistance.” Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide</td>
</tr>
<tr>
<td>Pre- and/or Corequisites</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course will provide students with exposure to one of the most important issues in the world of human rights—humanitarianism. This is a key area of human rights that has led to strong state responses (military interventions) and legal institutionalization (the International Criminal Court). However, questions of what kinds of situations constitute a significant humanitarian crisis and the appropriate response to such crisis remains up for debate. The comprehensive review of humanitarianism, from a human rights perspective, will help students understand how the concept has evolved in both theory and practice.

4. **Degree requirements satisfied by the course:**

Program elective.

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

   Yes ______  No ___x___

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

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

   1. Define and explain the international humanitarian law and the work of international humanitarian institutions;
   2. Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide;
   3. Identify the role of gender, culture, and conflict in complex humanitarian emergencies;
   4. Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations;
   5. Engage in independent research and oral presentation of key contemporary humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents.

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

   The HR MA has the following program outcomes:

   1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.
   
   Course learning objective 1,2 and 3 apply to this program outcome: 1)Define and explain the international humanitarian law and the work of international humanitarian...
institutions; 2) Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide; 3) Identify the role of gender, culture, and conflict in complex humanitarian emergencies;

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy. Course learning objective 4 and 5 map onto this program objective:

4) Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations;

5) Engage in independent research and oral presentation of key contemporary humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents.

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

<table>
<thead>
<tr>
<th>Learning objective</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and explain the international humanitarian law and the work of international humanitarian institutions</td>
<td>In class discussion, two short writing assignments</td>
</tr>
<tr>
<td>Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide</td>
<td>In class discussion, two short writing assignments</td>
</tr>
<tr>
<td>Identify the role of gender, culture, and conflict in complex humanitarian emergencies</td>
<td>in class conference, in class oral presentation, final paper, two short writing assignments</td>
</tr>
<tr>
<td>Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations</td>
<td>in class oral presentation, final paper</td>
</tr>
<tr>
<td>Engage in independent research and oral presentation of key contemporary humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents</td>
<td>in class oral presentation, final paper, in class conference</td>
</tr>
</tbody>
</table>

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


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

**Kathleen Collins**

8. **Identify and assess the adequacy of available library resources**

   **a. Databases**
   Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library. Since this course relies heavily on journalistic accounts, LexisNexis and Academic Search Premier will be very helpful to students.

   **b. Books, Journals and eJournals**

9. **Identify recommended additional library resources**


10. **Estimate the cost of recommended additional library resources (For new courses and programs):**
$110
11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).
United Nations High Commission on Human Rights databases
Human Rights Watch world report
Reports of the Inter-American Commission on Human Rights
European Court of Human Rights reports
African Commission on Human and Peoples' Rights activity reports
Nineteenth Century Collections Online

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

Yes _____ x _____ No ______________

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

13. Proposed instructors:
Charlotte Walker-Said
James DiLorenzi
Susan Kang
Veronica Michel
Jennifer Rutledge
Jean Carmalt

14. Other resources needed to offer this course:

n/a

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

n/a

16. Syllabus

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

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

Dr. Charlotte Walker-Said
Department of Africana Studies
9.12.45NB
212-237-8758
cwalker-said@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

Human rights are claims of justice that hold merely in virtue of our shared humanity. In this course we will explore philosophical theories of the elementary and crucial form of justice known as humanitarianism, which aims to enable human rights and activate its claims in crisis situations. Among topics to be considered are the role that dignity and human rights play in grounding humanitarian ambitions, their relation to political and economic institutions that manage humanitarian agendas, and the distinction between duties of justice and claims of charity or “development assistance.” Finally we will consider the application of such theories to concrete, problematic and pressing problems, such as global poverty, torture and genocide.

COURSE STRUCTURE

This course explores seminal case law to inform contemporary civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, economic liberties, takings law, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty.

The first part of the course investigates the foundations of humanitarianism: the network of states, international organizations, and nongovernmental organizations that count themselves as part of the humanitarian sector. This part of the course answers the question: Who is part of the humanitarian world? Has this world changed? How? Why? With what consequences? These introductory questions will be tied directly to a collaborative student conference presentation occurring during the fifth week of the course.

The second part of the course examines the underlying foundations and logic of humanitarian governance. Humanitarian governance is rooted in the basic supposition that we do and should care for distant strangers. What does that mean, both philosophically and concretely? How do an ethics of care, compassion, and humanity interact?
The third part of the course explores three critical areas of humanitarianism: humanitarian intervention; emergency relief; and post-conflict peacebuilding.

**Prerequisites**

None

**Learning Outcomes**

This course, HR 711, has the following goals and objectives:

- Define and explain the international humanitarian law and the work of international humanitarian institutions;
- Define and contrast approaches of delivering and conceiving of humanitarian aid in complex emergencies worldwide;
- Identify the role of gender, culture, and conflict in complex humanitarian emergencies;
- Understand research methods used in assessing humanitarian crises and the execution and implementation of human rights principles through written and oral presentations;
- Engage in independent research and oral presentation of key contemporary humanitarian action and global governance by critically examining policies, practice, and decision-making by humanitarian agents.

**Course Requirements**

**In-Class Discussion:** All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (10%)

**Two Short Writing Assignments:** You must write two short papers (15% each) that are 5-pages in length that will address the readings in Sections II and III. In each of these sections I have identified paper topics, but you are welcome to suggest your own.

**In-Class Conference:** You must also participate at a “conference” in Section I, Week 5 of the course that will be “hosted” by this class. The conference presentation is a form of oral presentation discussing an aspect or agenda of a humanitarian institution. (15%)

**In-Class Oral Presentation:** In Section II, you will present your short paper topic to the class and summarize your main argument in a 3-minute presentation. (15%)

**Final Research Paper (Final Exam):** The largest assignment is a research paper worth 30% of your grade. You also have several “age appropriate” alternatives: write an article that might be submitted to a peer-reviewed journal; develop a research design that might be useful for your dissertation prospectus; write a review essay or literature review in order to better understand the contours of a particular controversy.

**Grading**
Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Oral presentations on second short writing</td>
<td>10%</td>
</tr>
<tr>
<td>In-class conference presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper (final exam)</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>F</td>
<td>69.9-0</td>
</tr>
</tbody>
</table>

**Course Policies**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**Incomplete Grade Policy**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.
AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

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

PLAGIARISM AND CHEATING

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_1/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)
CONTACT WITH PROFESSOR:
All email communication should be directed to cwalker-said@jjay.cuny.edu

REQUIRED TEXTS


COURSE CALENDAR AND ASSIGNMENTS

Section I: The Principles and Logics of Humanitarian Governance

This first section will provide a “guide” to humanitarianism with the additional aim of getting everyone up to speed for the conference presentation in Week 5.

Week 1: What is the Humanitarian World?

READING:

International Committee of the Red Cross. Codes of Conduct.


Week 2: A historical overview of humanitarianism

READING:


Week 3: Controversies regarding the boundaries of humanitarianism

READING:


**Week 4:** Central debates in humanitarianism as a field of action and as a field of study

**READING:**


**Week 5:** MAPPING THE WORLD OF HUMANITARIANISM CONFERENCE

Student group presentations and the analysis of formal current humanitarian agendas

**Section II: The Underlying Foundations and Logic of Humanitarian Governance**

**Week 6:** Protecting humanity

**READING:**


**Week 7:** Rights and humanitarianism

**READING:**


**Week 8:** Violence and humanitarianism

**READING:**


**Week 9:** Public opinion, sentiment, and humanitarianism

**READING:**


**Week 10:** Student presentations of papers

*Paper topic:* What accounts for the rise of concern for distant strangers?

**Section III:** Critical Areas of Humanitarianism: Intervention, Emergency Relief, and Post-Conflict Peacebuilding

**Week 11:** Intervention in Famine

**READING:**


Michael Barnett, *Empire of Humanity*, Chapter Four and Nine
Week 12: Intervention in Mass Violence

READING:


Week 13: Managing States of Emergency

READING:


**Paper due at the end of week 13:**

**Paper topics:**

1) Did our conference, “Mapping the Humanitarian World,” provide any evidence for the emerging organizing principles of the humanitarian architecture?

2) What is “emergency humanitarianism” and what is the problem with this structural model?

3) What are the three main driving forces of humanitarian intervention in the world today?

Week 14: Humanitarianism as a form of peacebuilding

READING:


Week 15: Humanitarian peacebuilding into humanitarian governance
READING:


PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 25, 2017
Date of CGS Approval: November 2, 2017

1. Contact information of proposer(s):

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<tr>
<th>Name(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 712</td>
</tr>
<tr>
<td>Course Title</td>
<td>Civil and Political Rights and Civil Liberties</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course explores seminal case law to inform contemporary political rights, civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, voting rights, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

4. This course provides a comprehensive coverage of the “first generation” of human rights, namely civil and political rights and civil liberties. These rights are important for students in a human rights for several reasons. First, they are among the oldest human rights articulated, fundamental to early political documents such as the Declaration of Rights of Man and the American Declaration of Independence. Secondly, they represent the most common legal codification of human rights in the United States and most industrialized democracies. Thus a strong understanding of these rights will provide students a good background for working within national, state and local human rights commission and organizations. Finally, students will study how these rights have been implemented in practice, often through legal activism, in various contexts.

5. **Degree requirements satisfied by the course:**

Elective

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

   Yes ________ No _x_____

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

7. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
   1. Define and explain the basic concepts and advanced terminology used in civil and political rights law;
   2. Analyze and contrast the different ways in which international and domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses;
   3. Identify the various US constitutional standards of judicial review;
   4. Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations;
   5. Engage in independent research on contemporary issues in civil rights and civil liberties, using a variety of journalistic and legal sources

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

   The HR MA has the following program outcomes:
   1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.
Course learning objective 1, 2, and 3 apply to this program outcome

1. Define and explain the basic concepts and advanced terminology used in civil and political rights law;
2. Analyze and contrast the different ways in which international and domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses;
3. Identify the various US constitutional standards of judicial review

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy

- Course learning objective 4 and 5 relate to this objective:

4. Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations;
5. Engage in independent research on contemporary issues in civil rights and civil liberties, using a variety of journalistic and legal sources

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

| Define and explain the basic concepts and advanced terminology used in civil and political rights law | Writing Assignments, Oral Presentations of two short papers, Class participation |
| Analyze and contrast the different ways in which international and comparative domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses | Writing Assignments, In-Class Debate, Oral Presentations of two short papers, final paper, Class participation |
| Identify the various US constitutional standards of judicial review | Writing Assignments, In-Class Debate |
| Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations | Writing Assignments, In-Class Debate, Oral Presentations of two short papers, Final Presentation of the final paper, Class participation |
| Engage in independent research on contemporary issues in civil rights and civil liberties, using a variety of journalistic and legal sources | Final paper, Final Presentation of the final paper |

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


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

Kathleen Collins

**9. Identify and assess the adequacy of available library resources**

**a. Databases**
Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library. In addition, because of the legal components of the class, Lexis-Nexis, HeinOnline, and WestlawNext will be useful.

**b. Books, Journals and eJournals**

**10. Identify recommended additional library resources**
N/a

**11. Estimate the cost of recommended additional library resources (For new courses and programs):**
N/a

**12. Please list any specific bibliographic indices/databases to which students will be directed for this course.** (Please check the list of databases licensed by the library before answering this question).
United Nations High Commission on Human Rights databases
Human Rights Watch world report
Reports of the Inter-American Commission on Human Rights
Hein Online
Legal Source
LGBT Life

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

Yes ______ x _______ No ________________

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

14. Proposed instructors:
Charlotte Walker-Said
Susan Kang
Jean Carmalt

15. Other resources needed to offer this course:

n/a

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

Consultation with direction of Criminal Justice program

17. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
HR 712

INSTRUCTOR
Dr. Charlotte Walker-Said
Department of Africana Studies
9.12.45NB
212-237-8758
cwalker-said@jjay.cuny.edu
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION
This course explores seminal case law to inform contemporary political rights, civil rights and civil liberties jurisprudence and policy. Specifically, the readings examine historical and contemporary first amendment values, including freedom of speech and the press, voting rights, discrimination based on race, gender, class and sexual preference, affirmative action, the right to privacy, reproductive freedom, the right to die, criminal procedure and adjudication, the rights of the criminally accused post-9/11 and the death penalty.

PREREQUISITES
All other core courses of the MA in Human Rights, unless exceptions have been made by the program director.

LEARNING OUTCOMES
This course, HR 712, has the following goals and objectives
1. Define and explain the basic concepts and advanced terminology used in civil and political rights law;
2. Analyze and contrast the different ways in which international and comparative domestic legal systems protect and restrict certain basic civil and political rights in class debates and in short written analyses;
3. Identify the various US constitutional standards of judicial review;
4. Evaluate the merits and shortcomings of major theoretical debates within the civil liberties discourse, both in written and oral presentations;
5. Engage in independent research on contemporary issues in civil rights and civil liberties, using a variety of journalistic and legal sources

COURSE REQUIREMENTS
Students are required to attend all classes. This class is conducted much like a law school seminar, and students will be required to actively participate. In addition to the final exam, students are required to submit two short papers on selected readings, participate in a scheduled, in-class debate, and present their two short papers to the class.

**Writing Assignments:** Students will hand in a midterm paper which is to serve as the midterm exam, as well as a final paper which will serve as the final exam. Additionally, two short papers of 1-2 pages will be assigned and will be required to be presented to the class.

**In-Class Debate:** Students will be divided into two sections and will have to present arguments for and against a particular civil liberty or civil right. In this in-class debate, students will be expected to each define, articulate, and orally present one particular facet of the argument for or against this liberty or right and address one specific counter-argument presented by the opposing side. Debate presentations will require notecards.

**Oral Presentations of two short papers:** These two short presentations of roughly 3 minutes each will require either notecards or a brief PowerPoint slideshow breaking down the main points of the short papers into three bullet points. Students in the classroom will be expected to give feedback.

**Final Presentation of the final paper:** Students will present their final exam paper, which will serve as a cumulative examination of the civil rights and liberties explored in this course. The final paper will be an in-depth analysis and overview of all the principle civil and political rights discussed and how these rights are in conversation with the United States Constitution, our founding document and the cornerstone of all American rights, and a critical touchstone in international human rights. In this paper and final presentation, a holistic understanding of civil and political rights and their interdependence and reflection of law and political order will be expected.

**Class participation:** Your participation in this seminar is essential. Participation grades will take into account a student’s record of attendance, as well as the quality and quantity of his or her contribution to class discussions. As this implies, to be successful in this course requires that you maintain an excellent record of attendance. As a general rule, you should only miss class in exceptional circumstances and whenever possible you should notify the instructors in advance. Missing more than two sessions will result in a reduced grade. Missing more than a third of the class will result in a failing grade.

**Grading**

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Two oral presentations on short writings</td>
<td>20%</td>
</tr>
<tr>
<td>In-class debate presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final paper (final exam)</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
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<tr>
<td>C+</td>
<td>77.1-79.9</td>
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<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>F</td>
<td>69.9-0</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor’s permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**INCOMPLETE GRADE POLICY**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICIES**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.
Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)

Contact with Professor:
All email communication should be directed to cwalker-said@jjay.cuny.edu

Required Texts


**COURSE CALENDAR AND ASSIGNMENTS**

**Week One**
Overview of the judicial system and court organization; introduction to key concepts of judicial review and theories of constitutional interpretation; how to brief a case.

**Week Two**
*Economic Liberties: Eminent Domain and the Guarantees of the Fifth Amendment*
Supplemental: Law review article on Goldstein (the Atlantic Yards case) and Kaur (the Columbia University expansion case) (available on Blackboard)
Please come to class prepared to discuss the readings.

**Week Three**
*Discrimination and the Law (Part I)*
Karen A. Fields & Barbara J. Fields, *Racecraft: The Soul of Inequality in American Life*, pages 25-76 (on blackboard);

**Week Four**
*Discrimination and the Law (Part II)*
Beverly Daniel Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria?*, pages 12-45 (on blackboard)
Claude M. Steele, *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, pages 2-17 (on blackboard)

**Week Five**
*Discrimination and the Law (Part III)*
Kenji Yoshino, *Covering: The Hidden Assault on our Civil Rights*, page 7-35 (on blackboard)
Class viewing of excerpts of Academy-award winning documentary “A Time for Justice”

**Week Six**
*Marriage as a Civil Right*

Adam Liptak, *To Have and Uphold: The Supreme Court and the Battle for Same-Sex Marriage*, pages 45-98 (on blackboard)

**Week Seven**  
*Freedom of Speech, Assembly and Association*  
Lee Epstein and Thomas Walker, *Constitutional Law for a Changing America*, pages 397-442  
Anthony Lewis, *Freedom for the Thought That We Hate: A Biography of the First Amendment*, pages 23-56 (on blackboard)  
**FIRST SHORT PAPER DUE, ORAL PRESENTATIONS IN WEEK EIGHT**

**Week Eight**  
*Oral Presentations of the first paper*  
Class to go in alphabetical order

**Week Nine**  
*Scheduled in-class debate*  
DEBATE THEME: Civil liberties debate on the right to hold a Ku Klux Klan Rally and Print and Distribute Racist Hate Speech  
**First half of alphabet: PRO**  
**Second half of alphabet: AGAINST**  
What are the civil and political rights that uphold the freedom to produce and disseminate hate speech and what are the civil and political protections and rights that oppose and restrict such speech and print capital?

**Week Ten**  
*Freedom of the Press and the Role of the Media*  
Class viewing of excerpts of *Miss-Representation*

**Week Eleven**  
*The Right to Privacy*  
Epstein and Thomas Walker, *Constitutional Law for a Changing America*, pages 489-528  
**SECOND SHORT PAPER DUE, ORAL PRESENTATIONS IN WEEK TWELVE**

**Week Twelve**  
*Oral Presentations of the second paper*  
Class to go in alphabetical order

**Week Thirteen**  
*The Rights of the Criminally Accused*  

**Week Fourteen**  
*The Death Penalty*

**Week Fifteen:**
Final presentation due and draft or outline of final paper due.
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 25, 2017
Date of CGS Approval: November 2, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>612-385-9387</td>
</tr>
</tbody>
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2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 713</td>
</tr>
<tr>
<td>Course Title</td>
<td>Economic, Social and Cultural Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Economic, social and cultural rights include the rights to health, healthy environment, housing, education, food, social security, and work. This class critically examines the content and development of the substantive and procedural development of these rights. In addition, the class analyzes the issue of interdependence, the role of core content requirements, the debate over justiciability, the role of NGOs in norm development, corporate social responsibility, and issues of extraterritoriality. Students will be expected to conduct an in-depth analysis of one ESC right of their choosing.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>n/a</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
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<tr>
<td>Lab Hours</td>
<td>0</td>
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</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

Economic, social and cultural rights are considered the “second generation” of human rights. They are called this because they are newer rights, resulting from the struggles of workers and social movements to demand protections against the vulnerabilities created from industrialization and contemporary capitalism. They are fundamental to the larger body of human rights but often are overlooked or considered secondary human rights, especially in the United States. As inequality of wealth and income are currently at historic high points, domestically and abroad, understanding economic, social and cultural rights are pressing for all human rights professionals and advocates.

4. **Degree requirements satisfied by the course:**

   Elective

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

   Yes ________ No ________

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
      1. Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements
      2. Critically analyze specific human rights issues pertinent to economic and social rights
      3. Understand the role that non-governmental organizations play in the development of specific human rights
      4. Understand the relationship between ESC rights and civil and political rights
      5. Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right

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

      The HR MA has the following program outcomes:
      1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.

      6. Course learning objective 1-4 map on to the first program outcome:
      1. Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements
2. Critically analyze specific human rights issues pertinent to economic and social rights
3. Understand the role that non-governmental organizations play in the development of specific human rights
4. Understand the relationship between ESC rights and civil and political rights

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy

Course learning objective 5 maps onto program objective 2:
5. Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements</td>
<td>Participation, final presentation, final paper</td>
</tr>
<tr>
<td>Critically analyze specific human rights issues pertinent to economic and social rights</td>
<td>Participation, final presentation, final paper</td>
</tr>
<tr>
<td>Understand the role that non-governmental organizations play in the development of specific human rights</td>
<td>Participation, final presentation, final paper</td>
</tr>
<tr>
<td>Understand the relationship between ESC rights and civil and political rights</td>
<td>Participation, final presentation, final paper</td>
</tr>
<tr>
<td>Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right</td>
<td>Final paper, final presentation</td>
</tr>
</tbody>
</table>

7. Proposed texts and supplementary readings (including ISBNs):
Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

Kathleen Collins

8. Identify and assess the adequacy of available library resources

a. Databases
Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library.

b. Books, Journals and eJournals

9. Identify recommended additional library resources


10. Estimate the cost of recommended additional library resources (For new courses and programs):
$102

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).
- United Nations High Commission on Human Rights databases
- Human Rights Watch world report
- Reports of the Inter-American Commission on Human Rights
- European Court of Human Rights reports
- African Commission on Human and Peoples' Rights activity reports

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
Yes ______ x____ No ________________
If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:
Jean Carmalt
Susan Kang
Jennifer Rutledge

14. Other resources needed to offer this course:

n/a

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

n/a

16. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
# HR 713: Economic, Social and Cultural Rights

## Semester and year

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course time</th>
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</table>

<table>
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<th>Contact information</th>
<th>Course location</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Office hours/location</th>
<th>Textbooks required:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

- **Textbooks required:**

There will also be course readings on the class Blackboard site.

## Course description:

Economic, social and cultural rights include the rights to health, healthy environment, housing, education, food, social security, and work. This class critically examines the content and development of the substantive and procedural development of these rights. In addition, the class analyzes the issue of interdependence, the role of core content requirements, the debate over justiciability, the role of NGOs in norm development, corporate social responsibility, and issues of extraterritoriality. Students will be expected to conduct an in-depth analysis of one ESC right of their choosing.

## Learning objectives:

1. Learn the substantive and procedural elements of economic and social rights, as well as the international legal instruments pertinent to defining those elements
2. Critically analyze specific human rights issues pertinent to economic and social rights
3. Understand the role that non-governmental organizations play in the development of specific human rights
4. Understand the relationship between ESC rights and civil and political rights
5. Research and write a paper on a specific ESC right in order to develop current thinking and practice around that right

## Policies for the class:

[Policies on contesting grades, attendance, tardiness, classroom courtesy, etc.]
Students with disabilities:

If you have a disability and will require accommodations in this course, I will work with you and the Office of Accessibility Services to meet your needs. Please contact the Office of Accessibility Services first and then email me or come talk to me in person (in class, during my office hours, or by making an appointment) to discuss specific accommodations. The contact information for the Office of Accessibility Services is:

The Office of Accessibility Services  
Room L.66.00  
524 West 59th Street  
New York, NY 10019  
Phone: 212.237.8031  
Fax: 212.237.8144  

Grade calculation:
The grade in this course is determined by a student’s participation throughout the course (20%) and by the final project (80%). The final project includes both a presentation (30%) and a written paper, brief, or advocacy piece (50%). The form of the final project will depend on the student’s goals in the program.

Academic integrity

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
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(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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

Part I: What are ESC rights?
Week 1: Introduction and overview of the course
  - Chapter 1: Economic, Social and Cultural Rights: A Universal Challenge
  - Chapter 2: Economic, Social and Cultural Rights as Human Rights

Week 2: Indivisibility of rights

Week 3: Contemporary legal definitions: Respecting, protecting, and fulfilling ESC rights

Week 4: NGO advocacy and nondiscrimination

Part II: Contemporary issues in ESCR development
Week 5: Justiciability and domestic enforcement
- Dennis, M. J., & Stewart, D. P. (2004). Justiciability of Economic, Social, and Cultural Rights: Should There Be an International Complaints Mechanism to Adjudicate the

- Minister of Health v Treatment Action Campaign (TAC) (2002) 5 SA 721 (CC)

**Week 6: Corporate social responsibility**

  - Chapter 3: Nike’s law: the anti-sweatshop movement, transnational corporations, and the struggle over international labor rights in the Americas
  - Chapter 10: Indigenous rights, transnational activism, and legal mobilization: the struggle of the U’wa people in Colombia
- Social and Economic Rights Action Center & the Center for Economic and Social Rights v. Nigeria (Communication No. 155/96)

**Week 7: ESC rights and extraterritorial responsibility**


**Part III: Specific rights in context**

**Week 8: The right to health**

- International Covenant on Economic, Social and Cultural Rights, Article 12
- General Comment 14 from the UN Committee on Economic, Social and Cultural Rights

**Week 9: The right to housing**
- CESC General Comment No. 4: The Right to Adequate Housing (Art. 11 (1) of the Covenant)
- Foscarinis, Maria, and Eric Tars. "Housing rights and wrongs: The United States and the right to housing," in *Bringing human rights home: Portraits of the movement*: 149.

**Week 10: The right to food**

**Week 11: The right to education**

**Week 12: Labor rights**

**Week 13: Cultural rights**
- UN Committee on Economic, Social and Cultural Rights (CESCR), *General Comment No. 21*: Right of everyone to take part in cultural life (art. 15, para. 1 (a), of the International Covenant on Economic, Social and Cultural Rights)

**Week 14: Wrap-up and student presentations**
No new reading assignment

**Week 15: Wrap-up and student presentations**
No new reading assignment
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 25, 2017
Date of CGS Approval: November 2, 2017

1. Contact information of proposer(s):

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<th>Name(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
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<th>Program Name</th>
<th>Human Rights</th>
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</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 714</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Rights and Corporate Social Responsibility</td>
</tr>
</tbody>
</table>

Catalog Description

This course examines the debates and analyses surrounding the social responsibility of business (also known as the “Corporate Social Mandate”) related to global operations of multinational corporations. Students study relevant international legal standards, including applicable corporate law principles; the international influence of corporations on national and regional economies; the scope of corporate responsibilities/duties to respect, protect, and promote human rights in the corporate “spheres of influence;” complicity, agency, and joint venture liability; civil and criminal remedies litigation before domestic courts; extraterritorial and universal jurisdiction; soft rules and corporate self-regulation with reference to the U.N. Global Compact and corporate codes of conduct; as well as the financial obligations and profit objectives of companies within the human rights mandate, and the conflict between shareholder and stakeholder interests; issues of corporate compliance and monitoring; and non-market management strategies integrating social responsibility issues with financial goals, risk assessments, training, and stakeholder-sensitive corporate governance structures.
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

Corporate Social Responsibility (CSR) is one of the largest growth areas in the private protection of human rights. While the area is still are relatively new one, both as an industry and a field of academic study, it represents the dominant approach in dealing with the human rights obligations of corporations, non-state actors whose actions disproportionally affect the human rights of affected consumers, workers, and others in their broader production chain. This course introduces students to range of CSR instruments, including those produced by corporations, multiple stakeholders, international organizations and other non-profit institutions. Furthermore, this course will expose students on how to communicate and pressure corporations.

4. **Degree requirements satisfied by the course:**

   Elective

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

   Yes ________  No _____x____

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
   1. Describe the latest CSR initiatives of both corporations and advocates;
   2. Analyze what current and emergent CSR strategies “mean” for human rights;
   3. Compare and contrast the different contributions of nongovernmental organizations, lawyers, and litigants who seek to remedy corporate malfeasance and violations of human rights;
   4. Communicate demands on corporations regarding human rights;
5. Produce and present original research analyzing the corporation social responsibility in practice and its effect on corporations, national economies and human welfare.

b. How do the course outcomes relate to the program’s outcomes?
   The HR MA has the following program outcomes:
   1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.
      Course learning objective 1, 2 and 3 apply to this program outcome
      1) Describe the latest CSR initiatives of both corporations and advocates;
      2) Analyze what current and emergent CSR strategies “mean” for human rights;
      3) Compare and contrast the different contributions of nongovernmental organizations, lawyers, and litigants who seek to remedy corporate malfeasance and violations of human rights;
   2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy
      Course learning objective 4 and 5 map onto this program objective:
      4. Communicate demands on corporations regarding human rights;
      5. Produce and present original research analyzing the corporation social responsibility in practice and its effect on corporations, national economies and human welfare.

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

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the latest CSR initiatives of both corporations and advocates;</td>
<td>In-class discussion, final research paper</td>
</tr>
<tr>
<td>Analyze what current and emergent CSR strategies “mean” for human rights;</td>
<td>Mock press releases, in class oral presentations</td>
</tr>
<tr>
<td>Compare and contrast the different contributions of nongovernmental organizations, lawyers, and litigants who seek to remedy corporate malfeasance and violations of human rights</td>
<td>Mock press releases, in class oral presentations, Final research paper</td>
</tr>
<tr>
<td>Communicate demands on corporations regarding human rights</td>
<td>Mock press releases, in class oral presentations, Final research paper</td>
</tr>
<tr>
<td>Produce and present original research analyzing the corporation social responsibility in practice and its effect on corporations, national economies and human welfare</td>
<td>Final research paper</td>
</tr>
</tbody>
</table>

7. **Proposed texts and supplementary readings** (including ISBNs):
Library resources for this course: Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

Kathleen Collins

8. Identify and assess the adequacy of available library resources

a. Databases
Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library. Since this course relies heavily on business related issues, business databases such as Business Insights Essentials and eMarketer may be useful.

b. Books, Journals and eJournals

9. Identify recommended additional library resources

10. Estimate the cost of recommended additional library resources (For new courses and programs):
$21

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).
United Nations High Commission on Human Rights databases
Human Rights Watch world report
Reports of the Inter-American Commission on Human Rights
European Court of Human Rights reports
African Commission on Human and Peoples' Rights activity reports
Business Source Complete
12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes ______ x______ No ______________

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

13. Proposed instructors:

Charlotte Walker-Said
Susan Kang
Jean Carmalt

14. Other resources needed to offer this course:

n/a

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

n/a

16. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]
The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York

MASTER OF ARTS DEGREE PROGRAM IN HUMAN RIGHTS  
HUMAN RIGHTS AND CORPORATE SOCIAL RESPONSIBILITY

HR 714

INSTRUCTOR

Dr. Charlotte Walker-Said  
Department of Africana Studies  
9.12.45NB  
212-237-8758  
cwalker-said@jjay.cuny.edu  
Office hours: Mon. 12:15-1:30 p.m. & by appt.

COURSE DESCRIPTION

This course examines the debates and analyses surrounding the social responsibility of business (also known as the “Corporate Social Mandate”) related to global operations of multinational corporations. Students study relevant international legal standards, including applicable corporate law principles; the international influence of corporations on national and regional economies; the scope of corporate responsibilities/duties to respect, protect, and promote human rights in the corporate “spheres of influence;” complicity, agency, and joint venture liability; civil and criminal remedies litigation before domestic courts; extraterritorial and universal jurisdiction; soft rules and corporate self-regulation with reference to the U.N. Global Compact and corporate codes of conduct; as well as the financial obligations and profit objectives of companies within the human rights mandate, and the conflict between shareholder and stakeholder interests; issues of corporate compliance and monitoring; and non-market management strategies integrating social responsibility issues with financial goals, risk assessments, training, and stakeholder-sensitive corporate governance structures.

PREREQUISITES

None

LEARNING OUTCOMES

This course, HR 714, has the following goals and objectives

- Describe the latest CSR initiatives of both corporations and advocates;
- Analyze what current and emergent CSR strategies “mean” for human rights;
- Compare and contrast the different contributions of nongovernmental organizations, lawyers, and litigants who seek to remedy corporate malfeasance and violations of human rights;
- Communicate demands on corporations regarding human rights;
Produce and present original research analyzing the corporation social responsibility in practice and its effect on corporations, national economies and human welfare.

**COURSE REQUIREMENTS**

**In-Class Discussion:** All students must come to class prepared to contribute through discussion - which requires you to have read and reflected on the materials assigned for that class session. I will not give a grade for participation, but those who demonstrate through their class participation that they have read and considered the materials will help their cause. All students must email 1 question or observation that are provoked by the reading by the evening immediately prior to the day’s class. (**10% of the grade**)

Two Short Writing Assignments that are *mock press releases*: there will be 2 short writing assignments due over the course of the first half of the semester, each worth 10% of the course grade. I have indicated the due dates in the syllabus. Each must be handed in during class. Each will be between 500 and 750 words. Word counts must appear on the assignment. These assignments will be to write a press release. The first press release assignment is to be written from the point of view of a nongovernment organization (NGO) or a human rights lawyer. The second press release assignment will be a writing assignment that takes the point of view of a corporation. The purpose of these two assignments is to be able to compare and contrast the goals and strategies of those working for human rights as a primary cause and those working to include human rights on the corporate agenda, but forward corporate profit as a primary cause. Students will be expected to be able to present their thoughts on these assignments in class. (**30% of the grade**)

**In-Class Oral Presentations:** students will have to present their press releases in shortened form orally during two different weeks and be able to summarize their short papers in oral form in less than 3 minutes. These oral presentations will allow the students to gain skills in argumentation and rhetoric and will allow students to constructively critique and observe their peers’ presentation skills. Students will present the paper that they wrote and support their arguments with evidence from the chosen readings (**30% of the grade**)

**Final Research Paper (Final Exam):** there will be a term paper, on a subject to be approved by me in writing, at the end of the term. The point of the paper will be to assess the success or failure of a human rights initiative that included various kinds of non-state actors—including corporations, NGOs, lawyers, litigants, local institutions, indigenous rights groups, environmental activists, and the like. Two weeks after the subject is approved, a detailed abstract of the term paper will be handed in. Finally, on the last day of class, the final draft of the term paper will be due. It will be between 1800 and 2000 words. I will be willing to look at rough drafts of the full term paper as long as I get them well before the due date. In calculating the grade for this portion of the class, the abstract will be worth 10% and the final draft will be worth 90%. (**30% of the grade**)

**GRADING**

Final grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two short writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Two oral presentations on short writings</td>
<td>30%</td>
</tr>
</tbody>
</table>
Class participation 10%
Final paper (final exam) 30%
Total 100%

For each assignment (and for participation), students will be given a letter grade and a number grade, in line with the standard College scale (below). Grades will be posted in the grade center on Blackboard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>F</td>
<td>69.9-0</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

While in class, students are expected to maintain appropriate classroom etiquette. Robust discussion of the issues is encouraged, but it is important to do so in a way that facilitates learning and is respectful of the views of others.

- Please arrive on time. Late arrival is disruptive to the students and the instructor.
- Please remain in the classroom for the entire period. Once you have entered the classroom you may only leave for an emergency or with the instructor's permission.
- Please pay attention to the discussion going on in the classroom. Classroom activities are centered on teaching and learning. Any activity which does not contribute to these processes is not allowed.
- Food may not be brought into or consumed in the classroom.
- Please turn your cell phone off, unless you have an impending emergency. In such a case, you should set your ringer to vibrate.

Violating any of the above listed rules may result in a reduced grade.

All assignments, unless otherwise noted, should be completed within the academic standards of the Department, the College, and the University. Students should properly cite all works they reference. All cites should be consistent with APA Style and all assignments should be formatted double-spaced, normal margins, 12 point font.

**INCOMPLETE GRADE POLICY**

An “Incomplete” grade may be given exceptionally to students who would pass the course if they were to satisfactorily complete course requirements.

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

**Plagiarism and Cheating**

Plagiarism and cheating are violations of John Jay’s policies (please see www.jjay.cuny.edu/academicStandards/undergraduate.asp), as well as of CUNY’s Policy on Academic Integrity (please see http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf). By registering in this course, you undertake to abide by all the requirements stated in these policy statements. Students in breach of these policies are liable to severe penalty, including disciplinary action.

The policy statements provide detailed information on what constitutes plagiarism and cheating. In general, it can be noted here that plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. No matter whether you paraphrase, summarize or provide direct quotations, you must cite the original source.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting & pasting” from various sources without proper attribution.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, http://www.jjay.cuny.edu/academics/654.php, see Chapter 6, Academic Standards)

**Contact with Professor:**
All email communication should be directed to cwalker-said@jjay.cuny.edu
REQUIRED TEXTS


COURSE CALENDAR AND ASSIGNMENTS

PART I: Human Rights Responsibilities of Multinational Corporations Under International Law

This section addresses the legal personality of corporations under international law, defines the scope of corporate responsibilities/duties to respect, protect, and promote human rights with reference to the corporate “spheres of influence” (inner workplace, outer workplace, and wider community) and explores theories of direct and indirect corporate human rights duties with particular reference to the regulatory potential of home states of Multinational corporations.

Week 1: Discussion of Current CSR Frameworks and Treaties

Reading:


Week 2: Corporations and Human Rights: A Theory of Legal Responsibility

Reading:


Alan Riley, “Do companies have Human Rights?” *Wall Street Journal*, July 28, 2009 (Blackboard)

PART II:
International Legal Standards of Corporate Social Responsibility

Customary international law obligations for corporations are discussed as well as relevant international legal standards including the OECD Guidelines for Multinational Enterprises, the ILO Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy, and the UN Norms on the Responsibilities of Transnational Corporations and Other Business Enterprises with Regard to Human Rights. Moreover, the accountability of multinational corporations for human rights abuses, i.e. relevant initiatives and mechanisms, are discussed at the EU level and under the European regional human rights system.

Week 3: Human Rights, Globalization and the Modern Stakeholder Corporation

Reading:


OECD Guidelines for Multinational Enterprises, Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (2000), at http://www.oecd.org/document/28/0,3343,en_2649_34889_2397532_1_1_1_1,00.htm (on Blackboard)

Week 4: Accountability for Human Rights Violations

Reading:


PART III: Corporate Initiatives, Self-Regulation, and “Soft Law”

This section explores the venue of corporate self-regulation and resulting soft rules on corporate human rights responsibility. In particular the Global Compact will be examined and examples of corporate codes of conduct will be analyzed with regard to human rights provisions. Examples from the information and communication sector illustrate the practical human rights challenges when operating abroad and will show how self-regulation and soft rules and be used effectively to address these issues.

Week 5: The New “Merchant Law”

Reading:


**Short paper #1—Press release by a nongovernmental organization—due at the end of Week 5.**

**Week 6: Student presentations of the first press release**

Oral presentations, with or without PowerPoint, to be completed during this week

**Week 7: Corporate Voluntarism and “Soft Law”**

**Reading:**
Global Network Initiative:

GNI: Reflecting on Google in China (and beyond): Implications for Online Privacy and Freedom of Expression in the Internet Age (March 10, 2010) *(On Blackboard)*


**PART IV: Innovative Corporate Strategies for Market and Legal Compliance**

These classes examine the nature and design of compliance systems and addresses challenges of direct monitoring as well as associated direct and indirect costs. The role of corporate compliance structures is illustrated by practical examples from corporate practice. The session goes beyond mere compliance issues in terms of risk mitigation and also analyzes the link between CSR and competitive advantage. We will discuss the concept of social innovation strategies promoting commercially viable business solutions to social problems.

**Week 8: Competitive Advantage and Corporate Social Responsibility**

**Reading:**


Week 9: Corporate Philanthropy and Public-Private Partnerships

Reading:


Paper #2 (Press release from the point of view of the corporation) due at the end of week 9

Week 10: Student presentations of Paper #2

PART V: The ‘Business Case for CSR’: Minimizing Liability and Maximizing Corporate Gain by Adherence to CSR

This session shifts the focus from the merely legal perspective to a business-oriented approach in light of the relevant legal standards as elaborated in the prior sessions. In particular we will analyze what other incentives corporations have apart from legal compliance when it comes to human rights performance. Selected case studies and scholarly discourse will illustrate the ‘business case for CSR,’ i.e. whether and how responsible business practices enhance economic profits, shareholder value maximization, and create a competitive advantage in the marketplace. Furthermore, we will discuss what the legal objective of companies is across various legal systems and what role and rights shareholders as well as stakeholders have. We may discuss non-consensual human medial experimentation in the pharmaceutical sector.

Week 11: The Market for Virtue

Reading:


Week 12: Maximizing Business and Social Value


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**Part VI: Liability Adjudication before Domestic Courts: Civil Human Rights and Corporations**

This section examines human rights litigation against multinational corporations under the U.S. Alien Tort Statute (ATS). It illustrates the different phases of ATS litigation prior to 2010. Moreover, these classes critically discuss the venue of civil human rights remedies and asks whether civil tort remedies are appropriate for human rights violations which often amount to international crimes. These weeks the class also examines the issue of imputation of violations by third parties in the host country to multinational corporations. The legal requirements of complicity liability will be defined from an international law perspective and with particular reference to the practice of U.S. courts. Closely related to third-party liability under complicity standards is the state-nexus requirement of corporate human rights liability, i.e., how corporate conduct needs to be sufficiently tied to state action to attract liability. Different tests by U.S. courts to find a sufficient state-nexus are examined, in particular the ‘color of law jurisprudence’ adopted by U.S. courts under Section 1983. Moreover, this section discusses other modes of imputation as applied either alternatively or complementarily by domestic courts. The following principles are addressed: joint venture liability, agency liability, enterprise liability, and reckless disregard. In this context corporate law concepts such as the parent-subsidiary relationship and ‘piercing of the corporate veil’ are touched upon as well.

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**Week 13: Alien Tort Statute and Corporate Human Rights Litigation (I)**

**Reading:**


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**Week 14: Alien Tort Statute (II)**

**Reading:**


Presbyterian Church of Sudan v. Talisman Energy, 582 F. 3d 244 (2009), pp. 11-16 *(on Blackboard)*

Jonathan C. Drimmer, “Is Second Circuit Ruling a ‘Talisman’ Alien Tort Statute Suits?”
Legal Backgrounder, Vol. 25, No. 5 (Feb. 12, 2010), Washington Legal Foundation (on Blackboard)

Week 15: Review and Analysis for Final Research Paper

Peer review

Drafting outlines
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 25, 2017
Date of CGS Approval: November 2, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 718</td>
</tr>
<tr>
<td>Course Title</td>
<td>Health as a Human Right</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>The human right to health is defined as the “right of everyone to the enjoyment of the highest attainable standard of physical and mental health” (ICESCR, Art. 12.1). This course explores a few of the myriad ways in which the right to health has been debated, developed, enforced, and violated throughout the world. In particular, it will critically examine how access to medicines, litigation, and the ethics of care relate to health as a human right. In addition, the course will explore the relationship between poverty and health.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>none</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

Given the importance of health care with the “graying” of industrialized societies, the public health crisis in the developing countries, and general health care (including mental health) challenges of the contemporary political context, health is an important although often overlooked aspect of human rights. This course provides students with a theoretical and practical approaches to health as a human right, including overview of its place within codified human rights instruments and ways in which activists have mobilized around health as a human right. The course will address the struggles over health as a human right in an number of national contexts, reviewing the different international, regional and national level legal tools available.

4. **Degree requirements satisfied by the course:**

Elective

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

   Yes _______  No ___x___

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

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

   1. Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements
   2. Critically analyze domestic and international litigation efforts focused on the right to health
   3. Understand the context in which health rights are compromised, including the relationship between health and poverty
   4. Research and write a paper on a specific aspect of the right to health in order to develop current thinking and practice around that right

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

   The HR MA has the following program outcomes:
   1) **Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.**
      Course learning objective 1,2 and 3 apply to this program outcome:
1) Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements
2) Critically analyze domestic and international litigation efforts focused on the right to health
3) Understand the context in which health rights are compromised, including the relationship between health and poverty

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy

Course learning objective 4 maps onto this program objective:
4. Research and write a paper on a specific aspect of the right to health in order to develop current thinking and practice around that right

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

<table>
<thead>
<tr>
<th>Learning objective</th>
<th>assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements</td>
<td>participation throughout the course, final presentation, final written paper</td>
</tr>
<tr>
<td>Critically analyze domestic and international litigation efforts focused on the right to health</td>
<td>final presentation, final written paper</td>
</tr>
<tr>
<td>Understand the context in which health rights are compromised, including the relationship between health and poverty</td>
<td>final presentation, final written paper</td>
</tr>
<tr>
<td>Research and write a paper on a specific aspect of the right to health in order to develop current thinking and practice around that right</td>
<td>final presentation, final written paper</td>
</tr>
</tbody>
</table>

**7. Proposed texts and supplementary readings** (including ISBNs):

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

Kathleen Collins

8. **Identify and assess the adequacy of available library resources**

a. **Databases**

Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library. Since this course relies heavily on journalistic accounts, LexisNexis and Academic Search Premier will be very helpful to students.

In addition, for health related research needs, the library has access to such databases as World Health Organization Statistical Information System, Science Citation Index, PubMed.

b. **Books, Journals and eJournals**


9. **Identify recommended additional library resources**


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

$150

11. **Please list any specific bibliographic indices/databases to which students will be directed for this course.** (Please check the list of databases licensed by the library before answering this question).
United Nations High Commission on Human Rights databases
Human Rights Watch world report
Reports of the Inter-American Commission on Human Rights
European Court of Human Rights reports
African Commission on Human and Peoples’ Rights activity reports

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
   
   Yes ____x_______ No ______________

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

13. Proposed instructors:
   Jean Carmalt
   Jennifer Rutledge

14. Other resources needed to offer this course:
   N/a

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

16. Syllabus

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

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
HR 718: Health as a Human Right  
[Semester and year]

Textbooks required:

There will also be course readings on the class Blackboard site.

Course description:
The human right to health is defined as the “right of everyone to the enjoyment of the highest attainable standard of physical and mental health” (ICESCR, Art. 12.1). This course explores a few of the myriad ways in which the right to health has been debated, developed, enforced, and violated throughout the world. In particular, it will critically examine how access to medicines, litigation, and the ethics of care relate to health as a human right. In addition, the course will explore the relationship between poverty and health.

Learning objectives:
As a part of the MA in Human Rights that looks at a specific arena of human rights and international law and politics, this course will focus on developing substantive knowledge and practical skills that will meet the overall program objectives, including expertise in key knowledge areas of human rights and developing expert knowledge in human rights issue areas, and engaging in and applying critical thinking skills that will be necessary for a diverse array of human rights professional career paths. In particular, students will:
1. Learn the substantive and procedural elements of the human right to health, as well as the international legal instruments pertinent to defining those elements
2. Critically analyze domestic and international litigation efforts focused on the right to health
3. Understand the context in which health rights are compromised, including the relationship between health and poverty
4. Research and write a paper on a specific aspect of the right to health in order to develop current thinking and practice around that right

Policies for the class:
[Polices on contesting grades, attendance, tardiness, classroom courtesy, etc.]
**Students with disabilities:**

If you have a disability and will require accommodations in this course, I will work with you and the Office of Accessibility Services to meet your needs. Please contact the Office of Accessibility Services first and then email me or come talk to me in person (in class, during my office hours, or by making an appointment) to discuss specific accommodations. The contact information for the Office of Accessibility Services is:

The Office of Accessibility Services  
Room L.66.00  
524 West 59th Street  
New York, NY 10019  
Phone: 212.237.8031  
Fax: 212.237.8144  

**Grade calculation:**

The grade in this course is determined by a student’s participation throughout the course (20%) and by the final project (80%). The final project includes both a presentation (30%) and a written paper, brief, or advocacy piece (50%). The form of the final project will depend on the student’s goals in the program.

**Academic integrity**

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person’s ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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

**Part I: What does it mean to view health as a human right?**

**Week 1: Introduction and overview of the course**
- International Covenant on Economic, Social and Cultural Rights, Article 12
- General Comment 14 from the UN Committee on Economic, Social and Cultural Rights
  - Chapter 2: Economic, Social and Cultural Rights as Human Rights
  - Chapter 3: Economic and Social Rights as Legal Rights
  - Chapter 10: The Right to Health

**Week 2: The right to health in perspective**

**Week 3: Health systems**

**Week 4: The ethics of care**

**Part II: Litigating the right to health**

**Week 5: Can litigation bring justice to health?**
  - Chapter 1: Introduction: Can litigation bring justice to health?
  - Chapter 2: Litigating health rights: Framing the analysis

**Week 6: Examples from South Africa**

**Week 7: Examples from Colombia**

- Chapter 5: Colombia; Judicial Protection of the Right to Health: An Elusive Promise?
- Judgment T-760/08 July 31, 2008 (Second Review Chamber of the Colombian Constitutional Court; Justice Manuel José Cepeda Espinosa authored the opinion)

**Week 8: Examples from elsewhere**


- Chapter 4: Brazil; Health Inequalities, Rights, and Courts: The Social Impact of the Judicialization of Health
- Chapter 6: Costa Rica; Health Rights Litigation: Causes and Consequences
- Chapter 7: India; Citizens, Courts, and the Right to Health: Between Promise and Progress?

**Week 9: Cross-cutting issues**


**Part III: The right to health in action**

**Week 10: Power and poverty**


**Week 11: Health in action**


- Section 2: The right to health in action (pp. 91-244)

**Week 12: Challenges and opportunities**


- Section 3: Challenges and opportunities (pp. 245-424)

**Week 13: Conclusions**


- Section 4: Conclusion: The consequences of failure (pp. 425-440)

Week 14: Wrap-up and student presentations
   No new reading assignment

Week 15: Wrap-up and student presentations
   No new reading assignment
PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: October 25, 2017
Date of CGS Approval: November 2, 2017

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Kang</td>
<td><a href="mailto:skang@jjay.cuny.edu">skang@jjay.cuny.edu</a></td>
<td>646-557-4664</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>HR 780</td>
</tr>
<tr>
<td>Course Title</td>
<td>Internship in Human Rights</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course provides students the opportunity to gain in-depth field experience in the human rights professional world, while connecting these experiences to academic concepts and theories learned within coursework. Students will also participate in classroom activities to contextualize the practices of their organization and their field placements as part of their broader professional development. At the end of the internship experience, students will create an eportfolio to electronically present their professional experiences to future employers.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>Prerequisites: Students must have completed all the core courses of the MA in HR program, have a 3.5 GPA and have received the permission of the director to pursue the internship track. Under unique exceptions and with permission of program director, a student may take the internship course simultaneously with the culminating course</td>
</tr>
<tr>
<td>Credits</td>
<td>6</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>6</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course provides credit to students engaging in professional internships in the community of human rights practitioners. While the course is not required, it will be highly encouraged as it will help students apply the knowledge gained in other courses and provide a means for students to build their professional network. In addition to the internship hours, students will engage in academic and professional examination of the workplace, applying critical analysis to their placement sites. The internship will be a key component in promoting successful job placement in relevant human rights related fields. It will be an online course to allow students to take placements in organizations outside the New York metropolitan area.

4. **Degree requirements satisfied by the course:**

   Elective

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

   Yes _______ No ___x___

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

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

   1. Analyze and contextualize their field placement experiences with academic knowledge of human rights, including theories and concepts, knowledge of international human rights laws and practice, in their human rights organizations
   2. Hone essential professional development skills for success in the human rights career fields, including professional writing, data analysis, and communication skills
   3. Become familiar with the operations of a human rights organization, including how the organization fits into the broader field of human rights, both nationally and internationally
   4. Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.

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

   The HR MA has the following program outcomes:

   1) Students will be able to demonstrate understanding of substantive concepts in the scholarly and practical field of human rights from key related disciplines.

   Course learning objective 1 and 3 apply to this program outcome
1. Analyze and contextualize their field placement experiences with academic knowledge of human rights, including theories and concepts, knowledge of international human rights laws and practice, in their human rights organizations.

2. Become familiar with the operations of a human rights organization, including how the organization fits into the broader field of human rights, both nationally and internationally.

2) Students will be able to conduct methodological research and engage in practice-oriented work, such as fact-finding, report-writing, media outreach, and advocacy.

- Course learning objective 2 and 4 relate to this objective:

2. Hone essential professional development skills for success in the human rights career fields, including professional writing, data analysis, and communication skills.

5. Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze and contextualize their field placement experiences with academic knowledge of human rights, including theories and concepts, knowledge of international human rights laws and practice, in their human rights organizations</td>
<td>Discussion board, writing assignments</td>
</tr>
<tr>
<td>Hone essential professional development skills for success in the human rights career fields, including professional writing, data analysis, and communication skills</td>
<td>Supervisor evaluation</td>
</tr>
<tr>
<td>Become familiar with the operations of a human rights organization, including how the organization fits into the broader field of human rights, both nationally and internationally</td>
<td>Discussion board, writing assignments</td>
</tr>
<tr>
<td>Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences</td>
<td>E-portfolio, discussion board</td>
</tr>
</tbody>
</table>
7. **Proposed texts and supplementary readings** (including ISBNs):


[full text electronic resource available through John Jay Library]

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

**Kathleen Collins**

8. **Identify and assess the adequacy of available library resources**

   a. **Databases**
   
   Adequate. The library has access to a number of human rights database, including Amnesty International Library, Ethnic Newswatch, AnthroSource, LGBT Life, and World Wide Political Science Abstracts. Furthermore, students can access open source databases such as the United Nations human rights documents and resources such as the University of Minnesota human rights library.

   b. **Books, Journals and eJournals**
   

9. **Identify recommended additional library resources**

   n/a

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

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

   n/a

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

    Yes _______ x _______ No ________________

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

13. **Proposed instructors:**

   Susan Kang
14. Other resources needed to offer this course:

n/a

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

n/a

16. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
HR78o: INTERNSHIP IN HUMAN RIGHTS SYLLABUS

Prof. Susan L. Kang
(646)557-4664
skang@jjay.cuny.edu
6 credits
Online Course

COURSE DESCRIPTION

This course provides students the opportunity to gain in-depth field experience in the human rights professional world, while connecting these experiences to academic concepts and theories learned within coursework. Students will also participate in classroom activities to contextualize the practices of their organization and their field placements as part of their broader professional development. At the end of the internship experience, students will create an eportfolio to electronically present their professional experiences to future employers.

Prerequisites: Students must have completed all the core courses of the MA in HR program, have a 3.5 GPA and have received the permission of the director to pursue the internship track. Under unique exceptions and with permission of program director, a student may take the internship course simultaneously with the culminating course.

LEARNING OBJECTIVES

The internship course in Human Rights will allow students to:

- Analyze and contextualize their field placement experiences with academic knowledge of human rights, including theories and concepts, knowledge of international human rights laws and practice, in their human rights organizations
- Hone essential professional development skills for success in the human rights career fields, including professional writing, data analysis, and communication skills
- Become familiar with the operations of a human rights organization, including how the organization fits into the broader field of human rights, both nationally and internationally
- Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.
REQUIREMENTS

This course complements the hours (280) you will spend at your internship this semester. This course will be taught as an asynchronous online course. This allows students to participate in placements outside the NY area and participate in course requirements in a flexible manner. Students will write weekly journal entries in response to a prompt online, as well as participate in discussion board and other online written activities. Students are also required to comment on other students’ contributions, stimulating a classroom discussion within the online environment.

In sum, to fulfill the requirements for the internship course, students are required to:

1. Spend a total of 280 hours working at an approved agency. This translates into 20 hours per week, over a period of 14 weeks of regular semester hours. Students must receive a satisfactory evaluation from their placement supervisor at the end of their internship. In addition, students must ensure that these hours are documented by the college appropriately.
2. Journal their internship experiences online on a weekly basis, as instructed in the course outline.
3. Actively participate in online discussion board forum.
4. Submit four (4) short to medium length writing assignments (2-5 pages). Some (not all) of these assignments will also be loaded into the discussion forum to stimulate discussion among your peers. Note that all of your assignments must be uploaded and analyzed by SafeAssign. DO NOT PLAGIARIZE OR RECYCLE YOUR OWN WORK.
5. Complete one (1) end of semester evaluative essay analyzing your internship placement experience with your coursework experience within the MA program. This final paper will be used not only to as an assessment tool, but can be the basis of future changes to the MA program.
6. Submit all necessary paper work to the John Jay College Center for Career & Professional Development, including from site supervisor (please see relevant documents under the “Course Information” folder on Blackboard).

An internship placement agreement signed by the student and the agency supervisor or a representative must be submitted to professor at the beginning of the course, as well as periodic and final time sheets. I will conduct a site visit in person about halfway through the semester. If your placement is not in the tristate area, or a site visit proves otherwise difficult, I will have a phone conversation with your placement supervisor. You may not change your placement without approval of the professor. If you have difficulties at your placement that go beyond those typical of routine adaptation to a new setting, I ask that you contact me immediately. By this I mean such issues as sexual harassment, workplace violence such as bullying, poor or neglectful supervision, ethical or legal issues, or serious physical or mental stress. The College has many resources to help us with these difficulties, and I am the one to link you to them and/or speak to your supervisor about them.

Journaling:

Students will use the “blog” feature in Blackboard (under Content) to post weekly journal entries by, except during spring break. Only one entry is needed per week and the syllabus indicates the topic to be addressed in each weekly journal entry. You should always try to reference relevant course materials in your journal entries. Your journal entries should be between **100 and 200 words**. In addition to a weekly entry, each student should comment on the journal entry of one
other student, in a comparative manner. That comment need not be more than 50 words, but it should show that the student has read the journal entry of the classmate, has reflected on it and poses a reflective question, offers a suggestion, or helps resolve an issue or problem. You will be graded on your journal entries and on your comments on other students' journal entries. Please ensure to check with your placement supervisor as to what you can and cannot journal, due to confidentiality. These entries must be kept confidential and no one else will have access to the course page.

Discussion forum:

Our discussion forum is where we will discuss the course materials (readings, videos) as well as some (not all) of the students' assignments. Please pay careful attention to the instructions for the discussion postings, which include word ranges or limits. Best practice suggests that you write your discussion board posting in word, edit it, proofread it, grammar/spellcheck it and then load it.

Online presence:

Regular and timely online participation is important. Therefore, any prolonged absence from our online classroom will affect your grade. You will generally need to consult our Blackboard site a minimum of twice a week. You may prepare assignments before they are due, but please do not post or submit them too far in advance of the deadline: this will throw off the rhythm of the course. For this course, it is very important that you keep your John Jay inbox clean. I will be sending announcements and emails through Blackboard, and they all go to your John Jay email address. Please note: if Blackboard suffers any prolonged outage, we will adjust the deadlines in the syllabus.

ONLINE CLASSROOM COMMUNICATION GUIDELINES

1. Be concise and to the point.
2. Use proper spelling, grammar and punctuation. This is not texting.
3. Be mindful of your tone.
4. Do not use abbreviations or emoticons. Again, this is not texting! Please do not use abbreviations such as BTW, IMO, and LOL. These are not appropriate in professional communication. The same goes for emoticons, such as the smiley :-)!
5. Do not write in CAPS.
6. Read your text before you send it.

COURSE MATERIALS

The key text for this course is a guidebook to e-portfolios:
All readings and other materials (voice files, videos) will be posted on Blackboard under Course Documents. If you cannot access them for some reason, let the professor know immediately.

GRADING

The final grade for the internship will be based on academic assignments and fieldwork.
Field work: (50%): based on written evaluation by your placement supervisor. The professor will send an evaluation sheet to your placement supervisor, who will email or mail it back to the
professor at the end of the semester. In addition, you must submit a form documenting your completed hours (filled out weekly), signed by your supervisor. Failure to get these forms to the professor by the end of the semester can lead to an INC.

Academic performance (50%):
- Online journal entries and commentaries on your classmates' journal entries 10%
- Online discussion board postings on readings 10%
- 4 short to medium length writing assignments, to be submitted online 10%
- E-portfolio: 20%

Please note that you are expected to hand assignments/complete electronic assignments on time. I will use my discretion to decide to evaluate/penalize late contributions. As an online class, your regular, timely participation is necessary for your success in this class.

Portfolio:
E-portfolio/professional page:
E-portfolios are a great resource to help in your career development. They serve as public representations of your work and many employees now appreciate e-portfolios in the hiring and recruitment process. We will be working towards a complete e-portfolio throughout the semester, and you will be assigned to read

Your portfolio should include the following five components:
- Professional Bio and Picture - one or multiple tabs (who are you, what is your education and professional work experience, what coursework do you feel is relevant to your academic/professional goals)
- Professional Resume
- Concept map or reflective practitioner model of your internship experience
  - The concept map should be a visual representation of your knowledge areas, experiences and expertise. For more information, see http://cmap.ihmc.us/docs/theory-of-concept-maps
  - A brief (one or two paragraphs) should accompany the concept map.
- Two to Four 'Artifacts':
  - Artifacts are items that demonstrate the student's perception of how internship objectives and strategies were met.
  - Artifacts can include video, Power Points, interviews, non-classified documents, web sites you have worked on or designed, event material, etc.
  - Artifacts must be accompanied by a description and analysis of why the particular item you have selected demonstrates how the internship objectives and strategies were met.
- Internship Connections and Future Academic / Career Goals
  - Brief analysis and discussion of the connections made between coursework and internship, skills and knowledge you gained during the internship and how this impacts your future academic and career goals (can be taken from final reflection paper).

For information on how to make an e-portfolio on Google pages, please see the following resources:
CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty

I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct / dishonesty.
- Fabricating data (all or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. Plagiarism is the act of presenting another person’s ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and ”cutting & pasting” from various sources without proper attribution.

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

EXPECTATIONS FOR STUDENTS OF THE PROFESSOR:
You can expect a 24 hour turnaround on emails for the course. Please email me directly for any questions about the course. I will be monitoring your journaling and discussion board a few times a week and I will make comments as well. You can expect a week’s turnaround on your assignments. Thus, given that assignments are due on Fridays, you can receive feedback on your assignments by the following Friday.

**COURSE OUTLINE**

**Week 1: Orientation**

**To-do:**
- Read the syllabus and be sure to familiarize yourself with the course's content, requirements, and assignments. Navigate the Blackboard site and be sure to know where the journal, discussion board, and SafeAssign areas are. If you have any questions, please contact me ASAP.
- Email me your placement site, mailing address, supervisor's name and title/position, email address, and phone number. I will send a contact letter to your supervisor introducing myself and outlining your supervisor’s responsibilities.
- Download a time sheet found in the Course Information folder, fill it out weekly and get it signed by your supervisor.
- **Journal:** (found under Content folder): due on Tuesday: Introduce yourself to the class, tell the class about your placement, why you chose it, how your placement relates to the Human Rights program, your responsibilities at your placement and what you hope to learn. Comment on another student's post by Friday.
- **Short Assignment 1:** Due next week
  - Evaluate your résumé for gaps in knowledge and skills that might be acquired at your placement. If you would like help on refining your resume, please make an appointment at career services
  - In your first week at your internship, read background material on your organization and any existing materials on your internship responsibilities.
  - Read Chapter 4 from Gordon and McBride under Course Documents.
  - Download the internship placement agreement under Course Information.
  - Draft your agreement and discuss it with your placement supervisor. Consult your professor as needed.
  - **Submit your final agreement and your current resume to me in one file as Assignment 1 by next Friday.** If you have not started your placement yet, or are unable to finalize your assignment, take a stab at it, label it ‘draft’ and submit it anyway.

**Week 2 The intern’s role.** This week we will discuss how interns adapt to their role, or even create a role for themselves. We will discuss participant observation, and how to make the internship a learning experience.

- Assignment 1 (resume and internship agreement) is due today.
- Cambridge book: Skim chapter 1
- Read articles found under “Intern’s Role” folder:

- Discussion Board:
- (Due Friday) Respond to thread entitled “Intern’s Role”. Answer the thread about the readings by hitting reply and put your name in the subject of the reply. (i.e., my reply posting, ‘RE: The intern’s role – Susan Kang’.)
- In 100-200 words: How different is being an intern to being an employee, according to D’abate et al and Parilla & Hesser?

- Journal: Topic: What’s it like being new on the job, and how do you plan to adapt or cope with this? Respond by Tuesday, comment on another student’s post by Friday

- This coming week, find your organization’s ‘mission statement’ – this may also be called organizational goals, statement of purpose, remit, or charge. Normally, it is located on the organization’s website, but it could also be in their policy and procedures manuals or in a legal document. If you cannot find it, ask your supervisor as a last resort. Hold onto it.

**Week 3 Organizations:** This session covers organizational characteristics, the political, legal and economic backdrop to your organization and organizational goals.

- Read under the “Organizations” folder:

- Read the missions statements of the following organizations:

- This coming week (by next Friday) answer the thread about the readings by hitting reply on Organizations. Put your name in the subject of the reply. The question is: How do Rehli & Jäger, Meyers &Rowan, and Wendt differently understanding the conflicting dynamics within organizations (non-profit, government, and international)? Which conflicts do you seen in your own placement? 100-200 words.

- Journal in our class blog by Tuesday, February 17th. Topic: How will you as an intern be contributing towards your organization’s mission, as per its mission statement? Comment on another student’s journal entry by Friday, February 20th.
• Start Assignment 2, due next week: Organizational Introductory Paper. Write a three page, double spaced paper on the organization where you are placed. Address all the points below. Submit it by next Friday, February 20th as Assignment 2 and paste it as an attachment in a reply to the thread in our Discussion Board labelled Assignment 2, with your name in the subject line.

Your assignment must include the following information, in narrative (i.e. not bullet point, or pasted in from the internet) format:

• The mission of the organization and the relationship of this organization to others
• The clients/customers/constituents/stakeholders of the organization
• The product/service/tasks/deliverables of the organization
• The key individuals with whom you will be working
• The structure/hierarchy of the organization (you may paste in an organizational chart here, but be sure to explain it in your narrative)
• Where you fit in the organizational chart, and areas of the organization to which you will be exposed

Week 4
Professional Trajectories I: Careers in Human Rights

Assignment 2 is due today; Comment on another student’s Assignment 2 by Friday

• Cambridge Book: Skim Ch. 2
• Readings: Selections from Axelrod-Contrada, 2008. Careers Opportunities in Politics, Government, and Activism (second edition). Read at least three of the chapters
  o Other State/Federal positions
  o International Affairs
  o Nonprofit Advocacy and Administration
  o Public Interest
  o Communication, Social and International Issues
  o Lobbies, Unions and Association

• Discussion Board: Career placements: Following the readings, explain the three major “industries” you picked and how they might relate to a career in human rights. What specific position discussed in one of your selected areas would be your dream job (1, 5, 10, 20 years down the line)? 200-300 words. Due on Friday.

• Journal: What kind of career did you initially hope for upon application to this MA program? How has your thinking about your ideal career changed during your time here? (100-200 words). Due Tuesday. Comment on another student’s post by Friday.

Week 5 Professional Trajectories II. This session deals with individuals’ career paths. Start thinking about who you could interview about their career at your placement and ask them for an appointment to interview them.

• Respond to another student’s Career Placement’s post by Tuesday.
• Journal in our class blog by Tuesday, February 24th. Topic: How can I contribute an international perspective to this placement? By Friday, February 27th, comment on another student’s journal entry.
• Readings (in Professional Trajectories folder):
  1. Professional biographies of human rights advocates:
     o Secretary General Ban Ki-Moon: http://www.un.org/sg/biography.shtml
     o Doug Johnson: http://www.hks.harvard.edu/about/faculty-staff-directory/douglas-johnson
     o Ella Baker: http://ellabakercenter.org/about/who-was-ella-baker
  2. You will also find a selection of voice files from NPR.org, This I believe series – listen to them

• By Friday, answer the following questions on the discussion board thread (500 words maximum):
  • How does national or local experience connect or inform international experience?
  • How do personal trajectories meld (or not) with professional ones?
  • What seem to be main points of satisfaction for the professionals in the readings and voice files?
  • Based on these readings and voice files, what sorts of questions do you want to ask your supervisor in their interview? Draft these questions (limit yourself to 4-6).

Week 6 Your supervisor. This week we are going to concentrate on your supervisor. The readings from last week complement your assignment below.

• Comment on someone else’s discussion board post by next Friday, as well as on their Assignment 2.

• Journal in our class blog by Tuesday. Topic: Is there anything about your supervisor that you would like to emulate? Describe. By Friday, comment on another classmate’s journal entry.

• Assignment 3: Interview assignment. This week you are to work on and complete Assignment 3, Supervisor’s Interview (due March 6th). This assignment should be a detailed report of a one on one interview with your placement supervisor or, if he or she is unavailable or unwilling, someone else you admire at your internship. The learning outcome for this assignment is to learn and reflect on the strategies for having a satisfying professional and personal career.

  The first step is to finalize an outline of questions to discuss in the interview, based on the feedback from the professor from last week’s draft of questions. Questions asked should typically pertain to the interviewee’s career path, philosophy, advice for achieving success, critical decisions or actions that made a difference in the organization(s) where he/she has worked, advice in balancing family life and business, leadership styles, and future plans. Be sure to ask about your supervisor’s successes and failures, and his or her “hindsight” gained from these experiences.

  The second step is to ask your supervisor for an appointment of about 30-45 minutes to complete the interview. You may find it easiest to audiotape the interview (contingent on permission first from your interviewee, of course) so you may listen to it afterwards in
order to complete the third step. The third step is to write a 3-5 page report (double spaced) on the interview. This report is to be a well written summary and reflection in your own words, not a list of questions and answers. The first half of the report should summarize the interview. The second half should be your own reflections and thoughts about what you learned from the interview, and how it may be helpful in your professional career.

Please load your report under "Assignment 3" and paste it as well into a reply to the thread in our Discussion Board labelled Assignment 3 and your name, by Friday, March 7th.

Your interview will be assessed by the following elements: (1) expression and correct use of the English language (2) attention to both the personal and professional biography of your interviewee (3) careful reflection on your interview and relation to your own personal and professional aspirations.

This is an assignment that students typically enjoy. Please relax and have fun with it! Please advise your interviewee that what they tell you in their interview will be shared with the professor and your classmates, but not beyond our group.

Week 7 Interview wrap-up and Intergenerational Communication.

- Assignment 3 is due today.
- Cambridge book: Skim Ch. 6
- Read another student’s Assignment 3 interview this week and comment on it by next Friday, March 13th.
- Journal in our class blog by Tuesday, March 10th. Topic: Are generational categories useful? What generational differences do you notice at your placement? By Friday, March 13th, comment on another student’s journal entry.

Intergenerational Communication.

Readings:

On the discussion board, answer the thread by next Friday, on the readings. The question is: According to the readings, what must it be like for someone not from your generation to supervise you? 50-100 words.

Week 8 Hierarchies and Inequalities in the workplace

Readings:

- Journal: How do race, class and gender seem to matter in your workplace? Does the social justice mission of your organization self-consciously address this issue and if so how (or how does it not)? Due Tuesday; comment on another student’s entry by Friday.

- Discussion Board: How do race, class, and gender influence patterns of authority, hierarchy, and other forms of workplace inequality according to the readings? How have workplaces attempted to address these bases of inequality and why have they been efficient? Do you agree with the authors' arguments? Why or why not? (200-300 words). Due Friday

- **Worksite visits start now. Be sure to email the professor about possible times and date**

**Week 9 Cross-cultural communication.** This session examines the nature of the multicultural workplace and how individuals and teams help to carry out the goals of the organization. We will take a close look at cross-cultural communication and multiculturalism in the workplace.

- Cambridge book: Skim Ch. 7

- Read selected chapters from the following on Blackboard under Course Documents.

- Watch the videos on multiculturalism and policing produced by the U.S. Bureau of Justice Assistance.

- Read this short article on personal communication “styles”: [http://intelispend.com/blog/whats-workplace-communication-style/](http://intelispend.com/blog/whats-workplace-communication-style/) (link also available online)

- Journal on our class blog by Tuesday, March 17th. Topics: What ‘cultures’ are present at my placement, such that I would need cultural competence to be a more effective worker? In addition, how has my cultural background, as well as my “personal communication style” led to challenges and advantages in this internship? By Friday, March 20th, comment on another student’s journal entry.

- On the discussion thread, answer the following by next Friday March 20th: (300 words maximum)

  1. Is cross-cultural communication something that occurs within nations, or only across nations?

  2. How do the lessons and examples in the readings apply to criminal justice settings? Given that it is impossible to avoid cross-cultural communication errors (we cannot know the customs of every culture in the world), what are some strategies to avoid them, or apologize for them?
**Week 10 Workplace writing.** This session covers the purpose, style and formatting of workplace writing, particularly email messages, letters and memoranda.

- Read the following web resources:
  - University of Maryland, “Online Guide to Writing and Research: How does College Writing differ from Workplace Writing?”: [http://www.umuc.edu/writingcenter/onlineguide/chapter1-02.cfm](http://www.umuc.edu/writingcenter/onlineguide/chapter1-02.cfm)
- Journal in our class blog by Tuesday: Do people at your placement follow Lindsell-Roberts’ (and the other) recommendations about business writing? Give an example of how they do or how they don’t. Comment on another student’s journal entry by Friday, April 3rd.
- Discussion Board: Write a 200-300 email to your supervisor about an issue relating to your internship following the workplace writing norms described in the reading. Due Friday.

**Week 11 Evidence-based policy and practice.**

- Comment on another student's workplace writing DB entry. Does this follow the writing norms from the previous readings?
- Readings:
  - Nutley, Sandra, Davies, Huw, and Walter, Isabel. 2002. Evidence Based Policy and Practice: Cross Sector Lessons From the UK. ESRC UK Centre for Evidence Based Policy and Practice: Working Paper 9
- Journal in our class blog by Tuesday. Topic: Do you think decision-making or policy at your placement is based on ‘evidence’, ‘science’ or ‘research’? Give examples. Comment on another student’s journal entry by Friday.
- Discussion Board: Search in relevant human rights databases for a research article (an empirical journal article or book chapter) that you think the staff at your placement should read. On the discussion board this week, enter your choices by way of (1) a complete APA-formatted citation and (2) a brief 2-3 sentence rationale of why you think your supervisor should read this article.

**Week 12 Assessing your experience and career planning.**

- Cambridge book: Skim Ch. 8
• This week, write a letter to the next intern. How would you assess your placement, and what would you recommend to the next intern who takes on your role? Post this under Assignment 4 by Friday. 2 pages double spaced. Use your good workplace writing techniques.

• Journal in our class blog by Tuesday. Topic: Have you changed somehow since you started your placement (as a result of it)? How? If not – why? Comment on another student’s journal entry by Friday.

• It is at this point that your supervisor should be filling out your evaluation and conducting an exit interview with you. Please remind your supervisor to return the evaluation to me (preferably by email, if not by post). A copy of the evaluation is available under Course Information.

• Please note that this evaluation is separate than the form provided by the Center for Career & Professional Development.

Week 13: E-portfolio development
• Letter to the next intern (Assignment 4) due. Be sure to upload to Discussion Board thread title Assignment 4 and comment another student’s post by Friday.

• Readings:
  • Review Ch. 8 of Cambridge (especially p. 202-214).

• Journal: What are the key competencies that you’ve developed during your time in your internship? What will you be placing your concept map? Due Tuesday. Comment on another student’s post on Friday.

Week 14 Wrapping up
• Journal: What’s on your mind? Open post to discuss any remaining issues, questions, ideas, findings from your time at your placement. 100-200 words, due Tuesday.

• E-portfolio due: submit to “Final project” under Blackboard SafeAssign by final week.

• May 16th is also the day to submit your time sheet. Please scan it and load it under, Assignments, Final Timesheet. Be sure your timesheet totals to at least 280 hours and that your supervisor has signed off on all your hours.

• Be sure that your supervisor has sent the electronic version of your performance evaluation to the professor by May 17!
The following is the revised curriculum for International Crime and Justice leading to the Master of Arts Degree.

**Program Name and Degree Awarded:** Master of Arts International Crime and Justice

**HEGIS Code**: 2105

**NY State Program Code**: 33083

**Effective term**: Fall 2018

**Date of CGS approval**: November 2, 2017

**Rationale for proposed changes**: We would like to add CRJ 713 to the list with IC&J MA electives. (CRJ 713: Employs both the social science and legal approaches to examine crime committed by corporations as well as by individuals who wear white collars; covers how such crimes are socially defined, who commits them, who is victimized by them, which social contexts promote them and how society responds to them.) The focus of our MA program is on global, transnational and organized crime studies; this course will fit very well on the list with our electives. This course is also part of the Advanced Certificate in Transnational Organized Crime Studies (ACTOCS), which is part of the IC&J MA program, and we accept the certificate electives as MA electives if students want to continue with their MA studies. Therefore, since we count all of the certificate courses as MA electives as well, this course should be part of the IC&J MA elective list. The course is very relevant to our program.

**FROM**

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<tbody>
<tr>
<td>CRJ 705 Comprehensive CJ Systems</td>
<td>CRJ 706 U.S. Justice and Policy Analysis</td>
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<tr>
<td>ICJ 702 International Crime and Justice Theory</td>
<td>CRJ 716 U.S. Justice and Policy Analysis</td>
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**Requirements For the Degree Program**

The program requires 36 credits of coursework.

**Required Courses (24 credits)**

<table>
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<th>Course</th>
<th>Credits</th>
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<tr>
<td>CRJ 716 Using Computers in Social Research</td>
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<tr>
<td>ICJ 700 International Crime and Justice Theory</td>
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<tr>
<td>ICJ 701 Economics for International Crime and Justice</td>
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<td>ICJ 702 Comparative CJ Systems</td>
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**Program Name and Degree Awarded**: Master of Arts in Criminal Justice

**Proposed Changes In A Degree Program**

The City University of New York

JOHN Jay College of Criminal Justice
Electives (12 credits)

Electives may be selected from the themes listed below or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the program director. Students may complete courses toward the Advanced Certificate in Transnational Organized Crime or Terrorism Studies, or students can take a combination of different electives chosen from the list of approved electives below.

Students who have completed 15 credits and have a GPA of 3.5 or above are eligible to take the following electives: Internship (6 credits) & Thesis I & Thesis II (6 credits).

The thesis elective is taken over a period of two semesters (ICJ 791 and ICJ 792). The internship course (ICJ 780) is an online course which is accompanied by a 280-hour internship site placement arranged by the student in consultation with the Center for Career and Professional Development. Students interested in the internship elective should start their search for an internship site at least a semester in advance.

Students are encouraged to pursue one or more Independent Study (3 credits) during their graduate studies, even if they are not taking the internship elective course, potentially as an exploration of their current studies or a period of extensive research. Students are encouraged to pursue one or more Independent Study courses during their graduate studies, even if they are not taking the internship elective course, potentially as an exploration of their current studies or a period of extensive research.

Students may complete courses toward the Advanced Certificate in Transnational Organized Crime or Terrorism Studies, or students can take a combination of different electives chosen from the list of approved electives below.
<table>
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<th>Course Code</th>
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<tr>
<td>ICJ 780</td>
<td>Internship Course</td>
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<tr>
<td>ICJ 791</td>
<td>International Crime and Justice Thesis I</td>
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<td>ICJ 792</td>
<td>International Crime and Justice Thesis II</td>
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<td>ICJ 705</td>
<td>International Criminology</td>
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<td>ICJ 706</td>
<td>Transnational Crime and Human Rights</td>
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<td>ICJ 720</td>
<td>Crime and Justice in the Balkans</td>
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<td>ICJ 721</td>
<td>International Perspectives on Women in Criminal Justice</td>
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<td>ICJ 725</td>
<td>Environmental Crime</td>
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<td>ICJ 730</td>
<td>Human Trafficking</td>
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<td>CRJ 707</td>
<td>Cybercriminology</td>
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<td>CRJ 713</td>
<td>White Collar Crime</td>
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<td>CRJ 727</td>
<td>Terrorism and Apocalyptic Violence</td>
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<td>Crime Mapping</td>
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<td>CRJ 759</td>
<td>Comparative Police Administration</td>
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<tr>
<td>CRJ 797</td>
<td>Homeland Security and International Relations</td>
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<td>CRJ 798</td>
<td>Homeland Security and International Relations</td>
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<td>International Public Policy and Administration</td>
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<td>RJ 789</td>
<td>Violence Across the Globe</td>
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<tr>
<td>RJ 797</td>
<td>Cybercriminology</td>
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Total credits: 36
Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.