I. Adoption of the Agenda

II. Minutes of the November 14, 2016 College Council (attachment A), Pg. 2

III. Approval of a Member of the College Council (attachment B), Pg. 6
   - Professor Glenn Corbett replaces Professor Janice Dunham on the College Council.

IV. Report from Executive Committee Regarding Exercise of its Power to Declare a Vacancy on the College Council

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C11)
   Interim Associate Provost and Dean of Undergraduate Studies, Dara Byrne

   Programs
   C1. Proposal to Revise the Minor in Fraud Examination, Pg. 19
   C2. Proposal for a New BS in Human Service and Community Justice, Pg. 25

   New Courses
   C3. AFR 2XX Race and Science (Sci Wld), Pg. 122
   C4. EDU 3XX Education for Social Change (JCII), Pg. 142
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   C9. LLS 343 Race and Citizenship in the Americas (JCII), Pg. 223

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   C10. Revision of CUNY Justice Academy Second Chance Policy, Pg. 235
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VI. Report from the Committee on Graduate Studies (attachment D1-D2) – Associate Provost and Dean of Graduate Studies, Anne Lopes

   New Courses
   D1. ICJ 725 Environmental Crime, Pg. 238
   D2. ICJ 730 Human Trafficking, Pg. 252

VII. New Business

VIII. Determination of Need of the December 8, 2016 College Council Meeting

IX. Announcements from the Student Council – President Grace Theresa Agalo-os

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

XI. Administrative Announcements – President Jeremy Travis
The College Council held its third meeting of the 2016-2017 academic year on Monday, November 14, 2016. The meeting was called to order at 1:51 p.m. and the following members were present: Grace Theresa Agalo-os, Schevaletta Alford, Andrea Balis*, Rosemary Barberet, Ellen Belcher, Warren (Ned) Benton, Jane Bowers, Michael Brownstein, Dara Byrne, Samantha Buan-Ladines, Anthony Carpi, Helen Cedeno, Kashka Celinska, Lynette Cook-Francis, Sven Dietrich, Artem Domashevskiy, Jahvar Duffus, Joel Freiser, Roman Gressier, Maki Haberfeld, Jay Hamilton, Karen Kaplowitz, Mahtab Khan, Erica King-Toler, Maria Kiriakova, Thurai Kugar, Anru Lee, Anne Lopes, Sylvia Lopez, Devin Ly*, Yue Ma, Vincent Mairchino, Gerald Markowitz, Aida Martinez-Gomez, Mickey Melendez, Lorraine Moller, Brian Montes, Elizabeth Nisbet, Naomi Nwosu, Marline Paul, Izabela Qafa, Peter Romaniuk, Michael Scaduto, Lauren Shapiro, Francis Sheehan, Charles Stone, Steven Titan, Jeremy Travis, Fritz Umbach, Janet Winter*, Daniel Yaverbaum, 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 20, 2016 College Council

A motion was made to adopt the minutes with the following correction: Schevaletta Alford should be spelled “Schevaletta Alford.” The motion was seconded and approved unanimously.

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B8)

A motion was made to adopt a new programs marked “B1. Proposal to Revise the BS in Criminal Justice.” The motion was seconded and approved unanimously.
A motion was made to adopt course revisions marked B2-B8 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B2-B8:

B2. ANT 305 Theory in Anthropology
B3. COM & DRA Prerequisite Changes
B4. PSY 255 Group Dynamics in Chemical Dependency Counseling
B5. PSY 266 Psychology of Alcoholism and Substance Abuse
B6. PSY 268 Therapeutic Interventions in Chemical Dependency
B7. PSY/CSL 350 Advanced Topics in Chemical Dependency Counseling
B8. PSY 480 Ethical and Professional Issues in Chemical Dependency Counsel

A motion was seconded and approved unanimously.

The meeting was adjourned at 2:27 p.m.
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**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)                     Jeremy Travis  
2. Provost and Senior Vice President for Academic Affairs  Jane P. Bowers  
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 & Associate Provost for Institutional Effectiveness  James Llana  
6. Associate Provost for Strategic Initiatives and Dean of Graduate Studies  Anne Lopes  
7. Interim Associate Provost 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  Terry Furst  
11. Art and Music  Lisa Farrington  
12. Communication and Theater Arts  Lorraine Farrington  
13. Counseling  Mickey Melendez  
14. Criminal Justice  Frank Pezzella  
15. Economics  Jay Hamilton  
16. English  Jonathan Gray  
17. Health and Physical Education  Vincent Maiorino  
18. History  Fritz Umbach  
19. Interdisciplinary Studies Department  Gerald Markowitz  
20. Latin America and Latina/o Studies  Brian Montes  
21. Law, Police Science, and Criminal Justice Administration  Yue Ma  
22. Library  Maria Kirilakova  
23. Mathematics  Thurai Kugan  
24. Modern Languages and Literatures  Aida Martinez-Gomez  
25. Philosophy  Michael Brownstein  
26. Political Science  Peter Romaniuk  
27. Psychology  Thomas Kucharski  
28. Public Management  Elizabeth Nisbet  
29. Security, Fire and Emergency Management  Lauren Shapiro  
30. Sciences  Guoqi Zhang  
31. SEEK  Erica King-Toler  
32. Sociology  Rosemary Barberet

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  
35. English  Karen Kaplowitz  
36. Latin American/Latina/o Studies & English  Belinda Rincon  
37. Law, Police Science, and Criminal Justice Administration  Kashka Celinska
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>Andrea Balis, History</th>
<th>Avram Bornstein, Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ric Curtis, Anthropology</td>
<td>Diana (DeeDee) Falkenbach, Psychology</td>
</tr>
<tr>
<td>Robert Garot, Sociology</td>
<td>Chuck Nemeth, SFEM</td>
</tr>
<tr>
<td>Rebecca Weiss, Psychology</td>
<td>VACANT</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

51. Sandrine Dikambi (ex officio)
52. Naomi Nwosu
53. Helen Cedeno
54. Sylvia Lopez
55. Michael Scaduto

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.

Janet Winter

Students:

56. President of the Student Council | Grace Theresa Agalo-os
57. Vice President of the Student Council | Roman Gressier
58. Treasurer of the Student Council | Jahvar Duffus
59. Secretary of the Student Council | Kadeem Robinson
60. Elected At-Large Representative | Samantha N. Buan Ladines
61. Elected graduate student representative | Marline Wright
62. Elected graduate student representative | Mohammed Alam
63. Elected senior class representative | Izabela Qafa
64. Elected senior class representative | Marline Paul
65. Elected junior class representative | Kaniz Fatima
66. Elected junior class representative | Kimberly Ortega
67. Elected sophomore class representative  Jasmine Awad
68. Elected sophomore class representative  Mahtab Khan
69. Freshman representative designated according to a method duly adopted by the Student Council.  VACANT

- 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. Devin Ly | 2. VACANT |

**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)  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  Jane P. Bowers
- 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. Karen Kaplowitz
  2. 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  Grace Theresa Agalo-os
- Vice-President of the Student Council  Roman Gressier

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)  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  Jane P. Bowers
- Vice President for Finance and Administration  Steven Titan
- Vice President for Student Affairs  Lynette Cook-Francis
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:

- Interim Associate Provost 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 C. Jama Adams
  2. Anthropology Shonna Trinch
  3. Art and Music Erin Thompson
  4. Communication & Theater Arts Bettina Murray
  5. Counseling Ma’at Lewis
  6. Criminal Justice Chongmin Na
  7. Economics Ian Seda
  8. English Bettina Carbonell
  9. Health & Physical Education Susan Larkin
  10. History Andrea Balis
  11. Interdisciplinary Studies Program (ISP) Susannah Crowder
  12. Library Ellen Sexton
  13. Latin American & Latina/o Studies Suzanne Oboler
  14. Law, Police Science & CJA Heath Grant
  15. Mathematics & Computer Science Michael Puls
  16. Modern languages & Literature Maria Julia Rossi
  17. Philosophy John Pittman
  18. Political Science Veronica Michel
Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
1. Devin Ly
2. Jasmine Awad
3. Leslie Smith

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. Alexa Capeloto
  2. Nicole Elias
- Six (6) students
  1. Ashley Baxter
  2. Jashua Perez
  3. Agha Khan
  4. Melinda Yam
  5. Laura Rubio
  6. Brian Carvajal

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. Thurai Kugan-Mathematics and Computer Sciences
  2. Peggilee Wopperman-Psychology
  3. Robert McCrie-Law, Police Science, and Criminal Justice Administration
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. vacant
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. Ashley Baxter
2. Marline Paul
3. Leslie Smith
4. Marina Saad
5. Zachary Sizemore
6. Ilim Sultanov

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)          Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  Jane P. Bowers
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies  Anne Lopes
- Interim Associate Provost and Dean of Undergraduate Studies  Dara Byrne
- Associate Provost and Dean of Research  Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies  Carlton Jama Adams
  2. Anthropology  Anthony Marcus
• 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. Kathleen Collins, Associate Professor, Library
  3. Catherine Mulder, Associate Professor, Economics

• 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. Michael Pfeifer, Associate Professor, History
  3. Karen Terry, Professor, Criminal Justice

• 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.
  1. Izabela Qafa
  2. VACANT
## Budget and Planning Committee

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)  
  Jeremy Travis
- **Provost and Senior Vice President for Academic Affairs**  
  Jane P. Bowers
- **Vice President for Finance and Administration**  
  Steven Titan
- **Vice President for Student Affairs**  
  Lynette Cook-Francis
- **Interim Vice President for Enrollment Management & Associate Provost for Institutional Effectiveness**  
  James Llana
- **Assistant Vice President for Administration**  
  Raj Singh
- **Associate Provost for Strategic Initiatives and Dean of Graduate Studies**  
  Anne Lopes
- **Interim Associate Provost and Dean of Undergraduate Studies**  
  Dara Byrne
- **Associate Provost and Dean of Research**  
  Anthony Carpi
- **Interim Assistant Vice President for Financial and Business Services**  
  Mark Flower
- **President of the Faculty Senate**  
  Warren (Ned) Benton
- **Vice President of the Faculty Senate**  
  Francis Sheehan
- **Chair of the Faculty Senate Fiscal Affairs Committee**  
  Thomas Kucharski
- **Vice Chair of the Faculty Senate Fiscal Affairs Committee**  
  Karen Kaplowitz
- **Chairperson of each academic department**  
  - Africana Studies  
    Carlton Jama Adams
  - Anthropology  
    Anthony Marcus
  - Art and Music  
    Ben Lapidus
  - Communication and Theater Arts  
    Martin Wallenstein
  - Counseling  
    Caridad Sanchez
  - Criminal Justice  
    Evan Mandery
  - Economics  
    Jay Hamilton
  - English  
    Valerie Allen
  - Health and Physical Education  
    Davidson Umeh
  - History  
    Allison Kavey
  - Interdisciplinary Studies Department  
    Richard Haw
  - Latin American and Latina/o Studies  
    Lisandro Perez
  - Law, Police Science, and Criminal Justice Administration  
    Richard Curtis
  - Library  
    Larry Sullivan
  - Mathematics and Computer Science  
    Douglas Salane
  - Modern Languages and Literatures  
    Silvia Dapia
  - Philosophy  
    Jonathan Jacobs
  - Political Science  
    James Cauthen
  - Psychology  
    Angela Crossman
  - Public Management  
    Maria D'Agostino
  - Sciences  
    Larry Kobilinsky
  - Security, Fire and Emergency Management  
    Charles Nemeth
  - SEEK  
    Nancy Velasquez-Torres
  - Sociology  
    Amy Adamczyk
- **Chairperson of the Higher Education Officers Council**  
  Sandrine DiKambi
- **Two (2) higher education officer representative**
  1. Michael Scaduto
  2. Nikki Hancock-Nicholson
- **President of the Student Council or designee**  
  Grace Theresa Agalo-os
- Treasurer of the Student Council or designee: Jahvar Duffus
- One (1) additional student representative: Laura Rubio
- 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. Crystal Farmer
  2. Anthony Chambers

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
- Provost and Senior Vice President for Academic Affairs: Jane P. Bowers
- President of the Faculty Senate: Warren (Ned) Benton
- Chair of the Faculty Senate Fiscal Affairs Committee: Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee: Karen Kaplowitz
- 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:

- Interim Vice President for Enrollment Management & Associate Provost for Institutional Effectiveness (Chairperson): James Llana
- Vice President of Finance and Administration: Steven Titan
- Provost and Senior Vice President for Academic Affairs: Jane P. Bowers
- President of the Faculty Senate: Warren (Ned) Benton
- Two (2) representatives chosen by the Faculty Senate:
  1. Thomas Kucharski
  2. Charles Stone
- Chair of the Council of Chairs: Angela Crossman
- Two (2) representatives chosen by the Council of Chairs:
  1. Douglas Salane
  2. vacant
- Chair of the Higher Education Officers Council: Sandrine Dikambi
- One (1) student representative:
  1. Grace Theresa Agalo-os

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 & Associate Provost for Institutional Effectiveness
  James Llana
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies (Chairperson)
  Anne Lopes
- Assistant Vice President and Dean of Students
  Michael Sachs
- Chief Librarian
  Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice
  Avram Bornstein
  2. Digital Forensics and Cybersecurity
  Douglas Salane
  3. Emergency Management MS
  Glenn Corbett
  4. Forensic Mental Health Counseling MA/JD
  James Wulach
  5. Forensic Psychology
  Diana Falkenbach
  6. Forensic Science
  Mechthild Prinz
  7. International Crime and Justice
  Jana Arsovská
  8. Protection Management and Security Management
  Chuck Nemeth
  9. MPA: Public Policy and Administration
  Marilyn Rubin
  10. MPA: Inspection and Oversight
  Warren (Ned) Benton
  11. Forensic Psychology BA/MA Program
  Jennifer Dysart
- Two (2) graduate students
  1. Mohammed Alam
  2. Joanna Callen

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 Markus
  2. Aida Martinez-Gomez
  3. Daniel Yaverbaum
  4. VACANT
- Two (2) students
  1. Zachary Sizemore
  2. Fernando Andrade
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:

- Provost and Senior Vice President for Academic Affairs (Chairperson) Jane P. Bowers
- 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 Francis Sheehan
- Chairperson of each academic department
  1. Africana Studies Carlton Jama Adams
  2. Anthropology Anthony Marcus
  3. Art and Music Ben Lapidus
  4. Communication and Theater Arts Martin Wallenstein
  5. Counseling Caridad Sanchez
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Valerie Allen
  9. Health and Physical Education Davidson Umeh
  10. History Allison Kavey
  11. Interdisciplinary Studies Department Richard Haw
  12. Latin American and Latino/a Studies Lisandro Perez
  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 Jonathan Jacobs
  18. Political Science James Cauthen
  19. Psychology Angela Crossman
  20. Public Management Maria D’Agostino
  21. Sciences Larry Kobilinsky
  23. SEEK Nancy Velasquez-Torres
  24. Sociology Amy Adamczyk

**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:

- Interim Associate Provost and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
  1. Anthropology Johanna Lessinger
  2. Cell & Molecular Biology Jason Rauceo
3. Computer Science and Information Security
   Sven Dietrich
4. Criminal Justice (B.A.)
   Evan Mandery
5. Criminal Justice (B.S.)
   vacant
6. Criminal Justice Management
   Wendy P. Guastaferro
7. Criminology
   Louis Kontos
8. Culture and Deviance Studies
   Ed Snadjr
9. Dispute Resolution
   Maria R. Volpe
10. Economics Concentration A
    Catherine Mulder
11. English
    vacant
12. Fire and Emergency Services
    John Staines
13. Fire Science
    Robert Till
14. Forensic Psychology
    Robert Till
15. Forensic Science
    Fall: Angela Crossman
    Spring: Deryn Strange
16. Fraud Examination and Financial Forensics
    Lawrence Kobilinsky
17. Gender Studies
    Jon Childerley
18. Global History
    Katie Gentile
19. Humanities and Justice
    Stephen Russell
20. International Criminal Justice
    Hyunhee Park
21. Latin American and Latina/o Studies
    Mangai Natarajan
22. Law and Society
    Jose Luis Morin
23. Legal Studies
    Jean Carmalt
24. Library
    Michael Yarbrough
25. Philosophy
    James Cauthen
26. Police Studies
    Karen Okamoto
27. Political Science
    Mary Ann McClure
28. Public Administration
    Joe Pollini
29. Security Management
    Jennifer Rutledge
30. Sociology
    Samantha Majic
31. Spanish Concentration A
    Wendy P. Guastaferro
32. Spanish Concentration B
    Robert McCrie
3. Forensic Psychology
    Richard Ocejo
34. Spanish Concentration B
    Aida Martinez Gomez
35. Toxocology
    Maria Julia Rossi
    Shu-Yuan Cheng (Demi)

*Co-coordinators

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 Officer
- **Three (3) full-time members of the faculty**
  1. Marta Concheiro-Guisan
  2. Vijay Sampath
  3. Valerie West
• Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Brian Carvajal
  2. Mahtab Khan
  3. Katianna Laveaux

**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. Thurai Kugan
  2. Toy-Fung Tung
  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                                      Virginia Moreno
  (ex officio)
• Interim Vice President for Enrollment Management &
  Associate Provost for Institutional Effectiveness       James Llana
• Seven (7) Full-time Faculty Members
  1. Lisette Delgado-Cruzata
  2. Marie-Helen Maras
  3. Maureen Richards
  4. Denise Thompson
  5. Jennifer Rutledge
  6. Mechthild Prinz
  7. Vacant

• Three(3) Higher Education Officers
  1. Anila Duro
  2. Deborah Washington
  3. Rosann Santos-Elliott
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. Chevy Alford
2. Maria Kiriakova
3. Ekaterina Korobkova
4. Hyunhee Park
5. Vacant
Proposal for changes to the Fraud Examination Minor

Introduction

Please find outlined below proposal for changes to the Fraud Examination Minor. The proposal has been reviewed and endorsed by the department of public management and the department’s curriculum committee.

Changes proposed: The elective component of the minor which is currently either ACC 380 Selected Topics in Fraud Examination & Financial Forensics or ACC 410 Seminar in Forensic Financial Analysis, be expanded by the addition of two courses and would be as follows:

- ACC 380 Selected Topics in Fraud Examination & Financial Forensics; or
- ACC 410 Seminar in Forensic Financial Analysis; or
- ACC 381 Accounting Internship; or
- PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations.

Rationale:

The two courses currently provided as the final requirement may be difficult for students to take within the time frame that students would normally expect to complete a minor.

ACC 410: Seminar in Forensic Financial Analysis

ACC 410 has two pre-requisites, one of which (ACC 308: Auditing), is not a part of the minor. This means that students need 4 semesters to complete the minor if they select ACC 410 as their final requirement, and need to complete an additional course. Course prerequisites determine that ACC 250 Introduction to Accounting is required to be taken before ACC 307 Forensic Accounting I; ACC 307 be taken before ACC 308 Auditing and ACC 309 Forensic Accounting II; and ACC 308 and ACC 309 before ACC 410. Many students decide on minors in their junior or senior year so don’t have 4 semesters to complete a minor. In practice the only way students are getting through the minor is the routine substitution of other courses, and/or waiver of the prerequisite for ACC 410.

ACC 380: Selected topics in Fraud Examination and Financial Forensics

ACC 380 may not always be offered as it is a selected topics course. The reasons for this include it not being required by any other major or minor which may lead to problems meeting minimum class size, and difficulties experienced in finding someone to teach it. The class so far has once been cancelled, once not offered, and once taken place with a minimum number of students.

Additional courses

The additions suggested will complement the other courses in the minor either through experiential learning or detailed study of its central topic i.e. Fraud. Details of these courses are

Approved by UCASC, Nov 18, prepared for College Council, Dec 6, 2016
provided at the end of this note. In addition it will ensure that at least two alternatives will be accessible to all students enrolled in the minor in both spring and fall to make it practical for students to complete the minor within their expected graduation time frame.
Outline of the CURRENT Minor per Undergraduate Bulletin 2016-2017

Fraud Examination Minor

The Fraud Examination minor considers the following areas: financial transactions and fraud schemes, civil and criminal law related to fraud, investigations, and fraud prevention and deterrence. Topics such as corruption, asset misappropriation and fraudulent financial statements are central to the minor.

Rationale. The required sequence of courses is beneficial for anyone who wants to help reduce the cost of fraud in business, government or non-profit organizations. The minor also provides students the opportunity to improve their career prospects by developing practical skills and providing learning outcomes valued in business, government and non-profit organizations. The courses also cover the educational material necessary to become a Certified Fraud Examiner and other professional certifications associated with financial crime. The minor will also help prepare students for graduate studies in White Collar Crime and/or Financial Crime.

Learning outcomes. Students will:

- Identify symptoms of fraud and design and conduct procedures to proactively search for fraud and develop programs to prevent such fraud.
- Conduct fraud risk assessments, including brainstorming for particular settings and obtaining a sufficient knowledge of internal controls to identify opportunities for fraud, the risk of management override and the possibility of collusion.
- Develop necessary well-written working papers and other documentation appropriate for the matters under investigation.
- Communicate effectively, both orally and in writing. This includes oral communications for case presentation, deposition and courtroom testimony. It also includes written communication; report writing skills and techniques.
- Evaluate the design of antifraud techniques and controls and test their operating effectiveness; make recommendations for improvements and assist in the implementation of fraud prevention programs.

<table>
<thead>
<tr>
<th>Part One: Required Courses</th>
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<tr>
<td>ACC 250</td>
<td>Introduction to Accounting</td>
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<td>ACC 264/LAW 264</td>
<td>Business Law</td>
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<td>ACC 265</td>
<td>Digital Forensics for the Fraud Examiner</td>
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<td>ACC 307</td>
<td>Forensic Accounting I</td>
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<td>ACC 309</td>
<td>Forensic Accounting II</td>
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Subtotal: 15
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<tr>
<td>ACC 380</td>
<td>Selected Topics in Fraud Examination &amp; Financial Forensics</td>
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<td>ACC 410</td>
<td>Seminar in Forensic Financial Analysis</td>
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<td><strong>Total Credit Hours:</strong></td>
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REVISED Outline of the Minor including Proposed Changes

Fraud Examination Minor

The Fraud Examination minor considers the following areas: financial transactions and fraud schemes, civil and criminal law related to fraud, investigations, and fraud prevention and deterrence. Topics such as corruption, asset misappropriation and fraudulent financial statements are central to the minor.

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- Develop necessary well-written working papers and other documentation appropriate for the matters under investigation.
- Communicate effectively, both orally and in writing. This includes oral communications for case presentation, deposition and courtroom testimony. It also includes written communication; report writing skills and techniques.
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<tr>
<th>Part One: Required Courses</th>
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<tbody>
<tr>
<td>ACC 250 Introduction to Accounting</td>
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<tr>
<td>ACC 264/LAW 264 Business Law</td>
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<td>ACC 265 Digital Forensics for the Fraud Examiner</td>
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<tr>
<td>ACC 307 Forensic Accounting I</td>
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<tr>
<td>ACC 309 Forensic Accounting II</td>
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<tr>
<td>Subtotal:</td>
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Part Two: Elective

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>PAD 331</td>
<td>Fraud, Waste, Abuse and Corruption in Public Organizations</td>
<td>3</td>
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<tr>
<td>ACC 380</td>
<td>Selected Topics in Fraud Examination &amp; Financial Forensics</td>
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<tr>
<td>ACC 381</td>
<td>Accounting Internship</td>
<td>3</td>
</tr>
<tr>
<td>ACC 410</td>
<td>Seminar in Forensic Financial Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: **3**

Total Credit Hours: **18**

Course descriptions of the alternate classes

PAD 331: Fraud, Waste, Abuse and Corruption in Public Organizations (3 credits)

This course examines the issues of fraud, waste, abuse and corruption in public, nonprofit and other publicly-funded organizations from interdisciplinary perspectives, including management, law, economics and other social sciences. The managerial perspective considers the role of control systems and an integrity-fused organizational culture in preventing fraudulent, wasteful, abusive and corrupt practices. The legal perspective addresses the statutory basis for prosecuting such practices, as well as oversight structures, such as Inspectors General, designed to address such practices within an organization. Economic and other social science perspectives will be used to illuminate the systemic and individual dynamics that can invite and sustain corrupt, wasteful and abusive practices. Prerequisites: ENG 201, and PAD 140 or PAD 240 or ACC 250

ACC 381: Accounting Internship (3 credits)

This supervised internship provides an experiential learning experience where students learn to integrate their academic knowledge with practical applications. It also provides an opportunity to improve career opportunities and to develop skills and core capabilities for success in the accounting and anti-fraud professions. Students will work in governmental and non-governmental organizations and must complete a minimum of 120 hours of work for 3 credits and 240 hours for 6 credits granted. Each student will maintain a bi-weekly journal and complete a final report covering a detailed description of the work accomplished and reflections on his/her learning experiences. Prerequisites: ENG 201, ACC 250, junior standing, and permission of the instructor
Proposal for a Major in
Human Services and Community Justice
Leading to the
Bachelor of Science Degree

Department of Counseling
Department of Africana Studies
Department of SEEK

Anticipated Implementation of Program: Fall 2017

Approved By:
College Council: Pending
Undergraduate Curriculum and Academic Standards Committee: November 18, 2016

College Representative: Dr. Jane P. Bowers, Provost & Senior Vice President for Academic Affairs

Signature: ________________________________
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A. Executive Summary

John Jay College of Criminal Justice proposes a Bachelor of Science Degree in Human Services and Community Justice (HSCJ). The field of Human Services “uniquely approaches the objective of meeting human needs through the use of an interdisciplinary knowledge base, focus on prevention as well as remediation of problems, and commitment to improving the overall quality of life of service populations” (NOHS, 2016)\(^1\). In contemporary life, and in New York City, where social, racial, and economic justice is diminishing for communities most underserved and at-risk, we affirm that there continues to be an emerging need for competent and compassionate human services. Individuals involved in the criminal justice and legal systems are among some of the most vulnerable citizens, often struggling with poverty, unemployment, abuse, social injustice, addiction, and physical and mental health issues. As the need for services among diverse populations continues to increase, the demand for trained and certified human services professionals with competence in promoting fairness and equity will dramatically rise. In response, we propose a HSCJ degree with the purpose of training students in the theory and practice of human services to be self-reflective, ethical, competent, and compassionate practitioners; culturally and critically conscious researchers and evaluators; and fierce advocates, policy makers, and administrators of community justice, who serve others with integrity, accountability, and for the common good.

This proposed major provides both the academic and experiential background for students seeking a career working with individuals in organizations, social welfare agencies, nonprofit and private sectors, especially those that intersect with our legal and criminal justice systems. Human Services careers, which include clusters of occupations found within the described category of “community and social service employment”, are expected to be “very favorable” as the number of human service workers are projected to grow “faster than average” for all occupations through 2024 (Bureau of Labor Statistics, 2015)\(^2\). Examples of occupational titles include: case managers, juvenile and domestic violence counselors, probation officers, community organizers, family and child advocates, parole officers, and youth counselors, etc. The rationale for this anticipated job growth is attributed to the mounting and intensifying need for services to help address problems related to: mental illness, poverty, developmental disabilities, substance abuse, domestic violence, and a host of other psycho-social-economic issues. The escalating need for childcare, elder home care and senior citizen services will further bolster the overall projected job growth. Similarly, overcrowding, budgeting constraints, and the questionable effectiveness of programs in prisons, are increasing the creation of alternatives to incarceration programs and a need for community based social services programs. There also is a documented trend of deinstitutionalization leaving many who are chronically ill, especially those adjudicated in the criminal justice system, without basic necessities or resources and in desperate need of community support. Given these needs for services, New York, home to the nation’s largest work force, remains an excellent venue for employment in Human Services. Within these clusters of occupations the New York State Department of Labor forecasts an average growth rate of 15% in the decade between 2010 and 2024 (NYS Department of Labor, 2016)\(^3\).

\(^1\) [http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals](http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals)
\(^3\) [http://www.labor.ny.gov/stats/index.shtm](http://www.labor.ny.gov/stats/index.shtm)
The impetus for a HSCJ degree proposal is rooted in the expanding need for qualified helping professionals and the growing expectation that graduates will be better prepared and credentialed. The overarching goal of the major, in concert with the college mission to prepare students for service minded careers, is to assist bachelor students in learning the knowledge, theory, skills, values and practice of human services in the interest of “educating for justice”. It reaffirms the college’s commitment to issues of social justice and public service and provides an important education track sorely missing from the college’s degree offerings. Using the Council for Standards in Human Services (CSHSE) National Standards (CSHSE, 2013) as a guideline, and building on the past success of our existing Human Services minor, the program’s 18-credit required core of courses provide a coherent framework for an in-depth study of the Human Services discipline, while providing perspectives and expertise from the growing field of community justice – studies in citizen access to and involvement in justice decision-making and practices, restorative justice and victim services, and socio-economic development that enhance community-level outcomes for the common good. Students then will progress through 6-credits of research and evaluation. The program’s curriculum additionally draws from the expanded offerings in liberal arts and relevant disciplines to provide electives in diverse human systems and interventions, justice in human services, and advocacy, policy and administration. Human Services education has an extensive history of using field–based learning to connect theoretical concepts with praxis. The program’s expansive 6-credit, two-semester field experience will culminate in a 3-credit capstone course linking theoretical underpinnings with field work.

We believe the HSCJ major provides a coherent, focused, and distinctive profile that will attract and train students for professional service careers and graduate school. Human Services is an emerging and distinct discipline that is rapidly professionalizing. Human Services degree programs that meet requisite academic requirements and become nationally accredited will be in high demand. The anticipated accreditation of our HSCJ major will enhance the program’s reputation and desirability, and provide students the opportunity to sit for the Human Services Board Certified Professional exam (HS-BCP, 2016) in their senior year, thus distinguishing themselves for today’s competitive job market. More importantly, as the Human Services profession expands, licensure becomes necessary in order to ensure that individuals, groups, and communities receive the highest level of professional care. Currently, the pursuit of an academic career in Human Services is limited by the lack of degree programs specific to this discipline. Only one Bachelor’s degree in Human Services exists within CUNY (NYC Tech. Brooklyn) although seven Human Service Associate degree programs (CUNY) represent direct feeder opportunities to our program. The paucity of Bachelor HS degrees, the growing demand for formal education in this newly professionalizing field, the unique community justice focus, and our ideal Manhattan location, will drive large student interest and attendance.

Finally, CUNY students often express a genuine desire to make a difference in the lives of others and in their communities upon graduation. Many students who attend our university system come from the inner city where they have witnessed/and or experienced the suffering and inequities of the human condition for the most disadvantaged in their communities and families. As a consequence, student career ambitions frequently reflect a

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4 http://www.cshse.org/standards.html

5 http://www.cce-global.org/Credentialing/HSBCP
strong desire to return to their communities as professionals engaged in meaningful work that promotes and facilitates access, opportunity, and compassionate support to those populations most at-risk and in need. The HSCJ program will prepare students for a life’s work as caring professionals, advocates, and change agents-in service to others. In response, we anticipate extremely favorable and substantial participation among students in this degree program. Given the high degree of student interest to become helping professionals, an engaging standards based curriculum, and a robust job market upon graduation, we remain confident that the Human Services and Community Justice degree program will quickly attract large numbers of students, doubling each year, and in time becoming one of the most popular and sought after majors at the college.
B. Abstract

In these current times, there exists an urgent and compelling need to ameliorate rising issues of social, racial, and economic injustice. The proposed HSCJ major provides a rigorous, coherent and focused program to help students develop a better understanding of the challenges facing diverse and underserved populations. Students will progress through a required core courses designed to prepare them to become self-reflective, competent and compassionate practitioners, change agents, advocates and community leaders. Subsequently, through multidisciplinary, methods and elective courses, students will continue to develop a rich appreciation for diverse human systems and interventions, justice, and advocacy, policy and administration promoting a “just” society. The program then offers a comprehensive year-long field experience and culminates in a senior seminar where students present a summative capstone portfolio documenting the integration of theory and praxis. Human Services is a newly emerging and rapidly professionalizing discipline, which is supported by the proliferation of degree programs, professional organizations, and a national accrediting body recently recognized by the Council for Higher Education Accreditation (CHEA). Within CUNY, currently one HS Bachelor’s degree is offered (NYC Tech, Brooklyn); however, seven HS associate degree programs serve as promising feeder opportunities. Given these facts the projected enrollment in our program totals 300 students by the fifth year. Students enrolling in the proposed HSCJ program will find it is congruous with our college’s flagship mission, and responds to student expressed desires to seek meaningful careers “in the service of others” within their communities. John Jay’s ideal geographical location, existing popular and expanding HS minor, and the program’s unique focus on community justice will further enhance its marketability and success. Graduates can expect to locate employment in private and nonprofit service organizations and are ideally suited for graduate school in social work, counseling, and related public service fields.

C. Purpose and Goals

1. Purpose

As John Jay College of Criminal Justice commences a second half-century of educating service-inclined students for work in fields that improve the lives of individuals, families, communities and organizations, we are very pleased to propose a Bachelor of Science in Human Services and Community Justice (HSCJ). This academic program, consonant with our mission-based commitment to “educating for justice,” will be a first at the College, leading to careers in human services, social work, counseling, social policy and advocacy related areas. This program would respond to a specific form of service-orientation that differs from those met by John Jay’s best-known professional degree options and would consequently expand our already robust appeal to a core group of our undergraduate applicants: students who wish to spend a lifetime contributing to the common good. Therefore, the philosophy and overall purpose of the program in Human Services and Community Justice is to train students in the theory and practice of human services to be self-reflective, ethical, competent, and compassionate practitioners; culturally and critically conscious researchers and evaluators; and, fierce advocates, policy makers, and administrators of community justice, who serve others with integrity, accountability, and for the common good.

With this purpose the program disseminates advanced specialized training needed for “respecting the dignity and welfare of all people; promoting self-determination; honoring cultural diversity; advocating for justice; and acting with integrity, honesty, genuineness and objectivity“
For example, individuals involved in the criminal justice system are among some of our most vulnerable citizens, imprisoned unjustly, often struggling with poverty, addiction, mental illness, discrimination, and service systems that create barriers to psycho-social-educational-medical and legal resources. Beyond core practice skills training requisite for Human Services education, the program will incorporate a multidisciplinary approach to understanding the transactional and power relationships between criminal justice, oppressive systems and problems such as poverty, crime, chemical dependency, delinquency, developmental disabilities, social injustice, employment, institutional racism, and the stigma and treatment of psychiatric disorders. Incorporating a knowledge and appreciation for diversity, the program draws upon relevant scholarship from social science disciplines to help develop the capacity for transformation and to promote a “just” society by analyzing, challenging, and eliminating “injustice” and “inequities” in the context of their communities and environments.

Society often leaves the criminal justice system to deal with the impact of its structural inequities that impact individuals being trapped in poverty, having unmet behavioral health needs, feeling isolation, despair, and hopelessness, and making decisions that impact personal and public wellbeing. These outcomes translate into tremendous costs for individuals and extraordinary socio-economic impacts for communities. Communities unequipped to support the needs of the most vulnerable will likely experience higher crime rates, unemployment, traumatization, social unrest, social injustice, higher rates of recidivism of offenders, and fail to recognize and build on community strengths.

In these current times, there exists an urgent and compelling need to ameliorate rising issues of social, racial, and economic injustice. HSCJ graduates will be uniquely positioned and effectively trained to partner and build coalitions with an array of agencies including: law enforcement, courts, and correctional, criminal justice and social service providers. Providing direct and indirect services, graduates will exercise their commitment to justice by promoting fairness, equity and accountability to citizens encountering the criminal justice system; they will develop and provide restorative services for offenders who have been incarcerated or those in lieu of jail time mandated to social service programs; they will work with undocumented immigrants seeking paths to citizenship to insure access to basic rights and with immigration and customs enforcement authorities to insure that refugees/immigrants housed in detention centers are treated humanely; they will work to assist victims of crime or violence in new, expanded and innovative ways; address racial and ethnic disproportionality in the child welfare and other social systems; advocate for youth justice with juvenile offenders remanded by the courts; work with law enforcement professionals advocating for the rights of those unjustly arrested and/or mistreated; help to repair the harm of abusive parents, heal multigenerational trauma, and protect the elderly at risk for neglect and abuse. These are just some of the opportunities students will have to eliminate structural inequities, promote community restoration and perform functions related to the equitable and accountable care and treatment of individuals, families, and communities.

To ensure a healthy, stable, safe, and just society, it is imperative that criminal justice, legislative, government, and social service systems ground themselves in the values of prevention, community justice intervention, non-violence, restorative justice, fairness, equity, and alternative practices to support the rehabilitation of offenders. Punishment in itself, will not remediate the complexity and urgency of the problems, deficits, and impairments that characterize individuals who find themselves situated in the criminal justice system. Working in collaboration with criminal justice professionals, Human Services professionals will provide vital

http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals
services to justice-involved individuals and to the community at large. The objectives of the new major will educate students toward enacting accountability in practice, policy and advocacy. Competent inquiry in this major will include analyzing theories, strategies, and practices that place individuals and communities at the center, and strengthens the capacity of informal systems of social support (e.g., families, friends, neighborhood groups, religious/spiritual leaders, civic and community organizations, and local institutions) to resolve conflict and find solutions. Studies in community-based approaches to justice explore citizen access to and involvement in justice decision-making and practices that enhance community-level outcomes for the common good. Community justice studies include the development of legal, economic, social, education and health alternatives, and advocacy strategies at the local level that in some instances compliment and in others transform traditional public safety strategies. Community justice practices utilize community engagement at the grassroots, systems and problem solving analyses, community asset building, and human ecology and prevention studies, to develop individual, family and community-wide wellbeing across social, psychological, and economic indicators.

This multidisciplinary approach draws upon complimentary perspectives from social sciences disciplines to facilitate students bringing a multiplicity of theoretical and analytical methodologies to bear on substantive social and cultural issues, toward raising student consciousness, critical thinking and capacity for bringing transformational leadership to the field. It allows students to work with diverse faculty and social and advocacy groups, to examine the dynamics of power, the values and equity of public policy, civic activism and transformational organizational change. Through the use of field education experiences, and portfolio development that focus on community-based approaches to justice in action, students in the major will be trained and better equipped to research, evaluate and respond in thoughtful and creative ways to the complexity of community-based demands for service, advocacy and policy development and analysis. As competent, self-reflective, ethical, and compassionate practitioners, such workers will be called upon to champion, empower, and ensure the rights of society’s most vulnerable members, as they intersect within criminal justice, government, and social service systems, and in doing so, appeal to the common good in each of us and to the common good for all of us. With this training, graduates of the HSCJ program will possess the strong requisite skills needed for entry level employment in the field, and be prepared to continue their formal education in social work, counseling, and related public service fields.

2. Goals

John Jay’s commitment to justice and public service undergirds and provides the appropriate and much needed academic setting for a major in Human Services and Community Justice. The major, through its multidisciplinary perspectives, prepares students to become self-reflective, competent practitioners and community leaders essential for human services practice. Through the interplay of multidisciplinary course work and practical experience students acquire the interpersonal skills, ethical and cultural competencies and professional helping skills congruent with the CSHSE National Standards and essential for Human Services practice in both the public and private sectors. Essentially, the overarching goal or mission of the program is to assist bachelor students in learning the knowledge, theory, skills, values and
practice of human services in the interest of educating for justice. The specific goals of the program mission are expressed through its core learning outcomes derived from the CSHSE National Standards. Graduates of the Human Services and Community Justice program will be able to demonstrate the following:

A. Knowledge of the historical development and policies of human services. Skills to critically analyze and interpret historical data for application in advocacy, policy, and social change.

B. Knowledge of the theories of human systems, community-based approaches to justice and how to effect social change on all levels of society including individual, interpersonal, family, group, community and organizational.

C. Ability to analyze and apply knowledge of the scope of conditions that promote or inhibit human functioning. Skills to effect and influence social policy.

D. Knowledge and skills in the appropriate integration and use of information including organizing, analyzing, evaluating and disseminating client data, program evaluation and community assessments.

E. Knowledge and skills in systematic analysis of service needs; ability to research and select equitable strategies, services, or interventions; and evaluate outcomes.

F. Knowledge and skill in direct service delivery and evidence-based practices in human services and community justice interventions, policy and advocacy.

G. Development of interpersonal skills congruent with values and ethics of critically conscious human service professionals such as client rapport, conflict resolution, social justice, social action, anti-oppression and embracing diversity.

H. Administrative and leadership skills for service delivery systems including analysis of power, managing, supervision, planning and evaluation, grant and contract negotiation, legal and regulatory management, community development and organizing.

I. Understanding of human services values, attitudes and ethics and their appropriate application in practice to culture, ethnicity, race, class, gender, religion/spirituality, ability, sexual orientation, and other expressions of diversity. Belief that individuals, service systems and society can change.

J. Awareness of how societal conditions such as access, involvement, and equity as well as their own biases, values and interpersonal styles limit justice and affect people in diverse communities. Skills to reflect on professional self.

K. Integration of knowledge, theory, skills and professional behaviors in field experiences.

A Program Advisory Committee will ensure adherence to standards and support continual response to changing policies and trends in the human services field and greater public service community. The effectiveness of the programs response to student and community needs will show in measurement of student learning outcomes and assessment plans described in the proposal. Further, the program relies on faculty who are licensed in Mental Health Counseling, Social Work and Psychology and from departments such as Africana Studies, Anthropology, Counseling, Latin American and Latino/a Studies, Psychology, SEEK, and Sociology to provide excellence in multidisciplinary training. A major with such components is ideally suited for students planning to attend graduate school in the fields of social work, counseling and applied psychology where job opportunities are increasing due to the changing demographics of society.
D. Need and Justification

1. Relationship to the Mission of the College

John Jay is in a unique position to offer this major given its focus on educating for justice, which is the core feature of the College’s mission. This proposed major continues the college’s definition of justice beyond the criminal justice sphere by drawing on the expanded offerings in the liberal arts and creating new cutting edge curriculum toward restoring justice. Since we have a student body who is interested in public service careers, the current emphasis on delivering Human Services not only in large institutions, but increasingly in decentralized community settings, makes the program appropriate to student interests and the John Jay mission.

Moreover, with the very healthy workforce demand we see today for helping professionals and advocates, this major will prepare our students for growing employment prospects (Data are supplied below). In fact, the program will be one that aligns student motivation with faculty strength to impart educational value that meets “market” needs. The major will draw on new and existing courses from a variety of departments, taught by faculty who are both researchers and practitioners. Hence, the overall purpose of the program is to foster in students the skills, dispositions, and habits of mind they will need to excel immediately in entry-level roles or in graduate school. In either case, students are better equipped to pursue their own goals related to becoming effective and respected agents for good in their communities.

Many students who attend John Jay reside in areas of the city where it is likely they have witnessed and/or experienced the inequities of the human condition and the suffering of the most disadvantaged in their communities. As a consequence, the decision to attend John Jay is commonly based on the understanding of the College’s deep rooted mission of public service and educating for justice, coupled with the strong desire to work compassionately in the service of others upon graduation. Students frequently articulate the interest to develop the competencies required to return to their communities as professional helpers and are eager to develop effective intervention strategies that facilitate opportunity and support populations at-risk, underserved, and in need.

The proposed major, with its focus on human and public services, positions students as transformational change agents who are capable of acting in service, administrative (e.g., grant writing, program development) and management roles (e.g., social and community service manager, development director) in expanding fields such as healthcare, education, social services, labor, political and government offices, advocacy, international organizations and NGO’s, criminal justice, community justice and public safety related fields. In addition, the proposed major also prepares students interested in continuing their education in graduate and professional schools, specializing in direct human services such as counseling, community psychology, social work, and public health; in advocacy work such as community labor, human and political rights and in policy analysis, urban affairs and public administration.

2. Relationship to Existing CUNY Programs

John’s Jay’s Human Services and Community Justice program is unique in being the only program in the CUNY system to offer an emphasis on community justice. There are currently seven CUNY community colleges offering Associates Degrees in Human Services and New York City Tech offering the bachelors. The creation of this major would make John Jay College one of two CUNY institutions with a bachelor in human services and the only program with a multidisciplinary focus on justice.
New York City Tech offers a Bachelor of Science in Human Services program that consists of coursework in counseling skills, case management, group work practice, volunteerism, grants, research and services for specific populations. Students then select courses from one of three sequences: General, Administration, and Substance Abuse. Although these areas of study are integrated in the proposed major, the multidisciplinary perspectives and its focus on community justice throughout the curriculum are exclusively part of the major proposed. We are not only preparing human service providers, but community justice professionals as well.

3. Community of Practice Feedback

As a manifestation of best practices in conceptualizing new degree proposals the John Jay community solicits the perspectives of practitioners in the field. It is with these “communities of practice” that most graduates would be seeking employment and therefore our proposal is enriched by giving serious thought to their perspectives.

At the start of 2013, a working group composed of this proposal’s authors, the Dean of Undergraduate Studies and the Director of Academic Planning, assembled to plan an event to which professionals working at New York City human services and community-based advocacy organizations would be invited. The invitation, sent to more than fifty agency leaders, stated, “Your insights and knowledge about the field are invaluable and will help us develop a program that prepares our undergraduates with the knowledge, skills and abilities they will need to excel in their chosen professions. We are interested in hearing about your ideas, observations and experiences.”

The “Human Services and Community Justice – Communities of Practice” event was held on March 7th, 2013. Although inclement weather affected turnout, the ten visitors who braved the snow arrived amply prepared to share their insights. Among the organizations represented at the meeting was The Center for Court, the Correctional Association of New York, Institute for Contemporary Psychotherapy, and Palladia.

What We Learned

Break-out groups were asked to discuss the skills, knowledge, and personal/professional dispositions they would like to see in John Jay students graduating with the proposed degree. Some of the desired qualities in graduates identified were as follows: They should be knowledgeable about the theory and the practice of human services including a mastery of data with an understanding of demographic and budgetary data analysis. They should also have a good working knowledge of the structure of the health care system and some understanding of the links between the various components of the health care system.

Complementing this substantive knowledge basis would be the ability to think critically and to communicate effectively in both written and oral forms. Graduates should have the requisite personal skills such as self-awareness, empathy, both passionate and dispassionate thinking and strong ethical values. Given the culturally diverse nature of American society there is the expectation that these graduates would have culturally informed interpersonal and analytic skills.

It was strongly stated that the ideal graduate should experience working in human services as a calling rather than simply a career choice. As such, he or she should demonstrate basic dispositional states of empathy and persistence.

In response to what we learned the curriculum design incorporates the feedback in a
number of ways. First, the foundation core integrating human services and community justice courses provides extensive theory and practice knowledge not only in human systems, but also ample opportunities for the development of critical thinking skills. Second, quantitative math prerequisites along with research and evaluation classes provide education in the use and application of data. Third, students will gain culturally informed interpersonal skills with classes in advanced interpersonal skills and culture, direct service and community practice training in the foundation core. Lastly, field learning experiences are available to students in five of the six core courses along with the two-semester field experience upon reaching academic standing as a junior.

4. Employment and Educational Trends

Human Services careers, which include clusters of occupations found within the described category of "community and social service employment", is expected to be "very favorable" as the number of human services workers are projected to grow "faster than average" for all occupations through 2024 (Bureau of Labor Statistics, 2015). The rationale for this anticipated job growth is attributed to the mounting and intensifying need for services to help address problems related to: mental illness, poverty, developmental disabilities, substance abuse, domestic violence, child abuse, and a host of other psycho-social-economic issues impacting contemporary society. The escalating need for childcare, elder home care and senior citizen services will further bolster the overall projected job growth in the Human Services field. There also is a documented trend of deinstitutionalization leaving many who are chronically ill, especially those adjudicated in the criminal justice system, left to their own devices and in desperate need of community support services. Given prison overcrowding, budgetary considerations, and doubts about the effectiveness of programs for those incarcerated, sentencing guidelines have become increasingly flexible, favoring alternative to prison sentencing programs rather than prison time. This shift has increased the need of community-based social service treatment programs and human service professionals trained to provide assistance and support for these targeted populations.

When considering the employment prospects of program graduates we must bear in mind the distinction between Human Services professionals who, at the bachelor's level, usually find employment in general helping careers that involve more administrative support functions, verses clinical career paths that involve direct client care and the requisite of advanced educational training (these paths are, of course, not strictly parallel, for senior clinicians often move into managerial and even executive roles at some point in their careers). For both paths, one's level of educational attainment makes significant difference and our program is but one rung in a ladder that leads to opportunities beyond those for which our degree directly prepares our students. That said, the HSCJ major prepares students for a variety of entry level employment possibilities and also provides students with an informed sense of the career tracks in mental health counseling and social work which require advanced education. Graduates of the HSCJ program will be ideally prepared to transition to these advanced degrees upon graduation.

The U.S. Department Labor, Bureau of Labor Statistics’ “Occupational Outlook Handbook” (BLS OOH) is an indispensable resource for predicting segments of the labor market and projecting employment trends. The BLS OOH provides detailed information on job duties, education and training requirements, earnings, and career outlook for various occupations. It also includes valuable data on the employment projections for different fields, which can help guide students in making informed decisions about their career paths.


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7 Ibid. p.3

8 Ibid. p.3

market conditions that our graduates will encounter in the job market. Nationally, for administrative and support positions, the news is promising as the OOH forecasts that for Social and Human Service Assistants, growth from 2014 to 2024 will be “faster than the average for all occupations” at 11%. Growth in this sector is expected given the growing elderly population and rising demand for human services professionals needed to work within alternative to sentencing programs where individuals can reside and receive psycho-social-educational treatment. It should be noted, however, that by BLS categorization, although it may be preferred, this job area may not require a bachelor’s degree at the entry level. Our graduates might also note the forecast for Social and Community Service Managers for which a bachelor’s degree is required. For these jobs, the prospects are encouraging with a projected growth of 10% between 2014 and 2024. Employment in community and social service agencies targeting services for the elderly will be most favorable. In addition, strong employment growth is projected for those who seek treatment for their addictions and the trend to place offenders in alternative to sentencing treatment programs will continue its growing pattern. Case managers who direct, supervise and seek employment within this career sector will be in high demand. Some HSCJ graduates may also begin their careers in criminal justice related positions that qualify as management-level, such as Correction Treatment Counselors, Probation officers, Pre-trial Service Officers, Parole Officers while others will be prepared for entry-level roles in the vast number of social service agencies that track to management positions, making forecast for this second category very relevant to student career planning.

Nationally, for clinical career paths, the forecast across a number of relevant job categories are very positive. It is our experience and continued expectation that many of our graduates aspire to be social workers (with the understanding that pursuit of an MSW degree will be a precondition of advancement at many organizations). According to the BLS OOH, employment of social workers is projected to grow 12% between 2014 and 2024. This 12% rate of increase is “faster than average for all occupations.” Employment growth will be driven by increased demand for health care and social services, particularly as they relate to child, family and school services. Another relevant clinical specialization is Substance Abuse and Behavioral Disorder Counselors. The projected growth in this category is “much faster than the average for all occupations at a remarkable 22% as addiction and mental health counseling services are increasingly provided by local treatment centers as an alternative to incarceration. A similar trend is noted in the need for “mental health and family therapists,” which anticipates a growth of 20% through a similar time period. Growth in both occupations is expected as more people will have access to mental health services covered by insurance as a result of federal health insurance reform. It is important to note, that the Bureau of Labor Statistics projected the national average of employment growth for “all” professions during this period as only 7%; giving rise to human service careers as a viable and attractive employment option.

In terms of location, New York, home to the nation’s largest work force, as well as, the nation’s largest employer base, remains an excellent venue for employment in the field of Human Services. According to the New York State Department of Labor (NYSDOL), Division of Research and Statistics, New York ranks fifth among all states in terms of projected employment growth (2010-2024) with the NYC metropolitan area described as its strongest

10 Ibid. p13
11 Ibid. p3
12 http://www.labor.ny.gov/stats/index.shtm
growth sector. Within the above-mentioned clusters of occupations the New York State Department of Labor forecasts an average growth rate of 15% in the decade between 2010 and 2024, with the most robust growth located in the areas of delivering services for individuals participating in treatment for substance abuse and behavioral mental health programs.

As the need to provide an array of services to the most racially, socially and economically underserved continues to rise, the demand for trained and certified human services professionals is expected to significantly increase. In efforts to ensure that individuals and communities receive professional and competent care, the field of Human Services has been rapidly professionalizing. This trend is supported by the increasing number of higher education programs in Human Services that are being offered nationwide and further validated by the existence of professional organizations, accrediting bodies and refereed journals devoted to this emerging field of study.

With the evolution of this trend in professionalization come increasing practice regulations. There are now national standards for Human Services Education and a discipline accrediting body for degree programs in this field of study (CSHSE, Council for Standards in Human Services Education.) The CSHSE, first formed in 1976, has received notification, effective January 2014, granting recognition from the Council for Higher Education Accreditation (CHEA) for their efforts to ensure the quality, consistency and relevance of Human Services education through a research-based standards and peer-reviewed accreditation process.

One particular education trend worth noting is the professional certification now available (HS-BCP Human Service Board Certified Practitioner) for students and professionals who desire to elevate their competency and reputation in the Human Services field. It would be a logical extension to presume the likelihood that in the near future many social service and community agencies will mandate having the Human Services Board Certified Practitioners Certification (HS-BCP) as a requisite for those they employ as human service workers. To these ends, becoming an accredited Human Services program as planned for this major, creates credentialing advantages as current CSHSE board regulations permit students attending accredited programs to sit for the HS-BCP exam in their senior year, making them job placement ready upon graduation and poised for competitive graduate school admission. Additionally, there exist scholarships, honorary societies and other professional affiliations for students to participate in while enrolled in an accredited program. Naturally, students will seek to attend only those academic programs credentialed to certify them as human services practitioners (HS-BCP). Having our Human Services degree program accredited as planned will situate our college in the forefront of this educational shift.

The College is currently establishing an articulation agreement with Guttman Community College and pursuing another with Bronx Community College, to connect their A.S. in Human Services to the proposed B.S. in Human Services and Community Justice. Additional articulation agreements with CUNY, SUNY, and nearby institutions in New Jersey will also be pursued. Please refer to Appendix J for our first Articulation Agreement.

E. Student Interest and Enrollment

1. Interest/Demand

Educational programs such as the proposed major in Human Services and Community
Justice are consistent with the U.S. Department of Education (USDOE, 2015) instructional program classifications of Human Services and Community Organization and Advocacy. These titles fit under the broader category of Public Administration and Social Service Professions, which are defined as “instructional programs that prepare individuals to analyze, manage, and deliver public programs and services.” On a national level enrollment in degree-granting institutions for these professions is steadily increasing. In fact, from 2000-01 to 2010-11, public administration and social service degrees conferred increased 13 percent. Among the 32 USDOE fields of study Public Administration and Social Service Professions are the 15th highest number of bachelor's degrees conferred by postsecondary institutions. Moreover, according to the Digest of Education Statistics 2013, tables 321.10 and 322.10, between the academic year 2001–02 to 2011–12, the number of associate's degrees awarded in administration and social services more than doubled (175 percent, from 3,300 to 9,100), while the number of bachelor's degrees awarded increased more than four and a half times (from 5,400 to 26,700).

According to the College Factual list of fastest growing majors over the past five years, Behavioral Science majors broadly defined to train individuals to work in or prepare for graduate education in the counseling, human service or social work fields have shown an 89% growth rate from 2008-2013. This surpasses the growth of health and medical care majors (31%) and Homeland Security and Emergency preparedness degrees (26%) (Stockwell, 2015).

2. Enrollment in John Jay’s Minor in Human Services and Projected Enrollment

The number of students electing the College's current human services minor launched in 2010 by the Department of Counseling with 64 students nearly tripled over the last six years. During the fall of 2016, 183 students were enrolled in the human services minor. The College estimates that our major will appeal to a broad audience of students transferring into John Jay from other CUNY community colleges and the appropriate fit to and popularity of our institutional mission will result in strong high school pipelines. We have modestly projected an enrollment of 300 students by year five of offering the program.

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13 https://nces.ed.gov/ipeds/cipcode/searchresults.aspx?y=55&aw=human%2cservices&sw=1%2c2%2c3&ct=1%2c2%2c3&ca=1%2c2%5%2c3%2c4

14 Ibid. p16

15 http://college.usatoday.com/2015/01/26/behavioral-science-tops-list-of-fastest-growing-majors-of-the-past-5-years/
Table 1: Projected Enrollment, *Human Services and Community Justice, Years 1-5*

<table>
<thead>
<tr>
<th>Student Enrollment</th>
<th>YEAR I</th>
<th>YEAR II</th>
<th>YEAR III</th>
<th>YEAR IV</th>
<th>YEAR V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td>30</td>
<td>25</td>
<td>50</td>
<td>43</td>
<td>75</td>
</tr>
<tr>
<td>Part Time Students</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Sub-totals</td>
<td>40</td>
<td>30</td>
<td>65</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td>Totals</td>
<td>70</td>
<td>120</td>
<td>193</td>
<td>250</td>
<td>301</td>
</tr>
</tbody>
</table>

*Please note: These projections consider John Jay’s 77.6% one-year retention rate (based on most recent data available from the fall 2014 entering class). Additionally, in the first three years of the major, additional existing students are expected to transfer from an existing major into the new Human Service and Community Justice major. In the fifth year, graduates from the program are considered in the projections at a 20.8% rate, which is our average graduation rate over the five most recent years (fall 2010 cohort).*

**Student Survey**

Our students will find this major especially attractive as it develops professionals with a desire to specialize in creating equitable and accountable, community oriented human service practice, research, policy, advocacy and administrative work.

To get a sense of student interest in this major, an online survey was administered in Spring 2014 to students across disciplines and departments. Below are the results of the survey we conducted among 229 current John Jay students.

(N=229)

1. Nearly ninety-four percent (N=212) believe that JJC should offer a major that equips students to become advocates for community justice.
2. Ninety percent of students (N=206) are interested in being a helping professional.
3. Eighty-four percent (N=191) are interested in studying justice issues in their community.
4. Nearly eighty percent (N=182) indicated that doing research and applying classroom knowledge to address community issues in their community was of interest.
5. Seventy-one percent (N=162) are interested in studying policy and how it affects their community.
6. Slightly more than half (54.6%, N=125) are interested in majoring in Human Services and Community Justice.
Students' Stated Interests

- Interested in majoring in Human Services and Community Justice (N=125)
- Interested in studying policy and how it affects their community (N=162)
- Interested in studying justice issues in their community (N=191)
- Interested in being in a helping professional (N=206)
- Believe that JJC should offer a major that equips students to become advocates for community justice (N=212)
- Interested in applying classroom knowledge to address community issues in their community (N=182)
Students Interested in HSCJ Major By Academic Status

- Sophomores (N=82): 36.30%
- Seniors (N=62): 27.40%
- Juniors (N=57): 25.30%
- Freshmen (N=25): 11.10%

Those Interested in Majoring in Human Services and Community Justice by Current Major

- B.A. Forensic Psychology N=71
- B.A. Criminal Justice (Research & Policy Analysis) N=28
- B.S. Criminal Justice (Int'l Theory & Practice) N=26
- B.A. Political Science N=19
- Other Category

<table>
<thead>
<tr>
<th>Major</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminology</td>
<td>5.3%</td>
</tr>
<tr>
<td>International Criminal Justice</td>
<td>4.4%</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>3.5%</td>
</tr>
<tr>
<td>Humanities and Justice</td>
<td>3.5%</td>
</tr>
<tr>
<td>English</td>
<td>3.1%</td>
</tr>
<tr>
<td>Law and Society</td>
<td>3.1%</td>
</tr>
<tr>
<td>Culture and Deviance Studies</td>
<td>1.3%</td>
</tr>
<tr>
<td>Economics</td>
<td>1.3%</td>
</tr>
<tr>
<td>Police Studies</td>
<td>1.3%</td>
</tr>
</tbody>
</table>
Respondents' Minors

a. 29.1% indicted they minored in human services.
b. about 7% minored in English and law, respectively.
c. about 5% minored in counseling.
d. slightly more than 4% minored in political science and psychology, respectively.
e. less than 4% minored in dispute resolution, history, or philosophy, respectively.
f. less than 3% minored in gender studies and health and physical education minor, respectively.
g. less than 2% minored in addiction studies, Africana studies, theatre, police studies, or writing, respectively.
h. less than 1% minored in anthropology, art, computer science, corrections, film studies, economics, humanities and justice, math, music, sociology, Spanish, or human rights studies, respectively.

3. Admissions Requirements

All entering freshmen applicants at John Jay College of Criminal Justice are considered for admission based on their high school academic average, academic units, SAT or ACT scores, and/or GED scores. A diploma from an accredited high school, an equivalency diploma, or a diploma from a United States Armed Forces Institute is required for entrance to the College. A high school certificate or an Individualized Education Program (IEP) diploma is not acceptable. Transfer students must meet the transfer admissions requirements of the college. No special admissions requirements are required of this program.

F. Curriculum

1. Human Services & Community Justice Overview

The HSCJ major is a 48-credit course of study with the purpose of training students in the theory and practice of human services to be: self-reflective, ethical, competent, and compassionate practitioners; culturally and critically conscious researchers and evaluators; and, fierce advocates, policy makers, and administrators of community justice, who serve others with integrity, accountability, and for the common good. As such, the mission is to assist bachelor students in learning the knowledge, theory, skills, values and practice of human services in the interest of educating for justice. To that end, the goals of the program based on NOHS Ethics and CSHSE National Standards emphasize human services and community justice foundations, research and evaluation methods, diverse human systems, justice, advocacy, policy, and, administration electives, field experiences, and a capstone. Specifically, the major provides students with pre-requisites and a foundation core (24 credits) of human services skills, values and practices and introduces students to community studies, community development practices, and alternative justice practices at the community level. In five or the six core courses, students will participate in field experiences (e.g. field observation, class-based projects) that provide 50 hours of the 350 hours of field experience required. Students then take research and evaluation
methods requirements (6 credits) and are given the chance to pursue their own interests through a variety of electives in the areas of diverse human systems and interventions, justice in human services, and advocacy, policy and administration (9 credits). To meet the remaining 300 hours of field experience required (6 credits), students will select from field experiences where they are assigned to an approved organization. The major culminates with a senior capstone course including a cumulative portfolio (3 credits). We locate the signature quality of this human services program in attention to the themes of justice in general and community justice in particular, highlighted by courses throughout the curriculum.

All students must first complete the Required Foundation Core courses. Five of the Core courses have a 10-hour direct service component, totaling 50 hours upon the completion of the foundational level courses. At the 100 level, students must take CHS 150 “Foundations of Human Services Counseling,” which explores the basic knowledge, and skills needed in providing direct service and interventions; and examines values and attitudes that promote understanding of human services ethics and their application to practice. In addition, they take AFR 1XX “Introduction to Community Justice in Human Systems,” which provides an overview of the historical development of the human services profession, community practices, and the ways to meet human needs through the promotion of justice. At the 200 level, students are required to take “AFR 227 Community-Based Approaches to Justice”. This course introduces students to community studies and establishes a common understanding of critical concepts such a community, social capital, neighborhood effects, asset mapping, political economy, community economics, mediation, community courts, and restorative justice. The next course, CHS 230 “Culture, Direct Services and Community Practice”, will provide the knowledge and skills needed to deliver appropriate interventions and direct services from a cultural competence, social justice based framework. The course will provide students the opportunity to recognize how societal conditions such as access, involvement and equity; as well as personal biases, values, and interpersonal styles; limit justice and affect people in diverse communities. CHS 235 “Theories of Assessment and Intervention”, provides knowledge and skill development in systematic analysis of services needed; planning, strategies, and implementing appropriate services to address issues within communities. Lastly, CHS 310 “Advanced Interpersonal Counseling Skills” will build upon the introduction to basic counseling skills development presented in the Foundations of Human Services Counseling course (CHS 150). Major emphasis is placed on examining assumptions about helping, building advanced observational and communication skills, and facilitating various helping techniques, for both individual and group work. Students will have the opportunity to learn and practice these skills in a variety of role-plays, experiential exercises and group discussion.

The proposed HSCJ major emphasizes the acquisition of research, planning and evaluation skills. Thus, students will take two 300-level courses in Part II. AFR 3XX “Research Methods in Community Justice and Human Systems” will examine major concepts of empirical research, including the formulation of research questions, literature review, research design, sampling, definition and measurement of variables, quantitative and qualitative research and instrument construction. Emphasis is placed on developing strong research and writing skills; and on the use of research to inform practice. CHS 3XX “Program Planning, Development, and Evaluation will provide students the opportunity to design a plan to implement and evaluate a human services project that would address a community-level need.

The program provides nine credits of elective choices in Part III. Offerings include three categories organized around themes: diverse human systems and interventions, justice in human services, and policy, advocacy and administration. The electives include liberal arts courses and relevant disciplines from Anthropology, Africana Studies, Counseling, Gender Studies, Latino/a Studies, Public Administration, Psychology, and Sociology to provide broader perspectives.

Students will complete a minimum of 350 hours of field experience as required by the
Council for Standards in Human Services Education (CSHSE). They will complete 50 hours of field work learning in the Foundation Core. To complete the other required 300 hours of fieldwork; students can select two courses from the ones suggested, an approved internship, a study abroad course, an approved field experience project or a combination of these in order to meet the field experience requirement.

To conclude the major, students will present a summative capstone portfolio documenting the integration of theory and practical experience in CHS 4XX “Senior Seminar in Human Services & Community Justice.” A section of the portfolio will include a reflective piece on their field experiences and a community project proposal. By their senior year, students will be able to integrate and synthesize in their portfolio the skills and knowledge acquired throughout the human services and community justice major.
B.S. in Human Services and Community Justice  Total credits: 48

PRE-REQUISITES: MAT 108 or higher; and ANT 101 or PSY 101 or SOC 101 (Subtotal: 6)

PART I.  Required Core  (Subtotal:18)
(Note: 50 hours of field experience included, 10 hrs./course except AFR 227)

CHS 150 Foundations of Human Services Counseling (now CSL 150)
AFR 1XX Introduction to Community Justice in Human Systems
AFR 227 Community Based Approaches to Justice
CHS 230 Culture, Direct Services & Community Practice (now CSL 230)
CHS 235 Theories of Assessment and Intervention (now CSL 235)
CHS 310 Advanced Interpersonal Counseling Skills (now CSL 210)

PART II.  Research Methods and Evaluation  (Subtotal: 6)

AFR 3XX Research Methods in Community Justice and Human Systems
CHS 3XX Program Planning, Development, and Evaluation

PART III. Electives  (Subtotal: 9)
Students choose three, one from each category.

Category A.  Human Systems and Interventions  (select one)

AFR 204 Religion, Terrorism and Violence in the Africana World
AFR 215 Police and Urban Communities
AFR 248 Men: Masculinities in the United States
AFR 250 The Political Economy of Racism
AFR/PSY 347 The Psychology of Oppression
ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective
CSL 130 Effective Parenting
CSL 227 Families: Stress, Resiliency and Support Systems
CSL 233 Multicultural Issues in Human Services
CSL 280 Selected Topics in Counseling & Human Services
CSL/PSY 342 Introduction to Counseling Psychology
LLS 241 Latina/os in the City
PSY 231 Developmental Psychology
SOC/PSY 202 The Family: Change, Challenges, and Crisis Intervention
SOC/PSY 213 Race and Ethnic Relations
SOC 227 Sociology of Mental Illness

Category B. Justice in Human Services  (select one)

AFR 229 Restorative Justice: Making Peace and Resolving Conflict
AFR 317 Environmental Racism
AFR 319 Self, Identity and Justice: Global Perspectives
AFR 320 Perspectives on Justice in the Africana World
ANT 330 American Cultural Pluralism and the Law
CSL 363 Vocational Development and Social Justice
LLS 322 Latino/a Struggles for Civil Rights and Social Justice
LLS 325 Latino/a Experiences of Criminal Justice
SOC 216 Probation and Parole: Theoretical and Practical Approaches
SOC 314 Theories of Social Order

Category C. Advocacy, Policy, and Administration (select one)

AFR 232 Institutional Racism
AFR 315 Practicing Community-Based Justice in the Africana World
AFR 322 Inequity and Wealth
ANT 208 Urban Anthropology
ANT 324 Anthropology of Work
CSL 220 Leadership
CSL 260 Gender and Work Life
GEN 205 Gender and Justice
PAD 380 Selective Topics in Public Administration
SOC 302 Social Problems
SOC 201 Urban Sociology
SOC 209 Sociology of Work and Jobs

PART IV. Field Experience (300 Hours Required) (Subtotal: 6)

1. Field Experience I (3 credits) – 150 Hours (select one)
   AFR 3XX Field Education in Community Organizing and Community Practice I
   CHS 3ZZ Field Education in Human Services I
   CHS (CSL) 311 Peer Counseling Practicum (currently CSL 211, revision)
   UGR 390 Practicum in Youth Justice (Pinkerton Fellowship)*

1. Field Experience II (3 credits) – 150 Hours (select one)
   AFR 3YY Field Education in Community Organizing and Community Practice II
   CHS (CSL) 381 Field Education in Human Services II

Students who take the Pinkerton Fellowship (6 cr.) can satisfy their field experience in one semester. For other types of field experience courses please consult with the Major Coordinator.

PART V. Senior Seminar/Capstone (Subtotal 3)

CHS 4XX Senior Seminar in Human Services and Community Justice

TOTAL CREDITS: 48
2. National Standards for Baccalaureate Degree in Human Services Education

This proposed major shares many of the core elements of traditional human services majors, building upon ethics from the National Organization for Human Services (NOHS) and standards adapted from the Council for Standards in Human Service Education (CSHSE).

The Council for Standards in Human Service Education is the accrediting body for human services degree programs. The purpose of the national standards is to assure that graduates of human services programs have the essential knowledge and skills of the profession. There are 21 standards in total. The Curriculum Standards are Standards 11-21. See Appendix G. for the National Standards for a Baccalaureate Degree in Human Service Education, 2013.

These standards were used to guide the planning, design, and development of the proposed degree program.

3. Other CUNY Programs Enrollment

Table 2: Enrollments in CUNY Human Services Programs, Fall 2015

<table>
<thead>
<tr>
<th>CUNY Community Colleges</th>
<th>Human Service Majors</th>
<th>Degree</th>
<th>Fall 2015 Total Enrollment</th>
<th>2014-2015 Total Graduates</th>
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</thead>
<tbody>
<tr>
<td>BMCC</td>
<td>Human Services</td>
<td>AS</td>
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<td>157</td>
</tr>
<tr>
<td>Bronx CC</td>
<td>Human Services</td>
<td>AAS</td>
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<td>Community Health</td>
<td>AS</td>
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<tr>
<td>Kingsborough CC</td>
<td>Mental Health and Human Services</td>
<td>AS</td>
<td>453</td>
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<tr>
<td>LaGuardia CC</td>
<td>Human Services: Gerontology</td>
<td>AA</td>
<td>68</td>
<td>7</td>
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<tr>
<td></td>
<td>Human Services: Mental Health</td>
<td>AA</td>
<td>346</td>
<td>73</td>
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<tr>
<td>Guttman CC</td>
<td>Human Services</td>
<td>AA</td>
<td>123</td>
<td>32</td>
</tr>
<tr>
<td>NYC College of Technology</td>
<td>Human Services</td>
<td>AAS</td>
<td>222</td>
<td>46</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>2,499</strong></td>
<td><strong>557</strong></td>
</tr>
</tbody>
</table>

| CUNY Senior Colleges    |                                       |        |                           |                           |
|-------------------------|                                       |        |                           |                           |
| NYC College of Technology| Human Services                        | BS     | 518                       | 117                       |
| **Total**               |                                       |        | **518**                   | **117**                   |

As indicated in Table 2, only one Bachelor's degree in Human Services exists within CUNY (New York City, College of Technology, which also houses an A.A.S. degree. Six other CUNY colleges have Human Services Associate degree program. These programs represent potential feeder opportunities for our program with BMCC hosting the largest number and Guttman Community College having the least number of A.S. degree students. The other schools have considerable enrollment numbers to support a robust transfer stream to John Jay College.

G. Faculty

As indicated by the Council for Standards in Human Services Education, historically “human services programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches” (CSHSE, 2013).

The proposed Human Services and Community Justice Major will be housed in and administered by the Department of Counseling. The Major Coordinator will be a full-time faculty member of the department who also chairs the Subcommittee for the Major (see paragraph below). The Major Coordinator will be responsible for organizing year round advisement, academic planning for students in both the major and the minor, course scheduling, faculty staffing in conjunction with other departments, registration administration (i.e. course substitutions, over-tallies, etc.—for courses in the program), overseeing assessment processes, developing outreach strategies for student recruitment into the major, coordinating representation at college-wide events such as Major and Minor Day, Open House, and New and Transfer Student Orientation. In addition to these duties, the coordinator also develops and manages information about the major on the department’s website, serves on the Council of Major Coordinators, and coordinates curriculum changes and strategic planning.

The five member curriculum committee for the Human Services and Community Justice Major is a subcommittee of the Department of Counseling's Curriculum Committee. The subcommittee will be responsible for strategic oversight of the curriculum for the HSCJ major, program assessment, field placement, and student academic planning and advisors. Members will also assume responsibility for assessment of courses offered through their departments and designating faculty for advisement from among all faculty participating in teaching courses for the major. The HSCJ curriculum subcommittee also provides strategic advisement to the major and supports the work of the Major Coordinator. The coordinator serves as chair and will convene regular meetings of no less than once each semester. Aside from the chair, the subcommittee will be comprised of 3 faculty members from the Department of Counseling, and 2 faculty members from Africana Studies. Selection of the committee members will be determined by their respective Departmental P & B committees.

Currently, there are six full-time faculty in the Department of Counseling. All of these faculty will offer courses that count toward the major in Human Services and Community Justice. In 2015, the workload assignment of faculty changed from faculty counselor status (providing a portion of workload as service hours in the Counseling Center) to full instructional staff with a 21 hour teaching load. Because the major builds upon the existing Human Service minor in the Department, minor readjustment in current teaching schedules will be needed to accommodate a normal rotation of required and elective courses for the major. To support the
community justice course offerings four full-time faculty in the Department of Africana Studies will teach in the major. These faculty will be supplemented by SEEK full-time faculty who will teach in the program in an adjunct capacity. The SEEK faculty bring a wealth of experience and expertise in the fields of social work, counseling and social service. There is also a veteran cadre of counseling staff members who teach regularly as adjunct faculty in counseling courses at the college. They will nimbly be able to serve in the Human Service and Community Justice program. Elective courses have been selected widely from other academic departments from their regular course offerings and are quite numerous. Not too many additional sections will be needed in these courses until enrollment numbers get over the 300 mark.

Some faculty members are steeped in theorizing about justice from multiple perspectives. Others have research interests and extensive experience in service and advocacy especially among communities that are inadequately served by human service and justice related institutions. All faculty from both departments have published in their respective areas of expertise and many are licensed professionals with considerable field experience in the relevant areas. Some areas of expertise among the faculty are as follows: Advocacy, Case Management, Clinical Psychology, Cultural Competence, Community and Police Relations, Community Justice, Criminal Justice, Crisis Intervention, Counseling Psychology, Environmental Justice, Gender Studies, Program Assessment, Program Management, Race and Ethnic Studies, Social Work, Sustainability Studies and Trauma Studies. Please refer to Appendix C. for a list of John Jay faculty who will teach courses in this proposed major and their areas of expertise and competencies.

H. Cost Assessment

1. Library and Instructional Materials

We consulted Maria Kiriakova, the Collection Development Librarian, and Maureen Richards, the Digital Resources Librarian - both in charge of library acquisitions. They informed us that they have adequate resources to support the proposed major and are especially strong in the electronic-based materials. The Library subscribes to over 100 databases with students having unlimited remote access to these databases and all electronic journals. In addition, the Library’s electronic serial holdings currently include over 40,000 serial titles, from major publishers including Elsevier, Sage, Wiley, Springer, and more. SFX/link resolving software connects full text to most database indexes, and federated searching software enables cross-database searching. Finally, the library’s reference collections include encyclopedias and dictionaries of social sciences in both electronic and print formats, including works from Oxford University Press and Gale. The existing courses in the proposed major already access the appropriate literature in the social sciences and major databases for courses drawing from Counseling, Psychology, Africana Studies, Latino Studies, Sociology, Public Administration, and Restorative Justice. In addition, the library has new video streaming capabilities relevant to the major, especially the acquisition of the series: "Counseling and Therapy," "Psychological Experiments," and "Kanopy." There may be a need for various acquisitions, especially new relevant journals on human services or community justice not in the CUNY library system. We estimate this to be an initial investment of $3000 and then $1000 for the next few years.

2. The Faculty

Because the Human Service and Community Justice Major is multidisciplinary, it builds
on current courses and will not require a shift in most faculty commitments or take faculty away from their current teaching. However, within a few years of offering the new major we anticipate an increased demand for its courses given the number of students in associate degree programs at other CUNY schools able to transfer to John Jay College. As such, we will encounter envisioned increases in Human Service and Community Justice enrollment in upper-level courses and realize the need for additional faculty for this program. The additional cost to mount this major in Human Services and Community Justice is for one new full-time faculty member (Assistant-Associate Professor; estimated annual salary $75,000) who is either a human services or community justice scholar to expand and strengthen the capacity for the new experiential learning courses and the field work emphasis of the major. Please refer to Appendix G for more information.

Given the multi-disciplinary nature of the major, field experience requirements and the potential for substantial transfer student enrollment, academic advising and fieldwork coordination will be important to student success. Having an academic advisor/major coordinator will be essential to the success of the program. This will involve two course releases for a full-time faculty major coordinator and will cost approximately $8,000 per year. Given the requirement of fieldwork coordination by the CSHSE National Standards, when a substantial threshold of enrollment is reached in approximately 3 years, there will be a need to hire a full-time staff member (HEO assistant-level) to coordinate the fieldwork portion of the program at a salary of approximately $45,000.

Students in the major will be advised by full-time faculty in the departments serving on the curriculum subcommittee. The college provides one course release for this function for majors with upper sophomore cohorts over 200. It is not anticipated that this expense will be necessary until after the first five years of the program.

I. Program Assessment

John Jay College has traditionally implemented a five-year cycle of curricular review of programs and majors. The Human Services and Community Justice Major coordinator and the faculty will take the necessary steps to assure the vitality of the curriculum of the major and gauge the performance of students in the major in relation to the learning outcomes of each course, and the major overall.

A. Program Learning Outcomes

A student graduating from John Jay who has majored in Human Services and Community Justice will have developed the knowledge base and competencies that are listed within the CSHSE National Standards. Please refer to Appendix O for more information.

B. Assessment Plan

At the beginning of every academic year, the Curriculum Subcommittee will develop and implement a plan for reviewing some aspect of the program's overall performance in preparing students to meet or exceed the program learning outcomes of the major. This review plan will be communicated to the entire faculty, and adopted by the faculty as a whole, by the middle of the fall semester.

The Curriculum Subcommittee, working with the major coordinator, will oversee the
carrying out of the review plan by year’s end. Each year’s review plan will focus on assessing the contribution of at least one of the core required courses in the major to the achievement of the program’s learning objectives. Measures as well as ‘target’ courses would be varied from year to year, so that, by the end of the fourth year, an assessment of the overall success of the major is generated.

The results of each year’s review process will be discussed by the faculty at a regularly scheduled faculty curriculum subcommittee meetings at the beginning of the next academic year, and decisions will be taken then about the need for and character of any adjustments in the curriculum and its implementation. The Curriculum Subcommittee will be charged with making any adjustments deemed necessary.

Moreover, to keep abreast of the changes in the field and need to modify the program and learning outcomes, the Curriculum Subcommittee and major coordinator will be informed by both the NOHS CSHSE. The Department of Counseling aims to apply for HSCJ major’s membership and accreditation from CSHSE soon after two years of the major’s launch. The accreditation application is extensive and involves a self-study of the program and site visit by CSHSE representatives to ensure the major’s compliance with national human service curriculum and program guidelines. One component of the self-study is “The Self-study Matrix”, which is a curriculum map of courses to CSHSE standards. Please refer to Appendix Q for a preliminary version of the Matrix. As CSHSE requires re-accreditation every five years, we will incorporate CSHSE’s self-study template in addition to John Jay College’s curriculum assessment protocol to ensure continual comprehensive internal program assessment.
Appendix A. Existing, New and Revised Course Descriptions

AFR 227: Introduction to Community-based Approaches to Justice
This course provides an introduction to community studies and the major components of community-based approaches to justice. The course first establishes a common understanding of critical concepts such as community, social capital, neighborhood effects, asset mapping, political economy, community economics, mediation, community courts, and restorative justice. In studying community institutions, organizations and practices, an interdisciplinary approach will be used that will draw on criminology, law, sociology, anthropology, political science, economics, family studies, international studies, Africana studies, and gender studies. Such an approach will provide students with the skills necessary to understand the interactions between and among factors such as race, ethnicity, and gender on the practice and the effectiveness of community development and community justice strategies.
Prerequisite: ENG 101, and AFR 123 or AFR 125

AFR 229: Restoring Justice: Making Peace and Resolving Conflict
This course will focus on examples of restorative justice from Africa and the Pacific Islands, a seldom-considered part of the African diaspora. To that end, this course will explore how an African philosophy of ubuntu (or humanity towards others) influences Africa’s notions of justice community and suffering. Comparisons will be drawn with traditional Western views of restorative justice. Unlike the traditional justice system found in the U.S. and in other parts of the world that focus on punishing criminal behavior restorative justice mirrors the way that disputes are settled in tribes - offenders make amends not only to victims but their communities.
Prerequisite: ENG 101 and sophomore standing or above

AFR 237: Institutional Racism
A critical examination of policies and informal practices of organizations and institutions and of laws and regulations that have adversely affected social and economic opportunities and outcomes for African-Americans. Forms, impacts and responses to racism in such areas as the design and implementation of social programs, the criminal justice system, education, employment and business.
Prerequisite: ENG 101 and one of the following: AFR 123, AFR 110, AFR 121, or SOC 101

AFR 315: Community-based Justice in Africana World
The purpose of the course is to engage students in the analysis of various community and alternative justice practices around the world, particularly among people of African heritage or of relevance to Africana peoples. This course examines the assumptions behind community justice and restorative justice theories and their applicability to the Africana world. The course focuses on relationships between struggles for justice and experimentation with alternative community-based justice strategies, particularly among people of color. Students will compare and analyze strategies and practices that have been used to establish meaningful justice and community wellbeing for groups who experience discrimination. Such practices include but are not limited
to: mediation, youth courts, circle sentencing, truth and reconciliation panels, victim-offender
reconciliation, and community conferences.

Prerequisite: ENG 201 and junior standing or above

AFR 317: Environmental Racism
This course reveals ways that environmental degradation and hazards disproportionately affect
people of color in the United States. Its purpose is to analyze theories of environmental racism,
and the impacts and implications of (intentionally and unintentionally) unjust environmental
practices, particularly on low-income African American, Latino, and indigenous communities.
Students will describe and analyze environmental problems, propose solutions, and examine
data about the environment and such environmental crises as lead poisoning, air pollution, and
the location of hazardous wastes in communities of color.

Prerequisite: ENG 201 and junior standing or above

AFR 322: Inequality and Wealth
This course analyzes racial wealth gaps and wealth inequality in the African diaspora, with a
focus on the United States. From an interdisciplinary approach, the course will explore the
growing and persistent wealth gap between various racial and ethnic groups and genders to
better understand inequality (historically and currently), and will assess the causes and
consequences of racial, ethnic, and gender differences in wealth and asset building. Students
will examine challenges with wealth data and recent trends, as well as the consequences of
asset poverty, particularly for people of African descent. Solutions and potential policy
responses to the persistent racial, ethnic and gender wealth disparities and asset poverty will be
evaluated.

Prerequisite: ENG 201, and SSC 325 or STA 250, and any one of the following: SOC 101,
ECO 101, AFR 123, AFR 125, or GEN 101

ANT 324: Anthropology of Work
In this course, students will explore the lived experience of labor from an anthropological
perspective and problems entailed in understanding the dynamics of work and labor. Topics
include: the increasing variety of labor processes; the impact of organizational change in the
workplace on work experience; the changing nature of labor markets, cross-culturally; and the
difficulties faced by organized labor in the light of the foregoing circumstances. The course
explores classical theories of work and labor and case studies drawn from global and local,
historical and contemporary, and advanced capitalist and newly industrialized/industrializing
contexts. It begins and ends with the human factor: What are people's lived experience of labor
in different geographic and cultural settings? In what ways are people the agents of change who
have actively transformed the work environments within which they are embedded?

Prerequisite: ENG 201, ANT 101

ANT 208: Urban Anthropology
Current topics and problems in urban studies will be addressed from an anthropological
perspective. The course examines cities as places where members of different groups come
together in both cooperation and conflict. Students will examine the way global processes and
local politics and culture have shaped and continue to transform the modern city. Students will
engage with case studies from a variety of urban environments, including some in the United States, and will focus on various topics such as class, power, ritual, migration, lifestyle, ethnic tensions and alliances, social movements, and the meanings of space and place.

**Prerequisite:** ENG 101

**ANT 330: American Cultural Pluralism and the Law**
Culturally different groups use law in the United States to assert their rights and to maintain their cultural autonomy. They may also avoid courts and solve disputes within their communities. This course examines, through legal and ethnographic cases, the ways in which culturally different groups interact with law in the United States. The groups studied may include Native Americans and Native Hawaiians, African Americans, Asian Americans, Mormons, Amish, Rastafarians, Hasidic Jews, Latinos, Gypsies, gays, women and the homeless.

**Prerequisite:** ENG 201

**ANT 332: Class, Race, Ethnicity and Gender in Anthropological Perspective**
This course examines the cultural constructions of race, ethnicity, class and gender to better understand the emergence and reproduction of social inequality and its implications for individuals, communities and nations. Through ethnographic and theoretical readings, students gain a deeper understanding of how each social category intersects with each of the others. The curriculum will examine the ideologies, practices, performances, and relations between class, race, ethnicity, and gender and the complex of their socio-cultural dynamics.

**Prerequisite** ENG 201, ANT 101

**CSL 260: Gender & Work Life (was Counseling in Gender & Work Life)**
In this interdisciplinary course, articles from a variety of disciplines including counseling, history, psychology, economics, sociology, gender studies, and organizational studies will be read to understand the changing roles and expectations of people at work in the U.S. Students will explore the meanings of gender, race, ethnicity, class, accessibility issues, and sexual orientation in human development. The course will address how formal and informal types of social control associated with these categories operate in career options and choice, and experiences in the workplace. Students will also explore what activities constitute work. For instance, can parenting or other forms of unpaid labor be considered a job?

**Prerequisite:** ENG 201

**CSL 227: Families: Stress, Resiliency and Support Systems**
This course will examine internal (e.g. separation, intimate partner violence, illness etc.), and external (e.g. immigration, economic distress, military deployment etc.) stressors that impact western world families. Students will learn to apply family stress theory, explore how families process stressors and examine the array of strategies employed to enhance family resilience and stability in the face of adversity. Additionally, students will survey various community support systems designed to assist families in need.

**Prerequisite:** ENG 101, CSL 150

**CSL 363: Vocational Development and Social Justice in Human Services**
The course introduces students to the field of career development within a human services context. Topics include the roles and functions of a career counselor; the role of work in society currently and historically; the impact of recession and unemployment on individuals, families and communities; current models of career choice and development; ethical and legal issues; professional development; and career assessment and program implementation. Students will create vocational genograms and take career assessments in order to explore their own career development, allowing for the integration of vocational theory with their own personal life experiences.

**Prerequisite:** ENG 201 and CSL 150

**GEN 205: Gender and Justice**
This course will examine assumptions about gender and sexuality and the ways that various institutions such as nation-states, transnational NGOs, religions, communities, and families reinforce and/or punish people who challenge these images. The course will also address the power held by governing institutions, particularly in the area of justice - social and criminal - and the ramifications this power holds for individuals and communities. Students taking this course will better understand the ways that gender, sexuality, class, and race interact with social institutions and norms throughout the world.

**Prerequisite:** ENG 201, and GEN 101 or ANT 210/PSY 210/SOC 210

**LLS 241: Latina/os & the City (was Puerto Rican Latina/o Exp in Urban U.S. Settings)**
This course seeks to analyze the sociological, economic, and political experiences of Latina/os in U.S. cities. Its emphasis is the study of legislation, policies and practice with regard Latina/o immigration/migration, settlement and integration. Areas of research and examination are education, welfare, housing, employment, church, political parties, movements, and the legal system.

**Prerequisite:** ENG 101, and sophomore standing or above or permission of the instructor

**LLS 325: Latina/o Experience of Criminal Justice**
This course analyzes the criminal justice system and its impact on the lives and communities of Latino/as and other groups in the United States. Particular emphasis is placed on Latino/as human and civil rights and the role that race, ethnicity, gender and class play in the criminal justice system. Interdisciplinary readings and class discussions center on issues such as the over-representation of Latino/as and racial minorities in the criminal justice system; law and police-community relations; racial profiling; stop and frisk policies; immigration status; detentions and deportations; Latino/a youth; media representations; gangs; and access to education and employment and the school-to-prison-pipeline.

**Prerequisite:** ENG 201 and junior standing or above

**PSY 202/SOC 202: The Family: Change, Challenges and Crisis Intervention**
This course will examine the family as a changing institution. Topics to be dealt with will include families throughout western history, families in different societies and cultures, maleness and femaleness, the nature of love, sexuality, being single and alone, dating and courtship, cohabitation, marriage, women and work roles, parenting, family stress and conflict, divorce and remarriage.
**Prerequisite:** ENG 101, SOC 101 and PSY 101

**PSY 213 / SOC 213: Race and Ethnic Relations**
An analysis of the problems and economic and social positions of minority groups in the United States. Power relationships among various public and private institutions, militant action organizations, service agency programs, etc., are explored in the light of their impact upon the administration of justice in slum communities, the role of minority group police officers, the community environment, and the people among whom law enforcement must operate. Interactions among historical and current social forces and institutions that influence group and individual behavior within urban ghetto communities are examined. New trends in inter-group relations, emergence of new minorities, and American groups competing for program funding and services in the urban environment.  
**Prerequisites:** ENG 101 and one of the following: SOC 101, PSY 101 or ANT 101

**PSY 231: Developmental Psychology**
This course provides an introduction to the scientific study of human development, with an emphasis on the social, cognitive, cultural and biological influences on development and on methods for studying development. Topics will include perceptual, motor, cognitive, social and emotional development from infancy to adolescence and emerging adulthood.  
**Prerequisite:** ENG 101 and PSY 101

**SOC 201: Urban Sociology: The Study of City Life**
Explores what the earliest cities were like, and how urban life has changed over the centuries; what forces guided the evolution of cities into centers of industry, commerce, finance, recreation, entertainment, higher education and media communications; why cities face problems of inadequate mass transit, congestion, housing decay, pollution, crime and fiscal bankruptcy; how city life shapes personalities and attitudes and influences lifestyles and life chances; what solutions have been proposed for urban problems; and how different everyday life will be in the city of the future.  
**Prerequisite:** ENG 101 and SOC 101

**SOC 209: Sociology of Work and Jobs**
Explores the importance of work as a major source of individual and group identity, income, lifestyle and influence; how people find jobs; why they choose a particular line of work; why they stay or leave; the different occupations; the pay, prestige, privileges, power and satisfactions they bring; the rise and development of trade unions and professional organizations; how most work has become routinized, impersonal, narrowly limited, yet highly specialized; and on-the-job problems of absence, turnover, boredom, sabotage and stealing.  
**Prerequisite:** ENG 101 and SOC 101

**SOC 216: Probation and Parole: Theoretical and Practical Approaches**
This course explores the history, evolution, and functions of probation departments and parole agencies as components of the criminal justice system. It examines the practice of "risk assessment," which relies on social science as a basis for predicting the behavior of convicted
persons while on probation (as an alternative to incarceration) as well as individuals released
from imprisonment on parole. The course also focuses on the problems of high rates of
revocations due to violations of the conditions imposed on probationers and parolees, and the
high rates of recidivism. By studying intermediate sanctions and parole, the course will grapple
with questions about the social reaction to crime as well as the challenges associated with
reentry into mainstream society after years of confinement in penal institutions.

**Prerequisite** ENG 101 and SOC 101

SOC 227: Sociology of Mental Illness
This course will explore how people create, respond to, define and conceptualize mental illness
using the theoretical and methodological tools of sociology. Students will review the history of
mental illness, explore cultural variability in defining the phenomenon, and analyze the many
theories of mental illness, including social constructionism.

**Prerequisite:** ENG 201, SOC 101

SOC 302: Social Problems
This course surveys how undesirable social conditions like poverty, inequality, racism, sexism,
corruption, pollution and overpopulation come to be defined or ignored as social problems. Reviews the wide variety of possible solutions to these social problems proposed by different interest groups and social movements.

**Prerequisite:** ENG 201, SOC 101, and junior standing or above

SOC 314: Theories of Social Order
This course explores the contributions of sociological theorists toward an understanding of the
conditions under which social orders are established, sustained, and/or transformed. Topics
include issues concerning the mechanisms and the roles of institutions of social control, and
political and economic power.

**Prerequisite:** ENG 201, SOC 101, and junior standing or above

**New & Revised Course Descriptions** (all courses 3 hours & 3 credits)

**AFR 1XX: Introduction to Community Justice in Human Systems** *(NEW)*
This course provides an overview of the human services profession, community practices, and
the variety of ways to meet human needs through promoting justice. Students study the
values, theories, skills, and techniques used in these fields to strengthen the capacity of formal
and informal systems of social support in order to focus on both the prevention and
remediation of problems, and the enhancement of quality of life among individuals and
communities. Students will explore human services and community approaches to justice
through the interplay of interdisciplinary course work, practical experience, and active learning
methods. Through self-understanding and values reflection, the course helps to prepare
students to become self-reflective, competent caregivers, community leaders, and change
makers, with the ethical and cultural competencies essential for human service practice in both
the public and private sectors.

**AFR 3XX: Research Methods in Community Justice and Human Systems** *(NEW)*
The twin goals of this course are to take these ideas and your existing familiarity with your
chosen subject and use them to build a feasible research project and research paper. This course will provide you with a working vocabulary and sets of analytical tools to understand a variety of research methods and to apply them to your research. Major concepts and the steps of empirical research are examined, including formulation of the research question, literature review, research design, sampling, definition and measurement of variables, quantitative and qualitative research, and instrument construction. Emphasis is placed on the use of empirical research to inform practice as well as on the development of knowledge from practice. The major goal is to enhance the student’s capacity to identify problems, interventions and reach valid and reliable conclusions about their practice through research.

AFR 3YY Field Education in Community Organizing and Community Practice I & II (NEW) - To be added

CHS 235 Theories of Assessment and Intervention (was CHS 235, pre-req revised)

This course presents the theories of assessment, intervention and evaluation that guide the human services profession. Students will learn the knowledge and skill set needed to identify the complexity of problems affecting marginalized communities, approaches for addressing these problems and methods for evaluating their effectiveness. This course will help students develop an analysis of the impact of oppression on individuals, families, communities, neighborhoods and institutions. Additionally, this course will introduce some of the latest literature on the theories and application of mindful practice in the helping professions.

CHS 230 Culture, Direct Services and Community Practice (was CSL 230, title & description revised)

This course presents the knowledge and skills needed to practice from a cultural competence, social justice and community-based framework in the human services. Students will learn the theories and practice of culturally relevant engagement and interventions involved in serving individuals and communities. Students will also learn to analyze how social systems and the worldviews of individual human service providers serve as both resources and barriers in the development of equitable services and practice. In order to do this, the course provides students the opportunity to increase their own awareness of themselves as sociocultural beings in the context of oppression, racism, marginalization, discrimination, socialization and praxis. Pre-requisites: ENG 101; AFR 1XX, CSL 150

CHS 3XX Program Planning, Development and Evaluation (NEW)

This course will provide students with a conceptual framework and a set of practical skills for understanding the design and effectiveness of human services programs. Students will gain knowledge in critically planning, implementing and evaluating programs in a range of human services and community-based settings. The course gives students an opportunity to design a plan to implement and evaluate a human services project that would address a community-level need. Pre-requisites: ENG 201 and CHS 235.

CHS 310 Advanced Interpersonal Counseling Skills (was CSL 210, revised title, description, & level) – to be added

CHS 311 Peer Counseling Practicum (was CSL 211, revised title, description & level)
CHS 3ZZ  Field Education in Human Services I (NEW) – to be added

CHS 381 Field Education in Human Services II (was CSL 381, revised title & description) -
To be added

CHS 4XX Senior Seminar in Human Services & Community Justice (NEW)
In this seminar, students will integrate and synthesize the skills and knowledge acquired throughout the human services major. They will present a summative capstone portfolio documenting the integration of theory and practical experience. A section of the portfolio will include a reflective piece on their field experiences and a community project proposal to address a need previously identified. Evidence of meeting program learning outcomes and Human Services National Standards will be included.
Prerequisites: ENG 201; AFR 3XX, CHS 3XX
Appendix B. New Course Syllabi – To be Added
Appendix C: NYSED Forms
### Task 1: Institution and Program Information

#### Institution Information

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<th>Institution Name:</th>
<th>John Jay College of Criminal Justice</th>
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<tr>
<td>Institution Code (6 digits):</td>
<td>333000</td>
</tr>
<tr>
<td>Institution Address:</td>
<td>524 W. 59th Street</td>
</tr>
<tr>
<td>City:</td>
<td>New York</td>
</tr>
<tr>
<td>State/Country:</td>
<td>NY</td>
</tr>
<tr>
<td>Zip:</td>
<td>10019</td>
</tr>
<tr>
<td>Regents Regions:</td>
<td>New York City Region</td>
</tr>
</tbody>
</table>

Specify campus(s) of the institution where program is offered, if other than the main campus: NA

Specify any other additional campus(s) where the program is offered besides the ones selected above: NA

If any courses will be offered off campus, indicate the location and number of courses and credits: NA

If the program will be registered jointly with another institution, please provide the partner institution's name: NA

#### Program Information for New Programs

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>Human Services and Community Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Award:</td>
<td>B.S.</td>
</tr>
</tbody>
</table>

(Please note: John Jay College also requests a separate NYSED program code for the CUNY Macaulay Honors College version of this program)

<table>
<thead>
<tr>
<th>HEGIS code:</th>
<th>2101.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Credits*:</td>
<td>120</td>
</tr>
</tbody>
</table>

---

1 CUNY and SUNY institutions: contact System Administration for proposal submission process.

June 2014
* If the program contains multiple options or concentrations that affect the number of program credits, list the total number of program credits required for each option:

| Option/Concentration Name: NA | Credits: NA |

If program is part of a dual degree program, provide the following information:

| Program Title: | NA |
| Degree Award: | |
| HEGIS code: | |

**Section III. Contact Information**

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Ms. Katherine Killoran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person:</td>
<td>Executive Academic Director, Office of Undergraduate Studies</td>
</tr>
<tr>
<td>Telephone</td>
<td>212-237-8263</td>
</tr>
<tr>
<td>Fax</td>
<td>NA</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:kkilloran@jjay.cuny.edu">kkilloran@jjay.cuny.edu</a></td>
</tr>
</tbody>
</table>
### Table 1a: Undergraduate Program Schedule

- **Indicate academic calendar type:** \_X\_ Semester \_Quarter \_Trimester \_Other (describe)
- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Use the table to show how a typical student may progress through the program; copy/expand the table as needed.**

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Check course classification(s)</th>
<th>Term: Spring 1</th>
<th>Check course classification(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Req Core: ENG 101 English Comp I</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Req Core: MAT 105 College Algebra</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Col Option: Justice Core First Year Seminar</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CHS 150 Found of Human Serv Counseling</td>
<td>3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Flex Core: Ind &amp; Soc: PSY 101 or SOC 101</td>
<td>3</td>
<td>X</td>
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<tr>
<td>Term credit total:</td>
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<td>15</td>
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<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Check course classification(s)</th>
<th>Term: Spring 2</th>
<th>Check course classification(s)</th>
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</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Flex Core: Scientific World</td>
<td>3</td>
<td>X</td>
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</tr>
<tr>
<td>Flex Core: World Cultures – For Lang 101</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: 6th Course – World Cultures</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CHS 230 Culture, Direct Serv &amp; Com Pract</td>
<td>3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>AFR 227 Com Based Approach Justice</td>
<td>3</td>
<td>X</td>
<td>X</td>
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<tr>
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<table>
<thead>
<tr>
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<th>Check course classification(s)</th>
<th>Term: Spring 3</th>
<th>Check course classification(s)</th>
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</thead>
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<tr>
<td>Course Number &amp; Title</td>
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<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Col Option: Justice Core 300-level</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td>Flex Core: Creative Expression</td>
<td>3</td>
<td>X</td>
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<tr>
<td>CHS 3YY Field Education in Hum Serv I</td>
<td>3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Part III-1: PSY/ SOC 202 The Family</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3</td>
<td>X</td>
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<tr>
<td>Term credit total:</td>
<td>15</td>
<td>15</td>
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<table>
<thead>
<tr>
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<th>Check course classification(s)</th>
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</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
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<tr>
<td>Pt III-3 SOC 302 Social Problems</td>
<td>3</td>
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<td>Elective or Minor</td>
<td>3</td>
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<td>X</td>
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<tr>
<td>Elective or Minor</td>
<td>3</td>
<td>X</td>
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</tr>
<tr>
<td>Elective or Minor</td>
<td>3</td>
<td>X</td>
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</tr>
<tr>
<td>Elective or Minor</td>
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<tr>
<td>Term credit total:</td>
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<td>12</td>
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</table>

**Program Totals:**

- **Credits: 120**
- **Liberal Arts & Sciences: 108**
- **Major: 48**
- **Elective & Other: 30**

**Cr:** credits  \_LAS: liberal arts & sciences \_Maj: major requirement \_New: new course \_Prerequisite(s): list prerequisite(s) for the noted courses
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams, Carlton Jama, Assoc. Prof. &amp; Chair, Dept. of Africana Studies</td>
<td>AFR 1XX Introduction to Community Justice in Human Systems</td>
<td>57%</td>
<td>BS, John Jay, CUNY; MA, City College, CUNY; PhD, The Graduate School &amp; Univ. Center, CUNY</td>
<td>NYS Licensed Clinical Psychologist; Cert. in Organizational Development, William Alanson White Institute, NYC; Scholarly publications in the field</td>
</tr>
<tr>
<td></td>
<td>AFR 248 Men: Masculinities in the United States</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>AFR 347 The Psychology of Oppression</td>
<td></td>
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<tr>
<td>Booker, Teresa, Asst. Prof., Dept. of Africana Studies</td>
<td>AFR 229 Restorative Justice: Making Peace &amp; Resolving Conflict</td>
<td>14%</td>
<td>BA UNC Charlotte; MA, MPhil, PhD, The Graduate School and University Center, CUNY</td>
<td>Scholarly publications in the field</td>
</tr>
<tr>
<td></td>
<td>AFR 3XX Field Education in Community Organizing and Community Practice I</td>
<td></td>
<td></td>
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<tr>
<td>Delucia, Robert, Prof., Dept. of Counseling</td>
<td>CHS 150 Foundations of Human Services Counseling</td>
<td>100%</td>
<td>BS, MS, Lehman CUNY; EdD Fairleigh Dickinson University</td>
<td>NYS Licensed Clinical Mental Health Counselor; NYS Licensed Clinical Marriage &amp; Family</td>
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<tr>
<td></td>
<td>CHS 3XX Field Education in Human Services I</td>
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<td></td>
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<tr>
<td></td>
<td>CHS 381 Field Experience in Human Services II</td>
<td></td>
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<tr>
<td>Endsley, Crystal Department of Africana Studies</td>
<td>AFR 1XX Introduction to Community Justice in Human Systems</td>
<td>14%</td>
<td>BFA, Old Dominion University; MEd, Pennsylvania State University; PhD, Pennsylvania State University</td>
<td>Scholarly publications in the field</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Department</td>
<td>Courses</td>
<td>Percentage</td>
</tr>
<tr>
<td>------</td>
<td>------------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Garot, Robert</td>
<td>Asst. Prof.</td>
<td>Dept. of Sociology</td>
<td>CHS 2XX Culture, Direct Service &amp; Community Practice</td>
<td>7%</td>
</tr>
</tbody>
</table>

AFR 227 Community-Based Approaches to Justice
AFR 229 Restorative Justice: Making Peace & Resolving Conflict
AFR 315 Community Best Practices in the Africana World
AFR 317 Environmental Racism
AFR 319 Self, Identity and Justice: Global Perspectives
AFR 3XX Field Education in Community Organizing and Community Practice I
AFR 3XX Field Education in Community Organizing and Community Practice II
AFR 3XX Research Methods in Community Justice and Human Systems
AFR 322 Inequality & Wealth
<table>
<thead>
<tr>
<th>Department</th>
<th>Course Code and Title</th>
<th>Percentage</th>
<th>Degree</th>
<th>Certification/Training</th>
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<tbody>
<tr>
<td>Counseling</td>
<td>CHS 150 Foundations of Human Services Counseling</td>
<td>100%</td>
<td>BS, EdM, Boston Univ.; PhD, Michigan State</td>
<td>Career Counseling Minor Coordinator, Human Services/Counseling</td>
</tr>
<tr>
<td>Counseling</td>
<td>CHS 230 Culture, Direct Service &amp; Community Practice</td>
<td>100%</td>
<td>BA, New York University; MSE, PhD, Fordham University</td>
<td>Chair, Department of Counseling NYS Licensed Mental Health Counselor Faculty Supervisor, Peer Counseling Training Program</td>
</tr>
<tr>
<td>Counseling</td>
<td>CHS 235 Theories of Assessment and Intervention</td>
<td></td>
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<tr>
<td>Counseling</td>
<td>CSL 220 Leadership</td>
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<tr>
<td>Counseling</td>
<td>CSL 342 Introduction to Counseling Psychology</td>
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<tr>
<td>Counseling</td>
<td>CSL 363 Work, Vocational Development &amp; Social Justice</td>
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<tr>
<td>Counseling</td>
<td>CHS 4XX Senior Seminar in Human Services &amp; Community Justice</td>
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<td>Counseling</td>
<td>CHS 2XX Culture, Direct Service &amp; Community Practice</td>
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<td>Counseling</td>
<td>CSL 130 Effective Parenting</td>
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<td>Counseling</td>
<td>CSL 280 Selected Topics in Counseling and Human Services</td>
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<tr>
<td>Counseling</td>
<td>CHS 150 Foundations of Human Services Counseling</td>
<td>100%</td>
<td>Morgan State, MA, Psych-Organizational; PhD, Teachers College, Columbia</td>
<td>Former Dir. Of JJ Counseling Center NYS Licensed Counseling Psychologist Board Certification in African-Centered/Black Psychology; Certificate in Transpersonal Breathwork &amp; Transpersonal Psychotherapy</td>
</tr>
<tr>
<td>Counseling</td>
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<td>Counseling</td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Courses</td>
<td>Degree</td>
<td>Specializations/Experiences</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Stavrianopoulos, Katherine, Assoc. Prof., Dept. of Counseling | CHS 150 Foundations of Human Services  
CHS 227 Family Stress, Resiliency and Support Systems  
CSL 280 Selected Topics in Counseling and Human Services | BA Hunter CUNY; MS, PhD, Fordham | NYS Licensed Mental Health Counselor  
NYS Licensed Psychologist  
Postdoctoral certificate in Couples and Family Therapy  
Certified Therapist & Supervisor in Emotionally Focused Therapy (EFT)  
Deputy Chair of Counseling Department |
| Velazquez-Torres, Nancy, Assoc. Prof. & Chair, SEEK Dept. | CHS 3XX Program Planning, Development, and Evaluation  
CHS 4XX Senior Seminar in Human Services and Community Justice | BA, Inter American Univ. of Puerto Rico; MS, Queens, CUNY; PhD, New Mexico State University | New York State ESL Teacher Certification  
Certified Professional Grant Writer by The Grant Institute  
Scholarly contributions and experience in Educational and Non-profit Program Management, grant writing, Developmental Education, Curriculum Design, Culturally Responsive Pedagogy, TESOL, Prior Learning Assessment and Learning Technologies |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beatty, Karen, Adjunct Assistant Professor Department of Counseling</td>
<td>CHS 150 Foundations of Human Service Counseling</td>
<td>MA, Montclair State University  Ph.D Union Graduate School</td>
<td>Licensed Mental Health Counselor  Responder, New York City Medical Reserve Corps</td>
</tr>
<tr>
<td>Franks, Cheryl, HEO Depart. of SEEK</td>
<td>CHS 2XX Culture, Direct Service &amp; Community Practice  CHS 3XX Field Education in Human Services  CHS 381 Field Education in Human Services II</td>
<td>BS, Ohio State University; MSSW, PhD, Columbia University</td>
<td>Licensed Social Worker</td>
</tr>
<tr>
<td>King-Toler, Erica, Asst. Prof., SEEK Dept.</td>
<td>CHS 2XX Culture, Direct Service &amp; Community Practice</td>
<td>BS, Hampton; MA, Med, PhD, Teachers College, Columbia</td>
<td>New York State Licensed Clinical Psychologist  Scholarly contributions in Women and work, Counseling the culturally different, Cultural competence in training educators, mental health providers and criminal justice professionals.</td>
</tr>
<tr>
<td>Maldonado, Joseph</td>
<td>CHS 230 Culture, Direct Service &amp; Community Practice  CSL 220 Leadership  CSL 233 Multicultural Issues in Human Services  CSL 342 Introduction to Counseling Psychology</td>
<td></td>
<td>Licensed Clinical Social Worker</td>
</tr>
<tr>
<td>Name</td>
<td>Courses</td>
<td>Education/Experience</td>
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<tr>
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</tr>
<tr>
<td>Shoot, Felice</td>
<td>CHS 150 Foundations of Human Services Counseling&lt;br&gt;CSL 233 Multicultural Issues in Human Services&lt;br&gt;CHS 235 Theories of Assessment and Intervention</td>
<td>M.A.T, Binghamton, SUNY M.Ed Hunter College, CUNY&lt;br&gt;Licensed Mental Health Counselor Certified School Counselor</td>
<td></td>
</tr>
<tr>
<td>Solis, Carmen, Assoc. Prof.</td>
<td>CHS 2XX Theories of Assessment and Intervention&lt;br&gt;CHS 3XX Program Planning, Development, and Evaluation</td>
<td>BA, MSW, Rutgers; DSW, Hunter Graduate School of Social Work, The Graduate School &amp; Univ. Center, CUNY&lt;br&gt;Scholarly work in Community/police relations, organizational culture in police and social service agencies, race and ethnic relations, human rights and social justice, racial identity development and policing and human trafficking.</td>
<td></td>
</tr>
<tr>
<td>Son, Monika, Lecturer</td>
<td>CHS 3XX Field Education in Human Services I</td>
<td>BA, MSEd, Fordham&lt;br&gt;PhD Developmental Psychology&lt;br&gt;CUNY Graduate Center&lt;br&gt;New York State Licensed Mental Health Counselor&lt;br&gt;Practice and Research of Student Success in Higher Education, Psychological Processes of Immigration and Identity, Mindfulness, Narrative and Life Story Research</td>
<td></td>
</tr>
<tr>
<td>Taylor-Leacock, Betty, Adjunct Lecturer</td>
<td>CSL 260 Gender and Work Life</td>
<td>BA, Temple University; MSEd, Professional Diploma, Fordham University&lt;br&gt;Licensed Mental Health Counselor&lt;br&gt;Implemented the Safe Zone Ally program</td>
<td></td>
</tr>
</tbody>
</table>
If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
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</thead>
</table>
| Assistant or Associate Professor | 2 | Ph.D./DSW degree in Social Work, Human Services, Counseling or related field; MSW from a CSWE accredited program; certification/license HS-BCP considered a plus | FT | 100% | • Foundations in Human Services  
  • Culture, Direct Services & Community Practice  
  • Theories of Assessment & Intervention  
  • Advanced Interpersonal Counseling Skills  
  • Field Education in Human Services  
  • Senior Seminar/Capstone in Human Services and Community Justice | Fall 2019 |
Appendix D. CUNY Financial Forms
Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 2017-18</th>
<th>Year 2 2018-19</th>
<th>Year 3 2019-20</th>
<th>Year 4 2020-21</th>
<th>Year 5 2021-22</th>
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</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$ -</td>
<td>$ 25,409.41</td>
<td>$ 106,200.00</td>
<td>$ 109,386.00</td>
<td>$ 112,666.87</td>
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<tr>
<td>Part Time Faculty</td>
<td>$ 16,447.38</td>
<td>$ 34,894.74</td>
<td>$ 44,922.02</td>
<td>$ 55,517.35</td>
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</tr>
<tr>
<td>Full Time Staff</td>
<td>$ -</td>
<td>$ 63,720.00</td>
<td>$ 65,631.60</td>
<td>$ 67,599.84</td>
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</tr>
<tr>
<td>Part Time Staff</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$ 3,000.00</td>
<td>$ 1,000.00</td>
<td>$ 1,000.00</td>
<td>$ 1,000.00</td>
<td>$ 1,000.00</td>
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<tr>
<td>Equipment</td>
<td>$ -</td>
<td>$ -</td>
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<td>$ -</td>
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</tr>
<tr>
<td>Laboratories</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>$ 5,000.00</td>
<td>$ 3,000.00</td>
<td>$ 3,000.00</td>
<td>$ 3,000.00</td>
<td>$ 3,000.00</td>
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<tr>
<td>Capital Expenditures</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<td>$ -</td>
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<tr>
<td>Other</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Total all</td>
<td>$ 24,447.38</td>
<td>$ 29,409.41</td>
<td>$ 208,814.74</td>
<td>$ 223,939.62</td>
<td>$ 239,784.06</td>
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Rate of inflation used is 3%
## Projected Revenue Related to the Proposed Program

<table>
<thead>
<tr>
<th>Revenues[1]</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year 2017-18</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year 2018-19</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year 2019-20</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year 2020-21</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Year 2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Revenue[3]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$173,449</td>
<td>$332,626</td>
<td>$562,613</td>
<td>$907,428</td>
<td>$1,037,720</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$206,524</td>
<td>$361,196</td>
<td>$560,822</td>
<td>$637,895</td>
<td>$772,660</td>
</tr>
<tr>
<td><strong>03. Total</strong></td>
<td>$206,524</td>
<td>$361,196</td>
<td>$560,822</td>
<td>$637,895</td>
<td>$772,660</td>
</tr>
<tr>
<td><strong>Other Revenue[7]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources &quot;</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>09. Total</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Grand Total[8]</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources§</td>
<td>$173,449</td>
<td>$332,626</td>
<td>$562,613</td>
<td>$907,428</td>
<td>$1,037,720</td>
</tr>
<tr>
<td>11. From New Sources “</td>
<td>$379,973</td>
<td>$693,822</td>
<td>$1,123,434</td>
<td>$1,545,324</td>
<td>$1,810,380</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$379,973</td>
<td>$693,822</td>
<td>$1,123,434</td>
<td>$1,545,324</td>
<td>$1,810,380</td>
</tr>
</tbody>
</table>

<sup>[1]</sup> Inflation rate used for projections is 3%.
<table>
<thead>
<tr>
<th>DIRECT OPERATING EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with &quot;net section needs&quot; based on enrollment (see &quot;Enroll &amp; Seat Need Projections&quot; tab)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (Asst. Prof. rank)</td>
<td></td>
<td></td>
<td>$75,000</td>
<td>$77,250</td>
<td>$79,567</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td></td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td></td>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>$0</td>
<td>$0</td>
<td>$31,200</td>
<td>$32,136</td>
<td>$33,100</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Full-Time Faculty on Program Expense Worksheet)</td>
<td>$0</td>
<td>$0</td>
<td>$106,200</td>
<td>$109,386</td>
<td>$112,667</td>
</tr>
</tbody>
</table>

**Part Time Faculty Actual Salaries**

- 1 course for adjunct faculty to replace FT Faculty to Coordinate Major - 1 course release per year (calculated at Asst Prof. Rank $73.53 x 45 hrs)
  - $3,308 $3,407 $3,509 $3,614 $3,722
- 1 course for adjunct faculty to replace FT faculty who provides advisement & assessment in the major - 1 course release per year (calculated at Asst Prof. Rank $73.53 x 45 hrs)
  - $3,308 $3,407 $3,509 $3,614 $3,722
- Adjunct faculty taught sections (Asst. Prof. Rank, $73.53 x 45 hrs), starting with 2 sections in yr 1, increasing by 2 each year
  - $6,616 $13,628 $21,055 $28,912 $37,220

**Part Time Faculty Actual Fringe Benefits (24.3%)**

- $3,215 $4,967 $6,822 $8,782 $10,853

**Total** (Links to Part-Time Faculty Program Expense Worksheet)

- $16,447 $25,409 $34,895 $44,922 $55,517
<table>
<thead>
<tr>
<th>Category</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base Salary (List Separately)</td>
<td>$45,000</td>
<td>$46,350</td>
<td>$47,740</td>
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<tr>
<td>Fringe Benefits (41.6%)</td>
<td>$0</td>
<td>$0</td>
<td>$18,720</td>
<td>$19,282</td>
<td>$19,860</td>
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<tr>
<td><strong>Total</strong> (Links to Full-Time Staff on Program Exp Worksheet)</td>
<td>$0</td>
<td>$0</td>
<td>$63,720</td>
<td>$65,632</td>
<td>$67,600</td>
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<tr>
<td><strong>PART-TIME STAFF</strong> (Do not include library staff in this section)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base Salary (List Separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Replacement Costs (Replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Graduate Assistants</td>
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<td></td>
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<tr>
<td>Student Hourly</td>
<td></td>
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<tr>
<td>Fringe Benefits (24.3%)</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td><strong>Total</strong> (Links to Part-Time Staff on Program Exp Worksheet)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>LIBRARY</strong></td>
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<tr>
<td>Library Resources</td>
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<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
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<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
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<td>$0</td>
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<td>Library Staff Part Time (List Separately)</td>
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<tr>
<td>Fringe Benefits (24.3%)</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<td><strong>Total</strong> (Links to Library on Program Exp Worksheet)</td>
<td>$3,000</td>
<td>$1,000</td>
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<td><strong>EQUIPMENT</strong></td>
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<tr>
<td>Computer Hardware</td>
<td></td>
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<tr>
<td>Office Furniture</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Other (Specify)</td>
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<tr>
<td><strong>Total</strong> (Links to Equipment on Program Exp Worksheet)</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td><strong>LABORATORIES</strong></td>
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<td>Laboratory Equipment</td>
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<td>$0</td>
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<td>----</td>
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<tr>
<td>Other (list separately)</td>
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<td><strong>TOTAL</strong> (Links to Laboratories on Program Exp Worksheet)</td>
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<td>$0</td>
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<table>
<thead>
<tr>
<th>SUPPLIES AND EXPENSES (OTPS)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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</thead>
<tbody>
<tr>
<td>Consultants and Honoraria</td>
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<tr>
<td>Office Supplies</td>
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<tr>
<td>Instructional Supplies</td>
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<tr>
<td>Faculty Development</td>
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<tr>
<td>Travel and Conferences</td>
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<tr>
<td>Membership Fees</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Advertising and Promotion</td>
<td>$5,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
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<tr>
<td>Accreditation</td>
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<td>Computer Software</td>
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<tr>
<td>Computer License Fees</td>
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<tr>
<td>Computer Repair and Maintenance</td>
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<td></td>
<td></td>
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<tr>
<td>Equipment Repair and Maintenance</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Total Supplies and OTPS Expenses</strong></td>
<td>$5,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
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</tbody>
</table>

(Links to Supplies on Program Exp Worksheet)

<table>
<thead>
<tr>
<th>CAPITAL EXPENDITURES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong> (Links to Capital Expenditures on Program Exp Worksheet)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

(Links to Capital Expenditures on Program Exp Worksheet)

| Other (list separately) |        |        |        |        |        |
| TOTAL (Links to Other on Program Exp Worksheet) | $0 | $0 | $0 | $0 | $0 |

Rate of inflation used is 3%
### The Five-Year Revenue Projections for Program

**SENIOR COLLEGE (UNDERGRADUATE) WORKSHEET**

**Year 1 = Fall 2017**

**EXISTING FULL-TIME STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;) - 95% of JJ students are NYS residents</td>
<td>24</td>
<td>41</td>
<td>68</td>
<td>108</td>
<td>116</td>
</tr>
<tr>
<td>Tuition Income (calculates 2% increase per year after Fall 2015)</td>
<td>$6,030</td>
<td>$6,330</td>
<td>$6,457</td>
<td>$6,586</td>
<td>$6,717</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$144,720</td>
<td>$259,530</td>
<td>$439,049</td>
<td>$711,259</td>
<td>$779,224</td>
</tr>
<tr>
<td><strong>Student Fees</strong> (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
<td>$144,720</td>
<td>$259,530</td>
<td>$439,049</td>
<td>$711,259</td>
<td>$779,224</td>
</tr>
</tbody>
</table>

**Tuition & Fees:**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td># of EXISTING FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;) - 5% of JJ students are from out of state</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td>17.25</td>
<td>17.25</td>
<td>17.25</td>
<td>17.25</td>
<td>17.25</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015)</td>
<td>$535</td>
<td>$560</td>
<td>$571</td>
<td>$583</td>
<td>$594</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$9,229</td>
<td>$19,320</td>
<td>$39,413</td>
<td>$50,251</td>
<td>$61,508</td>
</tr>
<tr>
<td><strong>Student Fees</strong> (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Out-of-State Tuition &amp; Fees</strong></td>
<td>$9,229</td>
<td>$19,320</td>
<td>$39,413</td>
<td>$50,251</td>
<td>$61,508</td>
</tr>
</tbody>
</table>

**TOTAL EXISTING FULL-TIME TUITION REVENUE** | $153,949 | $278,850 | $478,462 | $761,510 | $840,731 |

### EXISTING PART-TIME STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
</table>

The table continues with similar data for part-time students.
| Tuition & Fees: |  |  |  |  |  |
| # of EXISTING PART-TIME, In-State Students (linked from "Enroll & Seat Need Projections") | 5 | 11 | 20 | 34 | 45 |
| Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15) | 15 | 15 | 15 | 15 | 15 |
| Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015) | $260 | $275 | $281 | $286 | $292 |
| Total Tuition | $19,500 | $45,375 | $84,150 | $145,916 | $196,987 |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) |  |  |  |  |  |
| Total Fees | 0 | 1 | 1 | 2 | 2 |
| Total In-State Tuition & Fees | $19,500 | $45,376 | $84,151 | $145,918 | $196,989 |
| Tuition & Fees: |  |  |  |  |  |
| # of EXISTING PART-TIME Out of State Students (linked from "Enrollment and Seat Need Projections") | 0 | 1 | 0 | 0 | 0 |
| Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15) | 15 | 15 | 15 | 15 | 15 |
| Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015) | $535 | $560 | $571 | $583 | $594 |
| Total Tuition | $0 | $8,400 | $0 | $0 | $0 |
| Student Fees (enter ANNUAL program fees other than standard CUNY fees) |  |  |  |  |  |
| Total Fees | 0 | 0 | 0 | 0 | 0 |
| Total Out-of-State Tuition & Fees | $0 | $8,400 | $0 | $0 | $0 |
| TOTAL EXISTING PART TIME REVENUE | $19,500 | $53,776 | $84,151 | $145,918 | $196,989 |
| TOTAL EXISTING REVENUE (LINKS TO REVENUE SPREADSHEET ROW 5) | $173,449 | $332,626 | $562,613 | $907,428 | $1,037,720 |

NEW FULL-TIME STUDENTS | Year One | Year Two | Year Three | Year Four | Year Five |
Tuition & Fees:
<table>
<thead>
<tr>
<th># of NEW FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;) - 95% of JJ students are NYS residents</th>
<th>29</th>
<th>48</th>
<th>71</th>
<th>81</th>
<th>95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Income (Calculates 2% increase per year after Fall 2015)</td>
<td>$6,030</td>
<td>$6,330</td>
<td>$6,457</td>
<td>$6,586</td>
<td>$6,717</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$174,870</td>
<td>$303,840</td>
<td>$458,419</td>
<td>$533,444</td>
<td>$638,157</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$174,870</td>
<td>$303,840</td>
<td>$458,419</td>
<td>$533,444</td>
<td>$638,157</td>
</tr>
</tbody>
</table>

Tuition & Fees:

<table>
<thead>
<tr>
<th># of NEW FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;) - 5% of JJ students are from out of state</th>
<th>1</th>
<th>2</th>
<th>4</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td>17.25</td>
<td>17.25</td>
<td>17.25</td>
<td>17.25</td>
<td>17.25</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$535</td>
<td>$560</td>
<td>$571</td>
<td>$583</td>
<td>$594</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$9,229</td>
<td>$19,320</td>
<td>$39,413</td>
<td>$40,201</td>
<td>$51,256</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$9,229</td>
<td>$19,320</td>
<td>$39,413</td>
<td>$40,201</td>
<td>$51,256</td>
</tr>
</tbody>
</table>

TOTAL NEW FULL-TIME TUITION REVENUE | $184,099 | $323,160 | $497,831 | $573,645 | $689,414 |

NEW PART-TIME STUDENTS

<table>
<thead>
<tr>
<th># of NEW PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</th>
<th>10</th>
<th>14</th>
<th>24</th>
<th>24</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>8.625</td>
<td>8.625</td>
<td>8.625</td>
<td>8.625</td>
<td>8.625</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$260</td>
<td>$275</td>
<td>$281</td>
<td>$286</td>
<td>$292</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$22,425</td>
<td>$33,206</td>
<td>$58,064</td>
<td>$59,225</td>
<td>$72,995</td>
</tr>
</tbody>
</table>
### Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$22,425</td>
<td>$33,206</td>
<td>$58,064</td>
<td>$59,225</td>
<td>$72,995</td>
</tr>
</tbody>
</table>

### Tuition & Fees:

<table>
<thead>
<tr>
<th># of NEW PART-TIME, Out-of-State Students</th>
<th>0</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td>8.625</td>
<td>8.625</td>
<td>8.625</td>
<td>8.625</td>
<td>8.625</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition Income (Specify Rate per credit) calculates 2% increase per year</th>
<th>$535</th>
<th>$560</th>
<th>$571</th>
<th>$583</th>
<th>$594</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$4,830</td>
<td>$4,927</td>
<td>$5,025</td>
<td>$10,251</td>
</tr>
</tbody>
</table>

### Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$4,830</td>
<td>$4,927</td>
<td>$5,025</td>
<td>$10,251</td>
</tr>
</tbody>
</table>

**TOTAL NEW PART-TIME REVENUE**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$22,425</td>
<td>$33,206</td>
<td>$58,064</td>
<td>$59,225</td>
<td>$72,995</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$4,830</td>
<td>$4,927</td>
<td>$5,025</td>
<td>$10,251</td>
</tr>
</tbody>
</table>

**TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7)**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total New Revenue</td>
<td>$206,524</td>
<td>$361,196</td>
<td>$560,822</td>
<td>$637,895</td>
<td>$772,660</td>
</tr>
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</table>

### OTHER REVENUE

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Revenue From Existing Sources</td>
<td>(specify and explain)-</td>
<td>(specify and explain)-</td>
<td>(specify and explain)-</td>
<td>(specify and explain)-</td>
<td>(specify and explain)-</td>
</tr>
<tr>
<td>(LINKS TO REVENUE SPREADSHEET ROW 13)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Revenue New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(specify and explain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(LINKS TO REVENUE SPREADSHEET ROW 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

John Jay has a one-year retention rate of 77.6% based on entering class F14.

Enrollment projections assume a 4 year graduation rate of 20.8% which is our average graduation rate over the five most recent years.
### Projected Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>24</td>
<td>41</td>
<td>68</td>
<td>108</td>
<td>116</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Existing Full-time Total</strong></td>
<td>25</td>
<td>43</td>
<td>72</td>
<td>114</td>
<td>122</td>
</tr>
<tr>
<td><strong>Existing Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>5</td>
<td>11</td>
<td>20</td>
<td>34</td>
<td>45</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Existing Part-time Total</strong></td>
<td>5</td>
<td>12</td>
<td>21</td>
<td>36</td>
<td>47</td>
</tr>
<tr>
<td><strong>New Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>29</td>
<td>48</td>
<td>71</td>
<td>81</td>
<td>95</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>NEW Full-time Total</strong></td>
<td>30</td>
<td>50</td>
<td>75</td>
<td>85</td>
<td>100</td>
</tr>
<tr>
<td><strong>New Part-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>10</td>
<td>14</td>
<td>24</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>New Part-time Total</strong></td>
<td>10</td>
<td>15</td>
<td>25</td>
<td>25</td>
<td>31</td>
</tr>
</tbody>
</table>

### Section Seats per Student

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>7.75</td>
<td>7.75</td>
<td>7.75</td>
<td>7.75</td>
<td>7.75</td>
</tr>
<tr>
<td>New Courses</td>
<td>2.25</td>
<td>2.25</td>
<td>2.25</td>
<td>2.25</td>
<td>2.25</td>
</tr>
<tr>
<td><strong>Total (normally equals 10)</strong></td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

**NOTES:**

- **New** students are students who would not otherwise have be enrolled in your college if this program were not offered. The proposal text should explain the basis for this enrollment estimate.

- **Existing** students are students currently enrolled in another program at your college, or students who would have enrolled in another program at your college, had the new program not been established.
### Part-Time Students

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Existing Courses</strong></td>
<td>3.875</td>
<td>3.875</td>
<td>3.875</td>
<td>3.875</td>
<td>3.875</td>
</tr>
<tr>
<td><strong>New Courses</strong></td>
<td>1.125</td>
<td>1.125</td>
<td>1.125</td>
<td>1.125</td>
<td>1.125</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

*(normally equals 4-6)*

<table>
<thead>
<tr>
<th>Seat &amp; Section Needs</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change in Seat Need for Existing Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>(62)</td>
<td>(110)</td>
<td>(186)</td>
<td>(297)</td>
<td>(327)</td>
</tr>
<tr>
<td>New Courses</td>
<td>62</td>
<td>110</td>
<td>186</td>
<td>297</td>
<td>327</td>
</tr>
<tr>
<td><strong>Seat Need for New Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>271</td>
<td>446</td>
<td>678</td>
<td>756</td>
<td>895</td>
</tr>
<tr>
<td>New Courses</td>
<td>79</td>
<td>129</td>
<td>197</td>
<td>219</td>
<td>260</td>
</tr>
<tr>
<td><strong>Total Seat Need Change</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>209</td>
<td>335</td>
<td>493</td>
<td>459</td>
<td>568</td>
</tr>
<tr>
<td><strong>Avail. Seats in Existing Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Seat Need in Existing</td>
<td>209</td>
<td>335</td>
<td>493</td>
<td>459</td>
<td>568</td>
</tr>
<tr>
<td>New Courses</td>
<td>141</td>
<td>240</td>
<td>383</td>
<td>516</td>
<td>587</td>
</tr>
<tr>
<td><strong>All Courses</strong></td>
<td>350</td>
<td>575</td>
<td>875</td>
<td>975</td>
<td>1,155</td>
</tr>
<tr>
<td><strong>Average Seats per Section</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Existing Courses</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>New Courses</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

**Net New Section Need**

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing Courses</td>
<td>6.98</td>
<td>11.18</td>
<td>16.42</td>
<td>15.29</td>
<td>18.93</td>
</tr>
<tr>
<td>New Courses</td>
<td>4.69</td>
<td>7.99</td>
<td>12.75</td>
<td>17.21</td>
<td>19.58</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11.67</td>
<td>19.17</td>
<td>29.17</td>
<td>32.50</td>
<td>38.50</td>
</tr>
</tbody>
</table>
Appendix. E. Student Survey Questions

1. Would you be interested in being a helping professional?
2. Are you interested in studying justice issues in your community?
3. Would you be interested in doing research and applying your classroom knowledge to address justice issues in your community?
4. Are you interested in studying policy issues that affect your community?
5. Are you interested in being an advocate for community justice?
6. Would you consider majoring in Human Services and Community Justice?
7. How many earned credits do you have? Choose one box from the drop down menu.
8. What is your major?
9. Do you have a minor?
10. If yes, what is your minor? Choose one box from the drop down menu.
Appendix F. Other Human Services Programs

**New York City College of Technology**, AAS in Human Services & BS in Human Services
Accredited by the Council for Standards in Human Services Education.

**Curriculum Distinctness:**
- Completion of 20 hours of volunteer work and design a model of a volunteer program for human services.
- Professional internship requiring 200 hours a semester for two semesters.
- Utilization and delivery of advanced human services skills successfully in an approved community-based internship site, which includes an assessment of an agency, followed by an implementation of a change project.

**Special Courses:** Volunteerism, Women's Health Issues

**Cortland, State University of NY**, BS in Human Service Studies

**Curriculum Distinctness:**
- Interdisciplinary program designed for transfer students with the A.S., A.A., or A.A.S. in human services or chemical dependency.
- Courses in the following categories:
  - Research and Statistical Tools
  - Public Policy
  - Management and Administration
  - Theories of Human Interaction
  - Issues in Prejudice and Discrimination

**Special Courses:** Health Problems of the Underserved

**Touro College**, BS in Human Services

**Curriculum Distinctness:**
- Human Services Base (42 credits).
- Concentration (six to seven courses, or at least 21 credits).
- Seniors with a GPA of 3.0 or above who are interested in mental health counseling can earn twelve (12) graduate credits toward the Master of Science degree in Mental Health Counseling while pursuing a Bachelor of Science degree in Human Services.
- Human Services Field Project
- Six areas of specialization: Addiction Services, Adult and Family Services, Child and Youth Services, Developmental Disabilities, Gerontological Services, Human Service Administration
**Special Courses:** Survey of Community Needs & Resources, The Family in the Urban Setting, The Minority Elderly

**Northeastern University, Boston:** BA in Human Services, BS in Human Services, BS in Human Services and American Sign Language, BA Human Services and International Affairs, BS in Human Services & Criminal Justice.

**Curriculum Distinctness:**
- Extensive experiential learning opportunities and focus on social change.
- Through service-learning, co-op & internship program, students are prepared to work in various capacities including: direct service, counseling organizational development, political advocacy, community development, and nonprofit management.
- All Human Services majors are required to complete a one-semester internship in a human services organization combined with a concurrent weekly seminar and reading.

**Special Courses:** Strategic Philanthropy & Nonprofit Management; Social Policy, Advocacy, & Activism

**Metropolitan College of New York,** Bachelors of Professional Studies in Human Services

**Curriculum Distinctness:**
- Purpose-centered education, Constructive action, Experiential learning.
- The program focuses on 8 essential purposes: Self-Assessment & Preparation for Practice, Developing Empowering Professional Relationships in the Workplace, Developing Empowerment Through Work in Groups, Promoting Empowerment Through Teaching & Communication, Promoting Empowerment Through Counseling, Promoting Empowerment Through Community Liaison, Developing Empowerment Through Supervision, Promoting Empowering Change

**Special Courses:** Constructive Action Project, Counseling Systems: Prevention & Technology

**George Washington University,** BA in Human Services, Combined BA/MPA with Human Services and Public Administration

**Curriculum Distinctness:** Building upon empathy and commitment to social justice, students actively engage in mentoring, community-based research and service projects. Work in the community against injustice, discrimination, and poverty, while making a focused impact on the people living in Washington, DC.

**Special Courses:** Human Services & Community: Empowerment for Social Change, Ethics in Business & the Professions
California State University, Fullerton: Bachelor of Science Degree in the Human Services

Curriculum Distinctness
The Fieldwork Program is one of few undergraduate human services programs on the West Coast that is accredited by the National Council on Standards in Human Services Education. The major is structured around four interrelated components: theoretical foundations and intervention.

Special Courses
Intracultural Socialization Patterns
Human Services Delivery to Communities

Western Washington University, Bachelor of Arts in Human Services

Curriculum Distinctness
The curriculum includes 76 required credits that involve the development of knowledge, skills, theory, and experience with a "Capstone" that unifies all of these elements together. A distance learning program is available.

Special Courses
Capstone Portfolio: A summative portfolio that integrates learning through discussion and writing related to CSHSE National Standards. Completes benchmark assessment in the Human Services major.
Appendix G. National Standards for Bachelor’s Degrees in Human Service

Link: http://www.cshse.org/pdfs/Standards-Baccalaureate.pdf
 Council for Standards in Human Service Education

National Standards

BACCALAUREATE DEGREE IN HUMAN SERVICES

http://www.cshse.org

I. GENERAL PROGRAM CHARACTERISTICS

A. Institutional Requirements and Primary Program Objective

Context: There is strong national commitment to the view that human services programs should develop professionals who provide direct or indirect services. These programs prepare human services professionals for a variety of functions related to the care and treatment of individuals, families, groups, and communities.

Standard 1: The primary program objective shall be to prepare human services professionals to serve individuals, families, groups, communities and/or other supported human services organization functions.

Specifications for Standard 1

a. The program is part of a degree granting college or university that is regionally accredited.

b. Provide evidence that the development of competent human services professionals is the primary objective of the program and the basis for the degree program title, design, goals and curriculum, teaching methodology, and program administration (e.g. through documents such as catalog, brochures, course syllabi, website, and marketing materials).

c. Articulate how students are informed of the curricular and program expectations and requirements prior to admission.

d. Provide a brief history of the program.

e. Describe the student population including the number, gender, and diversity of students, as well as the numbers of full time, part time, and students graduating each year.

f. Provide a complete program description, courses required, time to completion, and other program details (refer to catalogs and other appendices).

B. Philosophical Base of Programs

Context: A benchmark of human services education and services delivery is the interdisciplinary approach to learning and professionalism. Curriculum development integrates specific theories, knowledge and skills that are tied to a conceptual framework and underlying philosophy. This must be congruent with the CSHSE National Standards and reflect the major theoretical emphasis and uniqueness of the program and curriculum.

Standard 2: The program shall have an explicit philosophical statement and clearly defined knowledge base.

Specifications for Standard 2

a. Provide a succinct philosophical statement that becomes the conceptual framework for the curriculum.

b. Include a mission statement for the program.
c. Demonstrate alignment with the mission of the units in which the program is housed (e.g., department, college, university, etc.).

d. Provide a brief description of the major knowledge base and theories from which the curriculum draws to support the conceptual framework (e.g. counseling theories, biopsychosocial, systems theory, change theory, etc.).

e. Describe the multidisciplinary, interdisciplinary, or transdisciplinary approach to knowledge, theories, and skills included in the curriculum.

f. Provide a matrix mapping the curriculum Standards (11-21) and Specifications to required courses. The information provided on the matrix must clearly reflect congruence with the information provided in the self-study narrative and the syllabi.

C. Community Assessment

Context: Human services programs continually interact with and affect human services delivery within the local community through field placements and alumnae/i. Programs should be designed to interface with the needs of major employers in terms of job needs and career ladders so there is an orderly and continuous supply of competent professionals.

Standard 3: The program shall include periodic mechanisms for assessment of and response to changing policies, needs, and trends of the profession and community.

Specifications for Standard 3

a. If the program is less than five years old, provide documentation that supported the initial development of the human services program (such as a community needs assessment).

b. An Advisory Committee shall be established to provide feedback regarding local, state, and national trends and needs, policy changes, and to act as an advocate for the program. The committee should include individuals representing the human services field, such as field experience agencies, employing agencies, citizen advocacy groups, alumnae/i, current students, adjunct faculty, and other persons related to the field of human services. Provide the following:
   1. A detailed description of the membership of the Advisory Committee (e.g. names, agencies, roles, relationship to program, etc.),
   2. Minutes of advisory committee meetings from the last two years, and
   3. A narrative or table of how the committee interfaces with the program in relationship to specific issues.

c. Describe other mechanisms, if any, used to respond to changing needs in the human services field.

D. Program Evaluation

Context: To ensure the program is effective in producing competent professionals, the program must be evaluated on a regular basis. In addition, the program must assess how well the needs of students and graduates are being met. These evaluations/assessments are the bases for modifying and improving the program.

Standard 4: The program shall conduct, and report to the public, consistent formal evaluations, which determine its effectiveness in meeting the needs of the students, community, and the human services field and result in modifications to the program as necessary.

Specifications for Standard 4

a. The program has clearly stated measurable student learning outcomes that are tied to the standards and an assessment plan that has been implemented. Provide the following:
   1. Measureable student learning outcomes,
   2. Assessment plan, and
3. Examples of assessment tools, e.g., rubrics, exams, portfolios, surveys, capstone evaluations, etc.

b. The program shall conduct a formal program evaluation every five years. The formal evaluation shall include: student surveys, agency surveys, graduate follow-up surveys (directed to both graduates and their employers), active participation of the advisory committee, involvement of agencies where students are in field placements, course and faculty evaluations, and evaluative data mandated or conducted by the institution. Provide the following:
1. A history of program evaluations,
2. A description of the methodology,
3. A summative analysis of the most recent evaluation, and
4. A description of how and in what way the evaluation resulted in any change.

c. The program must routinely provide reliable information to the public on its performance, including student achievement. [NOTE: This Specification relates to the need for transparency about a program's performance outcomes and student achievement (Specifications a. and b.) Provide the following:
1. Mechanisms used to share evaluative data with internal and external stakeholders. [NOTE: Program performance data and student outcomes, must, at minimum, be posted on the program's website, and the links must be included in the self-study narrative.]
2. Content of information shared. NOTE: Public information provided by the program must include: 1) examples of student learning outcomes as defined by the program's assessment plan as required in Specification a; 2) examples of program effectiveness obtained through formal program evaluation as required in Specification b; e.g., student satisfaction, agency feedback, enrollment trends, graduates placement data, program quality improvement information, grade point average, student performance on standardized examinations such at the HS-BCP (Human Services Board Certified Practitioner) credential, program completion data, etc.]

E. Standards and Procedures for Admitting, Retaining, and Dismissing Students

Context: Students have a right to know, prior to enrollment, the standards of the human services program and the procedures for admitting, retaining, and dismissing students. Both academic and behavioral issues need to be considered.

Standard 5: The program shall have written standards and procedures for admitting, retaining, and dismissing students.

Specifications for Standard 5

a. Provide documentation of policies regarding the selection and admission of students.
b. Provide documentation of policies and procedures for enrolling, advising, counseling, and assisting students with special needs (e.g., minorities, students with disabilities, or otherwise disadvantaged or underrepresented students) in order to assure entrance of qualified individuals of diverse background and conditions. These policies must be consistent with the institution’s policies.
c. Provide documentation of policies and procedures for referring students for personal help.
d. Provide documentation of written policies and procedures describing the due process for probation, dismissal, appeal, and grievance procedures affecting students.
e. Provide documentation of policies and procedures for managing students with behavior or legal problems that may interfere with their development as human services professionals.

F. Credentials of Human Services Faculty

Context: Human services programs have relied primarily on professionals from fields such as human services, psychology, sociology, social work, counseling, political science, adult education, and nursing to provide teaching faculty. Since both field and classroom orientations are important characteristics of teaching staff, consideration should be given to faculty trained in human services and/or interdisciplinary methods and approaches.

Standard 6: The combined competencies and disciplines of the faculty for each program shall include both a strong and diverse knowledge base and clinical/practical experience in the delivery of human services to clients.

Specifications for Standard 6
a. Include curriculum vitae of full-time and part-time faculty who teach human services courses. The vitae must demonstrate that:
   1. Faculty have education in various disciplines and experience in human services or related fields, and
   2. Teaching faculty have no less than one degree above the level of certificate or degree in which they teach. It is recommended that faculty have no less than a master’s degree.

G. Essential Program Roles

Context: To balance the academic and experiential characteristics of human services programs, adequate faculty and staff should be available to fill essential program roles.

Standard 7: The program shall adequately manage the essential program roles and provide professional development opportunities for faculty and staff.

Specifications for Standard 7
a. Document that faculty have the ultimate responsibility for setting policies and determining the content, implementation, and evaluation of the curriculum.
b. Essential program roles include administration, curriculum development and review, instruction, field supervision, program planning, program evaluation, student advising, and student evaluation.
   1. Provide a brief description of how the essential roles are fulfilled in the program, and
   2. Provide a table matching faculty and staff positions and names with these roles.

c. Describe how faculty and staff are provided opportunities for appropriate professional development.

H. Faculty and Staff Evaluations

Context: In order to assure that all essential roles are continually fulfilled in a way that is relevant to community and student needs, programs need to periodically evaluate the performance of each faculty or staff member in relationship to individual essential role responsibilities (see Standard 7).

Standard 8: Evaluations for each faculty and staff member shall reflect the essential roles and be conducted at least every two years.

Specifications for Standard 8
a. Describe the process for faculty and staff evaluation.

   b. Summarize documentation for faculty or staff evaluations and how they relate to the role statements. Documentation shall come from a variety of sources and may
include, among others, student evaluations, administrative review, comments from field placement agencies, and peer review.

c. Document how the evaluative process is used to identify strengths and limitations and how it is incorporated in specific procedures for improvement.

I. Program Support

Context: To remain relevant to community and student needs, human services programs require adequate faculty, staff, and program resources.

Standard 9: The program shall have adequate faculty, staff, and program resources to provide a complete program.

Specifications for Standard 9

a. Include budgetary information that demonstrates sufficient funding, faculty, and staff to provide an ongoing and stable program.

b. Describe how program and field experience coordination is considered in calculating the teaching loads of faculty. It is recommended that consideration be given to distance between sites, expectations of observation, documentation requirements, number of students enrolled in the field experience, and the characteristics of the student population.

c. Describe how the program has adequate professional support staff to meet the needs of students, faculty, and administration.

d. Describe how there is adequate resource support (e.g., technology, library, computer labs, etc.) to meet the needs of students, faculty, and administration.

e. Describe office, classroom, meeting, and informal gathering spaces and how they meet the needs of students, faculty, and administration.

J. Transfer Advising

Context: In order to facilitate transfer of credits, link programs, and reduce confusion, each program should evaluate previous learning from lower level or parallel transfer programs and from life experiences. In addition, it should promote acceptance of credits from/by other institutions.

Standard 10: Each program shall make efforts to increase the transferability of credits to other academic programs.

Specifications for Standard 10

a. Describe formal and informal efforts to collaborate with other human services programs on the transfer of credits.

b. Briefly describe problems encountered by students in transferring credits.

c. Summarize any formal and informal articulation agreements and describe how students receive the information.

d. If the program grants credit for prior experiential learning, waives required credits, or allows substitution of required credits, document how the learning is substantiated and verified as equivalent to the field study hours or courses for which it is substituted.

II. CURRICULUM: BACCALAUREATE DEGREE

The paragraph preceding each standard describes the context for the standard. The specifications following each curriculum standard define the content for the baccalaureate degree in human services. Each higher level of degree requires both additional content and a greater depth of knowledge, theory, and skills. The curriculum standards are divided into two parts: (A) Knowledge, Theory, Skills and Values, and (B) Field Practice. Note that critical thinking is included throughout the Specifications through words such as analyze, assess, appropriately respond, etc.
A. **Knowledge, Theory, Skills, and Values**

1. **History**

   Context: The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

   **Standard 11:** The curriculum shall include the historical development of human services.

   **Specifications for Standard 11**
   Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:
   a. The historical roots of human services.
   b. The creation of the human services profession.
   c. Historical and current legislation affecting services delivery.
   d. How public and private attitudes influence legislation and the interpretation of policies related to human services.
   e. Differences between systems of governance and economics.
   f. Exposure to a spectrum of political ideologies.
   g. Skills to analyze and interpret historical data for application in advocacy and social change.

2. **Human Systems**

   Context: The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

   **Standard 12:** The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

   **Specifications for Standard 12**
   Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:
   a. Theories of human development.
   b. Small groups:
      1. Overview of how small groups are used in human services settings,
      2. Theories of group dynamics, and
      3. Group facilitation skills.
   c. Changing family structures and roles.
   d. An introduction to the organizational structures of communities.
   e. An understanding of the capacities, limitations, and resiliency of human systems.
   f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.
   g. Processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.
3. **Human Services Delivery Systems**

Context: The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

**Standard 13:** The curriculum shall address the scope of conditions that promote or inhibit human functioning.

**Specifications for Standard 13**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- a. The range and characteristics of human services delivery systems and organizations.
- b. The range of populations served and needs addressed by human services professionals.
- c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
- d. Economic and social class systems including systemic causes of poverty.
- e. Political and ideological aspects of human services.
- f. International and global influences on services delivery.
- g. Skills to effect and influence social policy.

4. **Information Management**

Context: The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

**Standard 14:** The curriculum shall provide knowledge and skills in information management.

**Specifications for Standard 14**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.
- b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.
- c. Compiling, synthesizing, and categorizing information.
- d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is:
  1. Provided in written or oral form, and
  2. Provided in a timely manner.
- e. Applying maintenance of client confidentiality and appropriate use of client data.
- f. Using technology for word processing, sending email, and locating and evaluating information.
- g. Performing an elementary community-needs assessment.
- h. Conducting a basic program evaluation.
- i. Utilizing research findings and other information for community education and public relations.
- j. Using technology to create and manage spreadsheets and databases.
5. Planning and Evaluation

Context: A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

**Standard 15:** The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

**Specifications for Standard 15**
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- Analysis and assessment of the needs of clients or client groups.
- Development of goals, design, and implementation of a plan of action.
- Evaluation of the outcomes of the plan and the impact on the client or client group.
- Program design.
- Program implementation.
- Program evaluation.

6. Interventions and Direct Services

Context: Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

**Standard 16:** The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

**Specifications for Standard 16**
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning.
- Skills to facilitate appropriate direct services and interventions related to specific client or client group goals.
- Knowledge and skill development in the following areas:
  1. Case management,
  2. Intake interviewing,
  3. Individual counseling,
  4. Group facilitation and counseling,
  5. Location and use of appropriate resources and referrals, and
  6. Use of consultation.

7. Interpersonal Communication

Context: The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

**Standard 17:** Learning experiences shall be provided for the student to develop his or her interpersonal skills.

**Specifications for Standard 17**
Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

- Clarifying expectations.
- Dealing effectively with conflict.
- Establishing rapport with clients.
d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.

8. Administrative

Context: A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

**Standard 18:** The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

**Specifications for Standard 18**

Demonstrate how the knowledge, theory, and skills for each of the following areas are included, analyzed, and applied in the curriculum:

a. Managing organizations through leadership and strategic planning.

b. Supervision and human resource management.

c. Planning and evaluating programs, services, and operational functions.

d. Developing budgets and monitoring expenditures.

e. Grant and contract negotiation.

f. Legal and regulatory issues and risk management.

g. Managing professional development of staff.

h. Recruiting and managing volunteers.

i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

9. Client-Related Values and Attitudes

Context: There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

**Standard 19:** The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

**Specifications for Standard 19**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

a. The least intrusive intervention in the least restrictive environment.

b. Client self-determination.

c. Confidentiality of information.

d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.

e. Belief that individuals, services systems, and society can change.

f. Interdisciplinary team approaches to problem solving.

g. Appropriate professional boundaries.
10. **Self-Development**

Context: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

**Standard 20:** The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

**Specifications for Standard 20**

Demonstrate how the knowledge, theory, and skills for each of the following specifications is included, analyzed, and applied in the curriculum:

b. Clarification of personal and professional values.
c. Awareness of diversity.
d. Strategies for self-care.
e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).

B. **Field Experience**

Context: Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

**Standard 21:** The program shall provide field experience that is integrated with the curriculum.

**Specifications for Standard 21**

As evidence of meeting this standard, programs must:

a. Provide a brief description of the overall process and structure of the fieldwork learning experience.
b. Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
c. Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
d. Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
e. Provide documentation of written learning agreements with field agencies that specify the student’s role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
f. Provide syllabi for required seminars. Seminars must meet no less than every two weeks. Seminar hours must not be included in field experience hours.
g. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.
h. Demonstrate how the field experience provides the student an opportunity to progress from:
   1. Observation to
   2. Directly supervised client contact to
   3. Indirectly supervised client contact to
   4. An independent caseload OR assignment of administrative responsibility.

i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.

j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.
Appendix H. Curriculum Mapped to National Standards
Appendix H.

Matrix Illustrating Relationship of Required Courses to Curriculum Standards
Baccalaureate Degree Level 2010

Instructions:

a. Use as many versions of the Matrix as needed to deal with all of your required courses.
b. Place course numbers in the header columns at the top of each page; course numbers will appear vertically
c. The courses listed on this Matrix must include all courses required for all students in the program, which contribute compliance with the Curriculum Standards.
d. Each course identified in the Matrix as contributing to compliance with a Standard and its Specifications must be referenced in the self-study narrative.
e. For each specification, mark the following in the courses where covered: [You may mark more than one letter in any box].

<table>
<thead>
<tr>
<th>Type of Course Content</th>
<th>Depth or Emphasis of Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I=Introduction of topic</td>
<td>L=Low</td>
</tr>
<tr>
<td>T=Theory covered</td>
<td>M=Moderate</td>
</tr>
<tr>
<td>K=Knowledge base</td>
<td>H=Heavy</td>
</tr>
<tr>
<td>S=Skills practice or field experience</td>
<td></td>
</tr>
</tbody>
</table>
### Standards and Specifications

#### Knowledge, Theory, Skills and Values

**11. History**

**Context:** The history of human services provides the context in which the profession evolved, a foundation for assessment of present conditions in the field, and a framework for projecting and shaping trends and outcomes. Thus, human services professionals must have knowledge of how different human services emerged and the various forces that influenced their development.

**Standard 11:** The curriculum shall include the historical development of human services.

#### Specifications for Standard 11

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

<table>
<thead>
<tr>
<th>Specification</th>
<th>Knowledge</th>
<th>Theory</th>
<th>Skills</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The historical roots of human services.</td>
<td>IK</td>
<td>ITKS</td>
<td>IKL</td>
<td>IK</td>
</tr>
<tr>
<td>b. The creation of the human services profession.</td>
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<td>ITKS</td>
<td>IKL</td>
<td>IK</td>
</tr>
<tr>
<td>c. Historical and current legislation affecting services delivery.</td>
<td>ITKS</td>
<td>ITK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. How public and private attitudes influence legislation and the interpretation of policies related to human services.</td>
<td>ITK</td>
<td>ITKS</td>
<td>IKL</td>
<td>ITK</td>
</tr>
<tr>
<td>e. Differences between systems of governance and economics.</td>
<td>IK</td>
<td>ITKS</td>
<td>ITK</td>
<td></td>
</tr>
<tr>
<td>f. Exposure to a spectrum of political ideologies.</td>
<td>ITKS</td>
<td></td>
<td>IK</td>
<td></td>
</tr>
<tr>
<td>g. Skills to analyze and interpret historical data for application in advocacy and social change.</td>
<td>ITKS</td>
<td>ITKS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 12. Human Systems

**Context:** The human services professional must have an understanding of the structure and dynamics of organizations, communities, and society as well as the nature of individuals and groups. This understanding is prerequisite to the determination of appropriate responses to human needs.

**Standard 12:** The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.

#### Specifications for Standard 12

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

<table>
<thead>
<tr>
<th>Specification</th>
<th>Example Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Theories of human development.</td>
<td>IT K ITKS ITK SH ITK</td>
</tr>
<tr>
<td>b. Small groups:</td>
<td>ITKS ITK H ITKS ITK SH ITK</td>
</tr>
<tr>
<td>1. Overview of how small groups are used in human services settings,</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Group facilitation skills.</td>
<td></td>
</tr>
<tr>
<td>c. Changing family structures and roles.</td>
<td>IT K ITKS ITK SM ITKS</td>
</tr>
<tr>
<td>d. An introduction to the organizational structures of communities.</td>
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<td>e. An understanding of the capacities, limitations, and resiliency of human systems.</td>
<td>IK ITKS ITK SM ITK TK SH</td>
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<tr>
<td>f. Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in</td>
<td>IK ITKS ITK SH ITK TK SH</td>
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</table>
determining and meeting human needs.

<table>
<thead>
<tr>
<th>g. Processes to affect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.</th>
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</table>
| 13. Human Services Delivery Systems

**Context:** The demand for services and the funding of educational programs has been closely related to identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. The needs that arise in these conditions provide the focus for the human services profession.

**Standard 13:** The curriculum shall address the scope of conditions that promote or inhibit human functioning.

**Specifications for Standard 13**
Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

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<th>a. The range and characteristics of human services delivery systems and organizations.</th>
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<td>b. The range of populations served and needs addressed by human services.</td>
</tr>
<tr>
<td>c. The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHS 150 Foundations of Human Service</th>
<th>AFR 1XX Introduction to Community Justice</th>
<th>CHS 235 Theories of Interventions</th>
<th>CHS 310 Advanced Interventions</th>
<th>AFR 227 Community Based Approaches to Justice</th>
<th>AFR 3XX Research Methods &amp; Program Planning, Evaluation, &amp; Community Practice</th>
<th>CHS 311 Field Education in Community Practice I</th>
<th>CHS 3XX Program Planning, Development, and Evaluation</th>
<th>CHS 311 Field Education in Community Practice II</th>
<th>CHS 311 Field Education in Community Practice III</th>
<th>CHS 311 Field Education in Community Practice IV</th>
</tr>
</thead>
<tbody>
<tr>
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<td>AFR 1XX Introduction to Community Justice</td>
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<td>CHS 3XX Program Planning, Development, and Evaluation</td>
<td>CHS 311 Field Education in Community Practice II</td>
<td>CHS 311 Field Education in Community Practice III</td>
<td>CHS 311 Field Education in Community Practice IV</td>
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### Course Prefixes and Numbers

**Required Core, Research Methods and Evaluation, Field Experience, Senior Seminar**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 150</td>
<td>Foundations of Human Justice</td>
</tr>
<tr>
<td>AFR 1XX</td>
<td>Introduction to Community Justice</td>
</tr>
<tr>
<td>CHS 233</td>
<td>Services andYSsics and Community Practice</td>
</tr>
<tr>
<td>CHS 310</td>
<td>Advanced Theories of Human Services</td>
</tr>
<tr>
<td>AFR 227</td>
<td>Research Methods for Community Justice &amp; Human Systems</td>
</tr>
<tr>
<td>CHS 3XX</td>
<td>Program Planning, Development, and Evaluation in Community Practice</td>
</tr>
<tr>
<td>AFR 3XX</td>
<td>Field Education in Community Practice</td>
</tr>
<tr>
<td>CHS 4XX</td>
<td>Senior Seminar in Human Services &amp; Community Justice</td>
</tr>
</tbody>
</table>

### 14. Information Management

**Context:** The delivery of human services depends on the appropriate integration and use of information such as client data, statistical information, and record keeping. Information management skills include obtaining, organizing, analyzing, evaluating and disseminating information.

**Standard 14:** The curriculum shall provide knowledge and skills in information management.

**Specifications for Standard 14**

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

<table>
<thead>
<tr>
<th>Specification</th>
<th>Knowledge</th>
<th>Theory</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Obtaining information through interviewing, active listening, consultation with others, library or other research, and the observation of clients and systems.</td>
<td>IKS</td>
<td>ITK</td>
<td>SH</td>
</tr>
<tr>
<td>b. Recording, organizing, and assessing the relevance, adequacy, accuracy, and validity of information provided by others.</td>
<td>IKS</td>
<td>ITK</td>
<td>SM</td>
</tr>
<tr>
<td>c. Compiling, synthesizing, and categorizing information.</td>
<td>IKS</td>
<td>SH</td>
<td>KS</td>
</tr>
<tr>
<td>d. Disseminating routine and critical information to clients, colleagues, or other members of the related services system that is: 1. Provided in written or oral form, and</td>
<td>KS</td>
<td>H</td>
<td>TKS</td>
</tr>
</tbody>
</table>
### Course Prefixes and Numbers

**Required Core, Research Methods and Evaluation, Field Experience, Senior Seminar**

<table>
<thead>
<tr>
<th>Course Prefixes and Numbers</th>
<th>CHS 150: Foundations of Human Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 1XX: Introduction to Community Justice</td>
<td></td>
</tr>
<tr>
<td>AFR 3XX: Research Methods in Human Systems &amp; Research Methods in Community Justice</td>
<td></td>
</tr>
<tr>
<td>AFR 311: Program Planning, Evaluation, and Implementation</td>
<td></td>
</tr>
<tr>
<td>AFR 3XX: Field Education in Community Organizing &amp; Community Practice</td>
<td></td>
</tr>
<tr>
<td>CHS 3XX: Program Planning, Development, and Evaluation</td>
<td></td>
</tr>
<tr>
<td>CHS 310: Advanced Interpersonal Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>CHS 310: Field Education in Community Practice I</td>
<td></td>
</tr>
<tr>
<td>CHS 311: Field Education in Community Practice II</td>
<td></td>
</tr>
<tr>
<td>CHS 381: Field Education in Community Practice</td>
<td></td>
</tr>
<tr>
<td>CHS 311: Internship in Community Organizing &amp; Community Practice</td>
<td></td>
</tr>
</tbody>
</table>

2. Provided in a timely manner

<table>
<thead>
<tr>
<th>Specification</th>
<th>IKS</th>
<th>ITKS</th>
<th>ITK</th>
<th>KS</th>
<th>TKS</th>
<th>IKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Maintaining client confidentiality and appropriately using client data.</td>
<td>IKS</td>
<td>ITKS</td>
<td>ITK</td>
<td>KS</td>
<td>TKS</td>
<td>IKS</td>
</tr>
<tr>
<td>f. Using technology for word processing, sending email, and locating and evaluating information.</td>
<td>ITKS</td>
<td>TKS</td>
<td>K</td>
<td>IKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Performing an elementary community-needs assessment.</td>
<td>ITKS</td>
<td>K</td>
<td>ITKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Conducting a basic program evaluation.</td>
<td>ITKS</td>
<td>TKS</td>
<td>K</td>
<td>ITKS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Utilizing research findings and other information for community education and public relations.</td>
<td>ITKS</td>
<td>KM</td>
<td>TKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Using technology to create and manage spreadsheets and databases.</td>
<td>ITKS</td>
<td>TKS</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 15. Planning and Evaluation

**Context:** A major component of the human services profession involves the assessment of the needs of clients and client groups and the planning of programs and interventions that will assist clients and client groups in promoting optimal functioning, growth, and goal attainment. At regular intervals, the outcomes must be evaluated and necessary adjustments made to the plan both at an individual client and program level.

**Standard 15:** The curriculum shall provide knowledge and skill development in systematic analysis of services needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.

**Specifications for Standard 15**

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

<table>
<thead>
<tr>
<th>Specification</th>
<th>IKS</th>
<th>ITKS</th>
<th>ITK</th>
<th>KS</th>
<th>TKS</th>
<th>KS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Knowledge and skills to analyze and assess the needs of clients</td>
<td>IKS</td>
<td>ITKS</td>
<td>ITK</td>
<td>KS</td>
<td>TKS</td>
<td>KS</td>
</tr>
<tr>
<td>Course Prefixes and Numbers</td>
<td>CHS 150</td>
<td>AFR 1XX</td>
<td>CHS 235</td>
<td>CHS 230</td>
<td>CHS 310</td>
<td>CHS 3XX</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Required Core, Research Methods and Evaluation</td>
<td>Introduction to Community Justice</td>
<td>Theories of Assessment and Interventions</td>
<td>Field Experience</td>
<td>Senior Seminar in Human Services &amp; Community Justice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>or client groups.</th>
<th>TS</th>
<th>SH</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Skills to develop goals, and design and implement a plan of action.</td>
<td>IKS</td>
<td>ITK</td>
<td>ITKS</td>
</tr>
<tr>
<td>c. Skills to evaluate the outcomes of the plan and the impact on the client or client group.</td>
<td>ITK</td>
<td>ITKS</td>
<td>KS</td>
</tr>
<tr>
<td>d. Program design.</td>
<td>ITK</td>
<td>ITKS</td>
<td>TKS</td>
</tr>
<tr>
<td>e. Program implementation.</td>
<td>ITK</td>
<td>ITKS</td>
<td>TKS</td>
</tr>
<tr>
<td>f. Program evaluation.</td>
<td>ITK</td>
<td>ITKS</td>
<td>TKS</td>
</tr>
</tbody>
</table>

### 16. Interventions and Direct Services

**Context:** Human services professionals function as change agents and must therefore attain and develop a core of knowledge, theory, and skills to provide direct services and interventions to clients and client groups.

**Standard 16:** The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.

**Specifications for Standard 16**

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

| a. Theory and knowledge bases of prevention, intervention, and maintenance strategies to achieve maximum autonomy and functioning. | IK | ITK | ITKS | TK | SH |
| b. Skills to facilitate appropriate direct services and interventions related to specific client or client group goals. | ITK | ITKS | TK | SH | S | IKS |
### 17. Interpersonal Communication

**Context:** The ability to create genuine and empathic relationships with others is central to the human services profession. These skills are applicable to all levels of education, and a greater proficiency is expected at each progressively higher level.

**Standard 17:** Learning experiences shall be provided for the student to develop his or her interpersonal skills.

**Specifications for Standard 17**

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

<table>
<thead>
<tr>
<th>Specification</th>
<th>IT</th>
<th>ITK</th>
<th>SH</th>
<th>KS</th>
<th>IT</th>
<th>TK</th>
<th>SH</th>
<th>ITKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Clarifying expectations.</td>
<td>IT</td>
<td>ITK</td>
<td>SH</td>
<td>KS</td>
<td>IT</td>
<td>TK</td>
<td>SH</td>
<td>ITKS</td>
</tr>
<tr>
<td>b. Dealing effectively with conflict.</td>
<td>IT</td>
<td>ITK</td>
<td>SH</td>
<td>KS</td>
<td>IT</td>
<td>TK</td>
<td>SH</td>
<td>ITKS</td>
</tr>
<tr>
<td>c. Establishing rapport with clients.</td>
<td>IT</td>
<td>ITK</td>
<td>SH</td>
<td>KS</td>
<td>IT</td>
<td>TK</td>
<td>SH</td>
<td>ITKS</td>
</tr>
<tr>
<td>d. Developing and sustaining behaviors that are congruent with the values and ethics of the profession.</td>
<td>IT</td>
<td>ITK</td>
<td>SH</td>
<td>KS</td>
<td>IT</td>
<td>TK</td>
<td>SH</td>
<td>ITKS</td>
</tr>
</tbody>
</table>
18. Administrative

**Context:** A holistic approach to human services recognizes direct and indirect services as components of the same system. Administrative support (indirect service) is essential to the effective delivery of direct services to clients or client groups.

**Standard 18:** The curriculum shall provide knowledge, theory, and skills in the administrative aspects of the services delivery system.

**Specifications for Standard 18**

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

<table>
<thead>
<tr>
<th>Specification</th>
<th>ITKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Managing organizations through leadership and strategic planning.</td>
<td></td>
</tr>
<tr>
<td>b. Supervision and human resource management.</td>
<td></td>
</tr>
<tr>
<td>c. Planning and evaluating programs, services, and operational functions.</td>
<td></td>
</tr>
<tr>
<td>d. Developing budgets and monitoring expenditures.</td>
<td></td>
</tr>
<tr>
<td>e. Grant and contract negotiation.</td>
<td></td>
</tr>
<tr>
<td>f. Legal and regulatory issues and risk management.</td>
<td></td>
</tr>
<tr>
<td>g. Managing professional development of staff.</td>
<td></td>
</tr>
<tr>
<td>h. Recruiting and managing volunteers.</td>
<td></td>
</tr>
<tr>
<td>i. Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.</td>
<td></td>
</tr>
</tbody>
</table>
### 19. Client-Related Values and Attitudes

**Context:** There are values and ethics intrinsic to the human services profession that have been agreed to as governing principles of professional practice.

**Standard 19:** The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.

#### Specifications for Standard 19

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

- **a. The least intrusive intervention in the least restrictive environment.**
- **b. Client self-determination.**
- **c. Confidentiality of information.**
- **d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.**
- **e. Belief that individuals, services systems, and society can change.**
- **f. Interdisciplinary team approaches to problem solving.**
- **g. Appropriate professional boundaries.**

<table>
<thead>
<tr>
<th>Specification</th>
<th>CHS 150 Foundations of Human Service</th>
<th>CHS 235 Theories of Interventions</th>
<th>CHS 310 Advanced Interventions</th>
<th>CHS 327 Community Based Approaches to Justice</th>
<th>AFR 227 Community Based Approaches to Justice</th>
<th>AFR 3XX Field Education in Community Justice &amp; Human Systems</th>
<th>CHS 3XX Program Planning, Development, and Evaluation</th>
<th>CHS 311 Field Education in Community Practice</th>
<th>CHS 311 Field Education in Community Practice II</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The least intrusive intervention in the least restrictive environment.</td>
<td>IKS</td>
<td>IKS</td>
<td>KS M</td>
<td>TKS</td>
<td>ITKS</td>
<td>IKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Client self-determination.</td>
<td>IKS</td>
<td>ITKS</td>
<td>KS H</td>
<td>TKS</td>
<td>ITKS</td>
<td>IKS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Confidentiality of information.</td>
<td>IT K S</td>
<td>IT KS</td>
<td>ITKS</td>
<td>KS H</td>
<td>TKS</td>
<td>ITKS</td>
<td>KS</td>
<td>ITKS</td>
<td></td>
</tr>
<tr>
<td>d. The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity.</td>
<td>IT K S</td>
<td>IT KS</td>
<td>ITKS</td>
<td>KS H</td>
<td>TKS</td>
<td>ITKS</td>
<td>KS</td>
<td>ITKS</td>
<td></td>
</tr>
<tr>
<td>e. Belief that individuals, services systems, and society can change.</td>
<td>IK</td>
<td>IT KS</td>
<td>ITKS</td>
<td>KS H</td>
<td>TKS</td>
<td>ITKS</td>
<td>KS</td>
<td>ITKS</td>
<td></td>
</tr>
<tr>
<td>f. Interdisciplinary team approaches to problem solving.</td>
<td>IT KS</td>
<td>IT KS</td>
<td>ITKS</td>
<td>KS H</td>
<td>TKS</td>
<td>ITKS</td>
<td>KS</td>
<td>ITKS</td>
<td></td>
</tr>
<tr>
<td>g. Appropriate professional boundaries.</td>
<td>IT K S</td>
<td>IT KS</td>
<td>ITKS</td>
<td>KS H</td>
<td>TKS</td>
<td>ITKS</td>
<td>KS</td>
<td>ITKS</td>
<td></td>
</tr>
</tbody>
</table>
### Course Prefixes and Numbers
**Required Core, Research Methods and Evaluation, Field Experience, Senior Seminar**

<table>
<thead>
<tr>
<th>CHS 150</th>
<th>CHS 235</th>
<th>CHS 230</th>
<th>CHS 310</th>
<th>CHS 111</th>
<th>CHS 112</th>
<th>CHS 227</th>
<th>AFR 227</th>
<th>AFR 3XX</th>
<th>AFR 3YY</th>
<th>CHS 3XX</th>
<th>CHS 381</th>
<th>CHS 311</th>
<th>CHS 391</th>
<th>CHS 392</th>
</tr>
</thead>
</table>

h. Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website).

<table>
<thead>
<tr>
<th>IT</th>
<th>ITK</th>
<th>ITKS</th>
<th>TK</th>
<th>TKS</th>
<th>ITKS</th>
<th>KS</th>
<th>ITKS</th>
</tr>
</thead>
</table>

### 20. Self-Development

**Context**: Human services professionals use their experience and knowledge for understanding and helping clients. This requires awareness of one’s own values, cultural bias, philosophies, personality, and style in the effective use of the professional self. It also requires an understanding of how these personal characteristics affect clients.

**Standard 20**: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.

**Specifications for Standard 20**

Demonstrate how the knowledge, theory, and skills for each of the following specifications are included, analyzed, and applied in the curriculum:

<table>
<thead>
<tr>
<th>Specifications for Standard 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Conscious use of self.</td>
</tr>
<tr>
<td>b. Clarification of personal and professional values.</td>
</tr>
<tr>
<td>c. Awareness of diversity.</td>
</tr>
<tr>
<td>d. Strategies for self-care.</td>
</tr>
<tr>
<td>e. Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency).</td>
</tr>
</tbody>
</table>
# Field Experience

## 21. Field Experience

**Context:** Field experience such as a practicum or internship occurs in a human services setting. Fieldwork provides an environment and context to integrate the knowledge, theory, skills, and professional behaviors that are concurrently being taught in the classroom. It must be an integral part of the education process.

**Standard Number 21:** The program shall provide field experience that is integrated with the curriculum.

### Specifications for Standard 21

As evidence of meeting this standard, programs must:

- **a.** Provide a brief description of the overall process and structure of the fieldwork learning experience.
- **b.** Provide evidence that one academic credit is awarded for no less than three hours of field experience per week.
- **c.** Demonstrate that students are exposed to human services agencies and clients (assigned visitation, observation, assisting staff, etc.) early in the program.
- **d.** Provide a copy of the current manual and guidelines that are given to students advising them of field placement requirements and policies.
- **e.** Provide documentation of written learning agreements with field agencies that specify the student's role, activities, anticipated learning outcomes, supervision, and field instruction. The agreement must be signed by the appropriate agency director, fieldwork supervisor, program instructor, and student.
- **f.** Provide syllabi for required seminars. Seminars must meet no less
<table>
<thead>
<tr>
<th>Course Prefixes and Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core, Research Methods and Evaluation, Field Experience, Senior Seminar</td>
</tr>
</tbody>
</table>

- **Course Prefixes and Numbers**
  - CHS 150: Foundations of Human Service
  - AFR 1XX: Introduction to Community Justice
  - CHS 235: Theories of Assessment and Interventions
  - CHS 310: Advanced Interpersonal Skills
  - CHS 311: Field Experience in Community Practice I
  - CHS 381: Field Experience in Community Practice II
  - CHS 311: Peer Counseling Practicum
  - AFR 3XX: Field Education in Community Organizing & Community Practice
  - AFR 3YY: Field Education in Community Organizing & Community Practice

- **than every two weeks. Seminar hours must not be included in field experience hours.**

- **g. Provide evidence that required field experience is no less than 350 (may include 250 from associate level) clock hours of field experience with at least 100 of these clock hours occurring in the junior and senior years.**

- **h. Demonstrate how the field experience provides the student an opportunity to progress:**
  1. From observation, to directly supervised client contact to...
  2. Indirectly supervised client contact to...
  3. An independent caseload OR assignment of administrative responsibility.

- **i. Demonstrate that field supervisors have no less than the same degree the program awards. It is strongly recommended that field supervisors have no less than one level of degree above the level of degree awarded by the program.**

- **j. Demonstrate that the program continually monitors the progress of each student and performs no less than one site visit to each field placement site per quarter or semester.**
Appendix I. Letters of Support
Dr. Ma’at Lewis  
Department of Counseling and Human Service  
John Jay College of Criminal Justice/City University of New York  
524 West 59th Street, 8th floor, Room 8.65.18  
New York, NY 10019

Dear Dr. Lewis,

It is with great pleasure that I write to endorse your departmental proposal to develop an innovative Human Service and Community Justice Major at John Jay College. There is a growing need in the greater New York City area for trained professionals in the field of health and human services. Here, at the Institute for Contemporary Psychotherapy (ICP), we understand the importance and ethical responsibility of providing comprehensive and culturally sensitive mental health services to those in need.

We have had the good fortune to have supervised several John Jay student interns minoring in Human Services over the past several years. We have been so pleased with their competency, compassion and devotion to our mission. This remarkable new Bachelor’s Program has the potential to even further develop these students and create the potential for them to have an even greater impact in their internship roles at ICP. The rich and in depth curriculum of this new program is so necessary to ensure the growth of a new and diverse generation of dedicated mental health professionals.

The proposed Human Service and Community Justice Program will provide students the opportunity to acquire a broad understanding of the field of human services and the essential skills, ethical and cultural sensitivities vital to work in this field. A review of the course curriculum reveals both theoretical and experiential learning components that are so crucial in working with the many challenging issues that impact our communities. Through multidisciplinary courses it is obvious your students will also develop a rich appreciation for diverse human systems, advocacy and social justice. The two year in-service learning component introducing students to developmental tasks and practical realities of work is especially impressive.

Overall, the proposal for a major in Human Services and Justice demonstrates an awareness to the sensitivities of our most vulnerable populations and their need of an array of support services. Students who graduate from this program would seem to be ideally prepared for a number of entry level positions serving as counselors, advocates, support personnel and community leaders, including those that exist here at ICP. We would be pleased to consider these students for internship opportunities while they are enrolled as undergraduates in the program’s comprehensive psychoeducational program. Finally, it seems that students who complete this program would be exceptionally qualified to pursue graduate level education in the fields of counseling, social work or similar fields of study.

Wishing you much success in this endeavor. Please feel free to contact me if you require further information.

Sincerely,

Andrea S. Green-Lewis, LCSW-R  
Director of Operations
November 2, 2016

Dr. Ma’at Lewis
Department of Counseling and Human Service
John Jay College of Criminal Justice/City University of New York
524 West 59th Street, 8th floor, Room 8.65.18
New York, NY 10019

Dear Dr. Lewis,

It is with great pleasure that I write in enthusiastic support of you and your colleague’s proposal to develop a new Human Service and Community Justice Major at John Jay College. There is a growing need in the greater New York City area for trained professionals in the field of health and human services; particularly, as it relates to working to support the needs of our elderly, individuals with serious illness living alone. Here at DOROT we understand the importance providing competent and compassionate care for an increasing and intensifying number of elderly living in often difficult, isolating and challenging situations. As you may know, DOROT’s work has spanned over four decades, alleviates social isolation among the elderly and provides services to help them live independently as valued members of the community. We serve the Jewish and wider community, bringing the generations together in a mutually beneficial partnership of elders, volunteers and professionals.

For the past four years, DOROT has partnered with Dr. Robert Delucia, who has handpicked appropriate and engaged students who enhanced DOROT programming and were fully invested in the mission of DOROT. Each semester, we are amazed and pleased how much thought and care went into selecting the interns. These interns are mature, capable, truly invested in human services. Many of the interns have continued to volunteer for DOROT long after their internship has ended; one student was hired full time at DOROT as a Program Administrator following graduation.

The Human Service and Community Justice Major you are proposing will provide students the opportunity to acquire a broad understanding of the field of human services and the essential training and empathic fairness required to respond to the needs of disenfranchised and vulnerable members of our community and state. A review of the course curriculum reveals that students will learn both theoretically and experientially in an effort to enable them to acquire counseling skills, as well learn the prerequisite attitude vital to empathic social justice and its relationship to complicated issues impacting individuals, families and groups. We are especially impressed with the two year in-service learning component introducing students to developmental tasks and practical realities of work over time and in real-time.

Finally, we believe the Human Services and Community Justice Major will prepare
students for work as caring professionals, change agents and advocates in the service to others. We would be honored if your students would consider serving as interns at our agency while training as undergraduates in the program’s comprehensive internship program. As important, we envision that upon graduation your students would be qualified for positions at non-profit agencies across the city, including our agency, as well as being candidates for graduate schools.

Wishing you continued success in this endeavor.

Sincerely,

Mark Meridy
Executive Director, DOROT
Appendix J. Articulation Agreement – To Be Added
References


“Occupational Outlook Handbook” (BLS OOH)17

16 Ibid. p3

17 Ibid. p13
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: **Africana Studies Department & Sciences Department**

   b. Name and contact information of proposer(s): **C. Jama Adams & Lissette Delgado-Cruzata**

   Email address(es) cadams@jjay.cuny.edu & ldelgado-crzata@jjay.cuny.edu
   Phone number(s) 212-237-8761

2. a. Title of the course: **Race and Science**

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): **Race and Science**

   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:

   The course will introduce social science and biological science perspectives on the concept of race. Students will have already been exposed to the basic principles of science and social sciences in their first year at the college in other gen ed courses. This course will build on that foundation and provide them new opportunities to learn about the intersections of science and race, simultaneously exploring biological concepts and social theories.

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

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

   This course has been developed in order to fulfill the Scientific World portion of the General Education requirements at John Jay College.

   Students enter college with naïve notions of race including the belief that there are clear biological markers for race and ethnicity. This course will introduce them to the latest conceptualizations of race in the context of shifts in social, political, and scientific consensus. We will also critique past scientific and popular understandings of race, and investigate how such perspectives have influenced research methodology, ethics, and justice practices.
These perspectives will enable students to be more discerning thinkers about complex narratives. They will also develop the necessary skill sets in reading, critical thinking, writing and presenting to demonstrate mastery of the material. Students will be taught these core skillset so as to facilitate them achieving the course learning outcomes. As part of their course work students will be expected to reflect on how these discourses have influenced their own development as racialized subjects in relation to justice issues. They will also be encouraged to be more thoughtful as to how they take up the intellectual tasks of the course with special attention to time management, study habits and wrestling with emotionally-laden material.

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 will examine the relations of the social and biological constructions of race, via a survey of the historical literature and the main biological concepts. The course will use readings and discussions to look at 20th and 21st Century developments of the concept of ‘race’ and how that concept is used in the ‘sciences’. It will also employ hands-on experimentation to expand on students understanding of the scientific method. Students will learn about genetics theory and genetic variation in human populations. The course will include an in depth discussion of the current state of race in the sciences, the impact of racial categorizations on human health, scientific research and forensics; and possible futures for the concept of race in the sciences.

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 101, SCI 110 or SCI 112 or SCI 114 or NSC 107 (or any STEM Variant science course of at least 3 credits such as: BIO 102, 103, 104, CHE 102, 103, 104)

6. Number of:
   a. Class hours  _3_
   b. Lab hours  ___
   c. Credits  _3_

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

8. Learning Outcomes (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?

   By the end of the course, through their comments, presentations and writings, students will be able to:
1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
6. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
7. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
8. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

9. Will this course be part of any major(s), minor(s) or program(s)?
   
   [X] No  [ ] Yes

9a. 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 [X]  If yes, please indicate the area:

   Flexible Core: Scientific World

   9b. Please explain why this course should be part of the selected area.

   This course fits the learning outcomes of the scientific world because it will allow students to develop their own understanding about the constructed nature of race, using a biological and historical perspective. It will provide them with an interdisciplinary approach to the understanding of race and ethnicity. Students will do laboratory experiments, field observations, read case histories and discuss articles that will allow them to understand how scientific constructions of race impact daily living and ideas of justice. At the end of the course, they will learn how such constructions are impacted by historical scientific perspectives and the implications for justice. They will interrogate assumptions about the understanding of race as a construct, providing them with a foundation to be more astute and thoughtful observers of the historically influenced and racialized social contexts in which they are embedded.

9c. If yes, frequency and number of sections to be offered for General Education:
   
   Every semester [X]  Number of sections: ___
   Fall semesters only ___  Number of sections: ___
   Spring semesters only ___  Number of sections: ___
10. How will you assess student learning?

**Quizzes:** There will be a short quiz at the beginning of each class that will assess your familiarity with the assigned reading. We will discuss your response in class and the written portion should be kept in your portfolios, which I will periodically collect.

**Lab Reports:** During the Science unit, students will perform two short experiments and will summarize the methodology, and results in a written lab report. The report will also contain an analysis of the experimental limitations and the application of the results to our understanding of the concept of race.

**Glossary:** Each student will keep a glossary of all the terms, concepts and definitions that are discussed in class and that are found in the assigned readings. These should be at least 2-3 sentences in length and should be in their own words.

**Co-Curricula Activity:** Students will be expected to attend at least one on-campus activities. These could include attending a lecture, participating in a club activity or community assistance project.

**Campus Observation:** Students will team up with a classmate and do two 45 minute observations of the cafeteria and the lounge areas. Write up a one page reports on any "racial/ethnic" or gender/sexuality patterns that they observe.

**First Paper:** Each student will submit a two-page paper answering the questions listed below. Details will be given in class. The paper should include personal or communal experiences and should reference at least one of the articles/readings discussed in class.
1. Define what is meant by the term social construction.
2. Why is race considered a social construction?
3. How do you define your race?
4. Based on the readings discuss how science has influenced your definition.

**Second Paper:** Each student will submit a three-page paper addressing the topics listed below. The paper should include at least three references to materials discussed in class and in the assigned readings. There should be a fourth reference that you located.
1. Discuss four main features of one major historical scientific definition of race.
2. Identify the model of science that was being used
3. Discuss the critique of the model.

**Final Paper:** Each student will submit a six-page paper. This paper will expand on the previous paper, taking into account the instructor’s suggestions, and it will address the following topics. The paper should include at least five references to materials discussed in class and in the assigned readings, and/or other articles you locate that address the same issues.
1. Address the biological notion of race considering the findings of genetics in the last four decades
2. Explain at least two pieces of evidence (findings from genetic studies) used in establishing this new definition
3. Discuss in the context of the biological notion of race, the historical scientific definition of race selected in the second paper
4. Contrast the historical scientific definition of race with the new finding from genetic studies
5. Discuss how these theories have or have not modified your own definition of race

11. Did you meet with a librarian to discuss library resources for the course?
   Yes X__, No _____
If yes, please state the librarian's name _______Ellen Sexton 4/1/2016

- 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 ___
  - Criminal Justice Abstracts _X_
  - PsycINFO ___
  - Sociological Abstracts _X_
  - JSTOR _X_
  - SCOPUS ___
  - Other (please name) __________________

12. Syllabus – see attached

13. Date of Department curriculum committee approval:
  Science Department Curriculum Committee approval: April 4th, 2016
  Africana Studies Department Curriculum Committee approval: April 1st, 2016

14. Faculty - Who will be assigned to teach this course? Lissette Delgado-Cruzata and C. Jama Adams will co-teach this course.

15. 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.

16. 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.

17. 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:
  C. Jama Adams, Chair, Africana Studies
  Lawrence Kobilinsky, Chair, Sciences
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College Of Criminal Justice</th>
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<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>AFR 2XX</td>
</tr>
<tr>
<td>(e.g., ANTH 101, if number not</td>
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<tr>
<td>assigned, enter XXX)</td>
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<tr>
<td>Course Title</td>
<td>Race and Science</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Africana Studies Department &amp; Sciences Department</td>
</tr>
<tr>
<td>Discipline</td>
<td>Biology</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter</td>
<td>ENG 101; SCI 110 or SCI 112 or SCI 114 or NSC 107 (or any STEM Variant science course of at least 3 credits such as BIO 102, 103, 104, CHE 102, 103, 104)</td>
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<tr>
<td>N/A</td>
<td></td>
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<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course will examine the relations of the social and biological constructions of race, via a survey of the historical literature and the main biological concepts. The course will use readings and discussions to look at 20th and 21st Century developments of the concept of ‘race’ and how that concept is used in the ‘sciences’. It will also employ hands-on experimentation to expand on students understanding of the scientific method. Students will learn about genetics theory and genetic variation in human populations. The course will include an in depth discussion of the current state of race in the sciences, the impact of racial categorizations on human health, scientific research and forensics; and possible futures for the concept of race</td>
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</table>
in the sciences.

### Special Features

### Sample Syllabus
Syllabus must be included with submission, 5 pages max recommended

### Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [x] a new course being proposed

### CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted.

(Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
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<tbody>
<tr>
<td>[ ] English Composition</td>
<td>[ ] World Cultures and Global Issues</td>
</tr>
<tr>
<td>[ ] Mathematical and</td>
<td>[ ] Individual and Society</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td></td>
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<tr>
<td>[ ] Life and Physical Sciences</td>
<td>[ ] US Experience in its Diversity</td>
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<tr>
<td></td>
<td>[x] Scientific World</td>
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<td></td>
<td>[ ] Creative Expression</td>
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</tbody>
</table>

### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

**Students will:**

- Gather information from a set of diverse in-class demonstrations and laboratory experiments, such as extraction of DNA, assessment of genotype, determination of phenotype and calculation of allele frequencies
- Acquire analytical thinking skills by reading articles and discussing the concepts of race and
- Gather, interpret, and assess information from a variety of sources and points of view.
exploring biological evidence that challenges the pre-established assumptions that lead to this concept.

- Recognize and understand the difference between scientific (scholarly) and non-research based (popular) statements.

- Apply the acquired knowledge in laboratory experiments to the practical aspects of the definition of race and the use of such definition in our society.

- Evaluate researched evidence of science using the assigned readings and lectures

- Participate in in-class discussions and debates on the historical definitions of race, the understanding of the genetic theory and how it shapes our current understanding of this definition

- Acquire note taking skills on scientific methods and principles by recording their observations, methods, and results during laboratory sessions, and by writing laboratory reports

- Present arguments about the biological definitions of race during in-class discussions taking into account the historical and scientific theories learned in class

- Gain presentational skills by researching on a scientific principle and presenting at a poster/demo session before students and faculty guests.

- Discuss the different definitions of race, and their personal observations of how race is perceived in the real world, as well as the biological evidence that shapes our current understanding of race, in three written papers

<table>
<thead>
<tr>
<th>A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Analyze and identify a variety of fundamental concepts of science and its history by active engagements during in-class demonstrations and</td>
</tr>
<tr>
<td>- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including,</td>
</tr>
</tbody>
</table>

- Evaluate evidence and arguments critically or analytically.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.
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<tr>
<th>laboratory experiments.</th>
<th>but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</th>
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</thead>
<tbody>
<tr>
<td>• Relate basic scientific principles to the technological advancements through in-class discussions.</td>
<td>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
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<tr>
<td>• Apply the fundamental concepts and methods of science in hand-on laboratory experimentations.</td>
<td>• Use of correct basic scientific terminology to discuss and communicate biological concepts that relate to daily life.</td>
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<td></td>
<td>• Recognize fundamental concepts that support modern scientific theories on genetics and its relations to the definition of race.</td>
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<td></td>
<td>• Evaluate empirical evidence supporting modern scientific theories of DNA and its properties in laboratory experiments</td>
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<td></td>
<td>• Acquire broad background knowledge in the natural sciences by executing experiments that reflect the basic fundamental concepts</td>
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<td>• Understand the legal role of genetic and genetic screening in personal privacy by reading and discussing their implications</td>
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<td></td>
<td>• Evaluate the ethical responsibility of using genetic analysis in forensic investigation and understand the limitations of that approach through readings and in-class discussions</td>
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<td></td>
<td>• Analyze the impact of race discrimination in scientific studies that disregarded ethical responsibilities of the study subjects by discussing case studies</td>
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<td></td>
<td>• Discuss the current regulations that assure an ethically sound approach in current scientific research</td>
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<tr>
<td></td>
<td>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
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<td></td>
<td>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
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</table>
AFR 2XX Race and Science
Fall 20XX

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK

Instructors: Profs. C. Jama Adams Ph.D, and Lissette Delgado-Cruzata, Ph.D., M.P.H.

Contact Information:

Prof. Adams
Email: cadams@jjay.cuny.edu  Phone: 212-237-8761  Room: NB 09.63.03
Office Hours: By appointment

Prof. Delgado-Cruzata
Email: ldelgado-cruzata@jjay.cuny.edu  Phone: 212-621-3743  Room: NB 05.66.17
Office Hours: Thursday 1:30-2:40pm or by appointment

Class meets Tuesdays 2:50-5:30pm  Room: TBD

Course Description:

This course will examine the relations of the social and biological constructions of race, via a survey of the historical literature and the main biological concepts. The course will use readings and discussions to look at 20th and 21st Century developments of the concept of ‘race’ and how that concept is used in the ‘sciences’. It will also employ hands-on experimentation to expand on students understanding of the scientific method. Students will learn about genetics theory and genetic variation in human populations. The course will include an in depth
discussion of the current state of race in the sciences, the impact of racial categorizations on human health, scientific research and forensics; and possible futures for the concept of race in the sciences.

**Learning Objectives of AFR 2XX:**

By the end of the course, students will be able to:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
6. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
7. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
8. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

**Textbook and Readings:**

- Reading assignments for most classes will be posted on Blackboard (check the syllabus for due dates for readings)

**You must check Blackboard and your John Jay E-mail account regularly.**

You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.
COURSE REQUIREMENTS:

ASSESSMENT: Grade breakdown (Table)

Quizzes:
There will be a short quiz at the beginning of each class that will assess your familiarity with the assigned reading. We will discuss your response in class and the written portion should be kept in your portfolios, which I will periodically collect.

Glossary:
You need to keep a glossary of all the terms, concepts and definitions that we discuss in class and that are found in the assigned readings. These should be at least 2-3 sentences in length and should be in your own words. Also to be included in your portfolios

First Paper: Due Third Week of Semester
Each student will submit a two-page paper answering the questions listed below. Details will be given in class.

Topics:
- Define what is meant by the term social construction.
- Why is race considered a social construction?
- How do you define your race?
- Based on the readings discuss how science has influenced your definition.

The paper should include personal or communal experiences and should reference at least one of the articles/readings discussed in class.

Second Paper: Due Seventh Week of Semester
Each student will submit a three-page paper. This second short paper is due in the 7th week of class.

Topics:
- Discuss four main features of one major historical scientific definition of race.
- Identify the model of science that was being used
- Discuss the critique of the model.
The paper should include at least three references to materials discussed in class and in the assigned readings. There should be a fourth reference that you located.

Final Paper: Due: Week of Finals
Each student will submit a six-page paper. This paper will expand on the previous paper, taking into account the instructor’s suggestions.

**Topic:**

- Address the biological notion of race considering the findings of genetics in the last four decades
- Explain at least two pieces of evidence (findings from genetic studies) used in establishing this new definition
- Discuss in the context of the biological notion of race, the historical scientific definition of race selected in the second paper
- Contrast the historical scientific definition of race with the new finding from genetic studies
- Discuss how these theories have or have not modified your own definition of race

The paper should include at least five references to materials discussed in class and in the assigned readings, and/or other articles you locate that address the same issues.

**Lab Reports:**

During the Science unit, students will perform two short experiments and will summarize the methodology, and results in a written lab report. The report will also contain an analysis of the experimental limitations and the application of the results to our understanding of the concept of race. Specific instructions for completing the report will be provided on Blackboard.

**Final Grade:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>930 - 1000</td>
</tr>
<tr>
<td>A-</td>
<td>900 - 929</td>
</tr>
<tr>
<td>B</td>
<td>830 - 869</td>
</tr>
<tr>
<td>B-</td>
<td>800 - 829</td>
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<tr>
<td>C</td>
<td>730 - 769</td>
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<tr>
<td>C-</td>
<td>700 - 729</td>
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<tr>
<td>D</td>
<td>630 - 669</td>
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<tr>
<td>D-</td>
<td>600 - 629</td>
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<tr>
<td>B+</td>
<td>870 - 899</td>
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<tr>
<td>C+</td>
<td>770 - 799</td>
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<tr>
<td>D+</td>
<td>670 - 699</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 600</td>
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</table>

**Note:** Grades less than C are considered unsatisfactory.

**ENRICHMENT ACTIVITIES**

These are not required activities and there are no formal extra credits given to you for taking part in these activities. Bear in mind however that doing these activities will make you more perceptive and smarter and that will help you to improve your final grade on the course.

**Co-Curricula Activity:**
Please attend at least one on-campus activities. These could include attending a lecture, participating in a club activity or community assistance project. Some of these activities will be posted on BlackBoard. You should also read the notice boards by the elevators and in the corridors for listings and details.

**Campus Observation:**

Team up with a classmate. Do two 45 minute observations of the cafeteria and the lounge areas. Write up a one page report on any “racial/ethnic” or gender/sexuality patterns that you observe. Use the concepts we study in class, and start by defining one of them based in your observation.

**POLICIES**

**Attendance/Lateness:** Students who routinely miss classes or arrive late tend not to know what is going on. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual, and attend all classes. Be sure to participate in classroom discussions.

**Late Assignments and Missed Exams:** Late assignments and missed exams will be accepted and/or made up at the discretion of the professor.

**Classroom Behavior:** Students are expected to arrive at class prepared to work. While we will engage in spirited debate, we will always endeavor to address each other in a respectful manner. I expect all students to participate in classroom discussions. Students are expected to stay awake in class. I expect cell phones and other electronic devices to be switched off during class. I do not expect students to be leaving class to answer their cell phones or to be attending to these devices while in class.

**Assigned Readings:** You should have read the assigned reading at least twice. In addition you should have made detailed notes on a separate sheet of paper. Simply highlighting points is not enough. Look up terms you do not understand. Make notes using your own words. This will show that you understand what you are reading. You can use your notes during the many quizzes. I will periodically ask to see your notes.

BRING THE ASSIGNED READING TO CLASS AND BE PREPARED TO CITE FROM IT TO MAKE YOUR POINT.

**Resources**

**Writing Center:** The Writing Center, located in room 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.
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.

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

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 documentations) 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.
- This course will use turnitin.com for all written assignments. Plagiarism will result in an automatic “zero” for the assignment. Depending on the severity of the offense, the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php , see Chapter IV Academic Standards)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CLASS DESCRIPTION</th>
<th>ASSIGNMENTS/READINGS/ ACTIVITIES</th>
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<tbody>
<tr>
<td>Part I: History of Race</td>
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</table>

**Part II: Biological understanding of Race**
<table>
<thead>
<tr>
<th>Week 7</th>
<th><strong>DNA: The molecule of inheritance (Lecture and Laboratory)</strong></th>
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<tr>
<td></td>
<td>• Students will work with models of nucleotides to understand basic DNA structure.</td>
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<tr>
<td></td>
<td>• Students will learn about the DNA structure. They will build a double stranded DNA molecule using the complementary DNA bases. Students will explore DNA double helix models.</td>
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<tr>
<td></td>
<td>▪ Nucleotides: how do they connect to form a DNA molecule</td>
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<td></td>
<td>▪ The genetic code</td>
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<td></td>
<td>▪ Genes</td>
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<td></td>
<td><strong>In-class activities:</strong></td>
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<tr>
<td></td>
<td>• Worksheet – nucleotides, DNA bases in nucleotides</td>
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<td></td>
<td>• Models of nucleotides: connecting nucleotides to create a DNA strand</td>
</tr>
<tr>
<td></td>
<td>• Worksheet – Complementary DNA bases</td>
</tr>
<tr>
<td></td>
<td>• The DNA at work: Transcription and translation videos</td>
</tr>
<tr>
<td></td>
<td>• Exercise: Codons and aminoacids</td>
</tr>
<tr>
<td></td>
<td>• Worksheet – Making proteins from DNA</td>
</tr>
<tr>
<td></td>
<td><strong>Homework:</strong></td>
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<tr>
<td></td>
<td>Interactive: DNA and genes: <a href="http://learn.genetics.utah.edu/content/molecules/">http://learn.genetics.utah.edu/content/molecules/</a></td>
</tr>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Second Paper due:</strong> See syllabus</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Genotype and phenotype (Lecture)</strong></td>
</tr>
<tr>
<td></td>
<td>• Students will explore the main concepts of genetics by understanding the difference between genotype and phenotype.</td>
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<tr>
<td></td>
<td>▪ Genotype and phenotype</td>
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<td></td>
<td>▪ Traits and alleles</td>
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<td></td>
<td>▪ Genetic pedigree</td>
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<td></td>
<td>▪ Heterozygous and homozygous carriers</td>
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<td></td>
<td>▪ Dominant and recessive alleles</td>
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<td></td>
<td>▪ Figuring out the genetic makeup of the next generations</td>
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<td></td>
<td>▪ Punnett squares</td>
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<tr>
<td></td>
<td><strong>In-class activities:</strong></td>
</tr>
<tr>
<td></td>
<td>• Worksheet – Identifying traits</td>
</tr>
<tr>
<td></td>
<td>• Worksheet – Main definitions in genetics, identifying traits</td>
</tr>
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<td></td>
<td>• Worksheet – Inheritance/ Punnett squares</td>
</tr>
<tr>
<td></td>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Interactive: Inheritance and traits</td>
</tr>
<tr>
<td></td>
<td><a href="http://learn.genetics.utah.edu/content/inheritance/activities/">http://learn.genetics.utah.edu/content/inheritance/activities/</a></td>
</tr>
<tr>
<td></td>
<td>2. Virtual Lab –Extracting DNA and PCR amplification:</td>
</tr>
<tr>
<td></td>
<td><a href="http://learn.genetics.utah.edu/content/labs/extraction/">http://learn.genetics.utah.edu/content/labs/extraction/</a></td>
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<tr>
<td></td>
<td><a href="http://learn.genetics.utah.edu/content/labs/pcr/">http://learn.genetics.utah.edu/content/labs/pcr/</a></td>
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<tr>
<td></td>
<td><strong>Readings:</strong></td>
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<tr>
<td>Week 9</td>
<td><strong>Extracting DNA from buccal cells (Laboratory)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Homework:</strong></td>
</tr>
<tr>
<td></td>
<td>1. Laboratory Report (See syllabus)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Determining Genotype and Phenotype (Laboratory)</td>
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<tr>
<td>• Students will determine their genotype of the TAS2R38 loci.</td>
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<tr>
<td>• Students will determine their bitter taste phenotype by performing a PTC tasting test.</td>
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<tr>
<td>• They will digest the amplified DNA buccal DNA and perform agarose electrophoresis to detect their alleles.</td>
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<tr>
<td>• Protocol for the digestion of PCR fragments amplified in the previous laboratory session</td>
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<tr>
<td>• Protocol of the electrophoresis of TAS2R38</td>
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<tr>
<td>• Allele frequencies</td>
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<table>
<thead>
<tr>
<th>Week 11</th>
<th>The theory of evolution (Lecture)</th>
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<tbody>
<tr>
<td>• Students will learn about the history of evolutionary theory: Lamarck, Darwin and Wallace</td>
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<tr>
<td>• Students will discuss Darwin’s observations and inferences, and the concept of descent with modification</td>
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<tr>
<td>• Students will learn about the concepts of genetic variation and natural selection</td>
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<td>• Discuss scientific research and scientific theory</td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Origin of the human species</th>
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<tbody>
<tr>
<td>In-class exercise:</td>
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</table>
### Part III: Interaction of the biological and social perspectives of Race

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Genetic differences among racial or ethnic groups (Lecture)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Students will discuss Lewontin’s studies on genetic differences among races and the subsequent article “Lewontin’s fallacy” (Edwards, 2003)</td>
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<td></td>
<td>• Racial self-identification and genetic cluster agreement</td>
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<td></td>
<td>• Class discussion on the different biological definitions of race</td>
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<td></td>
<td><a href="http://www.pbs.org/wgbh/nova/evolution/does-race-exist.html">Homework</a></td>
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<thead>
<tr>
<th>Week 14</th>
<th>Contemporary Issue: Genetic surveillance and use of genetics in forensic identification (Lecture)</th>
</tr>
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<tr>
<th>Week 15</th>
<th>Week of Final Exams</th>
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<tbody>
<tr>
<td></td>
<td>Final Paper Due</td>
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</tbody>
</table>

(Lecture)

- Students will learn about the main events in the origin of living organisms in our planet
- Students will discuss theories surrounding the origin of the human species
  - Observing human cells under the microscope to identify the nucleus and the mitochondria
  - How is ancestry traced? Mitochondrial DNA and nuclear DNA
  - Mitochondrial Eve and the origin of the human population

Tracing ancestry


Readings:


Week 13

Genetic differences among racial or ethnic groups (Lecture)

- Students will discuss Lewontin’s studies on genetic differences among races and the subsequent article “Lewontin’s fallacy” (Edwards, 2003)
- Racial self-identification and genetic cluster agreement
- Class discussion on the different biological definitions of race

Week 14

Contemporary Issue: Genetic surveillance and use of genetics in forensic identification (Lecture)


Week 15

Week of Final Exams

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

New Course Proposal Form

Date Submitted: October 20, 2016

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: Percy Ellis Sutton SEEK Department

   b. Name and contact information of proposer(s): Erica King-Toler, PhD; Monika Son, PhD; Nancy Velazquez-Torres, PhD; Cheryl L. Franks, PhD.

      Email address(es): eking@jjay.cuny.edu; mson@jjay.cuny.edu; ntorres@jjay.cuny.edu; cfranks@jjay.cuny.edu

      Phone number(s): 212.237.8169

2. a. Title of the course: Education for Social Change in the US

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

   c. Level of this course  _____100 Level  _____200 Level  __x__300 Level  _____400 Level

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

   This course is designed for students to apply higher-order learning and thinking skills such as analysis, synthesis, evaluation, and creativity. The readings, writing assignments, and research activities throughout the course demand that students are able to think critically; read and interpret research material (for example, peer-reviewed research articles); analyze data at an upperclassman level and develop two major research-based papers.

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

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

   This course is perfectly matched with John Jay’s mission of Educating for Justice. It supports John Jay’s leadership in the field of justice. The course also fills a void present in General Education 300 level courses targeted at SEEK students, especially those

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
students transferring from other opportunity programs and for students interested in learning more about the field of education. EDU 300 is intended to increase retention for this population of students. The course is mostly designed for SEEK students, but non-SEEK students interested in the field of education can enroll. Students who are considering research in issues related to education or pursuing graduate studies in education or human services: policy and advocacy would benefit from the course.

First year SEEK students take a Freshman Seminar course titled *Education and Justice* which introduces students to John Jay’s mission and education and justice related issues. In the process of studying these issues, students reflect on their own educational experiences and gain an understanding of the processes and expectations of college. The students’ counselor teaches this course allowing for a stronger student/counselor relationship and early identification of academic strengths and challenges. It is expected for this relationship to continue throughout their John Jay college career.

The number of SEEK transfer students has increased significantly in the last four years. The 300 level course will allow students who are transferring from other colleges and therefore, did not take the 100 level course at John Jay to connect with a SEEK counselor or faculty. It will also be a course for students at the junior level to reconnect with a SEEK counselor or faculty within a classroom setting.

Moreover, through this course SEEK students will get the opportunity to examine issues of education as “privilege” or “right” and the impact of opportunity programs like SEEK which has its origins in CUNY as a result of the struggle for social justice and access to higher education in New York and throughout the US. They will be able to move from critical reflection to social action by contextualizing their own educational experiences and ambitions in the context of the struggle for justice in education.

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.)

Using the lens of education as a vehicle for social change, this course examines issues of education as “privilege” or “right” and the impact of opportunity programs such as SEEK which emerged from the struggle for social justice and access of the less privileged to higher education in the US. It provides an opportunity for students to critically reflect on the historical, philosophical, social, political and cultural forces that affected higher education’s evolution with respect to issues of justice, access and equality in the United States. Students will research and analyze data on issues of inclusivity, exclusivity and inequality as it relates to educational access. They will have the opportunity to move from critical reflection to social action by contextualizing their own educational experiences and ambitions in the context of the struggle for justice in education.
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 and Junior level status

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** (List three to five only). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?
   1. Identify and explain the social, political, economic, and cultural contexts of the struggles for justice in the United States through the lens of higher education history, access and opportunity.
   2. Analyze how struggles for justice in education have shaped U.S. society and culture, as well as students’ individual and collective educational experiences.
   3. Examine and critique the nuances of multiple perspectives on the same subject (i.e., the roots of inequality in higher education).
   4. Critically reflect on issues of education, justice, equality and opportunity in order to engage in social action.
   5. Use research and data analysis skills to establish a position and support it with evidence.

9. Will this course be part of any **major(s), minor(s) or program(s)**?
   X No ____ Yes

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

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

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
No _____ Yes ✗ If yes, please indicate the area:

College Option:

<table>
<thead>
<tr>
<th>Justice core:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice &amp; the Individual</td>
</tr>
<tr>
<td>Struggle for Justice &amp; Equality in U.S.</td>
</tr>
<tr>
<td>Justice in Global Perspective</td>
</tr>
<tr>
<td>Learning from the Past</td>
</tr>
<tr>
<td>Communication</td>
</tr>
</tbody>
</table>

Please explain why this course should be part of the selected area.

The course provides an analysis of perspectives on inclusivity, exclusivity and inequality as it relates to educational access in the US and promotes education as a mechanism for social change. This course enables students to fully comprehend higher education’s role in US Society, US education and opportunity programs. Students will engage in critical analysis of the ongoing struggles for access, justice and equality in education and reflect on their own life experiences while developing the tools necessary to pursue justice in education.

11. How will you assess student learning?

A variety of evaluation methods including written assignments, experiential activities, research projects, oral presentations and a final social action project and paper will be used to assess student learning.

- **15% Class Participation** (active participation in class discussions and activities, includes referencing the week’s readings)
  - In order to participate actively and fully in class, students must read all required readings.
- **20% Oral Presentations** (experiential activities and presentations detailed by week throughout the course calendar)
  - debates
  - oral presentation of underrepresented group in higher education
  - oral presentation component of the final social action project
- **20% Written Assignments**
  - 2-page early reflective journaling writing/research assignment
  - annotated bibliography assignment utilizing primary and secondary sources
  - qualitative 3-page interview critique
  - rewriting of the pledge to the flag
  - 5 page paper on the role of community colleges as a vehicle of social change in higher education

Form approved by UCASC, Sept 16, 2011, modified for Pathways, March 28, 2012
• 20% Midterm Research Assignment:
  ➢ Students will select an underrepresented group (i.e., Native Americans, African Americans, Latinos, Individuals with Disabilities) in higher education included on the syllabus or one you would like to explore on your own. Interview a member of this group about their own struggle for education and justice in the US and write a 7 page paper supported by literature and data.

• 25% Final Social Action Project/ Paper: Advocacy in Education:
  ➢ Utilizing the concepts of advocacy, social action and change discussed in class, and focusing on the issues which emerged in their midterm research, observations/reflections and paper.
    o Students must identify a barrier or problem plaguing higher education and prepare a 10 page paper on a social action/advocacy project.

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

  Yes X   No___(the course syllabus emphasizes the use of the John Jay College of Criminal Justice, Lloyd Sealy Library proxy server)

• If yes, please state the librarian’s name Maureen Richards
• 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 _____
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
  ➢ LexisNexis Universe _____
  ➢ Criminal Justice Abstracts _____
  ➢ PsycINFO X
  ➢ Sociological Abstracts X
  ➢ JSTOR X
  ➢ SCOPUS _____
  ➢ Other (please name)
    ___Proquest________________
13. **Syllabus (Attached)**

14. Date of **Department curriculum committee** approval: March 15, 2016

15. **Faculty** - Who will be assigned to teach this course? Erica King-Toler, PhD; Monika Son, Ph.D. Nancy Velazquez-Torres, PhD; Cheryl L. Franks, PhD or other SEEK Faculty

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:**

   Nancy Velazquez-Torres  
   Chair, SEEK Department
John Jay General Education College Option
Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>EDU 300</th>
</tr>
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<tbody>
<tr>
<td>Course Title</td>
<td>Education for Social Change in the US</td>
</tr>
<tr>
<td>Department or Program</td>
<td>Percy Ellis Sutton SEEK Department</td>
</tr>
<tr>
<td>Discipline</td>
<td>Education</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level)</td>
<td>ENG 201, Junior level status and above</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Description</td>
<td>Using the lens of education as a vehicle for social change, this course examines issues of education as “privilege” or “right” and the impact of opportunity programs such as SEEK which emerged from the struggle for social justice and access of the less privileged to higher education in the US. It provides an opportunity for students to critically reflect on the historical, philosophical, social, political and cultural forces that affected higher education’s evolution with respect to issues of justice, access and equality in the United States. Students will research and analyze data on issues of inclusivity, exclusivity and inequality as it relates to educational access. They will have the opportunity to move from critical reflection to social action by contextualizing their own educational experiences and ambitions in the context of the struggle for justice in education.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
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</tbody>
</table>

Indicate the status of this course being nominated:

☐ current course  ☐ revision of current course  ☑ a new course being proposed

John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Justice &amp; the Individual (100-level)</td>
<td>☐ Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td>☐</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td></td>
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<td>-------------------</td>
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<tr>
<td>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</td>
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</table>

**Justice Core II: Struggle for Justice and Inequality in the U.S.**

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Course Assignments and Activities</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a short paper on the evolution of education in the last century and the historical significance of the civil rights movement on education after completing the required readings and in class discussions on The Evolution of Higher Education in the US (Week 2), In class viewing of the documentary, “Eyes on the Prize, Episode 13, Keys to the Kingdom” on school desegregation in Boston, 1974 (Week 4).</td>
<td>Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice in the United States.</td>
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<tr>
<td>Conduct research, analyze data, write and present orally on historically underrepresented groups (Weeks 7-9: midterm assignment).</td>
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<tr>
<td>Discuss the role of collective political action in making changes to the status quo: The impact of Brown vs. the Board of Education, the GI Bill The Impact of Equal Opportunity Programs/SEEK Obama’s proposal in Kahlenberg’s 2015 article. (Week 12)</td>
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<tr>
<td>Examine and discuss <em>Extraordinary Speeches of the American Century</em> (Weeks 4 &amp; 14)</td>
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<td>View Paulo Freire’s Documentary speaking to his “Philosophy of Education” and discuss How Freire’s ideas shaped their classroom experience and how the changes we have seen throughout the History of US higher education impact them today? (Week 14)</td>
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<tr>
<td>Plan a social action project, paper and presentation: “Advocacy in Education.”</td>
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<tr>
<td>Explore the issues in higher education throughout the 20th Century and the impact on students’ educational journey (Weeks 2-3).</td>
<td>Analyze how struggles for justice have shaped U.S. society and culture</td>
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</tbody>
</table>
Debate on the pros and cons for the emergence, acceptance, support and funding of community colleges; who benefits, who loses? What needs to be changed? Improved? Continued? (Week 3)

Research the role of community colleges as a vehicle of social change in higher education and write a 5-page essay about the impact of these institutions in helping to provide broader access to higher education. (Weeks 3-4)

Interview a member of a historically underrepresented group about their own struggle for education and justice in the US (Part of Midterm)

Explain the importance of the SEEK Legislation, Education Law 6452 (1966), the role CUNY played, the advocacy and activism that took place in the 60s (Weeks 4, 11-12)

Review data and identify access and achievement gaps in today’s educational system (Weeks 11-13).

Develop an annotated bibliography on issues of access and achievement for higher education and discuss the data discovered. Discuss specific ways that access to education provided equal opportunity to different groups as well as the gaps in access (Weeks 4-5).

Debate on community colleges and Week 13’s debate on the pros and cons of student activism and dissent.

View and discuss - Dr. Adichie’s Ted Talk: Danger of a Single Story (Week 6)

Identify an interview in a magazine or television show and critique the interview based on the readings and in class discussions on developing questions for an interview and the qualitative research process. Critique should be at least 3-pages in length. (Week 6)

Revise the pledge of allegiance considering what it might mean to include parts of their identities (race, ethnicity, gender identification, 

- Differentiate multiple perspectives on the same subject.
| social class, religious identify, and ability). Engage in a class discussion on issues of identity and their impact on justice, opportunity, equity and social change. (Week 8) | Record a video entry on, “I am SEEK” or, “I am John Jay”. (Week 12) |
| Give a 10 minute advocacy presentation (Week 15) and submit a 10 page final social action project, paper and presentation: “Advocacy in Education.” |
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Course Title and Section: EDU 300: Education for Social Change in the US

Professors’ Names: Erica King-Toler, PhD, Monika Son, PhD, Nancy Velazquez-Torres, PhD, Cheryl Franks, PhD

Office location: SEEK Department

Contact Hours: TBA

Phone: 212.237.8175

E-mail address: eking@jjay.cuny.edu; mson@jjay.cuny.edu; ntorres@jjay.cuny.edu; cfranks@jjay.cuny.edu

Course Overview:
In this course, you will get the opportunity to closely examine what Nelson Mandela meant when he stated, “Education is the most powerful weapon which you can use to change the world.” You will engage in critical analysis of the ongoing struggles for access and equality in education and reflect on your own life experiences while developing the tools necessary to pursue justice in education.

Course Description:
Using the lens of education as a vehicle for social change, this course examines issues of education as “privilege” or “right” and the impact of opportunity programs such as SEEK which emerged from the struggle for social justice and access of the less privileged to higher education in the US. It provides an opportunity for students to critically reflect on the historical, philosophical, social, political and cultural forces that affected higher education’s evolution with respect to issues of justice, access and equality in the United States. Students will research and analyze data on issues of inclusivity, exclusivity and inequality as it relates to educational access. They will have the opportunity to move from critical reflection to social action by contextualizing their own educational experiences and ambitions in the context of the struggle for justice in education.

Learning Outcomes:
By the end of the course, students will be able to:
1. Identify and explain the social, political, economic, and cultural contexts of the struggles for justice in the United States through the lens of higher education history, access and opportunity.
2. Analyze how struggles for justice in education have shaped U.S. society and culture, as well as students’ individual and collective educational experiences.
3. Examine and critique the nuances of multiple perspectives on the same subject (i.e., the roots of inequality in higher education).
4. Critically reflect on issues of education, justice, equality and opportunity in order to engage in social action.
5. Use research and data analysis skills to establish a position and support it with evidence.

Course Pre-requisites: ENG 201 and Junior level students only
Requirements/Course Policies:
Below is a list of requirements and expectations necessary for the successful completion of the course:

(1) Attendance/Lateness: Students who routinely miss classes or arrive late tend not to know what is going on. As a result, they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes. Note that 35% of your final grade is based on in-class activities, presentations and participation.

(2) Assignments: All papers must be typed (double-spaced in Times New Roman 12-point font) APA style, and submitted on time and in hard copy form or on Blackboard as requested by the instructor. All papers must include a header with student’s name, date, and assignment title. Only late papers negotiated with the instructor prior to the due date will be accepted. If an assignment is due and the student is absent from class, the assignment must be sent to the instructor electronically before the class begins.

(3) E-mail: Students are expected to use their John Jay email address and check emails at least once a day, as professors will use it to disseminate important information regarding assignments and syllabus changes. Students must use professional salutations, language and format (to be reviewed in class).

(4) Blackboard: Students are required to check their Blackboard course page on a daily basis for updates on class assignments, projects, discussion questions, and/or any changes in the course syllabus.

* This course may be offered as a hybrid online course. When scheduled in this modality, the course will meet face to face once a week and online once a week.

Required Texts: Articles and Book Chapters are available on Blackboard or on reserve in the library: Required readings are detailed by week throughout the course calendar.

Grading:
A letter grade will be assigned for each student. No incomplete grades will be given, except in the event of a medical emergency, which must be documented by a physician’s note. Assignments are due on the date indicated on your assignment description or as assigned in class.

Final Grade will be calculated as follows:

- **15% Class Participation** (active participation in class discussions and activities, includes referencing the week’s readings)
  - In order to participate actively and fully in class, students must read all required readings.

- **20% Oral Presentations** (experiential activities and presentations detailed by week throughout the course calendar)
  - Debates (10%)
  - oral presentation of underrepresented group in higher education (10%)

- **20% Written Assignments**
  - 2-page early reflective journaling writing/research assignment (4%)
o annotated bibliography assignment utilizing primary and secondary sources (4%)
o qualitative 3-page interview critique (4%)
o rewriting of the pledge to the flag (4%)
o 5 page paper on the role of community colleges as a vehicle of social change in higher education (4%)

**An exceptional paper:**

- Has an introduction that engages the reader.
- Has a clear thesis statement.
- Is well-organized and easy to follow (all paragraphs relate to the thesis statement.).
- Is well-developed with a variety of pertinent details and supporting information.
- Is creative and original.
- Uses conventions of written English effectively, with no errors in spelling, punctuation or grammar.

**20% Midterm Research Assignment:**

- Select an underrepresented group (i.e., Native Americans, African Americans, Latinos, Individuals with Disabilities) in higher education included on the syllabus or one you would like to explore on your own. Final selection must be approved by the course instructor.
- Interview a member of this group about their own struggle for education and justice in the US.
  - Interview questions will be developed in class.
- Your paper must be 7 pages in length and supported by literature and data.
- The midterm must follow APA style, requiring at least 3 appointments with the academic support center (for overall conceptual framework, writing skills, review) prior to submission.
- At least 5 references will be required to demonstrate an integration of theory, practice and supported by the data.
- Additional guidelines for the midterm will be distributed and discussed in class Week 5.

**25% Final Social Action Project: Advocacy in Education:** Utilizing the concepts of advocacy, social action and change discussed in class, and focusing on the issues which emerged in your midterm research, observations/reflections and paper.

- You must identify a barrier or problem plaguing higher education and prepare a 10 minute advocacy presentation to be delivered to a mock board of higher education professionals (your classmates and professor) on recommendations for providing increased educational access and quality services and resources.
- You must submit a 10 page paper on your social action/advocacy project which includes:
A detailed analysis of the problem including its historical evolution, previous attempts and failures to address the problem structural/system impediments to resolving the problem and current societal resources available to remedy the problem you have identified.

Your paper must clearly outline ways you have identified or created to help to eradicate the problem through advocacy.

Guidelines for social action project proposal/advocacy project will be distributed and discussed in class.

Your paper will require a minimum of 3 appointments with the academic support center (for overall conceptual framework, writing skills, review); 10 references will be required.

College Wide Policies for Undergraduate Courses:

(1) 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, see Chapter IV Academic Standards)

(2) Americans with Disabilities Act (ADA) Policies: If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-311 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Accessibility Services (212) 237-8031, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

Course Schedule

WEEK 1: Introduction to Class: What Does it Mean to Educate for Justice and Social Change?

“The roots of education are bitter, but the fruits are sweet.”

- Aristotle

- Welcome and introduction to the class
- Review syllabus and requirements
• Opening exercise and beginning discussion: Why this course? Sharing our stories of education as opportunity and justice and a mechanism for social change
• Expectations on reading assignments, reflective journaling, writing and research


Got Data? Discussion on using assessment data to understand educating for justice and social change.

PART I: THE EVOLUTION OF EDUCATION IN THE LAST CENTURY

WEEK 2: An Overview of Education in the Past Century


Video or In-Person Lecture:
Dr. Shevaletta Alford, “The Evolution of Higher Education: What has Education Been?”

Assignment: Write a 2-page reflective journal to include your observations about the content of the first two week’s course discussion, readings, and presentation by guest lecturer Dr. Alford. What connections can you make between what was discussed in class and the readings. Are there discrepancies in what you have been reading and what you heard from Dr. Alford? What themes are beginning to emerge? Describe two theoretical perspectives on the purpose of education and reflect on how this has affected your life.

WEEK 3: The Historical and Personal Significance of the Community College: Making Personal Connections to the Data

Readings:


Review data on how community college students fair in the transfer process, (compare SEEK transfer students to the larger college community).

**In-class debate:** Utilizing your personal experience, the literature and data on community colleges, engage in a debate on the pros and cons for the emergence, acceptance, support and funding of community colleges; who benefits, who loses? What needs to be changed? Improved? Continued? (Guidelines for debate will be discussed in class.)

**Assignment:** Research the role of community colleges as a vehicle of social change in higher education and write a 5-page essay about the impact of these institutions in helping to provide broader access to higher education. Your paper must be supported by the literature and data.

Rough draft of paper will be submitted for feedback.

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**WEEK 4: The Historical Significance of the Civil Rights Movement on Education**

**In class viewing and discussion of**

- The documentary: “Eyes on the Prize, Episode 13, Keys to the Kingdom,” on school desegregation in Boston, 1974
- Extraordinary speeches:
  - Alabama Governor George Wallace’s speech promising his state: “Segregation now! Segregation Tomorrow! Segregation forever!”
  - Dr. Martin Luther King’s speech with a call for an end to segregation and racial discrimination.
  - Dr. King’s speech eulogizing four little black girls murdered by the Ku Klux Klan.

**Assignments:**

- Submit essay on the role of community colleges.

- Develop an annotated bibliography on issues of access and achievement for higher education. Be prepared to discuss the data you discovered. Discuss specific ways that access to education provided equal opportunity to different groups as well as the gaps in access. Through your assignment you should begin to identify a group you would be interested in studying further for your midterm.
  - Example for annotated bibliography: Search data on Black student athletes’ access and achievement.
  - Resource: [https://owl.english.purdue.edu/owl/resource/614/1/](https://owl.english.purdue.edu/owl/resource/614/1/)
PART II: ISSUES OF ACCESS AND ACHIEVEMENT

WEEK 5: Gaps in Access

In class discussion of annotated bibliography


Preparation for the Midterm:
- Begin to formulate questions beginning with yourself and your own identity that you explored in prior class sessions
- What questions do you have about your own experiences with access and education?
- What group have you been focusing on so far in class through your annotated bibliography, your in-class discussions, your own identity exploration? Would you like to continue to explore issues concerning this group? Would you like to explore a different group?

Once your assignment is identified, use the literature and data to understand issues of access and equity in higher education, explore the data (both primary and secondary sources), identify the gaps in knowledge, in what we know and how we know it, what are the unanswered and unasked questions?

Assignment:
Submit draft of questions for interview (part of midterm).

Midterm Research Assignment Due Week 8

WEEK 6: Developing Questions to Understand Educating for Justice, Opportunity and Social Change

“A lack of transparency results in distrust and a deep sense of insecurity”
- The Dalai Lama

In class viewing and facilitated discussion of Nigerian novelist, Dr. Chimamanda Ngozi Adichie’s, Ted Talk: “Danger of a Single Story.”
In-class Brainstorming Session on Potential Topics for Final Paper Social Action Project: Based on the class assignments and all the thinking you have been doing around gaps in access and equity, begin to list potential social issues, conditions and problems that you will focus on in your final social action project.

Readings:


In class activity: Peer feedback on questions developed for midterm paper interview

Assignment: Identify an interview in a magazine you read or television show where you watched an interview being conducted. Critique the interview on what you now know about interviews in the qualitative research process. Turner (2010) article on the qualitative interview above. Your critique should be at least 3-pages in length.

WEEK 7: Historically Underrepresented Groups

“My mother said that I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and more intelligent than college professors.”

-Maya Angelou

“Systematic efforts of assimilation removed many Native children and youth from their tribal communities and placed them in non-Indian-run residential schools...Investigations of the later 20th Century have revealed many documented cases of sexual, manual, physical and mental abuse occurring at such schools.”

-Karina Walters on historical trauma and Native Boarding Schools

“The way Americans most understand the history of Latinos in this country, a lot of it is being told now through the lens of what’s happening with the immigration debate. While that’s an important debate that has security and moral implications, in my view, there’s also a huge history of Latinos in the US that’s never been told.”

-Ken Salazar, 50th US Secretary of the Interior

Readings and in-class group discussions:


**Oral Presentations for Week 9:** Identify a historically underrepresented group in higher education you will present in class next week. What have been the challenges and barriers for this group? What are the gaps? How do you know? What data sources inform your understanding? You may utilize one article, reading, movie from this class and two additional sources. You may focus on the issues/group you researched in your annotative bibliography.

Guidelines for presentation will be presented in class.

**Groups may include** (not an exhaustive list):
- Gender/sex
- Intersectional Identity
- Race: Blacks and Historically Black Colleges in the US, Native Americans, Asian Americans or Whites
- Hispanics, Latinos, Chicanos and Hispanic Serving Institutions in the US
- Immigrants
- Low Income Students in the US
- Disabilities and Disabilities Services in US Higher Education
- LGBT Identity and US Higher Education
- Veterans

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**Midterm Research Assignment Due Next Week**

**WEEK 8: And Justice for All?**

“I pledge allegiance to my flag and the republic for which it stands, one nation indivisible, with liberty and justice for all” (As a socialist, Bellamy had initially also considered using the words equality and fraternity but decided against it—knowing that the state superintendents of education on his committee were against equality for women and African Americans) --Frances Bellamy, 1892, first version

**In-Class Activities:**
- Reread the content in the parentheses of the quote above. “One nation, indivisible, with liberty and justice for all.” Rewrite the Pledge to the Flag to specifically include all people and populations. What would you like to see added and why? Provide a rationale for your additions.

- In your revision of the pledge consider what it might mean to include parts of your identities (race, ethnicity, gender identification, social class, religious identify, and ability) that were originally excluded. Although the pledge was intended as a symbol of patriotism, loyalty and justice, does its tone resonate with your experiences as a student given your various identities?

- Engage in a class discussion on these issues of identity and their impact on justice, opportunity, equity and social change.
Develop oral presentation evaluation rubric to be used next week.

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**Midterm Research Assignment Due**

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**WEEK 9:**

**Oral Presentations**
As you present, your classmates will evaluate your presentation with an evaluator tool created in class and provide oral and written feedback to your presentation. This presentation will help prepare you for the oral component of your final assignment.

**PART III: EDUCATION TODAY: ADVOCACY AND SOCIAL ACTION**

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**WEEK 10: Introduction to Social Action and Focus Groups**

**In Class Discussion:** 5 Steps for Transforming Student Passion into Social Action
http://www.forbes.com/sites/ashoka/2013/02/19/5-steps-for-transforming-student-passion-into-social-action/#e15b6518e70d

Review the focus group methodology used for the SEEK Department’s Men of Color POWER Research and Program Development Project (hand-out).

Knowing what you know now, what questions are emerging for you so far? Working in small groups develop a questioning route for a focus group you would conduct to collect relevant data to inform emerging questions on issues of education, justice, opportunity and social change.

**In Class Activity:** Engage in a role play on developing a questioning route and facilitating a focus group.

**Statement of Need, Problem Statement**
This component explains and justifies the problem that you have identified. Think of yourself as a debater. Assemble your facts and arguments and present them persuasively.

**Checklist**
- What is the problem or need? Why is this problem important?
- Who does it affect?
- What evidence do you have to show that the problem is real and important? Do you have statistical data? Are the data specific to your region or community? Where and how did you get this evidence?
- Present data, facts and statistics to support your argument that the need is real, urgent, serious, widespread, important, etc.

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**WEEK 11 The Need for Advocacy**

News: Advocates walk 150 miles from New York City to Albany for school funding (October 2016)

**Readings and Resources:**

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EDU 300 Education for Social Change in the US
SEEK Page 20


**In preparation for Final Paper: Planning a Social Action Project**

Examples:

**Assignments:** Begin working on the outline for your social action project proposal. Resource: [https://owl.english.purdue.edu/owl/resource/544/02/](https://owl.english.purdue.edu/owl/resource/544/02/)

Meet with your supplemental instructor to discuss the outline. Submit the outline of your social action project proposal by Week 13.

**WEEK 12: The Impact of Activism and Advocacy**

- How important is it to engage in the political process? Our current political process? What’s to gain? What’s to lose?
- What is the role of collective political action in making changes to the status quo?
  - Review the impact of Brown vs. the Board of Education and the GI Bill


**SEEK:**

- SEEK Legislation, Education Law 6452 (1966) (handout)
- Assessment Data of John Jay SEEK and other opportunity programs from the Office of Special Programs and the Literature on Opportunity Programs. What do we know? Where are the gaps? How can I contribute?
Got Data? Review of the assessment data from opportunity programs over the years? What’s in the literature? What do we know? How do we know it? Where are the gaps in knowledge? As we are going to ask you to do in the final paper, how would you go about filling those gaps?

Class Activity: Students prepare their own video entries to, “I am SEEK” or, “I am John Jay,” for non-SEEK students.

Outline of your social action project proposal due next week.

WEEK 13: Where Are We Today?

- What does the current data tell us as to the structures of support, and the gaps in access and equity for all?
  - The Condition of Education Report
  - CUNY data

Readings:

In-class Debate: Pros and Cons of Student Activism and Dissent
Guidelines for debate will be discussed and distributed in class.

Assignment: Outline of your social action project proposal due.

First draft of Final Project due for feedback next week.
Please include:
A detailed analysis of the problem including its historical evolution, previous attempts and failures to address the problem structural/system impediments to resolving the problem and current societal resources available to remedy the problem you have identified.

WEEK 14: Advocacy and Freire’s Emancipatory Education

“Working together, we can become, or try to become, a more perfect union. As a society we can correct ourselves.”

-Supreme Court Judge Sonia Sotomayor

- Problem, Issue, Condition Identification and Definition
- Social and Organizational Change
- Advocacy
- Presentation skills and strategies for practical responses to the identified problem

Readings:


**In Class Activities:**
- “In our own words: Extraordinary speeches of the American Century”,
  - Malcolm X’s speech scoffing at Dr. King’s pacifism, declaring: “There’s no such thing as a nonviolent revolution.”
  - Labor leader Cesar Chavez’s speech as he was recovering from a 3-week fast, explaining to his followers why “sacrifice” is integral to their struggle.
  - Wellesley Graduate Hillary Diane Rodham’s (Clinton) speech defending her generation’s use of “constructive protest” to create social change.
  - Student dissident Shen Tong’s speech offering a firsthand account of the violent crackdown in Tiananmen Square, China

- Paulo Freire’s Documentary speaking to his “Philosophy of Education.”

**Discussion:** How have Freire’s ideas shaped our classroom experience? How have the changes we have seen throughout the History of US higher education impact you today? What did you gain specifically as a result of student activism and dissent? How might you contribute?

**Assignment:** Meet with a learning center facilitator to review your rough draft of the Final Social Action Project.

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**WEEK 15:** Presentations and Evaluations of Proposals for Social Action and Social Change

**Making connections to the course objectives**

**Resources:**
Presentation evaluation tool (to be developed in class)

As you present, your classmates will evaluate your presentation with the evaluator tool and provide oral and written feedback to your presentation.

- Oral evaluation: What was the learning for you? How did the data inform your learning? What else do you need to know? How will this impact your education going forward?
- Written qualitative course evaluation (instructor) and quantitative (college)
- Final Social Action Project and Paper Due: During finals week
Supplemental Readings


Occupying the Academy: Just How Important is Diversity Work in Higher Education? https://books.google.com/books/about/Occupying_the_Academy.html?id=RLqdjYB7zwC&printsec=frontcover&source=kp_read_button&v=onepage&q&f=false


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

New Course Proposal Form

Date Submitted ______9/8/16________

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 ______Philosophy________
   
   b. Name and contact information of proposer(s) ______Michael Brownstein________
      Email address(es) ______mibrownstein@jjay.cuny.edu_____
      Phone number(s) ______917.658.2684_________________

2. a. Title of the course ______Philosophy of Science____________________
   
   b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule) ______Philosophy of Science____________________
   
   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:

   This course includes contemporary and historical readings in the philosophy of science, including readings on scientific methodology and statistical methods used in the social sciences. The complexity of the core concepts and texts goes beyond what would be found in a 100 level course. The course does not require students to access secondary research, nor to write long papers, which would be expected in a 300 level course.

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

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.)

   Philosophy of Science is a staple in almost all philosophy departments. Increasingly it is a required course for philosophy majors in most departments. The proposed course will benefit the philosophy major at John Jay for these reasons. In addition, Philosophy of Science will benefit the John Jay student population at large, and for several reasons.
First, this course is being proposed as part of the General Education program, in the “Scientific World” area of the Flexible Core. John Jay students will benefit from having the option of fulfilling this requirement by taking a class that encourages critical philosophical scrutiny of the fundamental features of science (e.g., the logic of induction and confirmation, which shows how theories follow from observations).

Second, John Jay students should be able to distinguish science from non-science and from pseudoscience. Non-sciences, such as literature and philosophy, are different in kind from science, but may be valid means for knowledge acquisition. In contrast, pseudoscience illegitimately poses as science. Understanding these categories will help John Jay students form informed beliefs about matters of public policy. For example, should facts about the brains of psychopaths or victims of abuse be used in criminal trials? Scientific, non-scientific, and pseudoscientific answers to this question are commonly found in public discourse. A scientific approach might consider how well neuroscientific data predicts behavior; a non-scientific approach might consider the ethics of “neurolaw;” and a pseudoscientific approach might use phrenological categories to categorize personality types.

Second, John Jay students should be able to assess the basic quality of scientific findings. Science journalism is often riddled with errors, with little critical inquiry into the research being reported. John Jay students will benefit both personally and professionally from acquiring a basic understanding of replicability, randomization, representative data sets, etc. Students commonly make many of their personal decisions—for example, how to eat healthfully—on the basis of what they perceive to be recommended by scientific research. They would be well-served to have more fluency in evaluating research like this.

Third, given the college’s core focus on justice, John Jay students should learn about contemporary scientific approaches to justice-related issues (e.g., psychological research on biases in eyewitness testimony).

Finally, because many John Jay students study some form of social science, they should carefully consider the ethical and political dimensions of the role of social scientific data in shaping public policy. For example, are “nudge” policies, such as Mayor Bloomberg’s ban on large sodas, problematically paternalistic? Answering questions such as this one requires assessing the strength of the underlying data, but also requires political and ethical reflection on concepts such as personal autonomy and well-being.

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 difference between science, non-science, and pseudoscience. It introduces students to the fundamental features of scientific thinking, including the logic of induction and confirmation, falsification, and statistical generalization. Students will learn how to assess the quality of scientific studies, in particular the way that scientific studies are
reported in the media. Students will also consider the role science can and should play in shaping public policy as well as their personal moral beliefs.

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

   ENG 101

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

   - Students will be able to gather, interpret, and assess information from philosophical writing about science, actual scientific papers, popular writing about science, and public policy assessments.
   - Students will be able to evaluate evidence and arguments critically by becoming familiar with basic logical fallacies and false assumptions often made in science reporting. Students will also be able to articulate and evaluate the empirical evidence supporting a scientific theory by understanding statistical power, replicability, publication bias, fraud, representative data sets, and related issues.
   - Students will learn to produce written and oral arguments through writing short critical papers and by giving class presentations.
   - Students will be able to identify the fundamental concepts underlying scientific thinking and apply these to the distinction between science, non-science, and pseudoscience.
   - Students will learn how the tools of science can be used to solve problems by considering the relationship between moral dilemmas and psychological research in specific contexts (e.g., law). Relatedly, through case studies, students will be able to evaluate the impact of scientific discoveries on the contemporary world by considering the political and ethical ramifications of the role of social science in shaping public policy.
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)

Philosophy Major and Minor: This course will count toward one of the three required elective courses for the major in philosophy, Part V.

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

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

Flexible Core:

| A. World Cultures and Global Issues |
| B. U.S Experience in Its Diversity |
| C. Creative Expression |
| D. Individual and Society |
| E. Scientific World | ___X___ |

Please explain why this course should be part of the selected area.

This course should become part of the Flexible Core: Scientific World because it requires students to identify the fundamental concepts underlying scientific thinking and apply these to the distinction between science, non-science, and pseudoscience. These include hypothesis testing, induction, confirmation, and the norms of scientific communities. This will be done through the analysis of case studies (e.g., astrology, climate science, etc.).

This course also requires students to become familiar with common pitfalls in the popular reporting of scientific findings. Students will be required to learn how to spot basic fallacies and reasoning errors and will be required to understand the basic concepts underlying statistical analysis, such as replicability, randomization, representative data sets, and so on. Students will need to be able to work backwards from a report of a scientific finding in the media to a basic analysis of the strength of the data.

Finally, this course should become part of the Flexible Core: Scientific World because it requires students to evaluate the relationship between science and matters of personal and public concern. Students will have to evaluate their own moral beliefs and how those beliefs may be (re)shaped by scientific findings. Students will also have to consider how, whether, when, and why public policy should be driven by scientific findings.
11. How will you **assess student learning**?

Students will write short abstracts for assigned readings. Abstracts test how carefully students have read the assigned material and whether they understand its key points. The grading scale for abstracts is: 3 points if you have obviously done the reading, made a good-faith effort to understand it, and have the central argument basically right; 2 points if you have obviously done the reading but there are some problems with your understanding; 1 point if you have done the reading but there are serious problems with your understanding, indicating that you did not read carefully; 0 points if you have clearly not done the reading.

Three times during the semester students will also write short critical commentaries in response to the assigned reading. The goal of these commentaries is to further illuminate the issues raised by an assigned reading. This can be done by showing where an author goes wrong, by identifying what has been left unsaid, or by arguing for an alternative position.

Twice during the semester students will present material to the class. This requires mastering the assigned material, so that the presenter is capable of answering questions on the fly about it.

Finally, active and informed participation in class discussion will be expected.

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__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: September 2016

Approved by UCASC, Nov 18, prepared for Colleg Council, Dec 6, 2016
15. **Faculty** - Who will be assigned to teach this course? 
   ___ Michael Brownstein or other Philosophy Department staff with competence in the relevant areas____

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.

I shared these materials with Anthony Carpi. He provided helpful feedback and support for this course. I also shared these materials with Sandra Swenson, who also supported this proposal. Both are faculty in the Sciences Department.

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:
   
   Jonathan Jacobs  
   Chair, Philosophy Department
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>PHI 2XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>Philosophy of Science</td>
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<tr>
<td>Department(s)</td>
<td>Philosophy</td>
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<tr>
<td>Discipline</td>
<td>Philosophy, Science</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<td>Contact Hours</td>
<td>3</td>
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<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
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<tr>
<td>Co-requisites</td>
<td>N/A</td>
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<tr>
<td>Catalogue Description</td>
<td>This course focuses on the difference between science, non-science, and pseudoscience. It introduces students to the fundamental features of scientific thinking. Students will learn how to assess the quality of scientific studies, in particular the way that scientific studies are reported in the media. Students will also consider the role science can and should play in shaping public policy as well as their personal moral beliefs.</td>
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<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
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</tbody>
</table>

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [x] a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
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</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
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<td></td>
<td>Creative Expression</td>
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<td></td>
<td>Scientific World</td>
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</table>
### E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

<table>
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<tr>
<th>Students will be able to gather, interpret, and assess information from philosophical writing about science (e.g., the readings assigned for Week 3), actual scientific papers (e.g., the reading for Week 7), popular writing about science (e.g., the reading in Week 5), and public policy assessments (e.g., the reading in Week 14). Students will have to interpret these readings and demonstrate an accurate understanding of these sources in their written abstracts (as detailed in the syllabus). They will also have to synthesize these sources of information for oral presentations in class and in three written critical commentaries (as described in the syllabus).</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
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<tbody>
<tr>
<td>Students will be able to evaluate evidence and arguments critically by becoming familiar with basic logical fallacies and false assumptions often made in science reporting (e.g., the readings in Week 5). This will be assessed in class discussion (through their “Quality of Failure” grade and through in-class presentations) and writing assignments (in writing three critical commentaries). Students will also be able to articulate and evaluate the empirical evidence supporting a scientific theory by understanding statistical power, replicability, publication bias, fraud, representative data sets, and related issues (e.g., the readings in Weeks 5-7).</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
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<tr>
<td>Students will learn to produce written and oral arguments through writing 3 short critical papers, 14 abstracts, and by giving 2 class presentations.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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</tbody>
</table>

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Students will be able to identify the fundamental concepts underlying scientific thinking—that is, falsifiability, deductive and inductive logic, and replicability—and apply these to the distinction between science, non-science, and pseudoscience. These topics are covered in particular in the readings for Weeks 2-4 and Weeks 8-10.</th>
<th>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</th>
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</thead>
<tbody>
<tr>
<td>Students will learn how the tools of science can be used to solve problems by considering broadly the</td>
<td>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze</td>
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<td>relationship between empirical psychology and moral philosophy (e.g., see the readings for Weeks 8-9) and the relationship between moral dilemmas and psychological research in specific contexts (e.g., law; see the readings for Weeks 10-12).</td>
<td>problems and develop solutions.</td>
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<td>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
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<td></td>
<td>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
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<td>Through case studies, students will be able to evaluate the relationship between scientific principles and public policy by considering the political and ethical ramifications of the role of social science in shaping public policy. More specifically, students will address social science and law in Weeks 10-12; positive psychology and public policy in Week 13; and attitude-change and climate change in Week 14.</td>
<td>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
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PHI 2XX: Philosophy of Science

Course Description
This course focuses on the difference between science, non-science, and pseudoscience. It introduces students to the fundamental features of scientific thinking, including the logic of induction and confirmation, falsification, and statistical generalization. Students will learn how to assess the quality of scientific studies, in particular the way that scientific studies are reported in the media. Students will also consider the role science can and should play in shaping their personal moral beliefs as well as public policy.

Required Texts
All other course reading will be distributed via Blackboard

Grading
This course uses the John Jay College grading scale (available here).

Requirements
Abstracts (40%)
For each week of the course, you will need to write a short abstract for one of the assigned readings. You will write a total of 14 abstracts. You can choose which reading each week for which to write your abstract. Your final “abstract grade” is the average grade of these 14 abstracts.

An abstract is a one paragraph summary of: (a) the main point of the reading; and (b) the argument(s) the author offers in support of his or her point. Abstracts are to be typed and must be submitted to Blackboard (without your name or any identifying information on them) before the start of class.

The grading scale is this:
- 3 points if you have obviously done the reading, made a good-faith effort to understand it, and have the central argument basically right
- 2 points if you have obviously done the reading but there are some problems with your understanding
- 1 point if you have done the reading but there are serious problems with your understanding, indicating that you did not read carefully
- 0 points if you have clearly not done the reading or do not turn in an abstract

Approved by UCASC, Nov 18, prepared for Collog Council, Dec 6, 2016
Critical Commentary (30%)
Students will write 3 critical commentaries on selected readings. Critical commentaries should be 2-3 pages long. Students should append a commentary to their abstract (as part of the same document) three times over the course of the semester. See the due dates on the schedule.

The goal of your commentary is to further illuminate the issues raised by an assigned reading. This can be done by showing where an author goes wrong, by identifying what has been left unsaid, or by arguing for an alternative position. You do not need to re-describe the reading in your commentary. Commentaries should be 2-3 pages of evaluative, critical writing.

Be warned: you will be expected to work hard on your commentary. You should plan to revise your commentary several times before turning it in.

***A NOTE ON ACADEMIC INTEGRITY***
If you plagiarize a paper, you will fail the course. See the JJC page on Academic Integrity for what counts as plagiarism: http://www.jjay.cuny.edu/academic-integrity-0

Class Presentations (15%)
Students will give two brief presentations to the class. On the day of your presentation, you should have a strong grasp of the material. You are the expert for the day.

Participation, Attendance, and Quality of Failure (15%)
Active and informed participation in class discussions counts for a relatively large portion of your final grade in this course. If you are afraid of speaking in public, push yourself to try. If you are terribly afraid of speaking in public, please talk with me about it privately before the course begins. Note that asking questions in class—no matter how simple or well-informed the question is—counts as “active and informed participation.” So, ask the questions that are in your head, even if you think everyone else knows the answer. (Hint: they don’t.)

Regular class attendance is expected and counts toward this portion of your grade.

Quality of failure refers to your willingness to take intellectual risks. Have you proposed a different way to look at things? Have you taken a stand for an unpopular view? Have you argued for a view that might seem strange? Most importantly, have you been willing to speak or write about something even if you’re not sure it’s right? If so, then you will get a good Quality of Failure grade. Whenever you take a risk and fail, just tell yourself, “this is how I learn.”

Expectations
Doing philosophy is more like learning to ride a bike than memorizing the periodic table; more like learning to play an instrument than identifying a plant species. You will not be responsible for
memorizing facts in this course. But you WILL be responsible for learning to understand, analyze, and create ARGUMENTS. In philosophy, arguments are not shouting matches. They are claims or views about one thing or another.

**Expectations for Class Participation**

Students should be able to:

- Summarize an argument
- Highlight conclusions or theses of arguments
- Outline key chains of reasoning and major premises
- Practice perspective-taking (understanding others’ viewpoints)
- Speak clearly and succinctly
- Speak creatively and with a willingness to fail well

**Expectations for Abstracts:**

Students should be able to:

- Concisely summarize and paraphrase an argument
- Represent an author's view accurately, including the “key moves” he or she makes
- Write in clear, grammatical prose

**Expectations for Critical Commentaries:**

Students should be able to:

- Write in clear, grammatical prose
- Present a transparent, narrow, and specific thesis statement
- Organize and structure your writing around a thesis statement
- Analyze arguments for validity and soundness
- Exercise the principle of charity
- Clearly define terms and concepts
- Precisely discuss examples and evidence and connect to claims
- Exhibit understanding of readings
- Present a view of one’s own

**Note**

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.”

Approved by UCASC, Nov 18, prepared for Colleg Council, Dec 6, 2016
Schedule

Unit 1: The Demarcation Problem: Science, Non-Science, Pseudoscience

Week 1: Course Introduction and the Basics of Doing Well in Philosophy
- Pink, “The Pink Guide to Taking Philosophy Classes”
- Key concepts: arguments, clarity, consistency, fallacies
- Classroom activities: introductions, discussion
- Learning outcome for Week 1: learn basic approaches to interpreting philosophical readings and demonstrating an accurate understanding of them in writing.

Week 2: Introduction to Demarcation
- Godfrey-Smith, Theory and Reality 1-18
- Key concepts: evidence, premises and conclusions, descriptive vs. normative theories
- Classroom activities: discussion, student presentations
- Learning outcome for Week 2: understand and discuss the questions philosophers of science ask and the kinds of tools scientists use to solve problems. Begin the process of learning how to gather, interpret, and assess information in writing (through the first written abstract) and in conversation (through presentations and participation).

Week 3: Demarcation, continued
- Key concepts: demarcation, pseudoscience, belief
- Classroom activities: discussion, student presentations, writing workshop (outline construction)
- Learning outcome for Week 3: understand the fundamental concepts underlying scientific thinking and apply these to the distinction between science, non-science, and pseudoscience. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).

Week 4: Empiricism, Induction, and Confirmation
- Godfrey-Smith, Theory and Reality 19-74
- Critical commentary #1 due
- Key concepts: logical empiricism, logical positivism, confirmation, falsification
- Classroom activities: discussion, student presentations
Learning outcome for Week 4: critically evaluate evidence and arguments by becoming familiar with basic logical fallacies and the relationship between theories and observations. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation). Begin learning how to synthesize multiple sources of information in critical commentaries.

**Unit 2: Science Reporting and Scientific Literacy**

**Week 5: Introduction to Statistical Generalization: Case Study, Social Psychology**
- Valian, V. “Anatomy of an Experiment” (video)
  - [https://www.youtube.com/watch?v=aKkRyrH5fZg&feature=em-upload_owner](https://www.youtube.com/watch?v=aKkRyrH5fZg&feature=em-upload_owner)
- Key concepts: Research design, correlation and causation, variables, validity
- Classroom activities: discussion, student presentations, critical commentary feedback
- Learning outcome for Week 5: Begin to articulate and evaluate the empirical evidence supporting a scientific theory by understanding statistical power, replicability, publication bias, fraud, representative data sets, and related issues. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).

**Week 6: Operationalization**
- Engber, D. “Is ‘Grit’ Really the Key to Success?”
  - [http://www.slate.com/articles/health_and_science/cover_story/2016/05/angela_duckworth_says_grit_is_the_key_to_success_in_work_and_life_is_this.html](http://www.slate.com/articles/health_and_science/cover_story/2016/05/angela_duckworth_says_grit_is_the_key_to_success_in_work_and_life_is_this.html)
- “The Complicated Science of Risk” (podcast)
- Key concepts: constructs, moderators, operationalization
- Classroom activities: discussion, student presentations
- Learning outcome for Week 6: Begin to articulate and evaluate the empirical evidence supporting a scientific theory by understanding statistical power, replicability, publication bias, fraud, representative data sets, and related issues. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).

**Week 7: Replication**
- Engber, D. “Cancer Research is Broken.”
- Key concepts: truth vs. confirmation, direct vs. conceptual replication
- Classroom activities: discussion, student presentations, writing workshop (using simple prose)
- Learning outcome for Week 6: Begin to articulate and evaluate the empirical evidence supporting a scientific theory by understanding statistical power, replicability, publication bias, fraud, representative data sets, and related issues. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).

**Week 8: Representativeness**
- Critical commentary #2 due.
- Key concepts: ecological validity, relativism, sociology of science
- Classroom activities: discussion, student presentations, critical commentary feedback
- Learning outcome for Week 6: Begin to articulate and evaluate the empirical evidence supporting a scientific theory by understanding statistical power, replicability, publication bias, fraud, representative data sets, and related issues. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation). Continued practice in synthesizing multiple sources of information in critical commentaries.

**Unit 3: Morality, Law, and Science**

**Week 9: Moral Intuitions and Empirical Psychology**
- Interview of Walter Sinnott-Armstrong (podcast)
  - [http://hwcdn.libsyn.com/p/1/7/5/175d733c0bec8eaf/Walter_Sinnott-Armstrong_on_Moral_Psychology.mp3?c_id=1779600&expiration=1478097173&hwi=7fd974f5e9c4f44938c86e91b3291afe](http://hwcdn.libsyn.com/p/1/7/5/175d733c0bec8eaf/Walter_Sinnott-Armstrong_on_Moral_Psychology.mp3?c_id=1779600&expiration=1478097173&hwi=7fd974f5e9c4f44938c86e91b3291afe)
- Key concepts: reason vs. emotion, judgment vs. intuition, the naturalistic fallacy
- Classroom activities: discussion, student presentations
- Learning objective for Week 9: learn how the tools of science can be used to solve problems by considering broadly the relationship between empirical psychology and moral philosophy. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).
Week 10: Blame

- Key concepts: blame, moral responsibility, causal vs. intentional explanation
- Classroom activities: discussion, student presentations, writing workshop (arguing for an original thesis)
- Learning objective for Week 10: learn how the tools of science can be used to solve problems by considering broadly the relationship between empirical psychology and moral philosophy and the relationship between moral dilemmas and psychological research in specific contexts. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).

Week 11: Neurolaw

- Rosen, “The brain on the stand”
- Critical commentary #3 due.
- Key concepts: localization of function, prediction vs. explanation, determinism, free will, compatibilism
- Classroom activities: discussion, student presentations, critical commentary feedback
- Learning objective for Week 11: learn how the tools of science can be used to solve problems by considering broadly the relationship between empirical psychology and moral philosophy and the relationship between moral dilemmas and psychological research in specific contexts. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation). Continued practice in synthesizing multiple sources of information in critical commentaries.

Unit 4: Science and Society

Week 12: Biases, Heuristics, and Decision-Making

- “How to think about money, choose your hometown, and buy an electric toothbrush” (podcast)
- Key concepts: System 1/2, judgment under uncertainty, bounded rationality

Approved by UCASC, Nov 18, prepared for Colleg Council, Dec 6, 2016
• Classroom activities: discussion, student presentations
• Learning objective for Week 12: begin to evaluate the relationship between scientific principles and public policy. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).

**Week 13: Biases, Heuristics, and the Legal System**
• “Sure, I remember that” (podcast)  
• Key concepts: types of memory, memory biases, probability
• Classroom activities: discussion, student presentations
• Learning objective for Week 13: continue to evaluate the relationship between scientific principles and public policy through a case study: the relationship between social science and law. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).

**Week 14: Social Policy and the Science of Happiness**
• “The gap between what you like and what you say you like” (podcast)  
• Key concepts: well-being, affective forecasting, life-satisfaction theory
• Classroom activities: discussion, student presentations
• Learning objective for Week 14: continue to evaluate the relationship between scientific principles and public policy through a second case study: positive psychology research on well-being and happiness. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).
Week 15: Climate Change

- Key concepts: the ethics of belief, scientific skepticism, motivated reasoning
- Classroom activities: discussion, student presentations
- Learning objective for Week 15: continue to evaluate the relationship between scientific principles and public policy through a third case study: anthropogenic climate change. Continued improvement in gathering, interpreting, and assessing information in writing (through written abstracts) and in conversation (through presentations and participation).
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted______9/8/16_________

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** ______Philosophy___________ 
   
b. **Name** and contact information of proposer(s) ______Michael Brownstein________
   
   Email address(es) ___mibrownstein@jjay.cuny.edu_____
   Phone number(s) ____917.658.2684_________________

2. a. **Title of the course** ______Comedy and American Cultural Diversity________
   
b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule) _Comedy & American Diversity_________
   
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:

   This course involves several kinds of material: popular writing about comedy, scholarly essays about the nature and ethics of humor, and scientific research on the evolution and psychology of laughter. Much of this material is above 100 level. The course does not require students to access secondary research, nor to write long papers, which would be expected in a 300 level course.

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

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.)

Comedy, humor, and laughter are central and nearly universal features of human experience, and yet the study of comedy requires diverse methods as well as focused attention on the diversity of social experience. A course on the philosophy of comedy will serve as an attractive option for John Jay students for being introduced to diversity in both of these senses: mixed...
multidisciplinary methods for examining a central question and American social diversity (e.g., race, ethnicity, religion, class, gender, sexual orientation, etc.).

This course is being proposed as part of the General Education program, in the “U.S. Experience in its Diversity” area of the Flexible Core. Comedy, humor, and laughter provide a distinctive venue for the expression of ideas about the U.S. experience in its diversity. There are long-standing traditions in comedy focused on social experience in a diverse culture. These traditions, in the U.S. context, are the focus of this course.

Students like talking about jokes, but comedy is serious business. The analysis of humor not only provides a venue for discussing social topics such as race and class, but also for considering ethics (e.g., when is okay to laugh at a joke?), aesthetics (e.g., what makes for a good joke?), and psychology (e.g., why do we laugh at jokes?).

Finally, John Jay College should offer this course because studying comedy enables students to consider justice in unique ways. For example, some argue that joking about problematic social norms helps change those norms. But others argue that joking about injustice simply lets off steam, thereby helping to preserve the social order. These views focus on the question: what role does comedy play in the pursuit of justice?

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

This course uses a diversity of tools—historical, psychological, philosophical, and more—to consider the nature of comedy and its role(s) in U.S. experience. Comedy provides a unique way of talking about race, ethnicity, class, gender, sexual orientation and other social concepts. Understanding comedy also requires considering questions such as: what makes something funny? When is it okay (and not okay) to laugh at a joke? Why do we laugh at all? Can comedy be used as a tool for pursuing social justice?

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

   ENG 101

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

   - Students will be able to gather, interpret, and assess information from film and TV, a live performance of stand-up comedy, popular writing about comedy (in particular comedy about race and religion in the United States), philosophical writing about the nature of humor, empirical studies on the psychology of humor, and historical writing on comedy in the U.S. experience.
   - Students will evaluative evidence for claims about comedy in class discussion and writing assignments (in particular, in writing critical commentaries). Students will learn the basic elements of sound arguments and become familiarized with basic logical fallacies.
   - Students will learn to produce written and oral arguments through writing short critical papers and by giving class presentations.
   - Students will identify and apply empirical and conceptual tools across multiple disciplines—in particular, philosophy, psychology, and U.S. history—in order to analyze comedy and its application to diversity in U.S. experience.
   - By considering prominent comedians who focus on social identity, students will analyze and discuss patterns of life in contemporary U.S. society, in particular how they influence, and are influenced by, social concepts such as race, ethnicity, class, gender, and sexual orientation.

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)

Philosophy Major and Minor: This course will count toward one of the three required elective courses for the major in philosophy in Part V.
10. Will this course be part of JJ’s general education program?

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

Flexible Core:

| A. World Cultures and Global Issues |   |
| B. U.S Experience in Its Diversity | X |
| C. Creative Expression |   |
| D. Individual and Society |   |
| E. Scientific World |   |

Please explain why this course should be part of the selected area.

This course should become part of the Flexible Core: U.S. Experience in its Diversity because it requires students to analyze and discuss common patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, and other forms of social identity. Some of the most effective comedy exposes social norms involving social identity, in particular racial, ethnic, economic, gender, and sexual identity. Comedy is often thought to be unusually honest about diverse social experiences—naming what is often unnamed, mentioning what is taboo, etc. The social significance of this feature of comedy is a matter of contention. Some argue that joking about problematic social norms helps change those norms, while others argue that joking about injustice simply helps people let off steam, thereby helping to preserve the social order. The Philosophy of Comedy therefore provides a productive venue for considering the historical, psychological, and political features of the U.S. Experience in its Diversity.

This course should also become part of the Flexible Core: U.S. Experience in its Diversity because it requires students to identify and apply empirical and conceptual tools from a range of academic disciplines. This course is particularly well-suited to a multi-disciplinary approach, enabling students to understand the fundamental concepts and methods of history, psychology, and philosophy. Students will encounter historical writings on the nature of humor as well as selections on the history of African-American and Jewish-American comedy; psychological research on the evolutionary function of humor as well as recent attempts by Daniel Dennett and colleagues to “reverse-engineer” the mind through an analysis of humor; and philosophical considerations of the ethics of humor. They will also have the opportunity for experiential learning, via a class field trip to see stand-up comedy.
11. How will you assess student learning?

Students will write short abstracts for assigned readings. Abstracts test how carefully students have read the assigned material and whether they understand its key points. The grading scale for abstracts is: 3 points if you have obviously done the reading, made a good-faith effort to understand it, and have the central argument basically right; 2 points if you have obviously done the reading but there are some problems with your understanding; 1 point if you have done the reading but there are serious problems with your understanding, indicating that you did not read carefully; 0 points if you have clearly not done the reading.

Three times during the semester students will also write short critical commentaries in response to the assigned reading. The goal of these commentaries is to further illuminate the issues raised by an assigned reading. This can be done by showing where an author goes wrong, by identifying what has been left unsaid, or by arguing for an alternative position.

Twice during the semester students will present material to the class. This requires mastering the assigned material, so that the presenter is capable of answering questions on the fly about it. Finally, active and informed participation in class discussion will be expected.

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____X____ No________

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

  ➢ The library catalog, CUNY+ _____  ➢ PsychINFO _____
  ➢ EBSCOhost Academic Search Complete _____  ➢ Sociological Abstracts _____
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____  ➢ JSTOR _____
  ➢ LexisNexis Universe _____  ➢ SCOPUS _____
  ➢ Criminal Justice Abstracts _____  ➢ Other (please name)  
  ________________________________
13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: September 2016

15. **Faculty** - Who will be assigned to teach this course? __Michael Brownstein or other Philosophy Department staff with competence in the relevant areas_________

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:**

   Jonathan Jacobs

   Chair, Proposer’s Department
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>JJC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>PHIL 2YY</td>
</tr>
<tr>
<td>Course Title</td>
<td>Comedy and American Cultural Diversity</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
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<tr>
<td>Credits</td>
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<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course uses a diversity of tools—historical, psychological, philosophical, and more—to consider the nature of comedy and its role(s) in U.S. experience. Comedy provides a unique way of talking about race, ethnicity, class, gender, sexual orientation and other social concepts. Understanding comedy also requires considering questions such as: what makes something funny? When is it okay (and not okay) to laugh at a joke? Why do we laugh at all? Can comedy be used as a tool for pursuing social justice?</td>
</tr>
</tbody>
</table>

Special Features

Sample Syllabus | Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [x] a new course being proposed

CUNY COMMON CORE Location
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td></td>
<td>☐ Creative Expression</td>
</tr>
</tbody>
</table>
B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

<table>
<thead>
<tr>
<th>Students will be able to gather, interpret, and assess information from film and TV (via in-class clips incorporated into daily lesson plans), experiential learning through a live performance of stand-up comedy (see Week 5), philosophical writing about the nature of humor (e.g., the readings for Weeks 2-4, 11-12), empirical studies on the psychology of humor (e.g., the readings for Weeks 5-7), and historical writing on comedy in the U.S. experience (e.g., the readings for Weeks 8-9 and 14).</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will evaluative evidence for claims about comedy in class discussion (through their “Quality of Failure” grade and through in-class oral presentations) and writing assignments (in writing three Critical Commentaries). Students will learn the basic elements of sound arguments and become familiarized with basic logical fallacies and will be expected to demonstrate basic fluency with these in presentations and writing assignments.</td>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>Students will learn to produce written and oral arguments through writing 3 short critical papers, 14 abstracts, and by giving 3 class presentations.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

| Students will identify and apply empirical and conceptual tools across multiple disciplines—in particular, philosophy (Weeks 2-4, 11-12), psychology (Weeks 5-7), and history (Weeks 8-9 and 14)—in order to analyze comedy and its application to diversity in U.S. experience. Students will need to apply these multi-disciplinary tools in their assigned work (i.e., class presentations, in class discussion, and critical writing assignments). | • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| A major theme of U.S. history is intergroup conflict | • Analyze and explain one or more major themes of U.S. |
and the difficulty of creating public dialogue about intergroup relations and social identity. Comedy has offered a unique venue for public dialogue about these topics. Students will consider, in reading assignments, writing, and class discussion, analyses of comedy as this type of unique venue, from the multiple perspectives of philosophy, psychology, and history.

- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

By considering prominent comedians who focus on social identity (e.g., the readings in Weeks 4, 8-10, 14), students will analyze and discuss patterns of life in contemporary U.S. society, in particular how they influence, and are influenced by, social concepts such as race, ethnicity, class, gender, and sexual orientation.
PHI 2YY: Comedy and American Cultural Diversity

Time:
Location:
Instructor:
Office Hours:
Prerequisites:

Course Description
This course uses a diversity of tools—historical, psychological, philosophical, and more—to consider the nature of comedy and its role(s) in U.S. experience. Comedy provides a unique way of talking about race, ethnicity, class, gender, sexual orientation and other social concepts. Understanding comedy also requires considering questions such as: what makes something funny? When is it okay (and not okay) to laugh at a joke? Why do we laugh at all? Can comedy be used as a tool for pursuing social justice?

Required Texts
None

Grading
This course uses the John Jay College grading scale (available here).

Requirements
Abstracts (40%)
For each week of the course, you will need to write a short abstract for one of the assigned readings. You will write a total of 14 abstracts. You can choose which reading each week for which to write your abstract. Your final “abstract grade” is the average grade of these 14 abstracts.

An abstract is a one paragraph summary of: (a) the main point of the reading; and (b) the argument(s) the author offers in support of his or her point. Abstracts are to be typed and must be submitted to Blackboard (without your name or any identifying information on them) before the start of class.

The grading scale is this:
• 3 points if you have obviously done the reading, made a good-faith effort to understand it, and have the central argument basically right
• 2 points if you have obviously done the reading but there are some problems with your understanding
• 1 point if you have done the reading but there are serious problems with your understanding, indicating that you did not read carefully
• 0 points if you have clearly not done the reading or do not turn in an abstract
Critical Commentary (30%)
Students will write 3 critical commentaries on selected readings. Critical commentaries should be 2-3 pages long. Students should append a commentary to their abstract (as part of the same document) three times over the course of the semester. See the due dates on the schedule.

The goal of your commentary is to further illuminate the issues raised by an assigned reading. This can be done by showing where an author goes wrong, by identifying what has been left unsaid, or by arguing for an alternative position. You do not need to re-describe the reading in your commentary. Commentaries should be 2-3 pages of evaluative, critical writing.

Be warned: you will be expected to work hard on your commentary. You should plan to revise your commentary several times before turning it in.

***A NOTE ON ACADEMIC INTEGRITY***
If you plagiarize a paper, you will fail the course. See the JJC page on Academic Integrity for what counts as plagiarism: http://www.jjay.cuny.edu/academic-integrity-0

Class Presentations (15%)
Students will give three brief presentations to the class. Two will be focused on students’ own experiences of comedy and one will be based on a field trip to see stand-up comedy.

Participation, Attendance, and Quality of Failure (15%)
Active and informed participation in class discussions counts for a relatively large portion of your final grade in this course. If you are afraid of speaking in public, push yourself to try. If you are terribly afraid of speaking in public, please talk with me about it privately before the course begins. Note that asking questions in class—no matter how simple or well-informed the question is—counts as “active and informed participation.” So, ask the questions that are in your head, even if you think everyone else knows the answer. (Hint: they don’t.)

Regular class attendance is expected and counts toward this portion of your grade.

Quality of failure refers to your willingness to take intellectual risks. Have you proposed a different way to look at things? Have you taken a stand for an unpopular view? Have you argued for a view that might seem strange? Most importantly, have you been willing to speak or write about something even if you’re not sure it’s right? If so, then you will get a good Quality of Failure grade. Whenever you take a risk and fail, just tell yourself, “this is how I learn.”

Expectations
Doing philosophy is more like learning to ride a bike than memorizing the periodic table; more like learning to play an instrument than identifying a plant species. You will not be responsible for memorizing facts in this course. But you WILL be responsible for learning to understand, analyze,
and create ARGUMENTS. In philosophy, arguments are not shouting matches. They are claims or views about one thing or another.

**Expectations for Class Participation**

Students should be able to:

- Summarize an argument
- Highlight conclusions or theses of arguments
- Outline key chains of reasoning and major premises
- Practice perspective-taking (understanding others’ viewpoints)
- Speak clearly and succinctly
- Speak creatively and with a willingness to fail well

**Expectations for Abstracts:**

Students should be able to:

- Concisely summarize and paraphrase an argument
- Represent an author’s view accurately, including the “key moves” he or she makes
- Write in clear, grammatical prose

**Expectations for Critical Commentaries:**

Students should be able to:

- Write in clear, grammatical prose
- Present a transparent, narrow, and specific thesis statement
- Organize and structure your writing around a thesis statement
- Analyze arguments for validity and soundness
- Exercise the principle of charity
- Clearly define terms and concepts
- Precisely discuss examples and evidence and connect to claims
- Exhibit understanding of readings
- Present a view of one’s own

**Note**

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.”
Schedule

**Unit 1: Introductions, What's funny?**

**Week 1: Course Introduction and the Basics of Doing Well in Philosophy**
- Pink, “The Pink Guide to Taking Philosophy Classes”
- Key concepts: arguments, clarity, consistency, fallacies
- Classroom activities: introductions, discussion
- Learning outcome for Week 1: learn basic approaches to interpreting philosophical readings and demonstrating an accurate understanding of them in writing.

**Week 2: What’s funny?**
- Group presentations: what is your favorite “social” comedy and why?
- Key concepts: social groups, stereotypes, taboo concepts
- Classroom activities: student presentations
- Learning outcome for Week 2: begin to consider intergroup life and intergroup conflict through the lens of comedy and humor. Create public dialogue about intergroup relations and social identity.

**Unit 2: The Nature of Humor**

**Week 3: Introduction to the Philosophy of Humor**
- Key concepts: superiority theory, incongruity theory, relief theory
- Classroom activity: discussion, watch selected short videos as examples of philosophical theories of humor
- Learning outcomes for Week 3: learn to gather, interpret, and assess information from philosophical writing about the nature of humor.

**Week 4: Analyzing Contemporary Theories of Humor**
- Robin Williams, Inside the Actor’s Studio (video)
  - [https://www.youtube.com/watch?v=IL2Iv-kbc68&feature=related](https://www.youtube.com/watch?v=IL2Iv-kbc68&feature=related)
- Key concepts: justification, critical analysis
- Classroom activity: discussion, writing workshop (outline construction)
• Learning outcomes for Week 4: continue learning to gather, interpret, and critically assess information from philosophical writing about the nature of humor. Apply these skills in the context of writing about comedy about race in the U.S.A.

Unit 3: The Psychology of Humor

Week 5: Introduction to the psychology of humor
• Hurley, M., Dennett, D., and Adams, R. 2013. Inside jokes: Using humor to reverse-engineer the mind. MIT Press. Chapters 1-3 (pp. 1-36)
• Critical commentary #1 due
• Key concepts: phenomenology of humor, evolutionary explanations of social phenomena, adaptive advantage
• Classroom activity: discussion, critical commentary feedback
• Learning outcome: identify and apply empirical and conceptual tools across multiple disciplines—in particular philosophy and psychology—in order to analyze comedy and its application to diversity in U.S. experience. Begin learning how to synthesize multiple sources of information in critical commentaries.

Week 6: “Getting the joke” and higher-order humor
• Hurley, M., Dennett, D., and Adams, R. 2013. Inside jokes: Using humor to reverse-engineer the mind. MIT Press. Chapters 8&9 (pp. 117-176)
• Key concepts: epistemic emotions, the intentional stance, first person vs. third person explanation
• Classroom activity: discussion, watch selected videos illustrating key emotions involved in comedy
• Learning outcome: continue to identify and apply empirical and conceptual tools across multiple disciplines—in particular philosophy and psychology—in order to analyze comedy and its application to diversity in U.S. experience.

Unit 4: Social Identity and Comedy

Week 7: History of American cultural comedy (1)
• Key concepts: minstrel humor, vaudeville
• Classroom activity: discussion
• Learning outcomes: gather, interpret, and assess information from scholarly writing about the history of African American comedy. Analyze and discuss patterns of life in contemporary U.S. society, in particular how they influence, and are influenced by, race and ethnicity.
Week 8: History of American cultural comedy (2)

- Epstein, L. 2002. *The Haunted Smile: The Story of Jewish Comedians in America*. Public Affairs Press. Chapters 2 (pp. 21-54) and 5 (pp. 104-128)
- Key concepts: Assimilation and alienation
- Classroom activity: discussion, writing workshop (using simple prose)
- Learning outcomes: gather, interpret, and assess information from scholarly writing about the history of Jewish comedy in the United States. Analyze and discuss patterns of life in contemporary U.S. society, in particular how they influence, and are influenced by, religion and ethnicity.

Week 9: The nature of ethnic humor

- Critical commentary #2 due
- Key concepts: self-deprecation, irony, in-groups and out-groups
- Classroom activity: discussion, critical commentary feedback
- Learning outcomes: critically analyze scholarly writing about ethnic humor and evaluative evidence for claims about the ethics of comedy. Continue learning how to synthesize multiple sources of information in critical commentaries.

Week 10: Taboo humor and implicit social attitudes

- Field trip to see stand-up comedy
- Key concepts: implicit vs. explicit attitudes, taboo concepts, social causes of humor
- Classroom activity: discussion, field trip
- Learning outcomes: gather, interpret, and assess information from psychological research on the social causes of what we find funny and the role of humor in maintaining social organization. Consider the methods by which social knowledge is conveyed through humor.

Week 11: Individual Presentations

- Key concepts: Critical analysis, experiential learning
- Classroom activity: Individual student presentations on the field trip
• Learning outcomes: consider the work of a prominent comedian who focuses on social identity. Analyze and discuss how this person’s work influences, and is influenced by, social concepts such as race, ethnicity, class, gender, and sexual orientation.

Unit 5: The Ethics of Humor

Week 12: Aesthetic judgment
• Key concepts: evaluative judgment, aesthetic judgment
• Classroom activity: discussion
• Learning outcomes: gather, interpret, and assess information from philosophical writing about the ethics of humor. Understand the difficulty of creating public dialogue about intergroup relations and social identity and evaluate efforts to do so.

Week 13: Racial jokes and racist jokes
• Anderson, “Why So Serious? An Inquiry into Racist Jokes” (ms, pp. 1-36)
• Key concepts: moralism and anti-moralism
• Classroom activity: discussion, writing workshop (arguing for an original thesis)
• Learning outcomes: gather, interpret, and assess information from philosophical writing about the ethics of humor, in particular the case study of what makes a joke racist. Understand the difficulty of creating public dialogue about intergroup relations and social identity and evaluate efforts to do so.

Week 14: Humor’s effects
• Third critical commentary due
• Key concepts: intentions vs. consequences, who “owns” language
• Classroom activity: discussion, critical commentary feedback
• Learning outcomes: gather, interpret, and assess information from philosophical writing about the ethics of humor. Understand the difficulty of creating public dialogue about intergroup relations and social identity and evaluate efforts to do so. Continue learning how to synthesize multiple sources of information in critical commentaries.
Week 15: Group presentations

- Group presentations: What did (or did not) change during this semester in your views about the role of comedy in the U.S. experience in its diversity?
- Key concepts: review
- Classroom activity: student presentations
- Learning outcomes: reflect on intergroup life and intergroup conflict through the lens of comedy and humor. Create public dialogue about intergroup relations and social identity.
New Course Proposal Form

Date Submitted March 7, 2015

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**: English

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

      Email address(es): apease@jjay.cuny.edu

      Phone number(s): (212) 237-8565

2. a. **Title of the course**: Justice Across Literature

   b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): Justice Across Lit

   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:

   This First Year Seminar course is particularly suitable for freshmen because it provides an accessible list of literary works that feature core questions of justice. The reading and assignments are designed to introduce new college students to the rigors of academic study, college-level writing, and John Jay’s unique identity as a college that “explores justice in its many dimensions.”

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

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

   This course is designed to highlight John Jay College’s unique identity as a college dedicated to exploring justice and to helping students, in the words of our mission statement, “to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding.” The readings have been selected and assignments have been designed to help our first-year students (a) begin to think about the
complexity of justice by reading texts that question it from multiple perspectives, (b) begin to read and write according to college-level expectations, and (c) begin to engage with their peers, John Jay entities, and events on campus in order to adjust to and fully explore their college.

Please note: the English Department is proposing two, complementary literature courses as First Year Seminars: “Justice Across Literature” and “Get Hooked on a Great Book.” Where “Hooked” takes a deep dive into one long and complex literary work and the contexts within which it was created, “Justice Across Literature” looks at a number of short and accessible literary works from around the globe with the freshman reader in mind. Both courses will build skills in close-reading, analysis, and writing, but their content and the approach to the content will be distinct in order to create two different types of class experiences for students and instructors alike.

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.)

Literature is a window into the questions that humans ask themselves about justice. Is what is good for me also good for you? Must we follow traditions just because we always have? Do prisoners always deserve to be punished? Reading short stories, plays, poems, and novels from around the world, this course asks you to debate intricate questions of justice while helping you to build analytical and writing skills necessary to thrive in college.

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):

   NONE

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

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

   x No  ___ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):
8. **Learning Outcomes** (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 in Justice Across Literature will learn to:

- Describe one’s own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage in co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

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

   _X_ No  _____ Yes

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

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 _X_     If yes, please indicate the area:

   **College Option:**

<table>
<thead>
<tr>
<th>Justice core 100-level: Justice &amp; the Individual</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice core 300-level: Struggle for Justice &amp; Equality in U.S.</td>
<td></td>
</tr>
<tr>
<td>Justice core 300-level: Justice in Global Perspective</td>
<td></td>
</tr>
<tr>
<td>Learning from the Past</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
</tbody>
</table>

10b. Please explain why this course should be part of the selected area.

In accordance with the goals of First Year Seminars, this course is designed to provide an enriching academic and co-curricular learning experience for students. The curated selection of
literary texts pushes students’ thinking about justice by having them read, discuss, and write about stories, plays, and novels from around the world that pose ethical dilemmas of all kinds. Through group work, group projects, and involvement with J Journal: New Writing on Justice, students will build networks of peers and awareness of campus entities while also developing skills and habits that will help them succeed as students at John Jay.

10c. If yes, frequency and number of sections to be offered for General Education:

| Every semester | Number of sections: _ | Fall semesters only | Number of sections: _2-3_____ | Spring semesters only | Number of sections: _ |

11. How will you assess student learning?

Student assessment will be based on short papers, long papers, group presentations, reflective writing, and class participation. Criteria measuring the effectiveness of their achievement of the learning outcomes will be forwarded to students in advance of assignments.

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___Ellen Sexton___________________

• 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
  ➢ Criminal Justice Abstracts _____
  ➢ PsycINFO _____
  ➢ Sociological Abstracts _____
  ➢ JSTOR  _x
  ➢ SCOPUS _____
  ➢ Other (please name) ____________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval _April 2016______________
15. **Faculty** - Who will be assigned to teach this course? Allison Pease, Devin Harner, Alexander Schlutz, Jean Mills, Ann Huse, Bettina Carbonell and many others in the English Department.

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:

   Name of Chair giving approval: **Valerie Allen, Chair, English Department**
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LIT 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Justice Across Literature</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Literature</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
<td></td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>English 101</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>Literature is a window into the questions that humans ask themselves about justice. Is what is good for me also good for you? Must we follow traditions just because we always have? Do prisoners always deserve to be punished? Reading short stories, plays, poems, and novels from around the world, this course asks you to debate intricate questions of justice while helping you to build analytical and writing skills necessary to thrive in college.</td>
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**Indicate the status of this course being nominated:**

- [ ] current course
- [ ] revision of current course
- [x] new course being proposed

## John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>[ ] Justice &amp; the Individual (100-level)</th>
<th>[ ] Learning from the Past</th>
<th>[ ] Communication</th>
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<tbody>
<tr>
<td></td>
<td>[ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
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<tr>
<td></td>
<td>[ ] Justice in Global Perspective (300-level)</td>
<td></td>
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</tr>
</tbody>
</table>
## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>• Describe one’s own relationship to significant issues of justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a series of low-stakes writing assignments, students will be asked to consider questions about perspective, tradition, politics, and justice in terms of the authorial decisions and the students’ beliefs.</td>
<td>• Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>Students will write two four-page essays wherein they will use evidence from texts to support their claims. Additionally, in a group project, they will identify justice problems in a contemporary work of short fiction from the <em>J Journal: New Writing on Justice</em> and present their findings to the class. In their evaluations of the contributions and others’ to the group project, they will assess the fairness of group work and propose solutions for making it more fair.</td>
<td>• Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</td>
</tr>
<tr>
<td>Each student will write a one-page reflection about his or her contribution to a group project.</td>
<td>• Demonstrate effective planning and reflection to accomplish specific course outcomes</td>
</tr>
<tr>
<td>Students will engage in a group project to be presented in class.</td>
<td>• Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth</td>
</tr>
<tr>
<td>Students will be required to attend one on-campus event during the semester. Students will also meet with the editors</td>
<td></td>
</tr>
</tbody>
</table>
of *J Journal: New Writing on Justice* and become familiar with this prestigious literary arm of the college.
JUSTICE ACROSS LITERATURE
LIT 1XX
John Jay College of Criminal Justice 524 West 59th Street, New York, NY 10019
Professor Allison Pease
Office: 430 HH
Office Hours: Tuesdays 12:30-1:30 and by appointment
(212) 237-8565

Course Description:

Literature is a window into the questions that humans ask themselves about justice. Is what is good for me also good for you? Must we follow traditions just because we always have? Do prisoners always deserve to be punished? Reading short stories, plays, poems, and novels from around the world, this course asks you to debate intricate questions of justice while helping you to build analytical and writing skills necessary to thrive in college.

Learning Objectives:

- Describe one’s own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage in co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

Required Texts:


All poems and short stories are available on course Blackboard site.

Course Requirements:

- Regular attendance and thoughtful, active participation in class discussions. Your grade in the course will drop by 1/3 of a grade (e.g., B- to C+) with four absences. After five absences you will fail the course. While I do not assign a grade for class participation, demonstration of your commitment to the goals of the course can and will affect your grade if you are “in-between” grades when it comes time to tally your final grade. If you have made a positive contribution to class discussion and/or made an effort with the course assignments, you will receive the higher grade. If you have been disruptive or made no visible effort, you will receive the lower grade.
- Two Short Papers and One Short Story, all two pages each, reflecting on the themes and literary devices studied. My policy on papers is very simple, and, quite strict: I accept no late papers. I maintain this policy in order to avoid evaluating individual excuses and emergencies, and in order to
make the playing field among students as level as possible. Please do not ask me to compromise this policy as I hold it not out of lack of compassion for what I know are often valid reasons for not completing work, but out of a desire to be as fair as possible to as many students as I can.

- Two scene analyses from plays in which you will explain the justice conflict embedded in the language of a 10-30 line section of a play. You will suggest how to stage such a selection based on your interpretation.
- One class presentation with a group and reflection paper. After reading a story from *Journal: New Writing on Justice* and discussing it with a group, the group will be responsible for presenting a persuasive reading of the story’s central justice issue to the class. The group presentation should use some form of visual communication, such as a Power Point, Prezi, Video, or Website, to communicate its ideas effectively. Individuals must write a one-page paper reflecting on their choices and contributions to group.
- Two four-page papers in which students make arguments about justice based on thematic and literary concerns of the first and second half of semester’s reading.

**Grades:**

30% of grade is based on two, four-page papers  
10% of grade is based on group presentation and follow-up paper  
60% of grade is based on 5 short writing assignments (short papers, short story, scene analyses = 12% each)

**Course Schedule:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>TOPICS</th>
</tr>
</thead>
</table>
| 1    | 3 poems: | Who is Speaking?  
William Carlos Williams, “This is Just to Say”  
Natasha Trethewey, “White Lies”  
Suji Kwock Kim, “Monologue for an Onion” |
|      |         | Starting from definitions  
Reading poems for language choices and for perspective |
| 2    | Ryunosuke Akutagawa, “In a Grove” 8 pp. | Perspective and truth  
If there is no truth, is there a crime?  
Close-reading for details  
Setting |
| 3    | Alice Walker, “Everyday Use” 7 pp. | Perspective and truth  
Close-reading for details  
Setting and Character Development |
<p>| 4    | Short Paper on Perspective and Justice Due | In-class workshop on thesis statements |
|      |         | <strong>TRADITION AND JUSTICE</strong> |</p>
<table>
<thead>
<tr>
<th>5</th>
<th>Shirley Jackson, “The Lottery” – 7 pp.</th>
<th>Tradition and justice symbolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Chinua Achebe, “Dead Men’s Path” – 4 pp.</td>
<td>Tradition and justice imagery</td>
</tr>
<tr>
<td>7</td>
<td>Ousmane Sembene, “Tribal Scars” – 11 pp.</td>
<td>Tradition and justice symbolism</td>
</tr>
<tr>
<td>8</td>
<td>Short Paper on Tradition and Justice DUE</td>
<td>In-class writing workshop on using evidence to support arguments</td>
</tr>
</tbody>
</table>

**IS THE CRIMINAL JUSTICE SYSTEM JUST?**

<table>
<thead>
<tr>
<th>9</th>
<th>Ha Jin, “Sabateur”</th>
<th>What is criminal justice? Language choices: what is in and what is left out?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Franz Kafka, “In the Penal Colony”</td>
<td>What is criminal justice? Language choices: what is in and what is left out?</td>
</tr>
<tr>
<td>11</td>
<td>Anton Chekhov, “Ward No. 6”</td>
<td>Irony as a political tool</td>
</tr>
<tr>
<td>12</td>
<td>2-page Short Story on Criminal Justice Due</td>
<td>Read alouds</td>
</tr>
</tbody>
</table>

**JUSTICE AND REVENGE**

<table>
<thead>
<tr>
<th>13</th>
<th>Murzban Shroff, “This House of Mine” (PEN statement of concern for safety of writer)</th>
<th>Empathy as a political tool Justice and freedom of speech around the globe Figurative language</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Jorge Luis Borges, “Emma Zunz”</td>
<td>Justice and revenge Figurative language</td>
</tr>
<tr>
<td>15</td>
<td>Draft Paper on Comparative Perspectives of Justice Due Peer Review</td>
<td>Peer Review Work</td>
</tr>
<tr>
<td>16</td>
<td>Meet editors of <em>J Journal: New Writing on Justice</em> Learn about choices they make in selecting pieces for journal Form working groups to present on story in current issue of journal FINAL DRAFT PAPER DUE</td>
<td>Campus involvement</td>
</tr>
<tr>
<td>17</td>
<td>All read 4 stories from <em>J Journal</em> selected in class Group work: together assess what vision of justice is presented in your story from <em>J Journal</em>. Why do you think the editors chose this story? What is the conflict around which questions of justice arise? How is the conflict resolved: in a just or unjust way? Why did the author choose to end the story this way? In one-two sentences, capture the idea about justice your group believes this story makes clear.</td>
<td>Peer work</td>
</tr>
<tr>
<td>18</td>
<td>Group Presentation to Class on what vision of justice is</td>
<td>Peer work</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Analysis</td>
</tr>
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<td>------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>19</td>
<td>Draft of Paper Due&lt;br&gt;Peer Review&lt;br&gt;Students work with peer-review rubric to assess one another’s draft and help them improve</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Miguel Piñero, <em>Short Eyes</em>&lt;br&gt;How dialogue creates character</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Miguel Piñero, <em>Short Eyes</em>&lt;br&gt;Are prisoners tantamount to their crimes?</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Group scenes acted out&lt;br&gt;Scene analysis due&lt;br&gt;How interpretation governs choices in just and unjust ways</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Sophocles, <em>Antigone</em>&lt;br&gt;When justice and law are not the same thing</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Sophocles, <em>Antigone</em>&lt;br&gt;When justice and law are not the same thing</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Group scenes acted out&lt;br&gt;Scene analysis due&lt;br&gt;How interpretation governs choices in just and unjust ways</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Nawal El Saadawi, <em>Woman at Point Zero</em>, pp. 1-30&lt;br&gt;Setting, character</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Nawal El Saadawi, <em>Woman at Point Zero</em>, pp. 30-80&lt;br&gt;Plot, conflict</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Nawal El Saadawi, <em>Woman at Point Zero</em>, pp. 80-114&lt;br&gt;Resolution</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Final Paper Due</td>
<td></td>
</tr>
</tbody>
</table>

**Statement of 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.

(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)
CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ART 103</td>
</tr>
<tr>
<td>Course Title</td>
<td>Italian Renaissance</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Art and Music</td>
</tr>
<tr>
<td>Discipline</td>
<td>Art</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3.0</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>n/a</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>n/a</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course covers one of the greatest periods of Western art. It begins with the innovation of the 14th century artist Giotto and continues through the 15th century, concluding with high Renaissance artists such as Leonardo, Michelangelo, and Titian.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td></td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- [ ] X current course
- [ ] revision of current course
- [ ] a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific World</td>
</tr>
<tr>
<td></td>
<td>X Creative Expression</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</td>
<td></td>
</tr>
</tbody>
</table>

## II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

### C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

Students will gather, interpret, and assess information from a variety of sources and points of view while writing two papers on works of art in the Metropolitan Museum of Art. Students will critically analyze a work of art from the Italian Renaissance using a variety of sources, including their observations of the work, class discussion of the work during a class field trip, information from the museum wall label and catalogues, and additional research using resources suggested by the instructor. Students will then describe, analyze, and interpret the artwork, situating it within a broader context such as the artist's geographical and cultural background.

- Gather, interpret, and assess information from a variety of sources and points of view.

Students will be required to evaluate evidence and arguments critically and analytically in all aspects of their work in class, from class discussion, which will examine original source documents, including those of Giorgio Vasari, a contemporary of Michelangelo and the first art historian, to see how interpretation of art has changed, to their writing assignments and presentation, which require students to gather and evaluation both evidence and arguments.

- Evaluate evidence and arguments critically or analytically.

Students will produce well-reasoned written and oral arguments both in their two written assignments and in an assigned in-class presentation. In their presentations, students must make arguments about the ways in which the artist's personal, cultural, and geographical background influenced his or her work, as well as analyze which subsequent artists were influenced by this work. Students must use evidence to support these conclusions drawn from their own observations of artworks as well as information from the bibliography and Internet resources provided by the instructor.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.

- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

Students will be asked to analyze the significance of Renaissance art both in the past and in the present in all aspects of class discussion and work, but especially by writing two papers on works of art in the Metropolitan Museum of Art, for which they must research and analyze the significance of works of art and understand the advent of individual patronage during the Renaissance, centering on a bourgeois society which helped to create a new market for the arts, which continues to serves as a model for New York's art market today.

- Identify and apply fundamental concepts and art historical methods in all aspects of their work for the class, especially in their presentations, which will require them to understand the fundamental concepts and methods of art history, including the analysis of the social, geographical, cultural, and biographical influences on individual artists.

- Be asked to analyze the significance of Renaissance art both in the past and in the present in all aspects of class discussion and work, but especially by writing two papers on works of art in the Metropolitan Museum of Art, for which they must research and analyze the significance of works of art and understand the advent of individual patronage during the Renaissance, centering on a bourgeois society which helped to create a new market for the arts, which continues to serves as a model for New York's art market today.

- Be asked to reflect in the essay questions of the midterm and final examinations on the creation of meaning in the arts of the Italian Renaissance and the process of conveyance of this meaning to the present,
when artists like Kehinde Wiley continue to use Italian Renaissance artistic style to comment on subjects such as modern-day race relations. For example, an essay question might ask students to discuss a particular motif, such as the representation of spices, as it appears in ancient, Italian Renaissance, and subsequent art discussed in class in order to reflect on the importance of trade of commodities and ideas between Eastern and Western cultures.
Sample Syllabus for ART 103: Italian Renaissance

What is the use I ask you of neglecting the nature of man? – Petrarch

Man is the mode and measure of all things – Alberti

Man should turn his attention to the physical world of which he is the center – Leonardo da Vinci

What piece of work is man, how noble in reason, how infinite in faculty – Shakespeare

Professor:

Office:

Office Hours:

COURSE DESCRIPTION:

This course covers one of the greatest periods of Western Art. It begins with the innovation of the 14th century artists and continues through the 17th century, discussing artists including Giotto, Donatello, Botticelli, Jan van Eyck, Leonardo, Raphael, Michelangelo, Titian, Breughel, and the female artists of the period whose achievements are only now gaining recognition. The Renaissance began in Italy, but it was not a purely Italian phenomenon. It grew out of Mediterranean civilization as a whole, with roots in Antiquity, Christian tradition, Byzantium, and influential scholarship and artistic imports from the Islamic world. We will follow these influences and the revolution in culture they contributed to from the first growth of the Renaissance in the Florence of 1420, to the fascinating regional schools of Siena, Umbria, Mantua, to the height of the Renaissance in 17th century Rome, the magnet for every creative ambition through the influence of the patronage of the Popes. We will also look at how artists outside the Mediterranean world, like Dürer and Grünewald, grafted new concepts on to their native and still vigorous Gothic, spreading the ideas of the Renaissance through France, the Netherlands, Austria, Spain, and Portugal – and, eventually, to the United States, where artists like Kehinde Wiley continue to use Italian Renaissance artistic style to comment on subjects such as modern-day race relations.

STUDENT LEARNING OBJECTIVES—CREATIVE EXPRESSION:

- Gather, interpret, and assess information about Renaissance artworks in their historical, social, and geographical context, using original source readings and visual analysis
- Evaluate evidence and arguments about theoretical or interpretative issues in the visual arts
- Produce well-reasoned arguments about artworks using evidence from academic sources as well as your own observations
- Identify and apply the fundamental concepts and methods of art history
- Analyze how Renaissance art serves as a foundation for the arts of the present
- Articulate how meaning is created in the arts and how the experience of viewing artworks is interpreted and conveyed

Grade distribution:

- Midterm Exam: 20%
- Short Written Assignment: 10%
• Research Paper: 20%
• Final Exam: 30%
• Oral Presentation: 20%

REQUIRED READINGS (may be purchased or borrowed from the John Jay College Library Reserves):

• Giorgio Vasari’s *Lives of the Painters, Sculptors and Architects* (Everyman’s Library edition).
• *On Painting* by Leon Battista Alberti (Yale University Press)
• *Artistic Theory in Italy 1450-1660* by Anthony Blunt (Oxford University Press)
• *Painting and Experience in Fifteenth-Century Italy* by Michael Baxandall (Oxford University Press).

ADDITIONAL READINGS (may be borrowed from the John Jay College Library Reserves):

• *History of Italian Renaissance Art* by Frederick Hartt (Prentice Hall, Abrams)
• *The Art of the Renaissance* by Peter and Linza Murray (Thames and Hudson)
• *The Prince* by Machiavelli; *Michelangelo and the Pope’s Ceiling* by Ross King (ISBN 0142003697)
• *Brunelleschi’s Dome: How a Renaissance Genius Reinvented Architecture* by Ross King (ISBN 0142000159)
• *Brueghel’s Enterprises*, Ed. Peter van den Fink (Exhibition Catalogue, Ludion, 2002)

COURSE OUTLINE

Week 1: Introduction

Topic: The Renaissance artist as genius. We will discuss how in two centuries artists progressed from craftsmen to associates of princes, poets, and philosopher, effectively becoming the leaders of a new age. We will read selections from *On Painting*, a pioneering treatise on the theory of art written in Florence in 1435, and *Lives of the Artists* (Cimabue watching the young Giotto scratching his first drawing on stone and Donatello gaping at Brunelleschi’s *Crucifix*).

Week 2: Art of the Early Italian Renaissance

Topics: The invention of one-point perspective (by Brunelleschi in 1414) and the aim of painting in 15th century Italy, as discussed by Vasari and Alberti. The emergence of humanistic art and culture from the ashes of medieval feudalism has fascinated generations of art lovers. As the Renaissance evolved out the dialogue between Christian humanism and the spirit of antiquity, we trace its origins through the art works of the 14th and 15th century Italy from various world-renowned collections. It was the age of the powerful Medici family, the “Golden Age” of Florence and the innovative paintings of artists like Fra Angelico, Simone Martini and Fra Filippo Lippi. After the darkness of the Middle Ages, Renaissance artists reawakened to the beauty of the human figure and the nobility of the individual.

Week 3: The High Italian Renaissance
The High Renaissance in Italy lasted less than 30 years. Yet this brief period marks one of the highest peaks on the human spirit and artistic genius. This rebirth of Greek and Roman ideas brought about a new confidence in human capabilities. Artists were the leaders of this new age and their genius was thought to be divinely inspired. Leonardo da Vinci, Michelangelo, Raphael and a glittering array of Venetian painters produced works of miraculous originality and power. We read selections from Lives of the Artists (Michelangelo “altering” the nose of the David to fool Soderini) and excerpts from The Notebooks of Leonardo da Vinci.

Week 4: Two Case Studies: The Mona Lisa by da Vinci; The Nudes of the Sistine Chapel by Michelangelo

More than any other painting in the world, the Mona Lisa has attracted a cult-like following. Whether or not we have made the pilgrimage to the Louvre to see her with our own eyes, we all know the Mona Lisa. And yet, her mysterious allure continues to elude us, provoking countless interpretations. Mona Lisa’s demeanor and cryptic smile mark a revolutionary break from the traditional representation of women in the Renaissance that glorified either the sanctity of the Virgin Mary or the beauty of Venus. On the other side of the spectrum are the nudes of the Sistine Ceiling. In their nakedness and resemblance to Adam, they are among the most beautiful young men ever painted, and it is astounding that Michelangelo was able to sneak as many as twenty of them past censorship in the heart of Catholic Rome. We will discuss their purposes and Michelangelo’s artistic genius. We will discuss readings from Lives of the Artists (Vasari), The Notebooks of Leonardo da Vinci, and Artistic Theory in Italy 1450-1660 by Anthony Blunt.

Week 5: Presentations

Week 6: Presentations and discussion of Writing Assignment #1 (Due in Week 10)

Week 7: Midterm

Week 8: Field Trip to the Metropolitan Museum of Art

At the Metropolitan Museum of Art, Renaissance art will be viewed inside the Department of European Paintings (Northern and Italian Renaissance Galleries on the second floor), the Robert Lehman Wing (first floor), and the Studiolo from the Palace of Duke Federico da Montefeltro at Gubbio (first floor).

Week 9: Art of the Netherlands: 15th & 16th Centuries

We look at Jan van Eyck’s Arnolfini Portrait and discuss how oil paint, which can be used transparently, opaquely and translucently, allowed artists to replicate every surface with truth. Like Italy, the nations north of the Alps experienced a brilliant flowering of art in 15th & 16th centuries. We trace the emergence of realism in the Netherlands—modern Belgium, Holland and Luxembourg. The elegant, aristocratic “International Style” based on Gothic forms gave way to a powerful, hard-edged realism filled with dramatic light and brilliant color. A fresh humanistic approach to painting was born, along with a new interest in portraiture and landscape art.

Week 10: Jan van Eyck and other Flemish Masters/ Writing Assignment #1 is due

Jan van Eyck is regarded as the most important Flemish painter of the first half of the 15th century; his brother Hubert, as the greatest art mystery. We will discuss their minute recording of detail, faithful description of the subtlest effects of light, and accurate construction of form and space, all in rich and glowing colors only possible in oil and which to this day have lost none of their brilliance.

Week 11: Hieronymus Bosh/ Discussion of Writing Assignment #2 (Due in Week 14)
Hieronymus Bosch was a Netherlandish painter. His real name was Jerome van Aken, the name Bosch deriving from that of his hometown. His 40 or so surviving paintings, mostly religious or allegorical, include some of the most bizarre and inexplicable images in the history of European art. None are dated, and a generally accepted chronology has never been worked out, but is thought that the more conventional paintings, such as the *Crucifixion* and the *Mocking of Christ* are among the earliest. Because of the idiosyncratically bizarre nature of much of Bosch’s imagery, there have been many attempts to interpret his works as reflections of the beliefs of a heretical cult. This, however, has been rejected by most historians on the grounds that Bosch was an orthodox Catholic, well-respected by his fellow citizens and that these paintings were not only sought after by his contemporaries, but also avidly collected by that most conventionally Catholic of kings, Philip II of Spain.

**Week 12: Pieter Breughel the Elder**

Pieter the Elder was the most important Netherlandish artist of his generation and founder of a dynasty of successful painters. He is also known as “Peasant Brueghel” because of the rustic nature of men of his village and landscape paintings. However, the appellation is misleading for, although his early life is obscure, it is highly unlikely that he himself was a peasant: the indications are that he was an educated artist who numbered humanists among his friends and whose paintings were calculated to appeal to a sophisticated audience. He trained with Pieter Coecke van Aelst and was accepted as a Master in the Antwerp Guild in 1551. We will discuss his great peasant paintings as well as his contribution to the development of landscape painting, where he used a high viewpoint to achieve a feeling of universality.

**Week 13: The Renaissance in France, Spain, and Portugal**

We will analyze the developments of the High Renaissance in France, Spain, and Portugal, stressing the main differences from the same artistic period in Italy, the Netherlands, and in Northern Europe.

**Week 14: Review (Writing Assignment #2 is due)**

**Week 15: Final Exam**

**ASSIGNMENTS**

*Examinations*

The midterm (Week 7) and the final examination (Week 15) will consist of two essay questions selected from four essay questions distributed the week before the examination. We will answer a practice essay question in class prior to the midterm.

*Presentations (Weeks 5 and 6)*

You will give a PowerPoint presentation about a select Renaissance artist (presentation should not exceed ten minutes; minimum of five images). In consultation with the instructor, you will choose ONE artist from the Renaissance era and prepare an oral presentation with visuals to present the artist’s life and work. To prepare, familiarize yourself with the artist’s biography and pinpoint significant data that may have influenced his artistic practice, such as his cultural and geographical background. Try to convey what made this particular artist relevant to the history of the Renaissance. Tell us who he was influenced by and who he would go on to influence in the next generation of artists. Pick a limited number of highlights from his body of work and use them as examples to demonstrate his artistic development, the level of innovation he brought to his work, and his ultimate level of achievement. Make sure you support your observations with factual and reliable data culled from the bibliography or Internet resources provided in the class’s syllabus.
Writing Assignments (Weeks 10 and 14)
For each writing assignment, you will choose ONE work of art (a sculpture, painting, or drawing) dating from the Renaissance period (circa 1300-1600) from the collections of the Metropolitan Museum of Art. Study it carefully, relying first and foremost on your observation skills and critical abilities during our field trip and your own visits. Take full advantage of your access to the actual artwork and only then supplement your observations with information from the museum wall label, catalogues, or the Internet (only use reliable sources such as Met.org). Use the following four stages of art criticism to study the artwork you have selected: description, analysis, interpretation and judgment.

- **Description**
  When you describe the artwork, your language should at all times refer to the visual evidence in the artwork (this refers to the *what, when, and where*). Remember: a description should always be held neutral.

- **Analysis**
  Your analysis should elicit questions with regards to both form and content. For example, you may ask yourself how the artwork may fit within a particular movement or style in art, or who the artist may have been influenced by.

- **Interpretation**
  Your interpretation may hint at possible answers and situate the work within a broader context such as the artist’s geographical and cultural background.

- **Judgment**
  Although it is important that you communicate your personal examination of the artwork, suspend your personal judgment until the end. In other words, relate what you see, experience and understand, and only then express a qualified personal opinion about the artwork in question.

Each paper should be handed over in print and be approximately 800 words long. Don’t forget to include a printed copy of your chosen artwork with the paper and add its title, year, artist’s name. Note: late or hand-written papers will NOT BE ACCEPTED. Also please staple your papers together.

**STUDENT RESPONSIBILITIES**

In addition to attendance and assignment requirements, there are basic responsibilities and classroom etiquette students are expected to uphold:

**Being courteous**: The classroom studio is a study and intellectual space. No cell phone use or loud discussions, please

**Coming to class prepared**: You will need to complete the readings and assignments on-time and come prepared for each class session.

**Attendance**: Attendance is expected and the mandatory. See the following excerpt from the Undergraduate Bulletin: *Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester.* (Undergraduate Bulletin, p. 43).

**Academic Integrity/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. (From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36).

**Americans with Disabilities (ADA) 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.” Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

**Extra Credit:** Any extra credit coursework opportunities during the semester for a student to improve his or her grade will be made available to all students at the same time. Furthermore, there is no obligation on the part of your instructor to offer extra credit work. 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 all students 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.

**GRADES:** The grade is based on your classroom work, homework, written, reading and oral assignments and participation exams and final project/review/critique.

Note: The definition of an A is EXCELLENCE in all aspects; B is considered GOOD, above average; C is considered FAIR, Satisfactory; D is considered POOR; F is failing.

**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 (from the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36).
## John Jay General Education College Option  
**Course Submission Form**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LLS 343</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Race and Citizenship in the Americas</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Latin American Studies</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Prerequisites: ENG 201</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Course Description** | LLS 343 Race and Citizenship in the Americas  
3 hours, 3 credits This course explores the relationship between citizenship and racial ideologies in the Americas. Framed by theoretical analyses of race and ethnicity, the course uses historical and contemporary articles and essays, biographies, novels and films to examine the lived experience of race in Latin America and the United States. Focusing on the different meanings attributed to race in the Americas, the course ultimately aims to compare the diverse racial, class and gendered experiences of U.S. Latinas and Latinos with those of ethnic and racialized groups in Latin America. |
| **Sample Syllabus**    | Syllabus must be included with submission, 5 pages max recommended |

### Indicate the status of this course being nominated:

XX current course □ revision of current course □ a new course being proposed

### John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted. (Select only one.)

**Justice Core**

□ Justice & the Individual  
(100-level)

□ Struggle for Justice & Inequality in U.S.  
(300-level)

XX Justice in Global Perspective  
(300-level)

□ Learning from the Past

□ Communication
Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

<table>
<thead>
<tr>
<th>I. Justice Core II: Justice in Global Perspective - Please explain how your course meets these learning outcomes.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>* Assess through class discussion and short essay writing assignments, the historical, economic, and political issues and events that have shaped the relationship between race and citizenship in Latin American societies and in the United States.</td>
<td>• Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice throughout the world</td>
</tr>
<tr>
<td>* Learn to define and discuss the concepts of citizenship, race, racism, racialization, blackness, whiteness, indigenous peoples, mestizaje (biracialism) through class discussion and short essays and showcase this learning through an oral presentation of one week’s readings, an oral presentation of the findings of their final paper, as well as the written final paper for the course.</td>
<td>• Analyze how struggles for justice have shaped societies and cultures throughout the world</td>
</tr>
<tr>
<td>* Demonstrate through an oral class presentation of the final paper’s research findings and in the final written term-paper itself, the ability to research, analyze, and present data on the ways that race and racialization differentially impact the meanings attributed to citizenship, and the struggle for access to rights, justice and</td>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>
Race and Citizenship in the Americas (LLS 343)

Syllabus

John Jay College of Criminal Justice  
City University of New York  
524 West 59th Street  
New York, NY 10019  
Instructor: Professor Suzanne Oboler  
Dept. of Latin American and Latina/o Studies  
Office 8.63.06 New Building  
soboler@jjay.cuny.edu  
(212) 237-8751

I. COURSE DESCRIPTION:

This course explores the relationship between citizenship and racial ideologies in the Americas. Framed by theoretical analyses of race and ethnicity, the course uses historical and contemporary articles and essays, biographies, novels and films to examine the lived experience of race in Latin America and the United States. Focusing on the different meanings attributed to race in the Americas, the course ultimately aims to compare the diverse racial, class and gendered experiences of U.S. Latinas and Latinos with those of ethnic and racialized groups in Latin America.

II. Learning Outcomes:

In this course, students will:

* Assess through class discussion and short essay writing assignments, the historical, economic, and political issues and events that have shaped the relationship between race and citizenship in Latin American societies and in the United States.

* Learn to define and discuss the concepts of citizenship, race, racism, racialization, blackness, whiteness, indigenous peoples, mestizaje (biracialism) through class discussion and short essays and showcase this learning through an oral presentation of one week’s readings, an oral presentation of the findings of their final paper, as well as the written final paper for the course.

* Demonstrate through an oral class presentation of the final paper’s research findings and in the final written term-paper itself, the ability to research, analyze, and present data on the ways that
race and racialization differentially impact the meanings attributed to citizenship, and the struggle for access to rights, justice and opportunities in Latin America and the United States.

III. Guiding Questions of this course:

This semester, the aim of this course will be to examine the validity of emphasizing the struggle for human rights as an alternative to citizenship rights, in addressing racial and ethnic discrimination and achieving dignity and equality in the hemisphere. The following two questions will guide our readings and class discussions, as well as your final paper:

1. What is the relationship between citizenship, national identity and ideologies of race in the Americas? In what ways do gender and class differences affect this relationship?

2. To what extent do racial/ethnic, gendered or class experiences today provide stronger bonds among racial/ethnic groups across national borders, than national cultures and identities provide within each country of the Americas?

IV. REQUIRED TEXTS. All texts are available at the JJC bookstore and are also on reserve at the library:


Additional articles will be available on blackboard.

V. GRADES

1. Class Attendance and Participation (15%)

2. Reading and Intellectual Journals (20%)

3. Class Presentation of one week’s readings (10%)
4. Term Paper (45%) as follows: a) preliminary title/bibliography (5%); b) proposal (6 pages) (15%); c) Final 15 page paper (25%)

5. Presentation of your final paper’s research findings. (10%)

III. REQUIREMENTS

1. Class Attendance (15%)

2. Reading, Participation, and Short Essays: (20%) Because reading before class is essential to class participation and discussion, in this class, each student will write weekly short essays throughout the semester as follows:

   Your essay should summarize your thoughts and ideas on the readings. It should respond to the key points of the assigned readings. In addition, provide at least one question that the readings raised for you at the end of your essay. Your questions will be used as a guide in class discussions. We will discuss these short essay writing assignments more fully in class.

3. Class presentation (10 minutes) of one of the weekly readings in the course (10%) 
   Your presentation should include: The key points/argument in the reading(s); Relationship to guiding questions of the course; The questions the reading(s) raised for you.

4. TERM PAPER (45%): This course will emphasize the writing of a major research paper, that directly addresses the questions guiding this course (see “guiding questions” above). It will include a) presenting a preliminary title/bibliography (5%); b) a research proposal (6 pages) (15%) and c) Submission of your final 15-page paper (25%) Details about this assignment and suggested topics will be fully discussed throughout the semester.

5. In class presentation (5-10 minutes) of your final paper’s main findings. (10%)

   PLEASE NOTE: I do not accept late assignments: NO EXCEPTIONS

VII. GENERAL “COURSE RULES” AND EXPECTATIONS:

1. Students are expected to attend all classes and to be very well prepared for class discussions. Students who miss classes are responsible for finding out from another student what has been covered.

2. Late assignments are not accepted unless discussed with me previously.

3. Students are expected to proofread their writing assignments prior to submission to me. The Writing Center at JJC is available to assist you to develop your ideas and edit your work. I encourage you to seek assistance from the college’s Writing Center in the New Building, Level 1.

4. No plagiarism in any form is acceptable–see JJC’s policy on plagiarism at the end of this syllabus.
5. No texting or any other kind of use of cell phones are allowed in this class.

**Plagiarism and Cheating**

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.

Plagiarism and cheating are violations of CUNY's policy on academic integrity. See the John Jay College 2013-14 Undergraduate Bulletin, p. 307: [http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20142015.pdf](http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20142015.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action.

**Students with Disabilities (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 L66.01 NB (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.

**CAALENDAR**

**NOTE: ALL ARTICLES ARE ON BLACKBOARD AND INDICATED HERE BY AN * **

1. RACE, CITIZENSHIP, AND RIGHTS IN THE AMERICAS: SETTING THE TERMS OF THE DEBATE

   **WEEK 1: The International Discussion on Cultural Diversity, Race and Rights**
WEEK 2: An Overview: Ethnicity and Racialization in the Americas

Suzanne Oboler and Anani Dzidzienyo. Flows and Counter Flows: Latinos, Blackness and Racialization in Hemispheric Perspective (in Dzidzienyo and Oboler) pp 3-36

WEEK 3: LATIN AMERICA: A REGION IN DENIAL

* Ariel Dulitzky. A region in denial: Racial Discrimination and Racism in Latin America (in Dzidzienyo and Oboler) pp 39-60

WEEK 4: RACE AND ETHNICITY IN LATIN AMERICA

Peter Wade. Race and Ethnicity in Latin America 2nd edition (chapters 1, 4, 5, 6)

2. RACE, CITIZENSHIP AND THE STRUGGLE FOR RIGHTS IN LATIN AMERICA

A. THE AFRO-LATIN AMERICAN STRUGGLE FOR JUSTICE

(Case studies: Brazil and Cuba)

WEEK 5: Gender, Race And Class In Brazil: Justice, Laws and Customs in a “Racial Democracy”

Carolina de Jesús. Child of the Dark: The Diary of Carolina Maria de Jesus
* Peggy A. Lovell. Gender, Race, and the Struggle for Social Justice in Brazil.(85–103)

NOTE: PARAGRAPH DESCRIBING YOUR TERM PAPER TOPIC AND PRELIMINARY BIBLIOGRAPHY DUE TODAY

WEEK 6: Race and Rights: Should Race Enter The Public Policy Debate? Affirmative Action in Brazil
Anani Dzidzienyo. The Changing World of Brazilian Race Relations? (In Dzidizenyo and Oboler)

* Sales Augusto dos Santos. Who Is Black in Brazil? A Timely or a False Question in Brazilian Race Relations in the Era of Affirmative Action? pp 30-48

WEEK 7: “Race Wars” in Cuba: Laws and Customs: Freedom vs. Equality

Mark Q. Sawyer. Racial Politics in Post-Revolutionary Cuba. pp. 36-133

B. INDIGENOUS MOVEMENTS/INDIGENOUS RIGHTS (Case Studies: Perú, Ecuador, and Mexico)

WEEK 8: Shining Paths/Unpolished Violence: “Purity of Blood” and The Spanish Legacy in the Peruvian Andes


WEEK 9: Justice, Laws and Customs in Perú: Terror, Ethnic Conflict and its Aftermath


FILM: State of Fear

RECOMMENDED: *Report of the Truth and Reconciliation Commission of Peru: Conclusion (excerpts)

WEEK 10: Indigenous Rights and the Environment: Ecuador’s Indian Movement and the Chevron Oil Spill

Carlos de la Torre. Afro-Ecuadorean Responses to Racism: Between Citizenship and Corporatism. (in Dzidzienyo and Oboler) pp 61-75

* Amazon Defense Coalition. Understanding Chevron’s “Amazon Chernobyl”

FILM: Crude

**NOTE: PROPOSAL FOR FINAL PAPER DUE TODAY**

**WEEK 11: Mexico: From the 1910 Mexican Revolution to the 1990’s Zapatistas**


*Gunther Dietz. From Indigenismo to Zapatismo: The Struggle for a Multi-ethnic Mexican Society.*


RECOMMENDED: Alan Knight. “Racism, Revolution and Indigenismo: Mexico, 1910-1940"

**RACE, CITIZENSHIP AND THE STRUGGLE FOR RIGHTS IN THE UNITED STATES**

**WEEK 12: Laws and Customs in the United States**

Ian Haney Lopez. *White by Law: The Legal Construction of Race.* (pp. 27-109)

**WEEK 13: Race, Education and the Meaning of Belonging: The Case of the “DREAMers”**

NOTE: PRESENTATIONS OF THE KEY POINTS OF FINAL PAPERS BEGIN TODAY

VIDEO. Shwer, Mikaela. 2015. Don’t Tell Anyone. (No Le Digas a Nadie).

**WEEK 14: Rights Across Borders: Immigration, Race, and the US Criminal Justice System--A Human Rights Issue?**

* Deepa Fernandes. US Immigration Policy and Racism: How White Supremacists Are Writing Immigration Policy and Democrats are Asleep at the Wheel. 201-238
* David Manuel Hernández. Pursuant to Deportation: Latinos and Immigrant Detention

**RACE IN THE AMERICAS: HUMAN RIGHTS OR CITIZENSHIP RIGHTS?**

**WEEK 15: COURSE CONCLUSION:**

Silvio Torres Saillant White Supremacy and the Visage of the Nation: The Racial Imagination in the Americas. (in Dzidziienyo and Oboler) 281-304
* American Civil Liberties Union. Recommendations to the United States; pp. 1-30
* American Convention On Human Rights "Pact Of San Jose, Costa Rica"

NOTE: FINAL TERM PAPER DUE ON BLACKBOARD BY THE END OF THIS WEEK (NO EXCEPTIONS)

COURSE BIBLIOGRAPHY


TO: DR. DARA N. BYRNE, INTERIM DEAN AND ASSOCIATE PROVOST FOR UNDERGRADUATE STUDIES
FROM: KATE SZUR, SENIOR DIRECTOR OF STUDENT ACADEMIC SUCCESS PROGRAMS
SUBJECT: PROPOSED CHANGE TO THE NAME OF CJA SECOND CHANGE POLICY
DATE: SEPTEMBER 27, 2016
CC: KATHY KILLORAN

Explanation: Student Academic Success Programs (SASP) supports students enrolled in the CUNY Justice Academy (CJA) dual degree programs to transition to John Jay College. SASP staff distributes policy guidelines to and communicate with students regarding their eligibility for the CJA Second Chance Policy, which has been in effect since Fall 2011.

To qualify for the CJA Second Chance Policy, students must:

1. Earn an associate degree from one of our CJA partner community colleges (Borough of Manhattan, Bronx, Hostos, Kingsborough, LaGuardia, or Queensborough community colleges).
2. Complete at least 30 credits at the community college.
3. Complete a CJA major (Criminal Justice, Forensic Accounting, or Forensic Science).
4. Earn a community college GPA of at least 2.5.

In April 2016, the College Council approved a broader Second Chance Policy that applies to all former John Jay students. Under this policy, students can apply for readmission and GPA forgiveness, after a minimum absence of at least two consecutive years, and with no more than 45 credits earned at John Jay College.

To avoid confusion when referring to these two policies (with similar outcomes but different terms by the same name) in our communications with students and partner institutions, we propose changing the name of the CJA Second Chance Policy to CJA Academic Forgiveness Policy.

Effective date: Fall 2017
SECOND CHANCE POLICY FOR CUNY JUSTICE ACADEMY STUDENTS

Matriculated students who leave John Jay College either on academic probation or as the result of an academic dismissal, for reasons other than academic dishonesty, who then transfer to a Justice Academy Program at a CUNY community college, and complete at least 30 credits, earn a GPA of at least 2.50, and receive an associate degree (AA or AS only) from a CUNY Justice Academy partner, will have the grades of their prior coursework at John Jay College treated as if it were transfer credit, just as is the coursework that is being transferred from the Justice Academy community college. These students would, therefore, begin their second career at John Jay College with a clear GPA slate, that is, with a GPA of 0.00. CUNY Justice Academy students who return to John Jay but do not meet the standards described above, may still apply under the general Second Chance policy if they meet the specified criteria.

Proposed Change:

ACADEMIC FORGIVENESS SECOND-CHANCE POLICY FOR CUNY JUSTICE ACADEMY STUDENTS

Matriculated students who leave John Jay College either on academic probation or as the result of an academic dismissal, for reasons other than academic dishonesty, who then transfer to a Justice Academy Program at a CUNY community college, and complete at least 30 credits, earn a GPA of at least 2.50, and receive an associate degree (AA or AS only) from a CUNY Justice Academy partner, will have the grades of their prior coursework at John Jay College treated as if it were transfer credit, just as is the coursework that is being transferred from the Justice Academy community college. These students would, therefore, begin their second career at John Jay College with a clear GPA slate, that is, with a GPA of 0.00. CUNY Justice Academy students who return to John Jay but do not meet the standards described above, may still apply under the general Second Chance policy if they meet the specified criteria.
Proposed Model Syllabus Language Regarding Preferred Name

Academic Standards Subcommittee

#1. The College Policy in UG Bulletin, 2016-17:

**Preferred Name**

John Jay College respects the importance that a name change might have to students during their time at the college. A preferred name is not a legal name, but is generally used to change how others refer to the student. For example, student Jonathan Doe may prefer the name John or student Mary Jane Doe may want to be referred to as Mary Jane or Jane, rather than Mary. Note that preferred names are not limited to variations of a student’s legal name; for example, student Jennifer may request the preferred name David due to a change in gender identity and be unable to present the documents necessary to secure a court-ordered name change.

John Jay College allows the use of a preferred name on all documents and records other than official documents (such as diplomas and transcripts). Documents and records that may display a preferred name include, among other things, course rosters, student identification cards, student email addresses, and honors, awards, and prizes issued by the College.

#2. The Proposed Model Syllabus Language:

**Students’ Preferred Name**

Students have an option to identify their preferred name on CUNYFirst. Students may change their preferred name and notify faculty of their preference at any point during the semester. Although CUNYFirst is the system of record for all students, it is CUNY policy that changes to the preferred name field will not be reflected in alternate systems such as BlackBoard, Degreeworks, the student’s transcript, or undergraduate degree.

**Effective date:** September, 2017
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: November 6, 2016  
Date of Program Approval: October 24, 2016  
Date of CGS Approval: November 9, 2016

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>Gohar A. Petrossian</td>
<td><a href="mailto:gpetrossian@jjay.cuny.edu">gpetrossian@jjay.cuny.edu</a></td>
<td>212-393-6409</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>International Crime and Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>ICJ 725</td>
</tr>
<tr>
<td>Course Title</td>
<td>Environmental Crime</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course critically examines the definitions, causes, and extent of the global problem of environmental crime. It covers theories of social, political, economic and environmental drivers and explores how local, national, and international legal frameworks criminalize harmful environmental practices. With an overview of crimes against wildlife, such as poaching, illegal trade of fauna and flora, injuring or killing, it examines the international law and the global impact of the illegal wildlife trade including the threats to the environment, human safety and endangered species. Lastly, it explores solutions including non-deterrence-based prevention, restorative justice, and conservation based conflict interventions.</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>
</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).

Global environmental problems are increasing and becoming more serious. There are many human behaviors that harm the environment and only some of them are criminalized. When environmental crimes enter the terrain of underground, illegal activity they become even more difficult to address. Illegal international trade in wildlife in particular is an increasingly serious criminal activity, only falling behind the illegal trade in drugs. Criminologists are starting to express increased interest in the study of wildlife crime. The College, however, currently has no graduate-level course on environmental crime despite otherwise well-developed criminal justice and international criminal justice master’s programs. This course will fill that gap.

This course is designed to provide students with an effective framework for consideration of the problem of environmental crime as a global phenomenon. The primary goal of the course is to have students critically examine the interdisciplinary perspectives on the definitions, causes, and extent of the problem wildlife crime and to articulate potential solutions. A wide range of solutions will be considered, including non-deterrence-based prevention, the rehabilitation of offenders (whether individuals or corporations or governments), restorative justice, and treatment for victims (whether they are animals, plants, or communities). Comprehensive consideration of the diverse theoretical orientations allows students to examine the main social, political and economic drivers leading to this crime. The course also helps students understand the complexities of legislation and legal frameworks which regulate and/or criminalize practices harmful to the environment at the local national, regional, and international levels. Finally, through case studies, which contextualize the global phenomenon, the course confronts the nature and effectiveness of enforcement mechanisms and other solutions in particular times and places, allowing students to develop theoretically grounded, evidence-based policy solutions.

4. **Degree requirements satisfied by the course:**
   Elective for the ICJ MA program.

5. **Has this course been taught on an experimental basis?**
   Yes __X____  No ________

   If yes, please provide the following:
   Semester(s) and Year(s): Fall 2016
   Teacher(s): Gohar Petrossian
   Enrollment(s): 6
   Prerequisite(s): None

   Semester(s) and Year(s): Fall 2014
   Teacher(s): Stacy Strobl
   Enrollment(s): 11
   Prerequisite(s): None

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?

- Analyze the causes and consequences of the global problem of environmental crime and understand what role they played in increasing enforcement effectiveness.
- Think critically about potential solutions for environmental crime and the role of multicultural communication skills in developing and implementing these solutions.
- Develop theoretically grounded and evidence-based policy solutions that integrate interdisciplinary knowledge.
- Critically analyze and apply research techniques to specific cases, topics, laws, institutions and their policies, related to environmental crime.

b. How do the course outcomes relate to the program’s outcomes?

The learning outcomes of the proposed course correspond directly and comprehensively to the second of three disciplinary areas covered by the ICJ MA program. These areas are:
- comparative criminology and criminal justice
- transnational crime research
- international law and international regulatory systems

c. Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?

- Group assignments, short presentations, and discussions about the readings and additional assigned environmental crime problems, laws, treaties, or topics.
- Oral presentations, approximately 15 minutes in length, on a case study and facilitation of class discussion about the case.
- 15-page final paper arguing for a particular policy solution by drawing on a theoretical perspective and empirical evidence gathered using comprehensive independent research.
- 2 Exams based on reading assignments, lectures and in-class discussions. The exams will consist of both multiple choice and short essay questions.
- Students will be required to facilitate one class discussion. Specifically, the students will be expected to: 1. Present an overview of the core topics discussed in the readings assigned for the day. 2. Lead a class discussion on the assigned readings. To facilitate this process, they will be required to prepare 4-5 discussion questions and actively solicit student participation.

7. Proposed texts and supplementary readings (including ISBNs):


Articles:


TRAFFIC. Bulletins.


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.

Maria Kiriakova was consulted on March 13, 2013; she identified resources to consider for the course. Kathleen Collins, Lloyd Sealy Library, was consulted on November 5, 2016.

8. Identify and assess the adequacy of available library resources

   a. Databases
   The electronic database for access to electronic journals has plenty of environmental crime peer review and periodical articles for students. The articles cited above, for example, can all be accessed from the library’s electronic database.

   b. Books, Journals and eJournals
   John Jay currently holds a very comprehensive collection of law reporters for students who would like to research particular cases. In addition a significant number of CUNY libraries have a variety of books related to environmental crime, which students can use for research papers.

9. Identify recommended additional library resources
   N/A

10. Estimate the cost of recommended additional library resources (For new courses and programs):
    N/A

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:
    Gohar Petrossian
    Mangai Natarajan
    Joan Hoffman
    Jana Arsovksa
    Yuliya Zabyelina

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
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.

**ICJ 725**

*ENVIRONMENTAL CRIME*

Professor: **Gohar A. Petrossian, Ph.D.**

Office Hours: Before class, or by appointment only (Office 2114 NH)

E-mail: gpetrossian@jjay.cuny.edu

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**Course Description**

This course critically examines the definitions, causes, and extent of the global problem of environmental crime. It covers theories of social, political, economic and environmental drivers and explores how local, national, and international legal frameworks criminalize harmful environmental practices. With an overview of crimes against wildlife, such as poaching, illegal trade of fauna and flora, injuring or killing, it examines the international law and the global impact of the illegal wildlife trade including the threats to the environment, human safety and endangered species. Lastly, it explores solutions including non-deterrence-based prevention, restorative justice, and conservation based conflict interventions.

**Learning Objectives**

INTERPOL defines wildlife crime as “taking, trading, exploiting or possessing of the world’s wild flora and fauna in contravention of national and international laws”. Wildlife crime, therefore, refers to buying, selling, or distributing wild animals (or their parts) and/or plants that are protected by law.

Crimes against wildlife are widespread, numerous and varied. They range from illegal trade, trapping and snaring, to poaching, injuring and killing. This course will provide an overview of the crimes committed against the wildlife, with a special emphasis on the illegal trade of animals. Other issues covered in this class include the global trends in wildlife trade, international laws governing this trade, and the global impact the trade has in terms of the survival of the animal species and its long-term negative effects on humans.
By the end of the semester, each student will have become an ‘expert’ on the species they choose to study. Be it the animal (or plant) of choice, or a geographic region, the laws governing illegal trade in wild animals or plants, the students will spend the semester researching about the issue and producing a final paper and a presentation.

Also, students will:

- Analyze the causes and consequences of the global problem of environmental crime, particularly wildlife trafficking, and understand what role they played in increasing enforcement effectiveness.
- Think critically about potential solutions for environmental crime and the role of multicultural communication skills in developing and implementing these solutions.
- Develop theoretically grounded and evidence-based policy solutions that integrate interdisciplinary knowledge.
- Critically analyze and apply research techniques to specific cases, topics, laws, institutions and their policies, related to environmental crime.

**Required Readings**

All required materials will be posted on Blackboard in dated folders.

**Grading**

**Grade weights:** The class grade will be weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Facilitation</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Report</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale:** Please, note that the professor will not curve grades in this class. In addition, there will be no extra credit provided. The final grade will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</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>87.5-89.9</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>78-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-77.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>F</td>
<td>0-69.9</td>
</tr>
</tbody>
</table>

**Course Requirements**

**Exams:** There will be one mid-term and one final exam for this course. The exams will be based on reading assignments, lectures and in-class discussions. The exams will consist of both multiple choice and short essay questions.
Makeup exams will only be granted for students who have a university-recognized excused absence. An excused absence will be granted in the case of documented illness, deaths in the immediate family or other documented crises, call to active military duty or jury duty, religious holydays, and official University activities. If an exam is to be missed for a legitimate reason you must contact me prior to the exam. If an exam is missed due to unforeseen circumstances, you must contact me within 24 hours of the missed exam. Official documentation of your excuse must be provided (e.g., admittance papers from the hospital). If a student misses an exam for any other reason than specified above, he/she will receive a grade of zero for that exam. If contact is not made within 24 hours of the missed exam, the student forfeits the right to complete a makeup and will receive a zero for the exam.

**Readings:** Students are expected to have read the assigned readings **before** class and must be prepared for class discussion.

**Attendance:** Attendance is required. Students who miss five or more classes will receive automatic F grade for the course. You are expected to come to class on time. Lateness and leaving early will also be factored into your final grade.

**Class Participation/Facilitation:** This class will run in a seminar format. Therefore, attendance and participation by all students is mandatory. Students are expected to attend class in its entirety and be prepared to actively participate, which are both prerequisites for successful completion of this course. Each student will be assigned to lead one or more class sessions. On your selected days, you will be expected to:

1. Present an overview of the core topics discussed in the readings assigned for the day.
2. Lead a class discussion on the assigned readings. To facilitate this process, you should prepare 4-5 discussion questions and actively solicit student participation.

**Final Paper:** At the end of this class, each student is expected to produce a 15-page paper (12-pt Times New Roman font, double-spaces), which should include the following sections:

1. **Problem Statement:** A general overview on the nature and extent of the problem being studied.
2. **Literature Review:** An overview of the literature (must use at least 10 articles published in scholarly journals).
3. **How Has the Problem Been Addressed?**
   a. A review of major national and international laws/regulations designed to address the problem
   b. A review of notable conservation measures implemented to address the problem and the outcome of these measures.
4. **Proposed Solutions/Policy Recommendations:** What policy or program can be implemented in order to address the problem at hand? You can start with an existing policy and add features to it, however, modifications to an existing policy must be significant enough to make your proposed policy unique from the original one. Make sure to discuss all the central components of the existing policy before you propose your own modifications. You can also develop your own policy from scratch. In the latter case, you should detail all the mechanisms of how the proposed policy will be implemented, barriers to its implementation, expected outcomes, and mechanisms of evaluating the effectiveness of your proposed policy.
5. **Research and Data Needs.** Discuss what information is needed to better understand the problem. You have to propose FIVE research questions and come up with potential methods/data sources that can be used to answer these questions.
**Presentation:** This report will be a compilation of all the work you have done throughout the semester. The information you have gathered while researching for your progress reports can be used in your final report and presentation. The Final Presentation should be made in PowerPoint. The outline for the final report, as well as the presentation guidelines and outline will be posted on blackboard.

**Academic Integrity and Other Issues**

**Academic Honor Code:** Academic dishonesty (i.e. cheating, plagiarism, copying someone else’s work) will not be tolerated. Students are expected to uphold the Academic Honor Code published in the student handbook. This includes upholding the highest standards of academic integrity in your own and other students’ work and fostering a high sense of integrity and social responsibility on behalf of the University community. Any form of academic dishonesty will result in a “zero” for that particular assignment or possibly an “F” for the course, and will be reported to the University Judicial Officer. If you have any questions about this policy, please speak with me. The student handbook outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

**John Jay College of Criminal Justice Statement of 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), see Chapter IV Academic Standards)

**Attention Students with a Disability:** 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.

**CLASS SCHEDULE**

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1 The professor reserves the right to change the course procedures and schedule in the event of extenuating circumstances. Should the class topics change, the professor will notify you via email in advance. All email communication will be via Blackboard. It is your responsibility to ensure that the email you have provided on Blackboard is reliable.
<table>
<thead>
<tr>
<th>TOPIC 1: What is Wildlife Crime?</th>
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<table>
<thead>
<tr>
<th>TOPIC 2: What is the Nature of the Trade in Wildlife?</th>
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<table>
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<tr>
<th>TOPIC 1: How Big is the Problem?</th>
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</table>

VIDEO: Closing a Deadly Gateway (12min) --- [http://www.youtube.com/watch?v=OC9CATzZCO4](http://www.youtube.com/watch?v=OC9CATzZCO4)

<table>
<thead>
<tr>
<th>TOPIC 2: The Role of Organized Crime</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sellar, J. (2014). Policing the trafficking of wildlife: Is there anything to learn from law enforcement responses to drug and firearms trafficking?</td>
</tr>
</tbody>
</table>

VIDEO: The Fin Trail (4min) --- [http://www.youtube.com/watch?v=nK6WTl3CC8I](http://www.youtube.com/watch?v=nK6WTl3CC8I)

<table>
<thead>
<tr>
<th>TOPIC 1: The Markets for Illegal Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ALL TRAFFIC Bulletin readings are posted under the “TRAFFIC BULLETIN” folder)</td>
</tr>
<tr>
<td>1. Wildlife Trade in Yunnan Province, China (TRAFFIC Bulletin, 18(1), pp. 21-30).</td>
</tr>
</tbody>
</table>

VIDEO: The Story of Tsoe (parts 1 & 2) (Approx 10min) --- [http://www.youtube.com/watch?v=ObFpGM4a7go](http://www.youtube.com/watch?v=ObFpGM4a7go) (Part 1)  [http://www.youtube.com/watch?v=8e8odyGbYkE&feature=related](http://www.youtube.com/watch?v=8e8odyGbYkE&feature=related) (Part 2)

<table>
<thead>
<tr>
<th>The Illegal Trade in Wild Fauna: Case Studies Series 1</th>
</tr>
</thead>
</table>
### The Illegal Trade in Wild Fauna: Case Studies Series 2


### The Illegal Trade in Wild Fauna: Case Studies Series 3

4. The Black Market in China for Tiger Products (Moyle (2009)).

### The Illegal Trade in Wild Fauna: Case Studies Series 4


### TOPIC 1: Illegal Fishing and Other Crimes: Drug Trafficking, Human Trafficking, Slavery

4. Phillip (2015). Nearly 550 modern-day slaves were rescued from Indonesia’s fish trade. And that’s just the beginning.

### TOPIC 2: Wildlife Crime and the Role of US Military Personnel


### The Illegal Trade in Wild Flora: Case Studies Series 1
3. The Illegal Trade in Timber and Timber Products in the Asia-Pacific Region (Schloenhardt, 2008).

**The Illegal Trade in Wild Flora: Case Studies Series 2**

3. Agarwood Trade in UAE. (Antonopoulou et al, 2010).

**TOPIC 1: Responses to Illegal Wildlife Trade**

**Enforcement responses**


**Case studies on conservation responses**

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: November 6, 2016  
Date of Program Approval: October 24, 2016  
Date of CGS Approval: November 9, 2016

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>Edward Snajdr</td>
<td><a href="mailto:esnajdr@jjay.cuny.edu">esnajdr@jjay.cuny.edu</a></td>
<td>212-237-8262</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>International Crime and Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>ICJ 730</td>
</tr>
<tr>
<td>Course Title</td>
<td>Human Trafficking</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course explores human trafficking – 21st century slavery – in terms of its causes, manifestations, controls and responses in an international context. It examines the definitions of human trafficking and the various socio-legal instruments to identify, measure and combat it. Students will also consider the methodological challenges in gathering data on this complex and dynamic phenomenon. The course takes an interdisciplinary approach to analyze human trafficking as a criminal justice issue, an organized crime problem, its aspects of supply and demand, immigration and migration, and the larger frameworks of poverty, gender inequality and human rights. In addition to examining victim and perpetrator characteristics, students will consider and assess strategies of prevention, victim protection and the cultural and political contexts of the global scope of the problem.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites</td>
<td>None</td>
</tr>
</tbody>
</table>

Rev. Spring 2014  
Office of Graduate Studies
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).

Human trafficking has become a major issue in the criminal justice, international criminal justice and human rights communities. In addition to substantial investments in law enforcement legislative responses at the national level, the U.S. and other states have prioritized the development of measures to identify, address and prevent the trafficking of human beings around the globe. The Master’s Program in International Crime and Justice should incorporate an understanding of and a critical analysis of the current and past research, of the present national and international legislative strategies, and the dynamic landscape of activist efforts to define and combat the problem. While the growing body of scholarship on human trafficking is diverse, sometimes divisive, but nonetheless inherently interdisciplinary and international in scope, a graduate-level course that integrates an examination of this complex literature alongside specific case studies and methodological examinations and research skills would be an important addition to the ICJ program.

4. **Degree requirements satisfied by the course:**
Elective for the ICJ MA program.

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

   Yes __X___ No ________

   If yes, please provide the following:
   Semester(s) and Year(s): Spring 2016
   Teacher(s): Natalie Jesionka & Joseph Salavarria
   Enrollment(s): 11
   Prerequisite(s): None

   Semester(s) and Year(s): Summer 2014
   Teacher(s): Markus
   Enrollment(s): 8
   Prerequisite(s): None

   Semester(s) and Year(s): Summer 2013
   Teacher(s): Alexis Aronowitz
   Enrollment(s): 9
   Prerequisite(s): None

6. **Learning Outcomes:**

Rev. Spring 2014
Office of Graduate Studies
a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

Students will gain knowledge of
1. the phenomenon of human trafficking: how this differs from human smuggling and from other crimes, as well as the unique implications it has for victims;
2. the methods and techniques to determine the extent of human trafficking and the challenges that different methodologies pose to accurately measure the phenomenon;
3. various interdisciplinary and critical perspectives to study human trafficking;
4. international and local patterns of trafficking, its victims, perpetrators and markets;
5. historical, current and emergent form of human trafficking;
6. strategies to prevent human trafficking and aid trafficked victims;

b. How do the course outcomes relate to the program’s outcomes?

The learning outcomes of the proposed course correspond directly and comprehensively to the second of three disciplinary areas covered by the ICJ MA program. These areas are:
- comparative criminology and criminal justice
- transnational crime research
- international law and human rights

c. Assessment: How will students demonstrate that they have achieved the learning outcomes of the course?

Students will demonstrate achievement in the above outcomes through the following range of assessment measures:
- Media Case Studies
- Exams (including objective and qualitative measures such as essays and short answers
- Group/Individual
- Projects and or presentations
- Attendance, preparation and participation in class discussions/debates

7. Proposed texts and supplementary readings (including ISBNs):

Books:

Optional recommended readings:

Articles:


Reports


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, Graduate Studies Librarian, Lloyd Sealy Library, consulted on November 5, 2016.

8. Identify and assess the adequacy of available library resources
a. Databases

The electronic database for access to electronic journals has plenty of human trafficking peer reviewed articles for students. The articles cited above, for example, can all be accessed from the library’s electronic database.

b. Books, Journals and eJournals

The library electronic journals holdings are sufficient for students to carry out successful research for this course. John Jay currently holds a very comprehensive collection of books and journals on human trafficking. In addition a significant number of CUNY libraries have a variety of books related to human trafficking crime, which students can use for research papers.

9. Identify recommended additional library resources

N/A

10. Estimate the cost of recommended additional library resources (For new courses and programs):

N/A

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).

Any of the databases relevant for sociology, criminology or international crime and justice majors.

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:
Edward Snajdr
Jana Arsovska
Rosemary Barberet
George Andreopoulos
Natalie Jesionika (adjunct)
Joseph D. Salavarria (adjunct)

14. Other resources needed to offer this course:

N/A

Rev. Spring 2014
Office of Graduate Studies
15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

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
City University of New York
Master of Arts Degree Program in International Crime and Justice

Syllabus

ICJ 730
Human Trafficking
Spring 2016

Instructors:

Natalie Jesionka
njesionka@gmail.com

Joseph Salavarria
Joe.salavarria1@gmail.com

Class schedule: Wednesdays, 6:15-8:15 p.m.
Classroom-TBD
Office/Contact hours- By Appointment
Course description:

The purpose of this course is to explore human trafficking in terms of its causes, manifestations and control in an international context. This course will examine the definition of human trafficking and study a number of legal instruments to come to a full understanding of how human trafficking is defined. It will then discuss how the prevalence of human trafficking is measured, and the methodological problems inherent in the study of this crime. The course takes an interdisciplinary look at trafficking, exploring it as a criminal justice and organized crime problem, and also from the perspective of supply and demand, human rights immigration, poverty and gender inequality. It will examine victim characteristics as well as the perpetrators and their modus operandi. It will examine global, well documented forms of trafficking as well as new forms of trafficking. The course ends with a discussion of organizations that are active in the fight against human trafficking and what measures - from awareness, prevention, victim protection, prosecution and partnerships - are necessary to identify and eradicate human trafficking. We will also conclude with an overview of how you can get involved in the fight against trafficking, and recommend resources, opportunities and careers.

This course will be taught with two critical, and very unique perspectives. Through the lens of international and domestic human rights, culture, and current events, and through the lens of law enforcement and investigations the legal system and policy. These perspectives are important to gain understanding of the complexity and nuance involved in global human trafficking.

As your instructors, we will be using the texts and clips to ground our discussions, while working to bring our experiences from the field into the course through case studies, media analysis, and cross-cultural perspectives.

Learning objectives:

Students will gain knowledge of

1. the phenomenon of human trafficking: how this differs from human smuggling and the implications it has for trafficked victims;
2. the methods and techniques to determine the extent of human trafficking and why it is so difficult to accurately measure the phenomenon;
3. various interdisciplinary perspectives to explain human trafficking;
4. patterns of trafficking, those who fall prey to traffickers and the markets in which they are exploited in different countries and regions of the world;
5. the process of trafficking and those who recruit, transfer and exploit trafficked persons – from individual traffickers to networks and organized criminal enterprises;
6. less common forms, as well as emerging new forms of human trafficking;
7. strategies to prevent human trafficking and aid trafficked victims.

Performance Objectives

Students will be able to

1. critically analyze primary and secondary documents human trafficking
2. participate in informed debates on these topics through their oral contributions to in-class discussions
3. develop and answer a research question through using the methods of social science articulate their knowledge in writing in an in-class exam and a take-home paper.

Rev. Spring 2014
Office of Graduate Studies
The course will be divided into two parallel modules:

**Human Trafficking as a Global Phenomenon**

Understanding the definitions, policies, and culture around human trafficking will offer context into trafficking around the world. Learning outcomes include:

- Defining concepts, stakeholders, organizations, and victims and trafficking networks
- Overview of different types of trafficking
- Understanding methods and techniques utilized by traffickers and trafficking organizations
- Exploring the supply-demand nature of trafficking
- Defining Trafficking Myths and Realities of Trafficking
- Developing Knowledge on Social Movements, NGO's, and Careers in the anti trafficking space

**Law, Policy and Enforcement**

Exploring approaches utilized by law enforcement in conducting investigations of trafficking crimes.

- Examine how the criminal justice system has adapted through history to address trafficking and its predecessor crimes.
- Understanding the ways law enforcement’s focus develops from investigating the more narrow overt criminal acts against the victims, to the realization of complex transnational investigations targeting organized crime groups.
- Examining the central role of the victim in the criminal justice process. How the concerted effort of the criminal justice and social justice segments are key to victim recovery and testimony.
- Engage in discussion on the public perceptions of law enforcement’s work combating trafficking, and the disparity between the many publicized arrests for trafficking crimes, and the low number of individuals subsequently convicted of trafficking.
- Examining the inherent subjective nature of the crime of trafficking, and the difficulties faced by the criminal justice system to adapt uniform methods to train for and investigate these crimes.

**TEXTS:**

**Required (Choose 1)**

**Optional recommended readings:**
Reading Schedule
Students must complete weekly reading assignments via blackboard and assigned in their texts. Students will be expected to read and review materials (including videos) prior to class and be prepared to discuss during class. The following course outline contains journal articles which may be accessed via the library e-journal collection or from Blackboard.

Course Schedule

SESSION 1: February 3rd (Introduction: Definitions, Policies and Context)
- Overview of the syllabus and assignment schedule
- Defining and differentiating the crimes Human Trafficking & Human Smuggling
Required Reading
Additional reading

SESSION 2: February 10th (Modern Day Slavery At Home and Abroad)
- 20th Century Slavery/Evolution
- Recruitment
- Routes Methods
- Regions
Required Reading

SESSION 3: February 17th (Labor Trafficking)
- Bonded Labor
- Worker Exploitation vs Trafficking
Required Reading

SESSION 4: February 24th (Sex Trafficking)
Local and Abroad
Required Reading

1 The professors reserve the right to modify this course outline in order to incorporate events or guest speakers. Students should check BB regularly for any additions or changes.

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SESSION 5: March 2nd (Other Forms of Trafficking)
- Organ Trafficking
- Begging Gangs

Required Reading

Additional Reading

SESSION 6: March 9th (Traffickers, Pimps and Networks)
- Prosecution of Traffickers
- Accountability
- Organized Crime
- Supply and Demand (i.e Who buys slaves?)

Required Reading

Additional Reading

SESSION 7: March 16th The Victim
- The centrum of THB

Required reading

**March 23rd: Classes on a Friday Schedule-No Class**

SESSION 8: March 30th (Law Enforcement ---Federal / State Structure) **Case Study- Due March 10th**
- Arrests and charges
- The, “Slow wheels of Justice”
- Interviews of victims and witnesses
- Corroboration of evidence

Required Reading
SESSION 9: April 6th (The Evolution of Trafficking Policy)
- The TVPA and subsequent amendments
- Examples of global anti trafficking laws
- Proactive vs. reactive legislation

Required Reading

SESSION 10: April 13th (Training, Implementation and Enforcement)
- How cases are developed
- Investigation of Labor trafficking vs. Sex trafficking
- Obstacles to law enforcement
- Challenges involving foreign national victims

Required Reading

SESSION 11: April 20th (NGO's, Causes, and Anti-Trafficking Initiatives)

Required Reading

Additional Reading

**April 27th: Spring Break- No Class**

SESSION 12: May 4th (Continued Challenges in Combatting Trafficking) **Midterm Due April 21st**

Required Reading
SESSION 13: May 11th (Real World, Careers and Getting Involved)

- Discussion and debate of the current methods of identifying and combating global trafficking; the policies which have contributed to the successes and failures; and exchange of ideas as to potential changes in future methods (e.g.- legalization of prostitution and its impact).

Required Reading


Completion of book #2

SESSION 14: May 18th (Continued discussion from week 13- time permitting, and Review Topics for Final)

Finals Due: May 25

Assignments

Media Case Study: Due March 10th

Students will choose a modern day media depiction of trafficking; ex: Law and Order SVU episode, film such as Eden, or Taken, even a short Public Service announcement by an anti-trafficking NGO. Using class discussions, readings, and lectures, you will determine what is a constructed media myth around trafficking and what are the actual facts, nuances and realities. How does media play a role in shaping public narratives around trafficking? How can more accurate and complex stories be depicted? More details to be handed out in class.

Midterm: April 21st- Law, Policy, and Strategy

Students will review the methodology and tier placement section of the U.S. Department of State’s 2015 Global Trafficking in Person report (pp.45-54). Students will then select one nation listed under the country narratives section (starting on page 62). Using the narrative data as well as additional open source information (minimum of 3 additional), form an opinion on whether that nation’s placement was accurate, given their socio-political and economic situation and; does the methodology used in the TIP report tier placement accurately take into account each nation’s social, legal and fiscal capabilities/limitations? Further details to be provided in class.

Final: May 24th

You will be given three options based on course material delivered on May 4th.

Grading

Attendance, preparation and participation in

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class discussions/debates: 20%
Case Study: 25%
Midterm comprised of a take home midterm assignment/interview: 25%
Final: 30%

We will be evaluating papers based on depth of analysis, strength of arguments, contexts, and incorporation of course materials. Overall performance will be evaluated using the standard John Jay College grading scale.

A 93.0-100.0
A- 90.0-92.9
B+ 87.1-89.9
B 83.0-87.0
B- 80.0-82.9
C+ 77.1-79.9
C 73.0-77.0
C- 70.0-72.9
F 70 and below

Academic Policies

Plagiarism Policy (From the John Jay College of Criminal Justice Graduate Bulletin, p. 89): 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.

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. The professor will use turnitin.com or Blackboard SafeAssign for receipt and plagiarism detection of all written assignments.

Policy on Attendance, Etiquette and Participation: As indicated above, class participation comprises 20% of your final grade. Class 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 you should notify the instructor in advance. Most classroom time will be devoted to class discussions and students are expected to prepare for class carefully and to participate fully in all class sessions. 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. Students are reminded to turn off cell phones during class. Please note: If you must use your cell phone,
please step out of the classroom. Texting or cell phone use during class will result in loss of participation points.

Accessibility and Disability
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 In accordance with Section 504 of the Rehabilitation Act of 1973, "The Civil Rights Act" for the people with disabilities, and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that: “No otherwise qualified individual ... shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.” John Jay College offers programs and services to students and employees to ensure that individuals with disabilities are not excluded from academic programs, support services and any other activities sponsored by the College, solely on the basis of disability. Malaine Clarke is the Director of Accessibility Services. She can be reached at maclarke@jjay.cuny.edu or at 212.237.8185