I. Adoption of the Agenda

II. Minutes of the December 4, 2017 College Council (attachment A), Pg. 3

III. Amendment to the College Council Bylaws

   a) Vote to add Provost and Senior Vice President, Chairperson of the Strategic Planning Subcommittee (SPS) of the Budget and Planning Committee (attachment B) – The Faculty Senate and The Council of Chairs presented by Professor Ned Benton, Pg. 6

   b) Vote to add one student representative to the Financial Planning Subcommittee (FPS) of the Budget and Planning Committee (attachment C) – President of the Student Council Fatime Uruçi and the Vice President for Finance and Administration Steve Titan and presented by Fatime Uruçi, Pg. 9

IV. Approval of Members of the College Council Committees (attachment D), Pg. 11

   - Professor Lucia Trimbur replaces Professor Rosemary Barberet as representative for the Department of Sociology on the College Council, Pg. 13
   - Christopher Cazares was elected as a student representative to the Undergraduate Curriculum and Academic Standards Committee, Pg. 17
   - Serguei Cheloukhine was elected as the Criminal Justice (BS) coordinator on the Council of Undergraduate Coordinators, Pg. 24
   - Katie Gentile replaces Amy Green as Interim Chairperson for Interdisciplinary Studies, Pg. 19
   - Carmen Solis replaces Nancy Velazquez-Torres as the Interim Chairperson for the SEEK department, Pg. 19

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments E1 – E8) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

   Programs
   E1. Proposal to Revise the BS/MPA Programs in Public Administration (Inspection and Oversight) and (Public Policy and Administration), Pg. 27
   E2. Proposal to Revise the Minor in Criminology, Pg. 41
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New Courses

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E5. LLS 2XX  U.S. Latinx Identity in the 21st Century, Pg. 62
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E8. PHY 101  College Physics I, Pg. 104

VI. College Council Calendar for 2018-2019, Pg. 106

VII. New Business

VIII. Administrative Announcements – President Karol Mason

IX. Announcements from the Student Council – President Fatime Uruci

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

XI. Announcements from the HEO Council – President Sandrine Dikambi
The College Council held its fourth meeting of the 2017-2018 academic year on Monday, December 4, 2017. The meeting was called to order at 1:50 p.m. and the following members were present: Schevaletta (Chevy) Alford, Jasmine Awad*, Wanda Baldera, Andrea Balis, Rosemary Barberet, Elton Beckett, Ellen Belcher, Warren (Ned) Benton, Avram Bornstein, Michael Brownstein, Dara Byrne, Anthony Carpi, Helen Cedeno, Kinya Chandler, Lynette Cook-Francis, Dana Davies, Sven Dietrich, Sandrine Dikambi, Jarrett Foster, Robert Garot*, Katie Gentile, Heath Grant, Jill Grose-Fifer, Vanessa Gutierrez, Maki Haberfeld, Bianca Hayles, Sheeba John-Johnson*, Asia Johnson, Karen Kaplowitz, Thurai Kugan*, Anru Lee, Johanna Lessinger, Anne Lopes, Yue Ma, Vincent Maiorino, Isaac Xerxes Malki, Peter Mameli, MariaJose Martinez, Aida Martinez-Gomez, Karol Mason, Mickey Melendez, Steven Pacheco, Frank Pezzella, Joseph Rebello, Lauren Shapiro, Francis Sheehan, Charles Stone, Dante Tawfeeq, Steve Titan, Fatime Uruci, Rebecca Weiss, Janet Winter, Melinda Yam, and Guoqi Zhang.


*Alternates

I. Adoption of the Agenda

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

II. Minutes of the November 9, 2017 College Council

A motion was made to approve the minutes with the following change. The motion was seconded and approved unanimously.

Under item IV, “B10. SOC 251 Sociology of Rights” should read as “B10. SOC 251 Sociology of Human Rights.”

III. Amendment to College Council Bylaws

The following proposals were discussed and will be voted at the next regular College Council meeting:

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

IV. Approval of the Membership for the College Council Committees

A motion was made to amend the membership list with the following change. The motion was seconded and approved unanimously.

- Christopher Cazares was nominated to serve as a student representative on the Undergraduate Curriculum and Academic Standards Committee (UCASC)

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments E1-E12)

A motion was made to adopt a program revision marked “E1. BA/MA Program in Forensic Psychology.” The motion was seconded and approved.

A motion was made to adopt a program marked “E2. New Minor in Cybercrime.” The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked E3 – E10 as a slate. The motion was seconded and approved.

A motion was made to adopt the new courses marked E3 – E10.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>E3</td>
<td>MAT 3XX Mathematics of Signal Processing</td>
</tr>
<tr>
<td>E4</td>
<td>SEC 1XX Introduction to Cybercrime: Theories and Applications</td>
</tr>
<tr>
<td>E5</td>
<td>SEC 2XX Cybercrime Investigations</td>
</tr>
<tr>
<td>E6</td>
<td>SEC 2YY Cyberlaw and Cyberliberties</td>
</tr>
<tr>
<td>E7</td>
<td>SEC 3XX Cyberfraud and Identity Theft</td>
</tr>
<tr>
<td>E8</td>
<td>SEC 3YY Cyberpredators</td>
</tr>
<tr>
<td>E9</td>
<td>SEC 3ZZ Cybervoice</td>
</tr>
<tr>
<td>E10</td>
<td>SEC 3WW Hospital Security</td>
</tr>
</tbody>
</table>

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked E11 – E12 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked E11 – E12.

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>E11</td>
<td>PSC 255 Research Methods for Police Studies</td>
</tr>
<tr>
<td>E12</td>
<td>SCI 114 Principles of Forensic Science</td>
</tr>
</tbody>
</table>

The motion was seconded and approved unanimously.

VI. Report from the Committee on Graduate Studies (attachments F1-F7)
A motion was made to adopt new courses marked F1-F6 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked F1-F6.

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

The motion was seconded and approved unanimously.

A motion was made to adopt a program revision marked “F7. MA in International Crime and Justice.” The motion was seconded and approved unanimously.

VII. Determination of need for additional College Council meeting on December 12, 2017

After some discussion, the decision was made to cancel the meeting on December 12, 2017.

The meeting was adjourned at 2:35 p.m.
RESOLUTIONS OF THE COLLEGE COUNCIL

DECEMBER 4, 2017

AMENDING SECTION I.2.f.ii OF THE BYLAWS

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

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

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

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

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

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

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

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

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

Current:

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

Strike/Add:

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

New Version:

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

Rationale

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

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

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

DECEMBER 4, 2017

AMENDING SECTION I.2.F.i OF THE BYLAWS

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

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

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

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

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

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

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

Student Representation on the Financial Planning Subcommittee

**Current:**

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

**Add:**

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

**New Version:**

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

**Rationale**

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

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

Therefore, this proposal amends the Bylaws to provide that there be one (1) student representative of FPS. This will establish a parallel structure whereby there will be student representation on the Financial Planning Subcommittee and the Strategic Planning Subcommittee.
College Council Membership & College Council Committees 2017-2018
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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) Karol Mason
2. Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
3. Vice President for Finance and Administration Steven Titan
4. Vice President for Student Affairs Lynette Cook-Francis
5. Interim Vice President for Enrollment Management Dana Davies
6. Interim Dean of Graduate Studies Avram Bornstein
7. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
8. Associate Provost and Dean of Research Anthony Carpi

Faculty:

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

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

c. Faculty allotted according to any method duly adopted by the Faculty Senate:
34. Anthropology Anru Lee
35. English Veronica Hendrick
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>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Garot</td>
<td>VACANT</td>
</tr>
<tr>
<td>Glenn Corbett</td>
<td>VACANT</td>
</tr>
<tr>
<td>Sheeba John-Johnson</td>
<td>VACANT</td>
</tr>
<tr>
<td>Thurai Kugan</td>
<td>VACANT</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

- Sandrine Dikambi (ex officio)
- Kinya Chandler
- Helen Cedeno
- Jarrett Foster
- Janet Winter

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

Anila Duro

Students:

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

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

| 1. Jasmine Awad | 2. Andreina Avalos |

**College Council Interim Executive Committee**

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

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

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

**Executive Committee of the College Council**

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

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

**Undergraduate Curriculum and Academic Standards Committee**

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

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

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

Committee on Student Interests

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

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

Faculty-Student Disciplinary Committee

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Faculty-Student Disciplinary Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees. A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, two (2) students and a chairperson. As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, the rotating panels shall be appointed as follows:

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
1. Robert McCrie
2. Thurai Kugan
3. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Heath Grant
  2. Liliana Soto-Fernandez
  3. Jaime Cory
  4. VACANT
  5. VACANT
  6. VACANT

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Raveeta Jagndandan
  2. Asia M. Johnson
  3. Andreina Avalos
  4. Yasmeen Adams
  5. Alyssa Wooden
  6. VACANT

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

**Committee on Faculty Personnel**

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

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

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

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

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

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

• The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. Vanessa Gutierrez
  2. Wanda Baldera
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)  
  Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs  
  Anne Lopes
- Vice President for Finance and Administration  
  Steven Titan
- Vice President for Student Affairs  
  Lynette Cook-Francis
- Interim Vice President for Enrollment Management  
  Dana Davies
- Associate Provost for Institutional Effectiveness  
  VACANT
- Assistant Vice President for Administration  
  Raj Singh
- Interim, Dean of Graduate Studies  
  Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies  
  Dara Byrne
- Associate Provost and Dean of Research  
  Anthony Carpi
- Assistant Vice President for Financial and Business Services  
  Mark Flower
- President of the Faculty Senate  
  Warren (Ned) Benton
- Vice President of the Faculty Senate  
  Michael Brownstein
- Chair of the Faculty Senate Fiscal Affairs Committee  
  Karen Kaplowitz
- Vice Chair of the Faculty Senate Fiscal Affairs Committee  
  Charles Stone
- Chairperson of each academic department  
  1. Africana Studies  
     Jessica Nembhard
  2. Anthropology  
     Anthony Marcus
  3. Art and Music  
     Ben Lapidus
  4. Communication and Theater Arts  
     Seth Baumrin
  5. Counseling  
     Cary Sanchez
  6. Criminal Justice  
     Brian Lawton
  7. Economics  
     Jay Hamilton
  8. English  
     Jay Gates
  9. Health and Physical Education  
     Davidson Umeh
  10. History  
     Matthew Perry
  11. Interdisciplinary Studies Department  
     Katie Gentile (Interim)
  12. Latin American and Latino/a Studies  
     Jose L. Morin
  13. Law, Police Science, and Criminal Justice Administration  
     Richard Curtis
  14. Library  
     Larry Sullivan
  15. Mathematics and Computer Science  
     Douglas Salane
  16. Modern Languages and Literatures  
     Silvia Dapia
  17. Philosophy  
     John Pittman
  18. Political Science  
     James Cauthen
  19. Psychology  
     Angela Crossman
  20. Public Management  
     Maria D’Agostino
  21. Sciences  
     Shu Yuan Cheng
     Charles Nemeth
  23. SEEK  
     Carmen Solis (Interim)
  24. Sociology  
     Henry Pontell
• Chairperson of the Higher Education Officers Council    Sandrine DiKambi
• Two (2) higher education officer representative
  1. Nikki Hancock-Nicholson
  2. VACANT
• President of the Student Council or designee    Fatime Uruci
• Treasurer of the Student Council or designee    Melinda Yam
• One (1) additional student representative    VACANT
• Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Anthony Chambers
  2. VACANT

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

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

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

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

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

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

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

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

Committee on Student Evaluation of the Faculty

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

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

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

**Provost Advisory Council**

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

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

**Council of Undergraduate Program Coordinators**

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)  
  Dara Byrne
- Coordinators of Undergraduate Majors
  1. Anthropology
     Johanna Lessinger
  2. Applied Mathematics: Data Science & Cryptography
     Samuel Graff
  3. Cell & Molecular Biology
     Jason Rauceo
  4. Computer Science and Information Security
     Sven Dietrich
  5. Criminal Justice (B.A.)
     Brian Lawton
  6. Criminal Justice (B.S.)
     Serguei Cheloukhine
  7. Criminal Justice Management
     Yi Lu
  8. Criminology (B.A.)
     Barry Spunt
  9. Culture and Deviance Studies
     Ed Snadjr
 10. Dispute Resolution
     Maria R. Volpe
 11. Economics
     Geert Dhondt
 12. English
     John Staines
 13. Fire and Emergency Services
     Robert Till
 14. Fire Science
     Robert Till
 15. Forensic Psychology (B.A.)
     Silvia Mazzula
 16. Forensic Science (B.S.)
     Nicholas Petraco
 17. Fraud Examination and Financial Forensics
     Jon Childerley
 18. Gender Studies
     Antonio Jay Pastrana
 19. Global History (B.A.)
     Michael Pfeifer
 20. Humanities and Justice
     Fall: Stephen Russell
     Spring: Hyunhee Park
 21. International Criminal Justice
     Mangai Natarajan
 22. Latin American and Latina/o Studies
     Isabel Martinez
 23. Law and Society
     Veronica Michel*
     Monica Varsanyi*
     Fall: Ellen Belcher
     Spring: Karen Okamoto
 24. Library
     Mary Ann McClure
     Joe Pollini
 25. Philosophy
     Brian Arbour*
     Jennifer Rutledge*
     Yi Lu
 26. Police Studies
     Robert McCrie
     Fall: Robert Garot
     Spring: Richard Ocejo
 27. Political Science
     Aida Martinez-Gomez
     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. Vijay Sampath
  2. Marta Concheiro-Guisan
  3. VACANT

• Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Jasmine Awad
  2. VACANT
  3. VACANT

**College-Wide Grade Appeals Committee**

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

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

**College-Wide Assessment Committee**

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

• Chairperson                                                    Marie-Helen Maras
• Co-Chairperson                                                Denise Thompson
• Director of Assessment                                     Virginia Moreno (ex officio)
• Associate Provost for Institutional Effectiveness                           VACANT
• Seven (7) Full-time Faculty Members
  1. Lisette Delgado-Cruzata
  2. Jennifer Rutledge (Fall)
  3. Maureen Richards
  4. Luica Velotti
  5. Dante Tawfeeq
  6. VACANT
  7. VACANT
• Three (3) Higher Education Officers
  1. Alison Orlando
  2. Kelly Greene
  3. Janice Carrington
Special Committee of the College Council

Committee on Faculty Elections

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

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

To: UCASC
From: Katherine Killoran, Executive Academic Director
Date: November 30, 2017
Re: Joint Bachelor’s/Master’s Program in Public Administration

John Jay College has several longstanding Bachelor’s/ Master’s degree programs. This proposal is to refresh the curriculum for the BS/MPA program in Public Administration. The MPA has two specializations with separate NYSED Registration Codes so this proposal includes the curriculum outline for both.

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

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

Dr. Yi Lu, the undergraduate major coordinator and Ms. Yvonne Purdie, Major Advisor originated the refreshed curriculum in this proposal and the Department of Public Administration Curriculum Committee has approved these changes.
FYI, the old BS/MPA Requirements on the undergraduate side of the program totaled 6 credits and included: PAD 101 (formerly PAD 140, PAD 240) Introduction to Public Administration and STA 250 Principles and Methods of Statistics.

The new undergraduate requirements now total 21 credits and, in addition to those listed above, include PAD 121 (formerly PAD 141, PAD 241) Information in Public Administration, PAD 260 International Public Administration, PAD 314 Leadership and Supervision, PAD 318 Decisions in Crises, PAD 340 Planning and Policy Analysis. Depending on their math placement, students may have to take MAT 108 Social Science Math or MAT 141 Pre-Calculus as a prerequisite for statistics.
PUBLIC ADMINISTRATION BS/MPA
BS/MPA Inspection and Oversight Joint Degree       Total : 134 credits

General Education requirements          -   42 credits

Public Administration Major Required Courses       -   21 credits

   PAD 101 (140/240): Introduction to Public Administration   -  3 cr
   PAD 121 (141/241): Information in Public Administration   -  3 cr
   PAD 260: International Public Administration   -  3 cr
   PAD 314 Leadership and Supervision   -  3 cr
   PAD 318 Decisions in Crisis   -  3 cr
   PAD 340: Planning and Policy Analysis   -  3 cr
   STA 250 Principles and Methods of Statistics   -  3 cr

   OR

   PAD 2XX Measuring Public Policy and Administration   -  3 cr.

Note: Students must take PAD 2XX or STA 250 in the undergraduate portion of the program.

Other Required Undergraduate Courses       -   0-3 credits
(depending on math placement)

   MAT 108 Social Science Mathematics OR   -  3 cr
   MAT 141: Pre-Calculus   -  3 cr

General Undergraduate Electives          26-29 credits

MPA in Inspection and Oversight         -   42 credits

Required courses       -   21 credits

   PAD 700: Intro to Public Administration   -  3 credits
   PAD 706: Bureaupathology   -  3 credits
   PAD 723: Investments, Audits & Investigation in HR   -  3 credits
   PAD 740: Public Sector Inspection & Oversight   -  3 credits
- PAD 742: Public Sector Accounting & Auditing - 3 credits
- Pad 758: Ethics, Integrity & Accountability - 3 credits
- PAD 771: Capstone Seminar - 3 credits

Students must also pass the qualifying examination (MPAQE) which is administered as part of PAD 700. Students are advised to complete PAD 700, PAD 706 and PAD 723 within the first 15 credits of matriculation.

**RESEARCH METHODS and QUANTITATIVE SKILLS**

6 Credits

Students must complete a course in each of the following categories:

**Research Methods**

- PAD 715: Research Methods in Public Administration - 3 credits

**Quantitative Methods and Information Management**

Select one course:

- PAD 713: Management of Information Technology - 3 credits
- PAD 745: Program Development and Evaluation - 3 credits
- PAD 747/CRJ 747: Computer Applications in Public Policy and Management - 3 credits
- PAD 767: Analytical Methods in Health Care

**Specializations**

- 9 credits

There are eight areas of specialization offered under MPA Inspection and Oversight. **Students are required to complete three courses from at least one specialization**

**Forensic Accounting**

**Required Courses (select three)**

- ACC 702: Strategic Cost Management - 3 credits
- ACC 703: Advanced Taxation - 3 credits
- ACC 705: Forensic Accounting and Auditing - 3 credits
- ACC 720 Advanced Auditing with Analytical Applications - 3 credits
Independent and Contractual inspection and Oversight

Required Courses:

PAD 731: Oversight by Independent Regulatory and Political Authorities - 3 credits

Electives:

CRJ754/PAD 754: Investigative Techniques - 3 credits
PAD 701: Fraud, Abuse Waste and Corruption - 3 credits
PAD 706: Bureaupathology - 3 credits
PAD 726: The Politics and Process of Outsourcing - 3 credits
PAD 732: The Independent Sector – Contemporary Issues in Nonprofit and Philanthropy - 3 credits
PAD 745: Program Development and - 3 credits
PAD 749: Public Sector Accounting and Auditing II - 3 credits

Inspection and Oversight of Health Services

Students in this specialization must take PAD 767 as their required quantitative methods course in addition to the three required courses below:

Required Courses

PAD 763: Public Health Policy and Administration - 3 credits
PAD 764: Health Services Fraud, Waste and Abuse - 3 credits
PAD 766: Inspection and Oversight of Health Care Delivery - 3 credits

Students may complete their two program electives by taking Public Health courses in the CUNY School of Public Health

International Inspection and Oversight

Required Courses

PAD 718: International Public Policy and Administration -3 credits
PAD 772: International Inspection and Oversight -3 credits

Electives:

CRJ 744: Terrorism and Politics - 3 credits
PAD 779: Public Oversight of Policing - 3 credits
CRJ 774: Immigration and Crime - 3 credits
PAD 746: Comparative Public Administration - 3 credits

Investigation and Operational Inspection

Required Courses:
CRJ754/PAD 754: Investigative techniques - 3 credits
PAD 701: Fraud, Abuse, Waste and Corruption - 3 credits

Electives:
CRJ 739: Crime Mapping - 3 credits
CRJ 751: Crime Scene Investigation - 3 credits
PAD 706: Bureaupathology - 3 credits
PAD 710: The Ethical and Legal Environment of Public Employment - 3 credits
PAD 726: The Politics and Process of Outsourcing - 3 credits
PAD 732: The Independent Sector: Contemporary Issues - 3 credits
PAD 745: Program Development and Evaluation - 3 credits
PAD 749: Public Sector Accounting and Auditing II - 3 credits
PAD 759: Public oversight of Policing - 3 credits

Justice Policy and Oversight (Honors Specialization)

Required Courses:
CRJU 88100/PAD 881 Criminology and Public Policy - 3 credits
CRJU 84100/PAD 841 Advanced Policy Analysis - 3 credits
PAD 770 Cases and Techniques in Quantitative Policy Analysis - 3 credits

Law and Inspection and Oversight

Required Courses:
PAD 741: Administrative Law and Regulation - 3 credits
Electives:
At least 6 credits of Law courses completed at the CUNY Law School or other Law schools.

Organizational Assessment and Monitoring

Required Courses:
PAD 714: Organizational Performance Assessment - 3 credits
PAD 745: Program Development and Evaluation - 3 credits

Electives:
PAD 701: Fraud, Abuse, Waste and Corruption - 3 credits
PAD 726: The policies an Process of Outsourcing - 3 credits
PAD 731: Oversight by independent, Regulatory
And political Authorities - 3 credits
PAD 732: The Independent Sector: Contemporary
In nonprofits and Philanthropy - 3 credits
PAD 741: Administrative Law and Regulation - 3 credits
PAD 748: Project Management - 3 credits
PAD 749: Public Sector Accounting and Auditing II - 3 credits
PAD 759: Public Oversight of Policing - 3 credits
PAD 770: Cases and Techniques in Quantitative
Policy Analysis - 3 credits

Dual Specializations and Common Electives
Dual Specializations can only be taken within a student’s degree area. Courses used in one specialization may not be used to fulfill the requirements for a second specialization.

Independent and Contractual Inspection and Oversight and Organizational Assessment and Monitoring:
PAD 726
PAD 755
PAD 780

Organizational Assessment and Monitoring AND International Inspection and Oversight
Investigation and Operational Inspection AND Organizational Assessment and Monitoring
PMT 781
PAD 726
PAD 758
PAD 755
PAD 780

International Inspection and Oversight AND Investigation and Operational Inspection
PAD 726
PAD 745
PAD 758
PAD 755
PAD 780

Independent and Contractual Inspection AND Investigation and Operational Inspection
PAD 726
PAD 755
PAD 780

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PUBLIC ADMINISTRATION BS/MPA dual degree

BS/MPA Public Policy and Administration

General Education requirements - 42 credits

Public Administration Major Required Courses - 21 credits

- PAD 101 (140/240) Introduction to Public Administration - 3 cr
- PAD 121 (141/241) Information in Public Administration - 3 cr
- PAD 260 International Public Administration - 3 cr
- PAD 314 Leadership and Supervision - 3 cr
- PAD 318 Decisions in Crisis - 3 cr
- PAD 340 Planning and Policy Analysis - 3 cr
- STA 250 Principles and Methods of Statistics* - 3 cr

*Students must complete PAD 2XX or STA 250 in the undergraduate portion of the program

OR
- PAD 2XX Measuring Public Policy and Administration - 3 cr.

Other Required Undergraduate Courses (depending on math placement) - 0-3 credits

- MAT 108 Social Science Mathematics OR - 3 cr
- MAT 141: Pre-Calculus - 3 cr

General Undergraduate Electives 26-29 credits

MPA in Public Policy and Administration - 42 credits

Required courses - 21 credits

- PAD 700: Intro to Public Administration - 3 credits
- PAD 702: Human Resources Management - 3 credits
- PAD 704: Economics for Public Administration - 3 credits
PAD 705: Organization Theory and Management - 3 credits
PAD 739: Policy Analysis - 3 credits
PAD 743: Public Sector Financial Management - 3 credits
PAD 771: Capstone Seminar - 3 credits

Students must also pass the qualifying examination (MPAQE) which is administered as part of PAD 700. Students are advised to complete PAD 700, PAD 702 and PAD 705 within the first 15 credits of matriculation.

**RESEARCH METHODS and QUANTITATIVE SKILLS  6 Credits**

Students must complete a course in each of the following categories:

**Research Methods**

PAD 715: Research Methods in Public Administration - 3 credits

**Quantitative Methods and Information Management**

Select one of the following courses:

PAD 713: Management of Information Technology - 3 credits
PAD 745: Program Development and Evaluation - 3 credits
PAD 747/CRJ 747: Computer Applications in Public Policy and Management - 3 credits
PAD 770: Cases and Techniques in Quantitative Policy Analysis - 3 credits

**Specializations** - 9 credits

There are eight areas of specialization offered under MPA Public Policy and Administration. **Students are required to complete three courses from at least one specialization**

**Court Administration**

**Required Course**

PAD 760: Court Administration - 3 credits

**Electives**
CRJ 735: Prosecuting Crime - 3 credits
PAD 710: The Ethical and Legal Environment of Public Employment - 3 credits
PAD 713: Management of Information Technology - 3 credits
PAD 726: The Politics and Process of Outsourcing - 3 credits
PAD 741: Administrative Law and Regulation - 3 credits
PAD 745: Program Development and Evaluation - 3 credits
PAD 758: Ethics, Integrity and Accountability - 3 credits
PAD 761: Contemporary Issues in Court Administration - 3 credits

Criminal Justice Policy and Administration

Required Courses:
CRJ 730: Policy Analysis in Criminal Justice - 3 credits
PAD 719: Delivery Systems in Justice and Urban Services Systems - 3 credits

Note: PAD 715 or CRJ 715 is a prerequisite for CRJ 730

Electives:
CRJ 704: Probation and Parole: Theory and Practice - 3 credits
CRJ 728: Critical Issues in Corrections - 3 credits
CRJ 736: Seminar in Civil Rights and Civil Liberties - 3 credits
CRJ 741: An Economic Analysis in Crime - 3 credits
CRJ 750/PAD 750 Security Information and Technology - 3 credits
CRJ 757: Police and the Community - 3 credits
CRJ 761: Youth Crime and Delinquency Control - 3 credits
PMT 711: Introduction to Emergency Management - 3 credits
PMT 781: Risk Analysis and Loss Prevention - 3 credits
PAD 726: The Politics and Process of Outsourcing - 3 credits
PAD 745: Program Development and Evaluation - 3 credits
PAD 758: Ethics, Integrity and Accountability - 3 credits
PAD 760: Court Administration - 3 credits
PAD 770: Cases and Techniques in Quantitative Policy Analysis - 3 credits

Emergency Management

Required Courses
PMT 711: Introduction to Emergency Management - 3 credits
PMT 760: Emergency Management: Mitigation and Recovery - 3 credits
PMT 763: Emergency Management Preparedness - 3 credits

Electives
PMT 703: Analysis of Building and Fire Codes - 3 credits
PMT 712: Theory and Design of Fire Protection Systems - 3 credits
PMT 751: Contemporary Fire Protection Issues - 3 credits
PMT 761: Technology in Emergency Management - 3 credits
PMT 762: Business Continuity Planning - 3 credits
PMT 781: Risk Analysis and Loss Prevention - 3 credits
PAD 726: The Politics and Process of Outsourcing - 3 credits
PAD 748: Project Management - 3 credits
PAD 758: Ethics, Integrity and Accountability - 3 credits

Human Resource Management

Required Courses
PAD 703: Techniques and Tools of Human Resources Administration - 3 credits
PAD 707: Managing People: A Human Resources Perspective - 3 credits

Electives
PAD 708: Human Resources and Labor in the Public Sector - 3 credits
PAD 710: The Ethical and Legal Environment of Public Employment - 3 credits
PAD 723: Assessments, Audits and Investigation in Human Resources - 3 credits
PAD 726: The Politics and Process of Outsourcing - 3 credits

Law and Public Management

Students enrolled in the MPA program in Public Policy and Administration may complete the Law and Public Management specialization by completing three courses at the CUNY Law School. Students may also complete this specialization while attending Law School. Students must apply to, and be accepted at, law school while enrolled in the MPA program in Public Policy and Administration and complete their specialization while attending law school.

Management and Operations
Required Courses
PAD 712: Management Systems and Techniques in the Public Sector - 3 credits
PAD 714: Organizational Performance Assessment - 3 credits

Electives
PAD 713: Management of Information Technology - 3 credits
PAD 716: Cases in Productive Public Management - 3 credits
PAD 718: International Public Policy and Administration - 3 credits
PAD 719: Delivery Systems in Justice and Urban Services Systems - 3 credits
PAD 726: The Politics and Process of Outsourcing - 3 credits
PAD 745: Program Development and Evaluation - 3 credits
PAD 746: Comparative Public Administration - 3 credits
PAD 748: Project Management - 3 credits
PAD 758: Ethics, Integrity and Accountability - 3 credits
PAD 770: Cases and Techniques in Quantitative Policy Analysis - 3 credits

Public Policy Analysis
Required Courses
PAD 756: Tools and Techniques of Policy Analysis - 3 credits
PAD 745: Program Development and Evaluation - 3 credits

Electives
PAD 718: International Public Policy and Administration - 3 credits
PAD 730: Policy Analysis in Criminal Justice - 3 credits
PAD 740: Public Sector Inspection and Oversight - 3 credits
PAD 747/CRJ 747: Computer Application in Public Policy and Management - 3 credits
PAD 756: Tools and Techniques in Quantitative Policy Analysis - 3 credits
PAD 770: Cases and Techniques in Quantitative Policy Analysis - 3 credits
PMT 715: Analytical Methods in Protection Management - 3 credits
CRJ 741: An Economic Analysis of Crime - 3 credits
CRJU 88100: Criminology and Public Policy - 3 credits
CRJU 84100: Advanced Policy Analysis
CRJU88100 and CRJU 84100 requires the permission the the CUNY PhD Program in Criminal Justice
Urban Affairs

The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College. Courses should be selected in consultation with the specialization advisor.

Free Electives

Students must select two elective courses from any MPA offering - 6 credits

<table>
<thead>
<tr>
<th>Areas</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>42</td>
</tr>
<tr>
<td>Major Required Courses</td>
<td>21</td>
</tr>
<tr>
<td>Other Required Courses</td>
<td>0-3</td>
</tr>
<tr>
<td>Undergraduate Liberal Arts Electives</td>
<td>15-18</td>
</tr>
<tr>
<td>Undergraduate Electives</td>
<td>8-11</td>
</tr>
<tr>
<td>MPA Required</td>
<td>42</td>
</tr>
<tr>
<td>Total for Joint Degree</td>
<td>134</td>
</tr>
</tbody>
</table>
To: Kathy Killoran and members of UCASC  
From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology  
Date: 11/1/2017  
Re: Revision of the Criminology Minor

The Sociology Department Curriculum Committee met on 10/26/2017 and approved the following changes to the list of available course for the Criminology minor. The main reasons for these proposed changes are:

1. To include on the Criminology Minor list courses recently added to the Criminology Major (Criminology Major revised in Spring 2017).
2. To remove SOC440 (Senior Seminar in Criminology) from the Criminology Minor as it is a capstone course for the major and not appropriate for the Criminology Minor list.
3. Remove SOC312 (Classical Social Theory) as it is not a course listed on the Criminology Major and is not appropriate for the Criminology Minor list.
4. To update the requirements of the minor in 2 ways to be in compliance with college/CUNY standards
   a. Add SOC101 as a required course for the minor. As it is a prereq for the vast majority of courses on the minor list it was previously serving as a Hidden Prereq
   b. Now that more 200 level courses are on the minor list, we now state that at least one of the courses for the minor be at the 300 level, which is in line with college guidelines for minors.
CRIMINOLOGY MINOR – Bulletin Info with Revisions for 2018/2019

Description. The Criminology minor focuses on the nature and cause of crime, the behavior of criminals and how society reacts to crime and criminals.

Minor coordinator. Professor Louis Kontos Barry Spunt, Department of Sociology
(646.557.4512,lkontos@jjay.cuny.edu)

Requirements. Students who minor in Criminology must complete 18 credits (six courses) including SOC 101 (Introduction to Sociology) and an additional five courses from the approved list of courses below, at least one of which must be at the 300 level, at the 200-level or above from the approved list of courses below. No more than two courses may be used to satisfy credit requirements in the student’s major, other minors or programs.

REQUIRED COURSES

SOC 101 Introduction to Sociology

(3 credits)

ELECTIVE COURSES

Select six any five of the following courses; choose at least one at the 300- or 400-level:

SOC 203 Criminology
SOC 216 Probation and Parole: Theoretical and Practical Approaches
SOC 222 Crime, Media and Public Opinion
SOC 236/CRJ 236 Victimology
SOC 240 Social Deviance
SOC 275 Political Imprisonment
SOC 301 Penology
SOC 308 Sociology of Violence
SOC 309 Juvenile Delinquency
SOC 312 Classical Sociological Theory
SOC 335 Migration and Crime
SOC 341 International Criminology
SOC 351 Crime and Delinquency in Asia
SOC 354 Gangs and Transnationalism
SOC 360/ECO 360 Corporate and White Collar Crime
SOC 377 Internships for Sociology
SOC 385 Selected Topics in Criminology
SOC 387 439-431 Research Internship in Criminology Faculty Mentored Research Experience in Sociology
SOC 420/CRJ 420 Women and Crime
SOC 440 Senior Seminar

Total: 18 credits
Last Updated: 9/7/2017
To: Members of the UCASC Committee

From: Department of Counseling and Human Services Curriculum Committee

Date: November 17, 2017

RE: Request for Revision of Human Services Minor

The Department of Counseling and Human Services faculty formally requests a revision of its Human Services Minor.

Rationale:

Recently, UCASC and the College Council Committee approved the department’s new major co-developed with African Studies and SEEK Departments in Human Services and Community Justice (HSCJ). The new HSCJ major provides students with broad exposure to an array of courses designed to bring a multiplicity of theoretical and practical methodologies employed by human service personnel in the fields of community justice and public service. To complement the new Human Service and Community Justice Major, the department’s Curriculum Committee decided to revise its current Human Service Minor to reflect a more targeted focus on counseling skills development.

Revising the Department’s current Minor in Human Service to a more designated counseling focus is intended to improve students’ abilities to better deliver client-centered, culturally responsive, and ethically competent counseling support services to populations in need. Appropriately revising the minor to focus more directly on counseling skills provides students the opportunity for additional and more in-depth specialized education to discuss, explain, identify, and demonstrate counseling skills in their roles as helping professionals.

Revising the minor to provide enhanced counselor education and skills is also anticipated to attract Forensic Psychology, Criminal Justice, Human Service and Community Justice and other majors seeking to broaden their education in direct client service care. We expect that such educational training will further enhance student preparation for entry level employment in diverse public and private social services agencies, as well as, provide increased opportunities for graduate admission in Counseling Psychology and Social Work programs. Providing this more distinguishing and relevant nexus between the department major and this minor enhances the curricular learning environment for faculty and students alike. It also provides opportunity for development of additional human service minors, for example, focused on honors and/or a Community Justice knowledge base.

To accomplish these educational objectives the department will enact the following changes to its current Human Services Minor:

1. We are changing the name of the minor from Human Service Minor to Counseling Minor to reflect the new curriculum focus.

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
2. In Part 1 Required Courses (9 credits), we have removed CSL 233 Multicultural Issues in Human Services and CSL 235 Theories and Interventions in Human Services and replaced them with CHS 310 Advanced Interpersonal Counseling Skills and Psychology 101 (prerequisite must now be part of minor)

3. In Part 2 (9 credits) we are expanding course offerings to include more counseling based curricular: Psych 242, Abnormal Psychology; Psychology 161, Chemical Dependency and the Family; Psychology 268 Therapeutic Interventions in Chemical Dependency. We are also expanding the Counseling courses to include: CSL 130 Effective Parenting; CSL 227 Family Resilience, Stress and Support Systems; CSL 311 (formally 211), Field Education in College Community Outreach; CSL 385, Field Education in College Outreach; CHS 233, Multicultural Issues in Human Service.

On September 15, 2017, the departmental P & B voted unanimously to rename and revise the minor. Attached for your review, is the current proposed minor revision.

We respectfully submit this request for your approval.
COUNSELING MINOR – Revised for 2018-19 UG Bulletin

Description

The Counseling Minor provides a valuable educational opportunity for those students interested in seeking employment or graduate school admission within the human services, social work and counseling professions. The counseling minor provides skills based training requisite to working effectively as a helping professional. Professional helpers work in a variety of settings including mental health facilities, business and industry, substance abuse clinics, health centers, educational settings, corrections facilities and in a broad range of criminal justice and public service agencies.

Rationale

The Counseling minor is rooted in the expanding demand for competent professional helpers who possess the skills and abilities necessary to confront a wide range of contemporary challenges facing diverse, at risk and underserved populations in need. The courses help students acquire foundational competencies such as communication and helping skills, knowledge of human service theory and a general awareness of the impact of race, ethnicity, gender, family, spirituality, government, education, and social systems on human growth and development in our society. Students will learn to assist others in numerous human service capacities including problem resolution and prevention, advocacy, community resource management, and individual and community intervention.

Learning Outcomes

Upon completion of the Counseling Minor students will be able to:

- Analyze and Evaluate the theories of human systems and the many challenges facing diverse and underserved populations
- Apply interpersonal skills congruent with the necessary knowledge, values, practice and skills for working effectively with individuals, families and groups in a variety of helping settings.
- Develop ability to use basic counseling competencies and skills to assist populations in need.
- Evaluate and provide appropriate referrals to social service and community agencies

Minor Coordinator. Professor Mickey Melendez, Department of Counseling and Human Services (212 237-8101). mimelendez@jjay.cuny.edu

Requirements. A maximum of two courses can overlap with a student’s major, other minor or program, including those who major in Human Service and Community Justice.

**PART I. Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Subtotal 9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS 150</td>
<td>Foundations of Human Services Counseling</td>
<td></td>
</tr>
<tr>
<td>CHS 310</td>
<td>Advanced Interpersonal Counseling Skills</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Prepared for UCASC, Dec 15, 2017
PART II. Electives

Select 3 courses

- CSL 130 Effective Parenting
- CSL 220 Leadership Skills
- CSL 227 Family Resilience, Stress and Support Systems
- CHS 230 Culture Direct Services and Community Practice
- CSL 233 Multicultural Issues in Human Service (highly recommended)
- CHS 235 Theories of Assessment and Interventions in Human Services
- CSL 260 Gender and Work Life
- CSL 280 Selected Topics in Counseling
- CSL 311 Field Education in College Community Outreach
- CSL/PSY 342 Introduction to Counseling Psychology
- CSL 363 Vocational Development and Social Justice
- CSL 385 Faculty-Mentored Research Experience in Counseling & Human Service
- CSL 389-489 Independent Study
- PSY 242 Abnormal Psychology
- PSY 161 Chemical dependency and the Dysfunctional family
- PSY 268 Therapeutic Interventions in Chemical Dependency
Counseling Minor Human Services Minor (2017-18 Bulletin w Proposed Changes)

Description. The Counseling Minor provides a valuable educational opportunity for those students interested in seeking employment or graduate school admission within the human services, social work and counseling professions. The counseling minor provides skills based training requisite to working effectively as a helping professional. Professional helpers work in a variety of settings including mental health facilities, business and industry, substance abuse clinics, health centers, educational settings, corrections facilities and in a broad range of criminal justice and public service agencies.

The field of human service is broadly defined, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving overall quality of life of service populations. Combining social work, counseling, psychology, sociology, and education, the field requires professionals to perform a variety of helping roles within the social service arena while maintaining a respect for diversity and knowledge of multicultural perspectives. The Human Service minor represents a concentrated program of study, with courses designed to develop an understanding of the basic tenets of the human service profession. They are intended to help students develop a better understanding of the challenges facing diverse and underserved populations in society who traditionally seek services from public, nonprofit, and private human service agencies.

Rationale. The Counseling minor is rooted in the expanding demand for competent professional helpers prepare who possess the skills and abilities necessary to confront a wide range of contemporary challenges facing diverse, at risk and underserved populations in need. The courses help students acquire foundational competencies such as communication and helping skills, knowledge of human service theory and a general awareness of the impact of race, ethnicity, gender, family, spirituality, government, education, and social systems on human growth and development in our society. Students will learn to assist others in numerous human service capacities including problem resolution and prevention, advocacy, community resource management, and individual and community intervention.

The courses are designed to help students acquire basic competencies, such as communication and professional helping skills, knowledge of counseling and human service theory, and a general awareness of the impact of race, ethnicity, gender, family, spirituality, government, education, and social systems on human growth and development in our society. Students will learn to assist others in a number of human service capacities including, problem resolution and prevention, advocacy, community resource management, and individual and community intervention. Students will develop an understanding of the history, philosophy, and methodology of the human service profession in our society.
Learning Outcomes. Students will:

- Analyze and Evaluate the theories of human systems and the many challenges facing diverse and underserved populations
- Apply interpersonal skills congruent with the necessary knowledge, values, practice and skills for working effectively with individuals, families and groups in a variety of helping settings.
- Develop ability to use basic counseling competencies and skills to assist populations in need.
- Evaluate and provide appropriate referrals to social service and community agencies

Know the key historical developments and social movements impacting human service and counseling theory, research, and practice.

Understand the nature of human systems and the conditions that promote or limit healthy functioning of individuals and groups.

Identify, select, plan, manage, and evaluate ethically appropriate human service interventions that promote growth, goal attainment, and self-sufficiency.

Understand individual, group, familial, and organizational culture and its impact on the development of self and other diverse populations.

Demonstrate adequate communication, processing, advocacy, and writing skills necessary to implement services to a wide array of populations in need.

Credits. 18

Minor coordinator. Professor Mickey Melendez, Department of Counseling (212.237.8101, mimelendez@jjay.cuny.edu)

Prerequisites. ENG 201, PSY 101. ENG 201 fulfills the Required Core: English Composition category and PSY 101 fulfills the Flexible Core: Individual and Society of the College’s general education program.

Requirements. A maximum of two courses can overlap with a student’s major, other minor or program.

Part One. Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CHS 150</td>
<td>Foundations of Human Services Counseling (or CSL 150)</td>
</tr>
<tr>
<td>CSL 310</td>
<td>Advanced Interpersonal Counseling Skills</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>CSL 233</td>
<td>Multicultural Issues in Human Services (moved to electives)</td>
</tr>
<tr>
<td>CHS 235</td>
<td>Theories of Assessment and Intervention in Human Services (or CSL 235) (moved to electives)</td>
</tr>
</tbody>
</table>

Subtotal: 9 credits
### Part Two. Electives

At least one course must be taken at the 300 level.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 310</td>
<td>Advanced Interpersonal Counseling Skills (or CSL 210 Peer Counseling Training) (moved to Part I)</td>
</tr>
<tr>
<td><strong>CSL 130</strong></td>
<td><strong>Effective Parenting</strong></td>
</tr>
<tr>
<td>CSL 220</td>
<td>Leadership Skills</td>
</tr>
<tr>
<td>CSL 227</td>
<td>Families: Stress, Resiliency and Support Systems</td>
</tr>
<tr>
<td>CHS 230</td>
<td>Culture, Direct Service and Community Practice (or CSL 230 Case Management)</td>
</tr>
<tr>
<td><strong>CSL 233</strong></td>
<td><strong>Multicultural Issues in Human Service (highly recommended)</strong> (moved from Part I)</td>
</tr>
<tr>
<td><strong>CHS 235</strong></td>
<td><strong>Theories of Assessment and Intervention in Human Services</strong> (moved from Part I)</td>
</tr>
<tr>
<td>CSL 260</td>
<td>Gender &amp; Work Life (was Counseling in Gender &amp; Work Life)</td>
</tr>
<tr>
<td>CSL 280</td>
<td>Selected Topics in Counseling and Human Service</td>
</tr>
<tr>
<td>CHS 311</td>
<td>Field Education in College Community Outreach (or CSL 211 Peer Counseling Practicum)</td>
</tr>
<tr>
<td>CSL/PSY 342</td>
<td>Introduction to Counseling Psychology</td>
</tr>
<tr>
<td>CSL 363</td>
<td>Vocational Development and Social Justice in Human Services</td>
</tr>
<tr>
<td>CHS 381</td>
<td>Field Education in Human Services I (or CSL 381)</td>
</tr>
<tr>
<td><strong>CSL 385</strong></td>
<td><strong>Faculty Mentored Research Experience in Counseling and Human Services</strong></td>
</tr>
<tr>
<td>CSL 389-489</td>
<td>Independent Study 300-level or 400-level</td>
</tr>
</tbody>
</table>

Interdisciplinary Studies Program (ISP) - A designated number of interdisciplinary studies courses can be used to complete requirements when appropriate to the topic of human service. Contact the ISP Department (Room 6.65 NB) for details about courses, and consult with the Human Service minor coordinator before registering.

**TOTAL CREDIT HOURS: 18**
When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Department(s) or program(s) proposing this course** SEEK, Africana Studies and Counseling and Human Services Departments
   
   b. **Name** and contact information of proposer(s) Nancy Velazquez-Torres
      
      Email address(es) ntorres@jjay.cuny.edu
      Phone number(s) (212) 237-8135

2. a. **Title of the course** Program Planning and Development
   
   b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Program Planning & Develop
   
   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 learning objectives for this course are designed for students to apply higher-order learning and thinking skills such as analysis, synthesis, evaluation, and creativity. Students will assess client needs systematically and design effectiveness based programs to address those needs. Due to the complexity of the work, students are expected to have completed introductory courses in the major. They will also need to apply prior knowledge in human service and community justice issues.

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

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 will be part of the required core for the Human Services and Community Justice Major and will meet the program planning requirement established by the Council for Standards in Human Service Education (CSHSE). All Human Services degrees are expected to prepare students to design, manage and evaluate programs. Recent changes in the field as well as the implementation of the Government Performance and
Results Act (GPRA) require performance measures and documentation indicating results and outcomes. This course guides students through all of the required phases of program planning. Students will develop goals and design plans based on the needs of clients. They will also develop skills to design plans with their expected outcomes within an effectiveness based approach. The course is designed to meet the CSHSE standards.

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.)

In this course students will learn to design a plan to implement a human services project that would address a community-level need. Students will acquire knowledge they can apply to critically planning and implementing programs in a range of human services and community based settings. The course will provide students with a conceptual framework and a set of practical skills for understanding the design and effectiveness of human services programs.

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 201
CHS 150 Foundations of Human Services Counseling
AFR 145 Introduction to Community Justice in Human Systems
CHS 235 Theories of Assessment and Intervention

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?

   - Describe and demonstrate the steps involved in effectiveness-based program planning.
• Analyze client and community needs for human services organizations.
• Compare and contrast different agencies’ approaches in addressing community problems.
• Assess the design, implementation, and evaluation of programs that address human services and community needs.
• Employ program planning perspectives, principles, and procedures in the design of human services and community justice programs.

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)

Human Services and Community Justice Major, Required Methods course

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

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

11. How will you assess student learning?
The students will be graded on

In-class and Online Participation  15%
Short Written Assignments  20%
Quizzes  20%
Final Planning Project  45%

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  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  X
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) X
LexisNexis Universe X
Criminal Justice Abstracts
PsycINFO X
Sociological Abstracts ____
JSTOR ____
SCOPUS ____
Other (please name) ____________________________

13. Syllabus – see attached

14. Date of Department curriculum committee approval __________ 3/9/17 __________

15. Faculty - Who will be assigned to teach this course?
Professor Nancy Velázquez-Torres

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:
Cary Sanchez, Counseling and Human Services Department
Jessica Gordon Nemhard, Chair of Africana Studies
Nancy Velasquez-Torres, Chair, SEEK Department
CHS 3XX Program Planning and Development
Professor’s name: Nancy Velazquez-Torres, PhD
Office location: 432.01
Phone: 212-237-8135
E-mail address: ntorres@jjay.cuny.edu

Course Description

In this course students will learn to design a plan to implement a human services project that would address a community-level need. Students will acquire knowledge they can apply to critically planning and implementing programs in a range of human services and community based settings. The course will provide students with a conceptual framework and a set of practical skills for understanding the design and effectiveness of human services programs.

Learning Outcomes

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

- Describe and demonstrate the steps involved in effectiveness-based program planning.
- Analyze client and community needs for human services organizations.
- Compare and contrast different agencies’ approaches in addressing community problems.
- Assess the design, implementation, and evaluation of programs that address human services and community needs.
- Employ program planning perspectives, principles, and procedures in the design of human services and community justice programs.

Course Requirements

REQUIRED TEXTS


REQUIRED READINGS


Additional Readings


Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
Online Resources

[http://www.eval.org/p/cm/ld/fid=51](http://www.eval.org/p/cm/ld/fid=51)

National Organization for Human Services

NeighborWorks

Success Measures
[http://www.successmeasures.org/articles_and_publications](http://www.successmeasures.org/articles_and_publications)

GRADING

This course will have quizzes on content from the readings, lectures, and class discussions. Class participation and assignments will also be evaluated. Due to the hands on and collaborative nature of the course, absences and tardiness will negatively impact a student’s class participation grade. If absent, it is the student’s responsibility to secure from a classmate a copy of the notes and other materials discussed in class. In order to participate actively and fully in class, students must read all required readings.

Final Grade will be calculated as follows:

- In-class and Online Participation 15%
- Short Written Assignments 20%
- Quizzes 20%
- Final Planning Project 45%

Program Planning:

You will select an area of interest and base your project on that specific human services context (e.g., youth services, homeless shelter, health services, etc.). The assignment will be segmented into three (3) parts that build off of each other and culminate in a comprehensive program planning project. You will place a copy of the final project in your portfolio and also present the results in class.

Components of the written project:

Part 1 (10% of grade): Human services problem definition, focus population and context description, and ethical considerations. (3-5 pages, double-spaced, plus references)

Part 2 (15% of grade): Program plan including detailed description of intervention, goals, objectives, and program design. (5-7 pages, double-spaced, plus references)
Part 3 (10% of grade) Expected community impact: actual community needs expected to meet and how the quality of life of those served will improve (2-3 pages double-spaced, plus references).

Oral Presentation (10% of grade): You will have 10 minutes to present your project to your classmates. It is recommended that you use a presentation program like Prezi or PowerPoint to illustrate and present your information.

**STATEMENT OF THE COLLEGE POLICY ON PLAGIARISM**
Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure on 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. You can also refer to the College’s Undergraduate Bulletin, Chapter II Academic Standards.

**Plagiarism detection software** – The College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. We will be using plagiarism detection software in this course for all writing assignments. The first instance of plagiarism will result in a failing grade for the assignment in question. A second infraction will result in course failure and potential expulsion from the university.

**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 he accommodation notice sent to the instructor.

Tentative Schedule

The instructor reserves the right to modify the syllabus. Students will be given ample notice of any modifications.

Week 1 – Introduction
- Introduction to the course and community building
- Accountability and effectiveness-based program planning; Community focus
  - Reading:
    - Assessing current practices
      - Kettner & Moroney, Chapter 1 pp. 4-14
  - Assignment:
    - Post answers to these questions on the Blackboard discussion board:
      - What are the critical differences between the old focus on process in social services and the more recent focus on outcomes?
      - Why is it important to identify target populations as part of the planning process?

Week 2 – Theoretical Considerations
- Theoretical underpinnings of programming planning
  - Readings:
    - The use of theory in program planning
      - Kettner & Moroney, Chapter 2 pp. 32-42
    - Parameters of program planning and evaluation
      - Maher, Chapters 1 & 2 pp. 1-6
  - Assignments:
    - Identify a social service program for each level: Organizational, Group, Individual. Compare the types of planning they have: **strategic, management, program**.
    - Find an example of each type of planning and explain the main differences.

Week 3 – Standards and Ethics in Program Planning & Evaluation
- Guiding principles for evaluators and ethical considerations
  - Readings:
    - American Evaluation Association Guiding Principles for Evaluators
  - Assignments:
    - What principles do you consider are extremely necessary when evaluating a community based organization and why? Post your answers on the discussion board.
    - Submit a three page paper on the case study’s program effectiveness or ineffectiveness. How can the evaluation help the program? Why are program evaluations necessary?
Week 4 – Social Problems/Issues; Theoretical Considerations of Need
- Identifying and defining social problems/issues
  o Readings:
    ▪ Understanding social problems and needs assessment
      - Kettner & Moroney, Chapter 3 pp. 44-57 & Chapter 4 pp. 60-76
  o Assignments:
    ▪ Describe the differences between problem analysis and needs assessment.
    ▪ Identify a social problem you would like to address as part of your final project.

Week 5 – Needs Assessment and Community Development
- Methodological and measurement issues in needs assessment
  o Readings:
    ▪ Needs assessment; Approaches to measurement
      - Kettner & Moroney, Chapter 5 pp. 78-100
  o Assignments:
    ▪ List the pros and cons for the different methodologies used to measure need and contribute to the discussion on this topic in Blackboard.
    ▪ Specify the target population you will be designing a program for.

Week 6 – Needs Assessment and Intervention Strategies
- Instrumentation, involvement, and context
  o Reading:
    ▪ Clarification Phase
      - Maher, Chapter 3 pp. 7-38
- Developing program hypotheses
  o Readings:
    ▪ Selecting the appropriate intervention strategy
      - Kettner & Moroney, Chapter 6 pp. 106-119
  o Assignments
    ▪ Use the Needs Assessment Protocol Worksheet on p.19 (Maher) to begin drafting the first part of your program planning project.

Week 7 - Designing Effective Programs
- Formulating goals and objectives
  o Readings:
    ▪ Setting goals and objectives
      - Kettner & Moroney, Chapter 7 pp. 130-149
      - Maher, Chapter 4 pp. 39-50
develop strong and open communities.” *Community Development Journal* Vol. 43 No. 4 (October), pp. 459-469.

- **Assignments:**
  - Post in Blackboard a one paragraph reflection on the assigned journal article.
  - Submit a draft of the program hypothesis and the purpose and goals for your project.

**Week 8 – Effective Programs and their Social Impact**

- **Elements of Program Design**
  - **Readings:**
    - Designing effective programs
      - Kettner & Moroney, Chapter 8 pp. 154-176
    - Design phase
      - Maher, Chapter 4 pp. 51-61
  - **Assignment:**
    - Provide feedback to three of your peers on their project’s purpose and goals.

**Week 9- Cultural Competence in Program Planning**

- **Diversity Issues and Cultural Competence**
- **Practical Strategies for Culturally Competent Evaluation Guides**
  - [https://www.omh.ny.gov/omhweb/cultural_competence/guidance/agency_plan.html](https://www.omh.ny.gov/omhweb/cultural_competence/guidance/agency_plan.html)
  - **Assignment:**
    - Post in Blackboard a paragraph explaining the importance of cultural competency in program planning.

**Week 10- Documentation and data collection for programs**

- **Readings:**
  - Using management information
    - Kettner & Moroney, Chapter 9 pp. 192-216
  - **Assignment:** List the data elements your program would need to measure progress or outcomes.

**Week 11 - Effective Programs and Participatory Action Research**

- **Readings:**
  - Participatory Action Research: Involving “All the Players” in Evaluation and Change
  - **Assignment:** Submit a draft of your program design.

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
Week 12 – Program Implementation
  o Readings:
    • The “Implementation Phase
      o Maher, Chapters 5
  o Assignments:
    ▪ Using the program design evaluation worksheet on p. 74 give feedback to two of your peers.
    ▪ Revise your program design based on feedback.

Week 13 – Cost benefit analysis; measuring and monitoring programs
  o Readings:
    ▪ Budgeting for financial control, management and planning
      • Kettner & Moroney, Chapter 12
      • Maher, pp.62-63
  o Assignments:
    ▪ Complete the budget worksheet on pp 62-63.
    ▪ Submit a draft of your Program Plan.

Week 14 – Student Presentations
  • Students will present their program planning project and provide each other with critical feedback.

Week 15 – Student Presentations
  • Students will present their program planning project and provide each other with critical feedback.

FINAL: Completed Program Planning Project
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 11/6/2017

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

1. a. Department(s) or program(s) proposing this course: Latin American and Latina/o Studies

   b. Name and contact information of proposer(s) Isabel Martinez, Ph.D. 

   Email address(es): imartinez@jjay.cuny.edu
   Phone number(s): 212.237.8674

2. a. Title of the course: U.S. Latinx Identity in the 21st Century

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): US LATINX IDENTITY

   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 builds on concepts taught in LLS 100 or LLS 124 and integrates strategies for Common Learning Goals for the Flexible Core that are appropriate for 200-level courses. Additionally, anticipating registration by primarily second year students, the course incorporates high impact practices including e-portfolio, to combat the “second year slump” in which students are most at-risk for decreased interest in academics, low levels of curricular engagement and, at worst, dropping out.

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

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 builds on the Introduction to Latina/o Studies course to specifically interrogate how Latinx identity is constructed in the United States in relation to intersectionality, or other social identities and systems of colonization, domination and oppression including but not limited to race, class, gender, immigration, citizenship, language, etc. At a college that is a Hispanic Serving Institution, with Latinxs comprising 42% of its undergraduate student population, this course provides students with the opportunity to
explore their own/their colleagues’ identities. Designed so that students can think more broadly in relation to identity formation and to Latinx and intraethnic Latinx Identity formation (Puerto Ricans, Dominicans, Mexicans, etc), the course will also include opportunities for non-Latinx students to interrogate and reflect on their own identities in relation to race, class, citizenship, language, etc.

Additionally, research has demonstrated that identity formation is an “important developmental goal” during undergraduate studies (Ortiz and Santos 2010). This course provides a guided opportunity for students to thoughtfully contemplate their own as well as, collective/group identity formation, as they will learn not only how/why Latinidad/Latinx identity has been constructed in the United States, but also to interrogate their understandings of themselves and their places in this and other collective identities.

Lastly, the course includes a significant digital component. Identified as the “eleventh meta High Impact Practice” by the American Association of Colleges and Universities (AACU), e-portfolios (and other digital tools) will be incorporated into the course. Students will learn how to use these tools to communicate, collaborate and complete tasks with each other. In an increasingly globalized labor market that utilizes technology for project management and completion, students must know of and be able to utilize a variety of digital tools, individually and collaboratively.

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 is an interdisciplinary and comparative study of Latinx peoples in the United States and the factors that shape both their group identities as well as individual identities. The course will focus on factors including imperialism, colonialism, racialization, assimilation, immigration, transnationalism, regionalism, etc. and how they have shaped pan-Latinx identity as well as the identity of ethnoracial groups including Puerto Ricans, Dominicans, Mexicans, Colombians, and other ethnoracial groups from Central and South America in the United States.

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

6. **Number of**:
   a. Class hours ___3___
   b. Lab hours _____
   c. Credits ___3___

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

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
____ No       __X__ Yes. If yes, then please provide:

a.  Semester(s) and year(s):  Fall 2016
b.  Teacher(s): Dr. Isabel Martinez
c.  Enrollment(s): 19
d.  Prerequisites(s): ENG 101; LLS 124 or LLS 100

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?

This course will fulfill requirements for the Flexible Core in the area of the US Experience in Diversity. As such, by the end of the course, students will be able to:

a. Gather, interpret and assess information about US Latinx identity from a variety of sources and points of view
b. Critically and analytically evaluate evidence and arguments about the construction of US Latinx identity
c. Produce well-reasoned written or oral arguments about the construction of the US Latinx identity using evidence to support conclusions
d. Utilize digital tools, individually and collaboratively, to represent evidence-based research

and, as a course in the area of US Experience in Diversity:

e. Identify and apply fundamental concepts and methods of Latin American and Latina/o Studies exploring the US experience in its diversity to interrogate the construction of US Latinx identity
f. Evaluate how indigenous populations, slavery or immigration have shaped the development of Latinx identity in the United States
g. Analyze and discuss identity construction in contemporary US society and how they influence or are influenced by race, ethnicity, class, gender, sexual orientation, belief or other forms of social differentiation

This course meets several of the **LLS Major/Minor Learning Outcomes** including but not limited to (Please note that I have mapped the aforementioned LOs to the LLS LOs):

- Integrating the fields of Latin American Studies and Latina/o Studies to develop a deep understanding of the relationship between the social, economic, cultural and political processes of Latin America and the development in the US of communities of persons of Latin American origin or descent. [d]
- Grasp the relationship between the identity formation and the course of history, how one’s life intersects with larger social, political and economic forces [e, f]
- Think critically and evaluate contrasting texts, narratives and discourses relevant to the diverse cultures of Latin America and US Latinx communities [a, b]
• Communicate research results in various formats including written and oral presentations [c]

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

No ____  Yes __X__

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

Latin American and Latina/o Studies Major: Track B
Latin American and Latina/o Studies Minor: Category B

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

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

Flexible Core:

<table>
<thead>
<tr>
<th>A. World Cultures and Global Issues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B. U.S Experience in Its Diversity</td>
<td>X</td>
</tr>
<tr>
<td>C. Creative Expression</td>
<td></td>
</tr>
<tr>
<td>D. Individual and Society</td>
<td></td>
</tr>
<tr>
<td>E. Scientific World</td>
<td></td>
</tr>
</tbody>
</table>

10b. Please explain why this course should be part of the selected area.

The course content and learning outcomes are reflected in the topic and learning outcomes of the area, US Experience in its Diversity. By not only focusing on Latinxs, the second largest racial/ethnic group in the United States, but also the heterogeneity within the Latinx population, this course addresses both interethnic and intraethnic diversity. The course also requires students to analyze and articulate how intersectionality, or how diverse social identities related to race, class, gender, sexuality, language, overlap, interact and are considered to shape Latinx identity formation in the United States.

10c. If yes, frequency and number of sections to be offered for General Education:

| Every semester ______ | Number of sections: ______ |
| Fall semesters only ___X__ | Number of sections: ___1___ |
| Spring semesters only ______ | Number of sections: ______ |

11. How will you assess student learning?

Individual E-Portfolio and Digital Story 1: 10%

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
Students will draw from the readings, films and video clips and outside sources to develop written and visual representations that reflect what they believe are the critical aspects of their own identities. The written representations will be in the form of Student Biographies and the written script for the Digital Story 1. The visual representations will be evident in the iconography they use to create their e-portfolios and the Digital Story 1. Social categories such as race, class, ethnicity, gender, sexuality, religion, language, etc., should be included and defined in these representations.

**Three Analysis Papers: 30%**
Students will write three Analysis Papers based in class readings, films and discussions that focus on the social, political or economic forces that have impacted Latinx identity formation in the US [Previous topics have focused on imperialism, immigration and Dominicans, transnationalism and Mexicans and language as well as spirituality/religion and Cuban/Colombians]

**Midterm Project: 15%**
Annotated Bibliography and Digital Story: Students will research a Latina/o ethnoracial group found in the United States with whom they have little contact/wish to know more about and create a 3-5 minute digital story that outlines the ethnoracial groups’ formation. Discussions of push-factors, pull-factors, regional settlement, assimilation, etc. must be included.

**Group Final E-Portfolio and Oral Presentation: 25%**
On teams, students will develop an e-portfolio that includes the following features:

a. A evidence-based, collective discussion of Latinx identity formation or what individual members believe are the most salient factors of the Latinx identity to eventually develop ONE collectively-constructed definition of Latinx identity. Students must upload and review each others’ discussions of Latinx identity and, after two rounds of written feedback that is evidence-based, come to a consensus of what it includes/does not include. Students will upload the one, group explanation/definition with no less than 6-8 sources.

b. Visual and written texts that compares/contrasts the ways in which Latinx identity has been differentially constructed in TWO US regions/cities/spaces (New York City and the US-Mexico Border, New York City and Los Angeles, etc.). These texts must be supported by academic sources. Written text must be no less than 10 pg. double-spaced.

c. Group presentation of the group e-portfolio, as well as the processes taken to complete each component of the e-portfolio. Each member of the group must present a component. (After groups are assigned, students must select roles in which the planned division of labor as well as consequences for failing to complete performed tasks are outlined and submitted to the Professor).

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: Robin Davis_____________________
   • 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) _____
  ➢ LexisNexis Universe _____
  ➢ Criminal Justice Abstracts _____
  ➢ PsycINFO _____
  ➢ Sociological Abstracts _____
  ➢ JSTOR _X___
  ➢ SCOPUS _____
  ➢ Other (please name) _Diversity Studies Collection; Kanopy Streaming Videos; Oxford Bibliographies Online: Latino Studies_______

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval __12/9/2017________

15. **Faculty** - Who will be assigned to teach this course? ____Isabel Martinez____

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:**

   Professor José Luis Morín, Chair, Latin American and Latina/o Studies 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 of Criminal Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>LLS 2XX</td>
</tr>
<tr>
<td>(e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>Latinx Identity Formation in the 21st Century</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Latin American and Latina/o Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Latin American and Latina/o Studies</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 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 is an interdisciplinary and comparative study of Latinx peoples in the United States and the factors that shape both their group identities as well as individual identities. The course will focus on factors including imperialism, colonialism, racialization, assimilation, immigration, transnationalism, regionalism, etc. and how they have shaped pan-Latinx identity as well as the identity of ethnoracial groups including Puerto Ricans, Dominicans, Mexicans, Colombians, and other groups from Central and South America in the United States. This course will also include opportunities for Latinx and non-Latinx students to interrogate and reflect on their identities in relation to race, class, citizenship and language and learn to utilize a variety of digital tools, individually and collaboratively to do so.</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
<tr>
<td>Indicate the status of this course being nominated:</td>
<td></td>
</tr>
<tr>
<td>□ current course</td>
<td>□ revision of current course</td>
</tr>
</tbody>
</table>

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>
</tbody>
</table>
### Learning Outcomes

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

### 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 draw upon a library exercise conducted during Week 2 during which we will review and evaluate various sources: blogs, op-eds, newspaper articles, peer-reviewed journal articles, etc. which will be examined for the following:</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
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<tbody>
<tr>
<td>a. authority of publisher</td>
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<tr>
<td>b. sources of/credibility of evidence: on what basis is author making arguments</td>
<td></td>
</tr>
<tr>
<td>c. author: What are authors credentials?</td>
<td></td>
</tr>
<tr>
<td>d. What type of sources is text based on, primary on secondary</td>
<td></td>
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<tr>
<td>e. What is the purpose of the text?</td>
<td></td>
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<tr>
<td>f. Year text published</td>
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<tr>
<td>g. Logic of arguments</td>
<td></td>
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<tr>
<td>h. Relation to Latina/o Studies as a discipline</td>
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</tbody>
</table>

**Week 15 and Week 16/Final Group E-portfolio**

Students will then search for and draw from less than 6-8 texts and as well as additional readings found in John Jay databases including the Diversity Studies Collection and Oxford Bibliographies Online: Latino Studies to review colleagues’ evidence-based, individual written discussions defining Latinx identity formation or what individual members believe are the most salient factors of the Latinx identity eventually develop ONE collectively-constructed definition of Latinx identity.

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<th>Students will draw upon a library exercise conducted during Week 2 during which we will review and evaluate various sources: blogs, op-eds, newspaper articles, peer-reviewed journal articles, etc. which will be examined for the following:</th>
<th>• Evaluate evidence and arguments critically or analytically.</th>
</tr>
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<tbody>
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will review and evaluate various sources: blogs, op-eds, newspaper articles, peer-reviewed journal articles, etc. which will be examined for the following:

a. authority of publisher
b. sources of/credibility of evidence: on what basis is author making arguments
c. author: What are authors credentials?
d. What type of sources is text based on, primary on secondary sources
e. What is the purpose of the text?
f. Year text published
g. Logic of arguments
h. Relation to Latina/o Studies as a discipline

**Week 8: Annotated Bibliography**

Students will complete an annotated bibliography with no less than 5-6 sources that will serve as the foundation for Digital Story #2 “Learning about other Latinx Identities” script. Students will be assigned a Latin American country/ethnicity that is different than theirs to research and will determine three to four significant themes of the ethnoracial group’s identity and reasons/ origins for these aspects. Students’ research and subsequent identified themes will be included in the Digital Story script/Digital Story.

**Week 15 and 16: Group Final E-Portfolio**

Students will develop/create visual and written texts (no less than 10 pages) to compare/contrast the ways in which Latinx identity has been differentially constructed in TWO US regions/cities/spaces (New York City and the US-Mexico Border, New York City and Los Angeles, etc.). Students will identify no less than four concepts related to Latina/o Studies to compare/contrast the groups/regional development. These visual and written texts must be supported by sources that have been identified as essential to studies of Latinx identity in New York City and the particular region.

Students will draw upon a library exercise conducted during Week 2 during which we

- Produce well-reasoned written or oral arguments using evidence to support conclusions.
will review and evaluate various sources: blogs, op-eds, newspaper articles, books, peer-reviewed journal articles, etc. which will be examined for the following:

- authority of publisher
- sources of/credibility of evidence: on what basis is author making arguments
- Author: Who is the author? What are authors credentials?
- What type of sources is text based on, primary on secondary sources
- What is the purpose of the text?
- Year text published
- Logic of arguments
- Relation to Latina/o Studies as a discipline

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

<table>
<thead>
<tr>
<th>Students will write three Analysis Papers based on class readings, films and discussions that focus on the social, political or economic forces that have impacted Latinx identity formation in the US. Forces that are fundamental to Latin American and Latina/o Studies will be specifically interrogated and analyzed in relation to the class texts such as imperialism, colonialism, immigration, transnationalism, citizenship and language as well as spirituality/religion.</th>
<th>- Identify and apply the fundamental concepts and methods of Latin American and Latina/o Studies including imperialism, colonialism, transnationalism, immigration, citizenship, language, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop a research based Digital Story about a Latinx ethnoracial group in the United States. Students will be assigned a Latinx ethnoracial group found in the United States with whom they have little contact/wish to know more about to research. Students will use the research to create a script and 3-5 minute digital story. The script/digital story must outline the ethnoracial groups’ growth and formation in the US over time as well as their contributions to particular US industries, economies, geographies (cities/enclaves), judicial decisions, education, etc. Themes such</td>
<td>- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
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<tr>
<td></td>
<td>- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
</tr>
</tbody>
</table>
as immigration/migration (push-factors, pull-factors) regional settlement, assimilation, generations, etc. must also be included.

For example, in the discussion of Mexicans in the United States, a digital story could focus on Braceros and their contributions to the agricultural, railroad, mining industries in the US Southwest. A discussion of Puerto Ricans may focus on the evolution of Puerto Rican enclaves in/on the US mainland including Spanish Harlem and more recently, in Florida, and their impacts on politics, then and now.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>• Explain and evaluate the role of the United States in international relations.</td>
</tr>
<tr>
<td></td>
<td>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
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</tbody>
</table>

Students will discuss how common institutions in Latin America and the United States (judicial system, religious institutions such as the Catholic Church, schools, etc.), influence US Latinx identity formation or contribute to the most salient factors of the Latinx identity. Drawing from these discussions, groups of students will eventually develop ONE collectively-constructed definition of Latinx identity. Social categories such as race, class, ethnicity, gender, sexuality, religion, language, etc., should be included to demonstrate how ethnoracial identity is also shaped by these other statuses. Students must upload and review each others’ written discussions of Latinx identity and, after two rounds of evidence-based written feedback, come to a consensus of what Latinx identity includes/does not include, according to their research/analyses.
Course Description

This course is an interdisciplinary and comparative study of Latinx peoples in the United States and the factors that shape both their group identities as well as individual identities. The course will focus on factors including imperialism, colonialism, racialization, assimilation, immigration, transnationalism, regionalism, etc. and how they have shaped pan-Latinx identity as well as the identity of ethnoracial groups including Puerto Ricans, Dominicans, Mexicans, Colombians, and other groups from Central and South America in the United States. This course will also include opportunities for Latinx and non-Latinx students to interrogate and reflect on their identities in relation to race, class, citizenship and language and learn to utilize a variety of digital tools, individually and collaboratively to do so.

Required Texts

There are three required texts for this course:


All other readings can be found on our course Digication site under “Readings” unless otherwise noted. Our course Digication site is https://johnjay.digication.com/uslatinxidentity/

I will designate the readings in the syllabus by, <T> Text, <D> Digication, <O> Available On-line or <H> Handout. Students are responsible for all readings, not only those found on Digication and must bring a copy to class, either digital or print.

Digication

Digication is a platform that we will be using to create individual and group e-portfolios. You will be able to share these e-portfolios with your family, friends and even potential employers to
demonstrate your writing skills. Additionally, you will save your groups’ digital story to demonstrate your digital skills.

**Websites, Blogs, Podcasts of interest**

- [http://latinousa.org/](http://latinousa.org/)
- [www.remezcla.com](http://www.remezcla.com)
- [http://www.blogspotradio.com/latinorebels](http://www.blogspotradio.com/latinorebels)
- [http://www.npr.org/sections/altlatino/](http://www.npr.org/sections/altlatino/)
- [http://www.nuestrapalabra.org/NPRadio.html](http://www.nuestrapalabra.org/NPRadio.html)

**Learning Objectives**

Students in this course are expected to:

- Gather, interpret and assess information about U.S. Latinx identity from a variety of sources and points of view
- Critically and analytically evaluate evidence and arguments about the construction of U.S. Latinx identity
- Produce well-reasoned written or oral arguments about the construction of U.S. Latinx identity using evidence to support conclusions
- Identify and apply the fundamental concepts and methods of Latinx Studies
- Evaluate how indigenous populations, slavery or immigration have shaped the development of the United States, especially in the case of US Latinx peoples
- Analyze and discuss common institutions or patterns of life in contemporary US society and how they influence or are influenced by race, ethnicity, class, gender, sexual orientation, belief or other forms of social differentiation
- Learn how to utilize a variety of digital tools, individually and collaboratively

**Course Guidelines, Grading and Assignments**

**Office Hours:** My office hours are Tuesdays, 4:30 to 5:30 pm and by appointment.

**Assignments:**

**Written Assignments:**
All written assignments including those that will be uploaded onto Digication must be typed, double-spaced, and in a 12-pt Times New Roman font unless otherwise designated. Use standard spacing and margins.

Written assignments are due for full-credit on the date scheduled, no exceptions. While late assignments will be accepted, they will not receive full credit. Late assignments will drop one-third letter grade-level. I will not accept assignments that are more than five days late, no exceptions.

EX: I will grade the paper normally—if the paper would have received a B+ normally, each day it is late, it will drop down by one mark—one day late, the paper will receive a B, if two days late, a B-, three days late, a C+. Being absent from class does not excuse you from having your assignments delivered at the appropriate time.
Statement of College Policy on Academic Integrity
The college has a zero tolerance policy in terms of violations of Academic Integrity including cheating and plagiarism. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. This includes copying the work of your colleagues, collaborating with other students on assignments without permission, doing the work for one of your colleagues, etc. 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, summarizing, as well as direct quotations require citations to the original source.

In some cases, especially when using the internet for research, it may be difficult to determine who wrote what. When in doubt, cite, cite, cite! (website, website authors, etc.). Also, feel free to send me an email if you are unsure how to/whether to cite an author---be safe rather than sorry!

Students who violate Academic Integrity will be automatically reported to the Office of Academic Affairs.

Accommodations for Students with Disabilities
The College is committed to making reasonable accommodations for students with properly documented disabilities. If you are eligible to receive accommodations on papers and/or exams and would like to request it for this course, you must register with the Office of Accessibility Services. This Office functions to assist students in obtaining appropriate accommodations and services. It is located in the New Building, L.66.00. Please do so within the first ten days of the semester and discuss with Dr. Martinez. You will need to provide with appropriate documentation of your disability.

Grading:
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Class Participation and Midsemester Meeting</td>
<td>20%</td>
</tr>
<tr>
<td>Individual e-portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Project</td>
<td>15%</td>
</tr>
<tr>
<td>Analysis Papers</td>
<td>30%</td>
</tr>
<tr>
<td>Group Final e-portfolio</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Attendance, Classroom Participation and Mid-semester Meeting: 20%

Attendance: Mastery of the subject matter occurs with active class participation. Class attendance is the first step to ensure this. To ensure this, attendance will be taken daily. Even if you are absent, you are still responsible for the completion of readings and assignments due.

Participation: Your participation grade will be based on your attendance, verbal participation in class, leading a discussion and homework completion. Active participation is expected. Class discussions will provide a forum in which faculty and students come together to interpret and reinterpret the assigned texts. To have informed and lively
discussions, students are expected to have all assigned readings completed by class time, as well as have thought about the readings, prepare thoughtful questions for professor/classmates, etc. Class discussions will be used to address difficult concepts found in the readings, as well as answer questions about the readings. In addition, class discussions will provide opportunities for students to interpret the readings aloud, in collaboration with their classmates to develop new ways of understanding the texts.

**Disruptive Behavior:** During discussions, students are expected to engage in respectful behaviors, including waiting for his/her turn to share viewpoints, not cutting off other students, etc, as well as not engaging in text messaging or taking/making phone calls during class. Lateness, walking in and out of class, and general disruptiveness, including holding private conversations in class, will result in significant lowering of your final grade. If I see that students are not reading the assignments prior to class and not engaging in discussions, I will begin conducting pop quizzes to determine participation grades.

**Leading a discussion:** At least once in the semester, you will be expected to start the class discussion by sharing three points that you found most interesting in the readings. I will provide a sign-up sheet for leading the discussion, absence will result in random selection of other students for leading that day’s discussion. Further instructions will be given in class.

**Tardiness:** Coming late interrupts the entire class. If you are more than 10 minutes late to class you will be counted as tardy. Three tardy notations will count as one unexcused absence.

**Midsemester Meeting:** Starting Week 8, you will be required to meet with me at least once during office hours or during community hour. Further instructions will be given.

**Individual E-Portfolio: 10%:**
You will be setting up your individual e-portfolio to reflect your identity, submit and archive your assignments and to share your assignments with classmates. Guidelines on how to set up your e-portfolio will be distributed in class and we will have a follow-up tutorial in class.

- **Preliminary E-Portfolio:** Your preliminary e-portfolio will include specific sections as well as a biographical section about yourself. Further instructions will be given in class.
  
  **DUE:** In class, Thursday, September 15, 2016

- **Digital Story #1:** The first digital story will be uploaded into your section “Welcome to My Space.” This digital story must be 2-3 minutes in length and must introduce your peers to your lived reality, your communities and your identity formation.

  **DUE:** Digital Story #1: Thursday, September 22, 2016

Midterm Project: Learning about other Latinx Identities: 15%

**Annotated Bibliography:** During Week 8, you will complete an annotated bibliography that will serve as the foundation for your Digital Story #2, “Learning about other Latinx Identities.” The annotated bibliography will consist of 5-6 sources and must be uploaded to your section “Learning about other Latinx Identities” in your Digication e-portfolio. Further instructions will be provided in class. **DUE:** Tuesday, October 11, 2016.
Script and Digital Story: The second digital story will be uploaded into your e-portfolio section “Learning about other Latinx Identities.” You will be assigned a Latin American country/ethnicity that is different than your own. After completing your annotated bibliography, you will produce a 2-3 page script and narrate a 3-5 minute digital story that introduces the class to the people, place and cultures of your assigned country, there and in the U.S. DUE: Tuesday, October 25, 2016

Analysis papers: 30%
You will upload three written summaries and critical analyses of the readings, films and class discussions under the “Analysis Papers” section. Your analyses must be 2-3 pg. in length and will include two additional online reading links (reputable magazines, newspapers, blogging sites) and/or video links.

DUE: AP #1: Tuesday, September 13, 2016
AP #2: Thursday, October 6, 2016
AP#3: Thursday, November 3, 2016

Group Final E-Portfolio: 25%:
On teams, students will develop an e-portfolio that includes the following features:

d. A evidence-based, collective discussion of Latinx identity formation or what individual members believe are the most salient factors of the Latinx identity to eventually develop ONE collectively-constructed definition of Latinx identity. Students must upload and review each others’ discussions of Latinx identity and, after two rounds of written feedback that is evidence-based, come to a consensus of what it includes/does not include. Students will upload the one, group explanation/definition with no less than 6-8 sources.

e. Visual and written texts that compares/contrasts the ways in which Latinx identity has been differentially constructed in TWO US regions/cities/spaces (New York City and the US-Mexico Border, New York City and Los Angeles, etc.). These texts must be supported by academic sources. Written text must be no less than 10 pg. double-spaced.

f. Group presentation of the group e-portfolio, as well as the processes taken to complete each component of the e-portfolio. Each member of the group must present a component. (After groups are assigned, students must select roles in which the planned division of labor as well as consequences for failing to complete performed tasks are outlined and submitted to the Professor).

DUE: Thursday, December 15, 2016

Course Outline and Reading Assignments
*Please note that the calendar is subject to change

Why is this course important? Who gets to create the Latinx narrative? Who gets to tell Latinx stories?

Hamilton: https://www.youtube.com/watch?v=Jyg3Lo -Ep8

Week 1: How do we identify and why? Hispanic? Latinx? Latinx?

Thursday August 25
<D> Oboler, Excerpt, Ethnic Labels, Latino Lives, pg. TBA
<D> Salinas, et. al, Mapping and Recontextualizing Evolution of the term Latinx, pg. TBA

**Week 2: Racial Formations, Erasing or Including Blackness and Indigeneity?**

**Tuesday, August 30**
<D> Rumbaut, R., “Pigments of our Imagination,” pg. 15-36
<D> Candelario, G., Introduction,” pg. 1-33

**Thursday, September 1**
<O> [link] http://www.npr.org/sections/altlatino/2015/03/05/390934624/hear-6-latin-american-artists-who-rock-in-indigenous-languages

- Begin working on your Analysis Paper #1, based on the readings up to today.
- DUE: Tuesday, September 13

- Students will receive their e-portfolio logins and passwords and instructions to begin setting up their e-portfolios.
- Preliminary e-portfolios are due in class, Thursday, September 15

**Week 3: Creating Latinx Communities in the U.S.: Imperialism and Migration**

**Tuesday, September 6**
*Digital Story Production Training, in class

- Begin working on your Digital Story #1: Welcome to My Space.
- DUE: Thursday, September 22

**Thursday, September 8**
<T> Rosario, Song of the Water Saints, 1-63

**Week 4: Imperialism and Migration**

**Tuesday, September 13**
In class, e-portfolio training!

*Analysis Paper #1 Due!
Thursday, September 15
<T> Rosario, Song of the Water Saints, 64-121

*Individual e-portfolio DUE!

Week 5: Imperialism and Migration, continued
Tuesday, September 20
<T> Rosario, Song of the Water Saints, 122-177

Thursday, September 22
<T> Rosario, Song of the Water Saints, pg. 178-242

*Digital Story #1 Due!
Part 2: Struggle For Justice and Equality in the U.S.
Week 6: Space and Cultural Citizenship
Tuesday, September 27
<D> Silvestrini, The World We Enter When Claiming Rights, pg. 39-53

Thursday, September 29
<O> https://nacla.org/article/paqueteros-connecting-old-life-new

• Begin working on your Analysis Paper #2, based on the readings up to today.
• DUE: Thursday, October 6

Week 7: Gentrification
Tuesday, October 4
<T> Davila, Introduction, Chapter 1, pg. 1-58

• Begin working on Annotated Bibliography
• DUE: Tuesday, 10/11

Thursday, October 6
<T>Davila, “El Barrio es de todos: Predicaments of culture and place,” pg. 59-96
<O> Region is reshaped as minorities go to the suburbs, http://www.nytimes.com/2010/12/15/nyregion/15nycensus.html?_r=0
<O> “Willie’s Piragua Stand,” East Willy B (7:52 min) http://www.eastwillyb.com/watch-now/#sthash.9MpoC9Hi.dpbs

In Class Film: Whose Barrio” http://www.imdb.com/video/wab/vi366938393/

*Analysis Paper #2 Due!
Week 8: Border-Crossing and Latinx Identity

Tuesday, October 11

NO CLASS, Keep Writing!
ANNOTATED BIBLIOGRAPHY DUE!

Thursday, October 13

• Begin working on your Midterm Script and Digital Story
• DUE: Thursday, October 25

Friday, October 14 (Makeup class)
<T> Urrea, The Devil’s Highway, pg. 1-53

Week 9: The U.S.-Mexico Border

Tuesday, October 18
<T> Urrea, The Devil’s Highway, pg. 54-97

Thursday, October 20
<T> Urrea, The Devil’s Highway, pg. 98-114

Week 10: The U.S.-Mexico Border

Tuesday, October 25
<T> Urrea, The Devil’s Highway, pg. 115-149

*MIDTERM PROJECT DUE!

Thursday, October 27
<T> Urrea, The Devil’s Highway, pg. 150-220

• Begin working on your Analysis Paper #3, based on the readings up to today.
• DUE: Thursday, November 3

Week 11: Gender, Space and Latinx Identity in the 21st Century

Tuesday, November 1

FILM: Las Marthas
Thursay, November 3
<T> Hernandez, A Cup of Water Under My Bed, pg. 1-69

*Analysis Paper #3 Due!

Week 12: Queer Latinx Narratives
**Tuesday, November 8**

<T>Hernandez, A Cup of Water Under My Bed, pg. 73-116

**Thursday, November 10**

<T>Hernandez, A Cup of Water, pg. 119-181

**Week 13: What does the future look like for Latinxs?**

**Tuesday, November 15**

<O>http://www.newyorker.com/magazine/2016/06/27/a-latino-gay-communitys-vigil

<O>http://borderzine.com/2010/10/bordering-on-acceptance-growing-up-gay-on-the-border/


**Thursday, November 17**

<D> Replenished Ethnicity, Chapter 1, Introduction, pg. 1-30


**Week 14**

**Tuesday, November 22**


identity-is-disappearing


**Thursday, November 24**

NO CLASS!

**Week 15**

**Tuesday, November 29**

<D> Cravey, et. al., “Cyborgs from the Margins,” pg. 867-880

<O> https://www.flowjournal.org/2011/12/race-labor-unplugged/

**FILM**: “Why Braceros” and “Sleep Dealers”

**Thursday, December 1**

Work on Group E-Portfolio

**Week 16**

**Tuesday, December 6**

Complete Group E-Portfolio

**Thursday, December 8**

Complete Group Assignments

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
<table>
<thead>
<tr>
<th>Task</th>
<th>Start Date</th>
<th>End Date</th>
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</thead>
<tbody>
<tr>
<td>Individual E-Portfolio Set-Up</td>
<td>9/1</td>
<td>9/15</td>
</tr>
<tr>
<td>Analysis Paper 1</td>
<td>9/1</td>
<td>9/13</td>
</tr>
<tr>
<td>Analysis Paper 2</td>
<td>9/29</td>
<td>10/6</td>
</tr>
<tr>
<td>Analysis Paper 3</td>
<td>10/27</td>
<td>11/3</td>
</tr>
<tr>
<td>Digital Story 1</td>
<td>9/6</td>
<td>9/22</td>
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<td>Midterm Project: Annotated</td>
<td>10/4</td>
<td>10/11</td>
</tr>
<tr>
<td>Midterm Project: Digital Story 2</td>
<td>10/11</td>
<td>10/25</td>
</tr>
<tr>
<td>Group Final E-Portfolio</td>
<td>11/3</td>
<td>12/15</td>
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</tbody>
</table>

**Final Exam Meeting**  
**Thursday, December 15**  
**12:30 to 2:30**
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:** Math. and Computer Science

   b. **Name and contact information of proposer(s):**

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

      Phone number(s) 212-237-8767

2. a. **Title of the course:** Mathematical Cryptography

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

   c. **Level of this course**  ____100 Level  ____200 Level  ____300 Level  __X_400 Level

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

   The entire mathematical skill set acquired by each student during their progress through the major must be brought to bear upon the analysis of various cryptographic algorithms in order to understand their strengths and vulnerabilities. For this reason, the course is the capstone for the cryptography specialization.

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

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

   The course is the capstone course for the cryptography specialization in the proposed Mathematics major. As such, one of its principal goals is to rigorously explain the mathematics that forms the foundation of several modern cryptographic algorithms in order to furnish insight into the processes by which encryption and decryption are achieved. Familiarity with the underlying mathematical schema allows the practitioner
to assess and evaluate the utility of commercial encryption software in the context of contemporary applications. Given the dynamic nature of today’s threats to data security, it is imperative that end users possess the knowledge to determine whether an encryption algorithm is relevant to a specific project design.

Another equally important objective is to develop several statistical and Markov models that are used in the cryptanalysis of cipher text in order to reconstruct the (original) plain text. Not only do cryptographers deal with the security of data but also with the opposite retrieval process applied to data that may already be encrypted or embedded in what appears to be an innocuous message. National defense and criminal investigations are two prominent sectors that utilize these skills.

Perhaps the most important but implicit consequence of the course is that students are compelled to synthesize their mathematical knowledge thereby allowing them to appreciate mathematics from a unified point of view making for a bone fide summative experience. These three perspectives taken together provide the necessary background that would allow an aspiring cryptographer to begin to compose and analyze their own cryptographic schema.

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 is the capstone of the cryptography concentration in the Applied Mathematics major. It provides the necessary background for aspiring cryptographers to begin to compose and analyze their own cryptographic schema. The student’s entire mathematical skill set is brought to bear upon the analyses and application of several cryptographic algorithms in order to understand why they are effective and what may make them vulnerable. Students develop several statistical and Markov models that are used in the cryptanalysis of cipher text in order to reconstruct the (original) plain text. Grades are determined by their performance on projects of increasing difficulty that are assigned throughout the semester. The final project is a substantive problem relevant to contemporary application in fields such as finance, digital communications, or data security.

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 102/201;
   - MAT 301-Probability and Mathematical Statistics I;
   - MAT 310-Linear Algebra;
   - CSCI 360-Cryptography and Cryptanalysis; and
   - MAT 410-Abstract Algebra.
6. Number of:
   a. Class hours  __3__
   b. Lab hours   _n/a_
   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:
   - Explain the mathematical principles upon which a specific algorithm is based;
   - Analyze and (hopefully) decrypt cipher text using mathematical, statistical, and Markov methods; and
   - Develop simple applications using known cryptographic algorithms.

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

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

   Applied Mathematics major, Part 3, Conc. B; and
   Mathematics minor. Part 2, Electives

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

   Seven projects will be assigned throughout the semester. Part of each project will require a theoretical mathematical analysis of a cryptographic challenge or a cryptographic algorithmic design specification. The mathematical analysis is validated either by successfully determining the plaintext of the challenge or through the implementation of a cryptographic algorithm with the specified properties. All of the projects involve considerable computation. Consequently, each assignment will require the writing of original computer code. The purpose of the
assignments is to engage students in problem solving that realistically reflects the problems confronted by mathematicians that work in this specialty which continues to gain prominence due to its role in protecting communication and financial transactions.

Each of the seven projects also includes a writing component. Students will be required to submit a written report of their work which must include a clearly defined statement of objectives, a summary of the methodology employed, a concise statement of the results of their analysis, and any further conclusions. A one paragraph abstract summary is also part of the writing assignment. These assignments are intended to provide a practicum of the writing skills that are expected of contemporary mathematicians whether they be employed in the public or private sectors. Individuals today are expected to communicate their endeavors with precision and clarity. These written reports are an important way of inculcating the necessary style and logic of scientific exposition.

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 _Prof. 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.


     – 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

     X  Other (please name): MathSciNet of the AMS (American Mathematical Society); IEEE (Institute of Electrical and Electronics Engineers) Xplore Digital Library;

12. Syllabus – see attached
13. Date of **Department curriculum committee** approval _______10/12/17__________

14. **Faculty** - Who will be assigned to teach this course? Profs. Sven Dietrech and Hunter Johnson.

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**?

   ___ 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.

18. Name of Department Chair

   Prof. Douglas Salane, Chair, Mathematics and Computer Science Dept.

Approved by for UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
Instructor:
Office:
Office Phone:
E-mail:
Office Hours:

Course Description: This course is the capstone of the cryptography concentration in the Applied Mathematics major. It provides the necessary background for aspiring cryptographers to begin to compose and analyze their own cryptographic schema. The student’s entire mathematical skill set is brought to bear upon the analyses and application of several cryptographic algorithms in order to understand why they are effective and what may make them vulnerable. Students develop several statistical and Markov models that are used in the cryptanalysis of cipher text in order to reconstruct the (original) plain text. Grades are determined by their performance on projects of increasing difficulty that are assigned throughout the semester. The final project is a substantive problem relevant to contemporary application in fields such as finance, digital communications, or data security.

Learning Outcomes: After completing the course, the student should be able to satisfactorily meet the following challenges:

- Explain the mathematical principles upon which a specific algorithm is based;
- Analyze and decrypt cipher text using mathematical, statistical, and Markov methods; and
- Develop simple applications using known cryptographic algorithms.

Means of Assessment: Learning outcomes will be validated by means of several projects assigned throughout the semester. Given the computationally intensive nature of the course material, the use of traditional in class examinations is not feasible. Cryptography courses, by their intrinsic nature, readily lend themselves to the maintenance of academic integrity. Consequently, plagiarism is easier to deter than in other courses.

Course Prerequisite(s):
- ENG 201
- MAT 301-Probability and Mathematical Statistics I;
- MAT 310-Linear Algebra;
- MAT 410-Abstract Algebra; and
- CSCI 3xx-Cryptography and Cryptanalysis.

Projects: Seven projects will be assigned throughout the semester. Part of each project will require a theoretical mathematical analysis of a cryptographic challenge or a cryptographic algorithmic design specification. The mathematical analysis is validated either by successfully determining the plaintext of the challenge or through the implementation of a cryptographic algorithm with the specified properties. All of the projects involve considerable computation. Consequently, each assignment will require the writing of original computer code. The purpose of the assignments is to engage students in problem solving that realistically reflects the problems confronted by mathematicians that work in this specialty which continues to gain prominence due to its role in protecting communication and financial transactions.

Each of the seven projects also includes a writing component. Students will be required to submit a written report of their work which must include a clearly defined statement of objectives, a summary of the methodology employed, a concise statement of the results of their analysis, and any further conclusions. A one paragraph abstract summary is also part of the writing assignment. These assignments are intended to provide a practicum of the writing skills that are expected of contemporary mathematicians whether they be employed in the public or private sectors. Individuals today are expected to communicate their endeavors with precision and clarity. These written reports are an important way of inculcating the necessary style and logic of scientific exposition.

Determination of Final Grade: Six of the seven projects are worth 14% each whereas the seventh one is worth 16% for a total of 100%. Final overall grades are determined according to the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall percentage at least needed</th>
<th>Up to overall percentage needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>100</td>
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<tr>
<td>A-</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>90</td>
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**Requirements**: Projects are expected to be submitted by the specified due date. A project not submitted by the beginning of class on the due date will be considered late. Each project will be evaluated on a basis of 100 points. Late projects will be penalized 10 points if they are submitted within a week after the due date. Subsequently, the project score will be reduced by 5 points for each day the project is late beyond the initial week. Since incomplete projects may lose more points than late ones, students are strongly encouraged to complete their projects. Late projects will not be accepted more than 25 days past the due date since they have lost all value by that time.

Programs that do not compile successfully will not receive any credit. Programs that compile successfully but whose output is not correct for a given set of input data are considered incorrect and will lose points proportional to the number of significant errors in the program.

**College wide policies for undergraduate courses**

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

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

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

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

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

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### MAT 4xx-Mathematical Cryptanalysis

#### Daily Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topics</th>
<th>Text Sections</th>
</tr>
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<tr>
<td>X</td>
<td>Columnar Transposition</td>
<td>x</td>
</tr>
<tr>
<td>1</td>
<td>Rules of columnar transposition encipherment; cribbing.</td>
<td>2.1-2.3</td>
</tr>
<tr>
<td>2</td>
<td>Examples of cribbing.</td>
<td>2.4</td>
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<tr>
<td>3</td>
<td>Plaintext language models: Markov sources, letter counts and probabilities.</td>
<td>2.5-2.7</td>
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<td>4</td>
<td>Markov scoring.</td>
<td>2.8</td>
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<tr>
<td>X</td>
<td>Statistical tests to assess the strength of a cryptographic scheme</td>
<td>x</td>
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<tr>
<td>5</td>
<td>Kolmogorov-Smirnov test and NIST (National Institute of Standards) statistical test.</td>
<td>5.1-5.3</td>
</tr>
<tr>
<td>6</td>
<td>Diagnosis: Discovering the nature of an encipherment scheme.</td>
<td>5.4</td>
</tr>
<tr>
<td>X</td>
<td>Stream Ciphers</td>
<td>x</td>
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<tr>
<td>7</td>
<td>Feedback shift registers.</td>
<td>8.1-8.3</td>
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<td>8</td>
<td>The characteristic polynomial of a linear feedback shift register (LFSR).</td>
<td>8.4</td>
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<tr>
<td>9</td>
<td>Maximal LFSR registers; matrix representation of the LFSR.</td>
<td>8.5-8.8</td>
</tr>
<tr>
<td>10</td>
<td>Cribbing of stream enciphered ASCII plaintext.</td>
<td>8.9</td>
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<tr>
<td>11</td>
<td>Non-linear feedback shift registers.</td>
<td>8.10-8.11</td>
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<tr>
<td>12</td>
<td>Irregular clocking (shifting) and GSM (Global System for Mobile Communication); RC 4.</td>
<td>8.12-8.13</td>
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<tr>
<td>X</td>
<td>Block-Ciphers</td>
<td>x</td>
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<tr>
<td>13</td>
<td>Lucifer.</td>
<td>9.1</td>
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<tr>
<td>14</td>
<td>Data Encryption System (DES).</td>
<td>9.2-9.6</td>
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<tr>
<td>15</td>
<td>Randomization analysis of DES; cryptanalysis of DES.</td>
<td>9.7-9.9</td>
</tr>
<tr>
<td>16</td>
<td>Differential cryptanalysis; a DES cracker.</td>
<td>9.10-9.11</td>
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<tr>
<td>17</td>
<td>Advanced Encryption Standard (AES) and the Rijndael algorithm.</td>
<td>9.13-9.16</td>
</tr>
<tr>
<td>18</td>
<td>Cryptanalysis of Rijndael.</td>
<td>9.17-9.18</td>
</tr>
<tr>
<td>X</td>
<td>Prime Number Factorization and the Discrete Logarithm Problem</td>
<td>x</td>
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</tbody>
</table>
| 19 | Pollard’s p-1 method; a solution of the discrete logarithm problem given | 13.3, 14.1-
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<tr>
<td>a factorization of $p-1$.</td>
<td>14.2</td>
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<tr>
<td>20</td>
<td>Pollard’s $p$ algorithm; Pollard’s $p$-algorithm for the discrete logarithm problem.</td>
<td>13.4, 14.6</td>
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<tr>
<td>x</td>
<td>Elliptic Curve Cryptography</td>
<td>x</td>
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<tr>
<td>21</td>
<td>Elliptic curves; The elliptic group over the reals.</td>
<td>15.1-15.2</td>
</tr>
<tr>
<td>22</td>
<td>Lenstra’s factorization Algorithm; the elliptic group over $\mathbb{Z}_p$.</td>
<td>15.3-15.4</td>
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<tr>
<td>23</td>
<td>Diffie-Hellman key exchange using an elliptic curve; the Menezes-Vanstone elliptic curve cryptosystem; the elliptic curve digital signature algorithm</td>
<td>15.8-15.10</td>
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<td>24</td>
<td>Network key distribution; El Gamal’s extension of the Diffie-Hellman key exchange protocol for encryption.</td>
<td>16.1-6.4</td>
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<tr>
<td>x</td>
<td>Digital Signatures &amp; Authentication</td>
<td>x</td>
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<tr>
<td>25</td>
<td>Public key cryptography and signature systems.</td>
<td>17.1-17.5</td>
</tr>
<tr>
<td>26</td>
<td>National Institute of Standards’ (NIST) digital signature algorithm; El Gamal’s signature protocol; and the Fiat-Shamir identification and signature scheme.</td>
<td>17.10-17.12</td>
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<tr>
<td>x</td>
<td>Applications</td>
<td>x</td>
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<tr>
<td>27</td>
<td>Securing ATM transactions.</td>
<td>18.3</td>
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<tr>
<td>28</td>
<td>The Secure Socket Layer (SSL).</td>
<td>18.8</td>
</tr>
<tr>
<td>29</td>
<td>Final Projects Due</td>
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</tr>
</tbody>
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Approved by for UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
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 17, 2017

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

1. a. Department(s) or program(s) proposing this course: Law and Police Science

   b. Name and contact information of proposer(s): Klaus von Lampe

      Email address: kvlampe@jjay.cuny.edu
      Phone number(s): 212-237-8249

2. a. Title of the course: International Police Cooperation

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

   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 is a course that is designed to provide students in the Criminal Justice BS, Police Studies and International Criminal Justice programs with an in-depth look into the international ramifications of police work. The course is set at the 300-level due to the integrative and intensive nature of the course content which combines themes and concepts from policing, international relations and international law. At the same time, this course can only provide a basic overview of international police cooperation and does not go as much in depth and is not as academically rigorous and demanding as a 400-level course. The level of reading material and assignment expectations are appropriate for the 300-level.

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

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.)

Cooperation across national borders has become an increasingly important component of modern police work, especially with respect to criminal investigations, drug enforcement and counter-terrorism. Yet, this international dimension of policing is not adequately addressed in current police studies courses. The proposed course fills this void by providing a comprehensive overview of the various forms and functions of international police cooperation.

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course examines the legal and institutional framework as well as the practice of collaboration among police agencies across international borders. Three main forms of police cooperation will be examined: (1) assistance and collaboration between individual countries, for example in the form of exchanging liaison officers or conducting joint investigations; (2) international institutions for facilitating communication and collaboration between police agencies, for example Interpol and Europol; and (3) international institutions fulfilling policing functions, for example the UN Police (UNPOL). Against the backdrop of problems of transnational crime, the course will address the history and current state of international policing, the legal, political and cultural obstacles to international police cooperation, best practices, and potential future developments.

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 one of the following: PSC 101 or ICJ 101

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?

   Upon completion of this course, students will be able to
   - Identify the problems that transnational crime and offender cross-border mobility create for traditional policing that is confined to one jurisdiction;
   - Critically reflect on the legal frameworks for and constraints to international police cooperation;
   - Explain the main mechanisms of international law enforcement cooperation and mutual legal assistance;
   - Describe and critique forms of international police cooperation, such as liaison officers, controlled deliveries, cross-border hot pursuit, and joint investigation teams;
   - Outline the history, structure and function of institutions of international policing, such as Interpol, Europol, and UNPOL.

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
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)

Police Studies: Part Four, Concentration C. Investigative Science
International Criminal Justice: Part Four, Specialized Areas, Category A. Global Perspectives on Crime

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

No  ____X__Yes  _____  If yes, please indicate the area:

11. How will you assess student learning?

Students will be assessed through oral (20%) and written assignments (55%), class-room participation (10%) and through quizzes on assigned readings (15%). Students will deliver one powerpoint presentation and a final paper (with an outline and literature review as separate preparatory assignments) to assess their knowledge and understanding of concepts and empirical data relating to select issues of international policing. Unannounced quizzes will assess students’ progress in completing the required reading.

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: __________________________

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

Yes______  No________

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval _____5/5/2015________________________
15. **Faculty** - Who will be assigned to teach this course? ___Maria (Maki Haberfeld), Klaus von Lampe___

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.

   This course was developed in close cooperation between the Police Studies and the International Criminal Justice majors. Prof. Mangai Natarajan, the coordinator of the ICJ major, approves adding this to the major.

18. Will any course be withdrawn, if this course is approved?
   
   ___X_No
   ____Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Dr. Ric Curtis

   Name of Chair giving approval, Proposer’s Department

   Prof. Mangai Natarajan

   Major Coordinator, BA in International Criminal Justice
PSC 3XX-01 International Police Cooperation

Time: tba
Room: tba

Professor Dr. Klaus von Lampe
T422-24 (Haaren Hall)
212-237-8249
kvlampe@jjay.cuny.edu
Office Hours: Tuesday 4-5 pm and by appointment

Course Description:

This course examines the legal and institutional framework as well as the practice of collaboration among police agencies across international borders. Three main forms of police cooperation will be examined: (1) assistance and collaboration between individual countries, for example in the form of exchanging liaison officers or conducting joint investigations; (2) international institutions for facilitating communication and collaboration between police agencies, for example Interpol and Europol; and (3) international institutions fulfilling policing functions, for example the UN Police (UNPOL). Against the backdrop of problems of transnational crime, the course will address the history and current state of international policing, the legal, political and cultural obstacles to international police cooperation, best practices, and potential future developments.

Learning Objectives:

Upon completion of this course, students will be able to
- Identify the problems that transnational crime and offender cross-border mobility create for traditional policing that is confined to one jurisdiction;
- Critically reflect on the legal frameworks for and constraints to international police cooperation;
- Explain the main mechanisms of international law enforcement cooperation and mutual legal assistance;
- Describe and critique forms of international police cooperation, such as liaison officers, controlled deliveries, cross-border hot pursuit, and joint investigation teams;
- Outline the history, structure and function of institutions of international policing, such as Interpol, Europol and UNPOL.

Prerequisites:
ENG 201; and one of the following: PSC 101 or ICJ 101
Exams and Assignments:
1. 5-7 unannounced quizzes will be given on the required readings. The quizzes will be given at the beginning of the class for which a reading is assigned. There will be no make-up quizzes in case of lateness or unexcused absence.

2. Each student has to prepare a 10-15 minute powerpoint presentation on an assigned topic. A draft of the powerpoint has to be submitted to the professor for review at least one week before the scheduled presentation.

3. Each student has to write a 2,500 to 3,000 word research paper on a topic that has to be approved by the professor. This assignment entails the completion of three tasks that will be graded separately:
   - outline
   - literature review
   - final paper

Textbooks:
No textbooks are assigned to this class (required reading material will be available from Blackboard and the John Jay Library)

Attendance:
Punctuality and regular attendance is important as good performance on the assignments will require comprehensive knowledge of the material presented in classes. Hence, any absence will be likely to affect grades. Missing more than two classes (2 absences) without proper justification will result in a reduced grade. Being late for two classes counts as one absence.

Classroom Guidelines:
1. ARRIVE ON TIME. Late arrival is disruptive to the students and the professor.
2. REMAIN IN THE CLASSROOM FOR THE ENTIRE PERIOD. Once you have entered the classroom you may only leave for an emergency or with the professor’s permission.
3. PAY ATTENTION TO THE LECTURE OR DISCUSSION GOING ON IN THE CLASSROOM. Classroom activities are centered on teaching and learning. Any activity, which does not contribute to these processes, is not allowed.
4. FOOD MAY NOT BE BROUGHT INTO OR CONSUMED IN THE CLASSROOM.
5. NO CELL PHONES, NO SMARTPHONES, NO TABLETS UNLESS WHEN APPROVED BY THE PROFESSOR.

Violating any of the above listed rules may result in a reduced grade.

Grading:
Final grades will be determined, using student’s performance on the following:
The best four out of 5-7 unannounced quizzes on the required readings: 15%
Individual powerpoint presentation: 20%
Outline of final paper: 5%
Literature review: 10%
Research Paper (Final Paper): 40%
Classroom participation: 10%

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
Grade points:  
93.0-100.0 = A  
90.0-92.9 = A-  
87.1-89.9 = B+  
83.0-87.0 = B  
80.0-82.9 = B-  
77.1-79.9 = C+  
73.0-77.0 = C  
70.0-72.9 = C-  
67.1-69.9 = D+  
63.0-67.0 = D  
60.0-62.9 = D-  
below 60.0 = F

The grades are officially defined as:

A    Excellent  
B    Good  
C    Satisfactory  
D    Passing  
F    Failure

The CUNY 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.

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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)

The written assignments in this course are subject to examination by plagiarism detection software (Turnitin.com and/or Blackboard-SafeAssign).

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

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Course Schedule

Part I - Foundations

Week 1: Introduction
Recommended reading:

Week 2: Transnational crime
Required reading:

Recommended reading:

Week 3: History of International Police Cooperation
Required reading:

Recommended reading

Week 4: International Law Enforcement Cooperation and Mutual Legal Assistance
Required reading:
Recommended reading:


**Part II - The Institutional Framework of International Police Cooperation**

**Week 5: Interpol**

Required reading:


Recommended reading:


☞ outline for final paper due

**Week 6: Liaison officers**

Required reading:


Recommended reading:


**Week 7: Europol**

Required reading:


Recommended literature:

Week 8: Frameworks for the exchange of information

Required reading:

Recommended reading:

Week 9: Cross-border police cooperation - The case of the US and Mexico

Required reading:

Recommended reading:

Week 10: Cross-border police cooperation - The case of the European Union

Required reading:

Recommended reading:

Part III - International Police Cooperation in Practice

Week 11: International investigations (overview)
Required reading:

Recommended reading:

* literature review due

**Week 12: Undercover operations abroad and controlled deliveries**

Required reading:

**Week 13: The European Joint Investigation Teams (JITs)**

Required reading:

Recommended reading:

**Part IV - International Police Forces**

**Week 14: Policing in post-conflict operations**

Required reading:

Recommended reading:

**Week 15: Wrap-Up**

* Final paper due

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form). For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.

Date Submitted: October 27th, 2017

1. Name of Department or Program: Sciences

2. Contact information of proposer(s):
   
   Name(s): Daniel A. Martens Yaverbaum  
   Email(s): dyaverbaum@jjay.cuny.edu  
   Phone number(s): 212-237-8980

3. Current number, title, and abbreviated title of course: PHY101 College Physics I

4. Current course description:
   
   Topics include kinematics, vectors, forces, Newton’s law of motion, weight, gravitational field, free fall, non-uniformly accelerated motion, momentum and impulse, kinetic and potential energy, heat and thermodynamics, illumination and photometry, reflection of light, refraction.
   
   a. Number of credits: 4 credits
   b. Number of class hours: 3 hours Lecture and 3 hours lab (6 hs)
   c. Current prerequisites: “Sequential Mathematics Level III or Trigonometry”

5. Describe the nature of the revision:

   The Department of Sciences would like to update the language of the course prerequisites for Physics 101 so that the math prerequisite makes clear and direct reference to courses found in the current Undergraduate Bulletin.

   Proposal: Substitute “Math 105: College Algebra or Math 141: Pre-Calculus” for “Sequential... or Trigonometry”.

Approved by UCASC, Dec 15, 2017, to College Council, Feb 13, 2018
6. Rationale for the proposed change(s):

Students who are interested in this course will get the proper information before registering this course rather than vague, unenforceable information.

7. Text of proposed revisions (use NA, not applicable, where appropriate):

Course title: No Change

Course description: No Change

Course hours or credits: No change

Course prerequisites: MAT 105 or MAT 141 (or higher)

8. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?

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

   This course is already a STEM variant for the RC: Life and Physical Sciences

9. Does this change affect any other departments?

   __X__ No  _____ Yes (if so what consultation has taken place)?

   While students in the Fire Science major take this course, this change in prerequisites will not have an effect on them. They are required to complete MAT 105 or higher as their Required Core: Math and Quantitative Reasoning course for general education.

10. Date of Department or Program Curriculum Committee approval: November 13, 2017

11. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:

   Dr. Shu-Yuan Cheng
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<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
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<td>Monday, August 20, 2018</td>
<td>Wednesday, December 13, 2018</td>
<td>Tuesday, January 13, 2019</td>
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<td>Monday, September 17, 2018</td>
<td>Thursday, September 27, 2018</td>
<td>Tuesday, February 19, 2019</td>
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<tr>
<td>Wednesday, October 17, 2018</td>
<td>Monday, October 29, 2018</td>
<td>Thursday, February 28, 2019</td>
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<td>Wednesday, November 14, 2018</td>
<td>Tuesday, November 27, 2018</td>
<td>Tuesday, March 12, 2019</td>
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<tr>
<td>Friday, January 18, 2019</td>
<td>Wednesday, January 30, 2019</td>
<td>Friday, March 15, 2019</td>
</tr>
<tr>
<td>Wednesday, April 9, 2019</td>
<td>Monday, April 15, 2019</td>
<td>Monday, April 29, 2019</td>
</tr>
<tr>
<td>Monday, April 15, 2019</td>
<td>Monday, April 29, 2019</td>
<td>Monday, May 13, 2019</td>
</tr>
</tbody>
</table>

**Additional meetings if needed**

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, November 27, 2018</td>
<td>Wednesday, December 12, 2018</td>
<td>Thursday, December 13, 2018</td>
</tr>
<tr>
<td>Monday, April 15, 2019</td>
<td>Tuesday, May 14, 2019</td>
<td>Wednesday, May 15, 2019</td>
</tr>
</tbody>
</table>

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee of the College Council meets in Room 610 Haaren Hall. The College Council meetings take place in Room 9.64NB.