COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
THURSDAY, FEBRUARY 6, 2020
I. Adoption of the Agenda

II. Approval of the Minutes of the December 9, 2019 College Council (attachment A), Pg. 3

III. Approval of Members of the College Council Committees (attachment B), Pg. 6

College Council

– Cassandra De Ketelaere replaced Karim Adnane as a senior class student representative.

Undergraduate Curriculum and Academic Standards Committee

– Bhawna Kapoor resigned as a student representative.

Committee on Student Interests

– Tayvhon Pierce was elected as a student representative.

Committee on Graduate Studies

– Timothy Botros replaced Walter Velas as a student representative.

Committee on Student Evaluation of the Faculty

– Melkisedec Francois was elected as a student representative.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C11) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

C1. Proposal to Revise the College Option of the Gen Ed Program, Pg. 23
C2. Proposal to Revise the BS in Economics, Pg. 32
C3. Proposal to Revise the BS in Applied Mathematics, Pg. 36
C4. Proposal to Revise the Minor in Community Justice, Pg. 41
C5. Proposal for a New Minor in Social Entrepreneurship & Innovation, Pg. 45

New Courses
C6. SEI 1XX Social Entrepreneurship: Past, Present & Future (CO: Learning from Past), **Pg. 56**
C7. MAT 2XX Elements of Mathematical Proof, **Pg. 74**

**Course Revisions**

C8. MAT 204 Discrete Structures, **Pg. 82**
C9. MAT 302 Probability & Mathematical Statistics II, **Pg. 84**

**Academic Standards**

C10. Revision of Policy on Grade Appeals, **Pg. 86**
C11. New Policy for Freshman Forgiveness, **Pg. 88**

V. Notification of name change from the Prisoner Reentry Institute to the Institute for Justice and Opportunity (attachment D), **Pg. 91**

VI. New Business

VII. Administrative Announcements – President Karol Mason

VIII. Announcements from the Student Council – President Musarrat Lamia

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

X. Announcements from the HEO Council – President Brian Cortijo
I. Adoption of the Agenda

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

II. Approval of the Minutes of the November 11, 2019 College Council

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B9) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

B1. Proposal to Revise the BA in Political Science

A motion was made to adopt the program revision marked “B1. Proposal to Revise the BA in Political Science.” The motion was seconded and approved unanimously.

B2. Proposal to Revise the BA in Law and Society
A motion was made to adopt the program revision marked “B2. Proposal to Revise the BA in Law and Society.” The motion was seconded and approved unanimously.

B3. Proposal for a New Minor in Emergency Management

A motion was made to adopt the proposal marked “B3. Proposal for a New Minor in Emergency Management.” The motion was seconded and approved unanimously.

New Courses

B4. AFR 2XX (202) Hip Hop Justice (Flex Core: Creative Expression)

A motion was made to adopt the new course marked “B4. AFR 2XX (202) Hip Hop Justice (Flex Core: Creative Expression).” The motion was seconded and approved unanimously.

B5. SCI 100 Case Studies in the Sciences: First Year Seminar (College Option: Justice Core I)

A motion was made to adopt the new course marked “B5. SCI 100 Case Studies in the Sciences: First Year Seminar (College Option: Justice Core I).” The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked B6 – B9 as a slate. The motion was seconded and approved unanimously.

B6. ACC 307 Forensic Accounting I
B7. ACC 309 Forensic Accounting II
B8. MAT 341 Advanced Calculus
B9. MAT 410 Abstract Algebra

A motion was made to adopt the course revisions marked B6 – B9. The motion was seconded and approved unanimously.

IV. Changes to the College Council Charter (second readings) (attachment C)

A motion was made to adopt the proposal “Changes to the College Council Charter” with the resolution that the changes take effect August 1, 2020. The motion was seconded and approved.

In Favor: 46  
Opposed: 0  
Abstention: 1

V. Changes to the College Council Bylaws (second readings) (attachment D)

A motion was made to adopt the proposal “Changes to the College Council Bylaws.” The motion was seconded and approved unanimously.

VI. Approval of Members of the College Council Committees (attachment E)
A motion was made to approve the membership with the following changes:

**College Council**
- Euxhenia Hodo was elected as a graduate student representative.

**Committee on Student Interests**
- Gina George replaced Rafia Hossian as a student representative.

**Committee on Student Evaluation of the Faculty**
- Melkisedec Francois was elected as a student representative.

**Committee on Honors, Prizes and Awards**
- Rafia Hossian resigned as a student representative.

The motion was seconded and approved unanimously.

**VII. Determination of Need for the Wednesday, December 11, 2019 College Council Meeting**

A motion was made to cancel the December 11, 2019 additional meeting. The motion was seconded and approved.

In Favor: 46  
Opposed: 0  
Abstention: 1

**VIII. Determination of Need for the Tuesday, December 10, 2019 Executive Committee of the College Council Meeting**

A motion was made to cancel the December 10, 2019 additional meeting. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:35 p.m.
College Council Membership

&

College Council Committees

2019-2020
Table of Contents

College Council Membership .......................................................................................... 8
College Council Interim Executive Committee ............................................................. 10
Executive Committee of the College Council ............................................................... 11
Undergraduate Curriculum and Academic Standards Committee ........................... 11
Committee on Student Interests .................................................................................. 12
Faculty-Student Disciplinary Committee ................................................................. 13
Committee on Faculty Personnel ............................................................................... 14
Budget and Planning Committee ................................................................................ 15
  Financial Planning Subcommittee ........................................................................... 17
  Strategic Planning Subcommittee .............................................................................. 17
Committee on Graduate Studies ................................................................................. 18
Committee on Student Evaluation of the Faculty ....................................................... 19
Provost Advisory Council ......................................................................................... 19
Council of Undergraduate Program Coordinators ..................................................... 20
Committee on Honors, Prizes and Awards ................................................................. 21
College-Wide Grade Appeals Committee ................................................................... 21
College-Wide Assessment Committee ....................................................................... 22
Committee on Faculty Elections ............................................................................... 22
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. Provost and Vice President for Academic Affairs Yi Li
3. Vice President for Finance and Administration Steven Titan
4. Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
5. Interim Dean of Graduate Studies Avram Bornstein
6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
7. Associate Provost and Dean of Research Anthony Carpi
8. Interim Associate Provost for Institutional Effectiveness Allison Pease

Faculty
   a. Full-time faculty elected from each academic department:

   9. Africana Studies Teresa Booker
      10. Anthropology Marta Laura Suska
         Fall: Roberto Visani
      11. Art and Music
         Spring: Cyriaco Lopes
         Elton Beckett
      12. Communication and Theater Arts Mickey Melendez
         Violet Yu
      13. Counseling and Human Services Michelle Holder
      14. Criminal Justice P.J. Gibson
      15. Economics Edward Paulino
      16. English Amy Green
      17. History John Gutierrez
      18. Interdisciplinary Studies Department Fall: Yue Ma
         Spring: Gloria Browne-Marshall
         Marta Bladek
         Sven Dietrich
      19. Latin American and Latinx Studies Silvia Dapia
         John Pittman
      20. Law, Police Science, and Criminal Justice Administration George Andreopoulos
         Rebecca Weiss
         Peter Mameli
      21. Library
         Hung-Lung Wei
      22. Mathematics & Computer Science Guoqi Zhang
         Erica King-Toler
      23. Modern Languages and Literatures Fall: Gail Garfield
         Silvia Dapia
         Lila Kazemian
      24. Philosophy
      25. Political Science
      26. Psychology
      27. Public Management
      29. Sciences
      30. SEEK
      31. Sociology
b. At-Large Adjunct representative of the Faculty Senate:
   32. Public Management
      c. Faculty allotted according to any method duly adopted by the
         Faculty Senate:
   33. Economics
   34. English
   35. History
   36. History
   37. Law, Police Science, and Criminal Justice Administration
   38. Law, Police Science, and Criminal Justice Administration
   39. Psychology
   40. Public Management
   41. Public Management
   42. Sciences
   43. Sciences
   44. Sciences
   45. Sciences
   46. Security, Fire and Emergency Management
   47. SEEK
   48. VACANT
   49. VACANT
   50. VACANT

   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:

   | 1. Robert Garot | 2. Glenn Corbet |
   | 3. VACANT       | 4. VACANT       |
   | 5. VACANT       | 6. VACANT       |
   | 7. VACANT       | 8. VACANT       |

   Higher Education Officers elected by the Higher Education Officers Council:
   51. Brian Cortijo (ex officio)
   52. Rulisa Galloway-Perry
   53. Terencia Martin
   54. Michael Scaduto
   55. Janet Winter

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

   Jarrett Foster

Students
President of the Student Council
56. Musarrat Lamia

Vice President of the Student Council
57. Fidel Osorio

Treasurer of the Student Council
58. Adam Fane

Secretary of the Student Council
59. Anthony Leonardo

Elected At-Large Representative
60. VACANT

Elected graduate student representative
61. Euxhenia Hodo

Elected graduate student representative
62. VACANT

Elected senior class representative
63. Cassandra De Ketelaere

Elected senior class representative
64. Daiquan Llewellyn

Elected junior class representative
65. Sari Mendoza

Elected junior class representative
66. Lucas Carvalho

Elected sophomore class representative
67. Jasmine Chevez

Elected sophomore class representative
68. Aaliyah Francis

Freshman representative designated according to a method duly adopted by the Student Council.
69. Kimberly Paredes

- 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. Saaif Alam | 2. Sudhendra Budidi |

**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
- Provost and Vice President for Academic Affairs Yi Li
- Vice President for Finance and Administration Steven Titan
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council Jarrett Foster
- President of the Student Council Musarrat Lamia
- Vice-President of the Student Council Fidel Osorio

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
- Provost and Vice President for Academic Affairs Yi Li
- Vice President for Finance and Administration Steven Titan
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren (Ned) Benton
  2. Karen Kaplowitz
  3. Francis Sheehan
  4. Schevaletta (Chevy) Alford
  5. Sven Dietrich
  6. Joel Freiser
  7. Andrea Balis
- Two (2) higher education officers
  1. Brian Cortijo
  2. Janet Winter
- Three (3) students
  1. Musarrat Lamia
  2. Fidel Osorio
  3. VACANT

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
• Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
• Assistant Dean of Undergraduate Studies Katherine Killoran
• Registrar Daniel Matos

• 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 Kimberley McKinson
  3. Art and Music Erin Thompson
  4. Communication & Theater Arts Lorraine Moller
  5. Counseling and Human Services Nancy Velasquez-Torres
  6. Criminal Justice Valerie West
  7. Economics Sara Bernardo
  8. English Karen Kaplowitz
  9. History Andrea Balis
  10. Interdisciplinary Studies Program (ISP) Nina Rose Fischer
       Fall: Maria Lecuna
       Spring: Maria Julia Rossi
  11. Library Maria Kiriakova
  12. Latin American & Latinx Studies Suzanne Oboler
  13. Law, Police Science & CJA Beverly Frazier
  14. Mathematics & Computer Science Michael Puls
       Fall: Angelique Corthals
       Spring: Maria Julia Rossi
  15. Modern languages & Literature
  16. Philosophy Sergio Gallegos
  17. Political Science Ke Li
  18. Psychology Michael Leippe
  19. Public Management Judy-Lynne Peters
  20. Sciences AngelIQUE Corthals
       Fall: Susan Pickman
       Spring: Lucia Velotti
       Fall: Jayne Mooney
       Spring: Henry Pontell

• Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
  1. Katelynn Seodarsan
  2. Sudhendra Budidi
  3. VACANT

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

- Assistant Vice President and Dean of Students (Chairperson)  
  Michael Sachs
- Director of Athletics  
  Carol Kashow
- Senior Director for Student Affairs  
  Danielle Officer
- Two (2) members of the faculty
  1. Ellen Belcher
  2. Nicole Elias
- Six (6) students
  1. Ariana Kazansky
  2. Amber Rivero
  3. Andrew Berezhansky
  4. Gina George
  5. Tayvhon Pierce
  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. Heath Grant
  2. Liliana Soto-Fernandez
  3. Jamie Longazel
- Two (2) full-time members of the faculty, as defined in 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. John Gutierrez
  2. Robert McCrie
  3. Jose Olivo
  4. Margaret Escher
  5. Martin Wallenstein
  6. Peggilee Wupperman
- 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. Gavin Dass
2. DeCarlos (Carlos) Hines
3. Musarrat Lamia
4. Melkisedec Francois
5. Hadja Bah
6. Katelynn Seodarsan

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) \(\text{Karol Mason}\)
- Provost and Vice President for Academic Affairs \(\text{Yi Li}\)
- Interim Dean of Graduate Studies \(\text{Avram Bornstein}\)
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies \(\text{Dara Byrne}\)
- Associate Provost and Dean of Research \(\text{Anthony Carpi}\)
- Chairperson of each academic department
  1. Africana Studies \(\text{Jessica Gordon-Nembhard}\)
  2. Anthropology \(\text{Alisse Waterston}\)
  3. Art and Music \(\text{Benjamin Bieman}\)
  4. Communication and Theater Arts \(\text{Seth Baumrin}\)
  5. Counseling and Human Services \(\text{Katherine Stavrianopoulos}\)
  6. Criminal Justice \(\text{Brian Lawton}\)
  7. Economics \(\text{Jay Hamilton}\)
  8. English \(\text{Jay Gates}\)
• 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. Mangai Natarajan, Professor, Criminal Justice
  2. Elise Champeil, Professor, Sciences
  3. Michael Pfeifer, Professor, History

• 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. Warren (Ned) Benton, Professor, Public Management
  2. Brian Arbour, Associate Professor, Political Science
  3. Aftab Ahmad, 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. VACANT
  2. VACANT

**Budget and Planning Committee**

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his
designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President for Finance and Administration Steven Titan
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Interim Associate Provost for Institutional Effectiveness Allison Pease
- Executive Director for Human Resources Ella Kiselyuk
- 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 Finance Mark Flower
- Vice President for Institutional Advancement Robin Merle
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Co-Chair of the Faculty Senate Fiscal Affairs Committee David Shapiro
- Chairperson of each academic department Erica King-Toler

1. Africana Studies Jessica Gordon-Nembhard
2. Anthropology Alisse Waterston
3. Art and Music Benjamin Bierman
4. Communication and Theater Arts Seth Baumrin
5. Counseling and Human Services Katherine Stavrianopoulos
6. Criminal Justice Brian Lawton
7. Economics Jay Hamilton
8. English Jay Gates
9. History David Munns
10. Interdisciplinary Studies Department Katie Gentile
11. Latin American and Latinx Studies Jose L. Morin
12. Law, Police Science, and Criminal Justice Administration Peter Moskos
13. Library Larry Sullivan
14. Mathematics and Computer Science Douglas Salane
15. Modern Languages and Literatures Bettina Carbonell
16. Philosophy Jonathan Jacobs
17. Political Science Andrew Sidman
18. Psychology Angela Crossman
19. Public Management Warren Eller
20. Sciences Shu Yuan Cheng
22. SEEK Monika Son
23. Sociology Robert Garot

- President of the Higher Education Officers Council Brian Cortijo
- Two (2) higher education officer representatives
  1. Jarrett Foster
2. Michael Scaduto
- President of the Student Council or designee
- Treasurer of the Student Council or designee
- One (1) additional student representative
- 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

Financial Planning Subcommittee

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

- Vice President of Finance and Administration (Chairperson) Steven Titan
- Provost and Vice President for Academic Affairs Yi Li
- President of the Faculty Senate Warren (Ned) Benton
- Co-Chair of the Faculty Senate Fiscal Affairs Committee Karen Kaplowitz
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Erica King-Toler
- Chair of the Council of Chairs Angela Crossman
- Vice Chair of the Council of Chairs Jay Gates
- One (1) representative chosen by the Council of Chairs Jessica Gordon-Nembhard
- Chair of the Higher Education Officers Council Brian Cortijo
- One (1) student representative Adam Fane

The Assistant Vice President for Finance Mark Flower and the Provost’s Assistant Dean for Academic Operations and Financial Affairs, Kinya Chandler shall staff the subcommittee.

Strategic Planning 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:

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Interim Associate Provost for Institutional Effectiveness Allison Pease
- Vice President of Finance and Administration Steven Titan
- President of the Faculty Senate Warren (Ned) Benton
- Two (2) representatives chosen by the Faculty Senate
  1. Karen Kaplowitz
  2. Erica King-Toler
- Chair of the Council of Chairs Angela Crossman
• Two (2) representatives chosen by the Council of Chairs
  1. Warren Eller
  2. Jay Gates
• President of the Higher Education Officers Council       Brian Cortijo
• One (1) student representative
  1. Musarrat Lamia

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcomes Assessment, Dyanna Pooley 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 and Student Affairs
  Ellen Hartigan
• 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
     Ian Seda
  4. Emergency Management MS
     Charles Jennings
  5. Forensic Mental Health Counseling
     James Wulach
  6. Forensic Psychology
     Diana Falkenbach
  7. Forensic Psychology BA/MA Program
     Charles Stone
  8. Forensic Science
     Mechthild Prinz
  9. Human Rights
     Charlotte Walker-Said
  10. International Crime and Justice
      Gohar Petrossian
  11. Protection Management
      Robert McCrie
  12. MPA: Public Policy and Administration
      Yi Lu
  13. MPA: Inspection and Oversight
      Dan Feldman
  14. Security Management MS program
      Charles Nemeth
• Two (2) graduate students
  1. Timothy Botros
  2. Megan Korovich
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. Brett Stoudt
  3. Daniel Yaverbaum
  4. VACANT
- Two (2) students
  1. Walter Velas
  2. Melkisedec Francois

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

Provost Advisory Council

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

- Provost and Vice President for Academic Affairs (Chairperson)  Yi Li
  Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost  Kinya Chandler
- President of the Faculty Senate  Warren (Ned) Benton
- Vice President of the Faculty Senate  Karen Kaplowitz
- Chairperson of each academic department
  1. Africana Studies  Jessica Gordon-Nembhard
  2. Anthropology  Alisse Waterston
  3. Art and Music  Benjamin Bierman
  4. Communication and Theater Arts  Seth Baumrin
  5. Counseling and Human Services  Katherine Stavrianopoulos
  6. Criminal Justice  Brian Lawton
  7. Economics  Jay Hamilton
  8. English  Jay Gates
  9. History  David Munns
  10. Interdisciplinary Studies Department  Katie Gentile
  11. Latin American and Latinx Studies  Jose L. Morin
  12. Law, Police Science, and Criminal Justice Administration  Peter Moskos
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
  2. Applied Mathematics: Data Science & Cryptography
  3. Cell & Molecular Biology
  4. Computer Science and Information Security
  5. Criminal Justice (B.A.)
  6. Criminal Justice (B.S.)
  7. Criminal Justice Management
  8. Criminology (B.A.)
  9. Culture and Deviance Studies
  10. Economics
  11. English
  12. Emergency Services Administration
  13. Fire Science
  14. Forensic Psychology (B.A.)
  15. Forensic Science (B.S.)
  16. Fraud Examination and Financial Forensics
  17. Gender Studies
  18. Global History (B.A.)
  19. Humanities and Justice
  20. Human Services and Community Justice
  21. International Criminal Justice
  22. Latin American and Latinx Studies
  23. Law and Society
  24. Legal Studies
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:

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson)  Ellen Hartigan
- Assistant Vice President and Dean of Students  Michael Sachs
- Senior Director for Student Affairs  Danielle Officer
- Three (3) full-time members of the faculty
  1. Madura Bandyopadhyay
  2. Kevin Wolff
  3. VACANT
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
  1. Rafia Hossain
  2. Rachel Goryachkovsky
  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. Melinda Powers
3. Brian Montes
4. Teresa Booker
5. P.J. Gibson
**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.

- Director of Assessment (ex officio)  
  Dyanna Pooley
- Interim Associate Provost for Institutional Effectiveness (ex officio)  
  Allison Pease
- Seven (7) Full-time Faculty Members
  1. Mechthild Prinz
  2. David Shapiro
  3. Peter Mameli
  4. Stephen Russell
  5. Sandra Swenson
  6. Kim Liao
  7. Karen Okamoto
- Three (3) Higher Education Officers
  1. Demy Spadideas
  2. Gulen Zubizarreta
  3. Elena Beharry

**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. Ekaterina Korobkova
3. Matłuba Khodjaeva
4. Hyunhee Park
5. Maureen Richards
PROPOSAL

TO: UCASC

FROM: Wynne Ferdinand, Director of General Education and Educational Partnerships and the Courses/Gen Ed Subcommittee

RE: Revision to College Option: Justice and the Individual Category to include 200 level transfer seminar option

DATE: 12/8/19

Effective date: Fall 2021

Proposal

This is a proposal to revise the College Option general education requirements to include a 200 level Justice and the Individual course for transfer students entering at sophomore standing (30-59 transfer credits) and without an associate degree.

Creating a Justice and the Individual General Education requirement at the 200 level will increase sophomore transfer success by developing students’ inquiry skills in preparation for major coursework, supporting effective transitions to John Jay and introducing the college’s justice mission. Without this course, sophomore transfers will complete fewer college option courses than native John Jay students, thus missing the opportunity to develop a strong academic foundation required for success in their majors.

See Appendix A for the proposed amendment to the General Education Requirements. This revision will require sophomore transfer students to complete nine college option credits, including the 200 level transfer seminar, a 300 level justice core course, and either a learning from the past or communications course. General learning outcomes for the course will focus on development of students’ inquiry and collaboration skills and development of the habits of mind and community awareness required to manage academic responsibilities and persist to graduation. See Appendix C for proposed outcomes.

Context and Rationale

Sophomore transfer students are a vulnerable population not served by the college’s existing programming. Last year, about 30% of transfer students who were dismissed had enrolled at sophomore standing in the prior three semesters. The addition of the 200 level Justice and the Individual course will increase sophomore student success, and reduce the dismissal rate, using similar, proven strategies as those currently applied in first year and 300 level transfer seminars.

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
Assessment data shows that participation in first year and transfer seminars increases persistence and success. Further, since seminar students receive targeted communication and outreach, barriers to continued enrollment, like bursar holds, are reduced. (See table 4, appendix B, for comparison of bursar holds for transfer students). Justice 100 level course offerings now serve nearly 100% of students entering John Jay as first year students. This effort by departments has led to increases in first year student success and retention over the past five years. Likewise, transfer students who enroll in a 300 level justice core transfer seminar persist and graduate at higher rates than their peers. (See tables 2 and 3, appendix B for recent first year and transfer student retention data).

Each semester, 1500-1800 students matriculate as transfers at the college, and 25% or more of these students enter at sophomore standing. A 200 level transfer seminar will serve 200-400 sophomore transfers each semester and increase the number of college option courses they complete. Since majority of sophomore transfer students have completed prior coursework to satisfy the Learning from the Past or the Communications areas, they may only complete three credits in the College Option in the current model.

Therefore, a new College Option 200 level Justice Core requirement is an opportunity to engage more sophomore transfers in coursework that introduces the college’s justice mission, scaffolds skills development, and introduces resources and strategies for academic and professional success.

Table 1 in Appendix B demonstrates that the addition of the 200 level offering will minimally impact course offerings in the Learning from Past and Communications areas, since ~75% of sophomore transfer students bring in a course satisfying one of those areas. Departments offering courses in those areas can also create 200-level justice core courses, and use them as recruitment vehicles for their degree programs.

This change also allows the college to return to the model for general education that John Jay faculty proposed prior to CUNY’s initiative, which included scaffolded courses within the Justice Core area to intentionally build skills across the 100-200-300-level courses.

Note: Revision of the College Option Justice Core general education requirements is within the purview of the college. Each senior college has wide latitude in the categories and courses it chooses to include in its College Option, provided the requirements are within the number of credits allowed by CUNY.
Appendix A

Proposed Changes (Highlighted in Yellow)

College Option Requirements for Transfer Students from Associate Degree Programs

<table>
<thead>
<tr>
<th>with 30 credits or fewer earned</th>
<th>12 credits</th>
<th>3 credits from each College Option category</th>
</tr>
</thead>
</table>
| With greater than 30 and less than 60 credits earned | 9 credits | **3 credits (1 course) Justice Core I: 200 Level Transfer Seminar**  
3 credits (1 course) from Justice Core II: The Struggle for Justice & Equality in the U.S. OR Justice in Global Perspectives (30-level)  
3 credits (1 course) from Learning from the Past  
**OR**  
3 credits (1 course) from Communications |
| With 60+ credits earned; no AA, AS or AAS. | 9 credits | 3 credits (1 course) from Justice Core II: Struggles for Justice & Equality in the U.S. OR Justice in Global Perspectives (300-level)  
3 credits (1 course) from Learning from the Past  
3 credits (1 course) from Communications |
| with AA, AS, or AAS earned  
Associate of Arts (AA), Associate of Science (AS), or Associate of Applied Science (AAS) from any regionally accredited institution of higher education | 6 credits | 3 credits (1 course) from Justice Core II: Struggles for Justice & Equality in the U.S. OR Justice in Global Perspectives (300-level)  
3 credits (1 course) from Learning from the Past OR Communication |
## Current 2019-20 Bulletin Text

**College Option Requirements for Transfer Students from Associate Degree Programs**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>with 30 credits or fewer earned</strong></td>
<td>12</td>
<td>3 credits from each College Option category</td>
</tr>
<tr>
<td><strong>with more than 30 credits earned</strong></td>
<td>9</td>
<td>3 credits (1 course) from Justice Core II: The Struggle for Justice &amp; Equality in the U.S. OR Justice in Global Perspectives (300-level)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 credits (1 course) from Learning from the Past</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 credits (1 course) from Communications</td>
</tr>
<tr>
<td><strong>with AA, AS, or AAS earned</strong></td>
<td>6</td>
<td>3 credits (1 course) from Justice Core II: Struggles for Justice &amp; Equality in the U.S. OR Justice in Global Perspectives (300-level)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 credits (1 course) from Learning from the Past OR Communication</td>
</tr>
</tbody>
</table>

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
Appendix B

Table 1. The majority of sophomore transfer students have completed prior coursework to satisfy the Learning from the Past or the Communications Justice Core General Education requirements.

<table>
<thead>
<tr>
<th>Sophomore Transfers: Justice Core General Education Requirements</th>
<th>Communications and Learning from the Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018 Sophomore Transfers Enrolled</td>
<td>Earned transfer credit for both college option requirements</td>
</tr>
<tr>
<td>Communications Transfer Credit</td>
<td>Learning from the Past Transfer Credit</td>
</tr>
<tr>
<td>Fall 2018 First Year Students Enrolled</td>
<td></td>
</tr>
<tr>
<td>445</td>
<td>290</td>
</tr>
<tr>
<td>69</td>
<td></td>
</tr>
<tr>
<td>65%</td>
<td>16%</td>
</tr>
<tr>
<td>&lt;1%</td>
<td></td>
</tr>
</tbody>
</table>

Note: CUNY data systems and data entry practices require manual review of course records in some cases, so the actual number of students earning credits in each area is likely higher; the numbers reported here were verified by records in CUNY First and Degreeworks.

Table 2. After efforts from the departments to accommodate more students in first year seminar 100 level Justice Core courses, nearly 100% of First Year Students enroll in a first year seminar. Outcomes for students who participate in a first year seminar far outpace those of students who do not enroll in the course.

<table>
<thead>
<tr>
<th>FY Student Credit Accumulation and GPA Fall 18-- SP 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018 First Year Students</td>
</tr>
<tr>
<td>All Students</td>
</tr>
<tr>
<td>Enrolled in Justice Core 100 First Year Seminar</td>
</tr>
<tr>
<td>Did Not Enroll in Justice Core 100 First Year Seminar</td>
</tr>
</tbody>
</table>
## Table 3.

<table>
<thead>
<tr>
<th>First semester</th>
<th># of Students</th>
<th>Retention One Year</th>
<th>Retention Two Year</th>
<th>Graduation Two Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY Justice Academy</td>
<td>1967</td>
<td>76%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>820</td>
<td>79%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>268</td>
<td>82%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Entered Junior Standing or Higher</td>
<td>552</td>
<td>77%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>663</td>
<td>75%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>76</td>
<td>88%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Entered Sophomore Standing</td>
<td>587</td>
<td>73%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Entered Freshman Standing</td>
<td>356</td>
<td>73%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Spring 2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY Justice Academy</td>
<td>1162</td>
<td>73%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>432</td>
<td>76%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>250</td>
<td>85%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Entered Junior Standing or Higher</td>
<td>202</td>
<td>65%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>383</td>
<td>69%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>65</td>
<td>75%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Entered Sophomore Standing</td>
<td>318</td>
<td>68%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Entered Freshman Standing</td>
<td>241</td>
<td>76%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Fall 2017</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY Justice Academy</td>
<td>1880</td>
<td>76%</td>
<td>35%</td>
<td>-</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>761</td>
<td>79%</td>
<td>29%</td>
<td>42%</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>280</td>
<td>91%</td>
<td>26%</td>
<td>58%</td>
</tr>
<tr>
<td>Entered Junior Standing or Higher</td>
<td>481</td>
<td>72%</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>630</td>
<td>72%</td>
<td>29%</td>
<td>41%</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>62</td>
<td>87%</td>
<td>34%</td>
<td>44%</td>
</tr>
<tr>
<td>Entered Sophomore Standing</td>
<td>568</td>
<td>71%</td>
<td>28%</td>
<td>41%</td>
</tr>
<tr>
<td>Entered Freshman Standing</td>
<td>359</td>
<td>77%</td>
<td>48%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>130</td>
<td>69%</td>
<td>57%</td>
<td>-</td>
</tr>
</tbody>
</table>

**Source:** Calculated by SASP staff using entering first-semester transfer student data.
Table 4

<table>
<thead>
<tr>
<th>First semester</th>
<th># of Students</th>
<th>Bursar Hold</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY Justice Academy</td>
<td>820</td>
<td>39%</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>268</td>
<td>34%</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>552</td>
<td>42%</td>
</tr>
<tr>
<td>Entered Junior Standing or Higher</td>
<td>663</td>
<td>37%</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>76</td>
<td>34%</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>587</td>
<td>37%</td>
</tr>
<tr>
<td>Entered Sophomore Standing</td>
<td>356</td>
<td>37%</td>
</tr>
<tr>
<td>Entered Freshman Standing</td>
<td>128</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Spring 2018</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY Justice Academy</td>
<td>452</td>
<td>46%</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>250</td>
<td>39%</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>202</td>
<td>54%</td>
</tr>
<tr>
<td>Entered Junior Standing or Higher</td>
<td>383</td>
<td>46%</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>65</td>
<td>43%</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>318</td>
<td>46%</td>
</tr>
<tr>
<td>Entered Sophomore Standing</td>
<td>241</td>
<td>45%</td>
</tr>
<tr>
<td>Entered Freshman Standing</td>
<td>86</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Fall 2017</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUNY Justice Academy</td>
<td>761</td>
<td>34%</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>280</td>
<td>24%</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>481</td>
<td>35%</td>
</tr>
<tr>
<td>Entered Junior Standing or Higher</td>
<td>690</td>
<td>29%</td>
</tr>
<tr>
<td>Transfer Seminar</td>
<td>62</td>
<td>24%</td>
</tr>
<tr>
<td>No Transfer Seminar</td>
<td>568</td>
<td>30%</td>
</tr>
<tr>
<td>Entered Sophomore Standing</td>
<td>359</td>
<td>31%</td>
</tr>
<tr>
<td>Entered Freshman Standing</td>
<td>130</td>
<td>35%</td>
</tr>
</tbody>
</table>

*Source: Calculated by SASP staff using entering first-semester transfer student data.*
Appendix C

Proposed 200 Level Transfer Seminar Outcomes for Individual & Society

1. Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.
   - Demonstrate understanding of the significance of issues of justice to oneself, through the lens of a specific discipline
   - Develop questions to explore issues of justice relevant to course content/subject matter
   - Gather, evaluate and synthesize source materials pertinent to an issue of justice using methodology appropriate to course subject matter/discipline.
   - Analyze issues of justice using methodology specific to course subject matter/discipline.

2. Habits of Mind: Understand one’s own role in the creation of knowledge as it relates to academic and professional goals.
   - Plan for and reflect upon course participation, collaboration with peers and completion of assignments
   - Identify strengths, interests, and areas for ongoing academic development and exploration as related to course content and assignments
   - Identify transferable skills and content knowledge for application in subsequent coursework, major, or in a profession

3. Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.
   - Test and refine ideas and strategies using constructive feedback from peers
   - Advocate for a point of view or decision using evidence
   - Identify one’s own and others’ contributions to a team
   - Reflect on the process of collaboration

4. Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.
   - Understand one’s own role and responsibility in achieving success in college
   - Access academic resources and support services to supplement in class instruction
   - Engage in campus community events and organizations that align to personal interests and goals
   - Identify possibilities for contribution to research, service, arts, and/or social justice initiatives on campus
Current First Year Seminar Outcomes (for comparison purposes)

1. Inquiry: Identify issues of justice and analyze them using evidence.
   - Identify issues of justice relevant to course content/subject matter
   - Demonstrate understanding of the significance of issues of justice to one’s self and diverse stakeholders
   - Analyze issues of justice using methods relevant to course content/subject matter
   - Collect and evaluate evidence pertinent to an issue of justice using criteria or a framework appropriate to course content/subject matter

2. Planning: Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals.
   - Set academic and personal goals related to course requirements and college success
   - Create an action plan to successfully achieve goals
   - Use academic and social support resources to achieve identified personal and academic goals
   - Evaluate progress towards goals and adjust plans as required

3. Collaboration: Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds.
   - Assume an active and engaged role in collaborations
   - Identify and practice collaboration strategies
   - Demonstrate awareness of own contributions to a team
   - Recognize and support contributions of team members
   - Evaluate the successes and challenges of team work
To: Kathy Killoran and members of UCASC

From: Sara Bernardo, Major/Minor Coordinator, Department of Economics

Date: 10/30/2019

Re: Revision of the BS in Economics in response to the Rabinowitz Memo on Major Prerequisites and program review process

The Economics Department has made the following revisions to the Economics major in order to be in compliance with the CUNY mandate on major prerequisites. In addition to the revisions on Pre-requisites, Economics will eliminate electives clusters and introduce a requirement that a majority of electives be at the 300 level. Changes to the electives were suggested in a self-study and confirmed by external program evaluators. All revisions are endorsed by the Economics Department Curriculum Committee.

---

ECONOMICS MAJOR (BS) – Bulletin Info with Revisions for 2020/2021

Economics Bachelor of Science

Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply various theoretical insights and methods of analysis to the contemporary challenges involving social and economic justice, discrimination, immigration, markets, and crime, among other topics.

Learning outcomes. Students will:

- Identify and describe economic issues including justice, the law, crime, the causes and effects of fraud, sustainability, and administration.
- Analyze economic information by separating it into its constituent parts, carefully examining them so as to identify causes, relationships and possible results.
- Demonstrate an understanding of alternative theoretical perspectives.
- Propose ethical and logically consistent remedies/policies for economic problems.
- Communicate effectively to a variety of audiences by means of oral presentations, written documents and quantitative graphs, charts and tables.

Credits required.

|                                   |     
|-----------------------------------|-----
| Economics Major (or more depending on math placement) | 39-42 36 |
| General Education                 | 42  
| Electives                         | 36-39 42 |
| **Total Credits Required for B.S. Degree** | 120 |

Prerequisites. ECO 101 or ECO 120 or ECO 125 are prerequisites for required courses in the Economics major. ECO 105 is also a prerequisite for higher-level required ECO courses. Depending on math placement, students may need to take MAT 105 and/or MAT 108 (or MAT 141) as prerequisites for the required statistics course. ECO 255, ECO 101 can fulfill the Flexible Core: Individual and Society and ECO 105 can fulfill the Flexible Core: U.S. Experience in its Diversity areas of the General Education program.

Note: Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives. Students are strongly advised to discuss graduate school options early in their

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
progression through the major. For admission to the BS/MA Program, ECO 255, ECO 213, and MAT 241 are required.

**Economics Major CUNY Gateway Courses.** ECO 120 Introduction to Macroeconomics, ECO 125 Introduction to Microeconomics, ECO 255 Statistics for Economists.

**Coordinator.** Professor Sara Bernardo, Department of Economics (sbernardo@jjay.cuny.edu).

**Advising information.** Economics Major Advising Resources including a Sample Four-year Advising Plan. Major Checklist.

**Honors Option.** Honors in the BS in Economics is bestowed upon students who graduate with an overall GPA of 3.2 or higher, a GPA of 3.5 or higher for courses taken in fulfillment of the major, complete at least one additional Economics elective course at the 300-level, and complete a written capstone project in ECO 405 Seminar in Economics.

**Dual Admission / Accelerated Program Leading to the MA in Economics.** This program allows students the accelerated approach to earning their BS and MA in Economics at John Jay. Students complete 134 credits to earn both degrees. Contact the department for more details about the requirements and application process.

**Additional information.** Students who enrolled for the first time at the College or changed to this major in August 2020 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2019-2020 Undergraduate Bulletin.

**Foundational Courses**

**Choose one**
ECO 101 Introduction to Economics and Global Capitalism  
**OR**  
ECO 120 Introduction to Macroeconomics  
**OR**  
ECO 125 Introduction to Microeconomics  
Subtotal: 3 credits

**Mathematics**

May be required depending on math placement
MAT 108 Social Science Mathematics  
**OR**  
MAT 141 Pre-Calculus  
Subtotal: 0-3 credits

**Advisors recommendation:** Students who have taken higher level math, should see the major coordinator.
ECO 101 fulfills the Flexible Core: Individual and Society area and MAT 108 or MAT 141 fulfill the Required Core: Math and Quantitative Reasoning section of the College’s Gen Ed program.

**Part One. Core Courses** Economic Foundations Required

ECO 105 Understanding U.S. Economic Data  
ECO 213 Political Economy  
ECO 220 Intermediate Macroeconomics  
ECO 225 Intermediate Microeconomics  
ECO 255 Statistics for Economists  
ECO 310 Economics in Historical Perspectives
Part Two. Electives

Select five courses: Three of the courses should be at the 300 level or above.

AFR 250  Political Economy of Racism
AFR 322  Inequality and Wealth
ECO 215  Economics of Regulation and the Law
ECO 231  Global Economic Development and Crime
ECO 235  Finance for Forensic Economics
ECO 245  International Economics
ECO 260  Environmental Economics, Regulation and Policy
ECO 265  Introduction to Public Sector Economics
ECO 270  Urban Economics
ECO 280  Economics of Labor
ECO 283  Selected Topics in Economics
ECO 289  Independent Study 200 level
ECO 315/PSC 315  An Economic Analysis of Crime
ECO 324  Money and Banking
ECO 327  The Political Economy of Gender
ECO 330  Econometrics
ECO 333  Sustainability: Preserving the Earth as Human Habitat
ECO 360/SOC 360  Corporate and White-Collar Crime
ECO 385  Faculty-Mentored Research Experience in Economics
ECO 389  Independent Study 300 level
ECO 489  Independent Study 400 level

Select five courses, at least one from each cluster with no single course satisfying more than one cluster.

Please note: Students may only use one 100-level course towards Part II. Electives.

Elective Clusters

Criminal Justice Cluster
Select at least one course

ECO-231  Global Economic Development and Crime
ECO-235  Finance for Forensic Economics
ECO-260  Environmental Economics, Regulation and Policy
ECO-283  Selected Topics in Economics
ECO-315/PSC-315  An Economic Analysis of Crime
### Public Sector Cluster
Select at least one course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 125</td>
<td>Introduction to Microeconomics</td>
</tr>
<tr>
<td>ECO 260</td>
<td>Environmental Economics, Regulation and Policy</td>
</tr>
<tr>
<td>ECO 265</td>
<td>Introduction to Public Sector Economics</td>
</tr>
<tr>
<td>ECO 270</td>
<td>Urban Economics</td>
</tr>
<tr>
<td>ECO 280</td>
<td>Economics of Labor</td>
</tr>
<tr>
<td>ECO 283</td>
<td>Selected Topics in Economics</td>
</tr>
<tr>
<td>ECO 324</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>ECO 330</td>
<td>Econometrics</td>
</tr>
<tr>
<td>ECO 360/SOC 360</td>
<td>Corporate and White-Collar Crime</td>
</tr>
</tbody>
</table>

### Economic Justice Cluster
Select at least one course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 250</td>
<td>Political Economy of Racism</td>
</tr>
<tr>
<td>AFR 322</td>
<td>Inequality and Wealth</td>
</tr>
<tr>
<td>ECO 280</td>
<td>Economics of Labor</td>
</tr>
<tr>
<td>ECO 283</td>
<td>Selected Topics in Economics</td>
</tr>
<tr>
<td>ECO 327</td>
<td>The Political Economy of Gender</td>
</tr>
<tr>
<td>ECO 333</td>
<td>Sustainability: Preserving the Earth as Human Habitat</td>
</tr>
</tbody>
</table>

### International Cluster
Select at least one course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 250</td>
<td>Political Economy of Racism</td>
</tr>
<tr>
<td>ECO 120</td>
<td>Introduction to Macroeconomics</td>
</tr>
<tr>
<td>ECO 231</td>
<td>Global Economic Development and Crime</td>
</tr>
<tr>
<td>ECO 245</td>
<td>International Economics</td>
</tr>
<tr>
<td>ECO 283</td>
<td>Selected Topics in Economics</td>
</tr>
<tr>
<td>ECO 327</td>
<td>The Political Economy of Gender</td>
</tr>
<tr>
<td>ECO 333</td>
<td>Sustainability: Preserving the Earth as Human Habitat</td>
</tr>
</tbody>
</table>

Subtotal: 15
Total Credit Hours: 39-42 36
John Jay College of Criminal Justice  
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. Date submitted: 11/1/2019

2. Department or program proposing these revisions:
   a. Name and contact information of proposer(s): Michael Puls
   b. Email address of proposer: mpuls@jjay.cuny.edu
   c. Phone number: 212-484-1178

3. Name of major being revised: Applied Mathematics

4. Department curriculum committee or other governance body (for interdisciplinary programs) which has approved these changes:
   a. Please provide the meeting date for approval: 10/30/2019
   b. Name of department chair or major/minor coordinators approving this proposal: Doug Salane

5. Please describe the curriculum changes you are proposing:
   1. Remove MAT 204, Discrete Structures from Part I of the Applied Math Major.
   2. Add MAT 2XX, Elements of Mathematical Proof to the Mathematics Core Courses (Part II) of the Applied Mathematics Major.

6. Please provide a rationale for the changes:  
   (narrative format to go to CUNY and NYSED reports)
   
   Applied Mathematics majors will be taking advanced mathematics courses such as Abstract Algebra and Advanced Calculus. In these courses students are expected to read and write mathematical proofs. The purpose of the Elements of Mathematical Proof Course (Mat 2xx) is to give the student background for reading and writing mathematical proofs. The MAT 204 course is designed for CSCI majors and does not cover topics that will help the student read and write mathematical proofs.

7. How do these proposed changes affect other academic programs or departments?
   a. Which program(s) or department(s) will be affected? None.
8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes: N/A
Applied Mathematics: Data Science and Cryptography, Bachelor of Science (2019-20 Revised)

The Applied Mathematics major has two concentrations, Data Science and Cryptography. The Data Science concentration presents the principles of data representation, big data management, and statistical modeling. Students learn to use modern computing techniques to reveal hidden causal and temporal relationships within large data sets. Hidden information is often benign but it might also be evidence of malevolent activities that have already occurred or are in progress. Cryptography is the science of both personal and institutional data security. Students learn to secure information, maintain data integrity, authenticity, and non-reputability. Cryptologists play a vital role in detecting events yet to unfold, especially when attempting to interdict and thwart incipient cyber intrusions and terrorist attacks. The curriculum offers an integrated academic program with the depth and breadth necessary to make graduates truly competitive in the job market. Both concentrations provide the knowledge and the skills that are in demand in high tech entrepreneurship, finance, modern communications, medicine, security, transportation, and manufacturing. The New York City metropolitan region is being repositioned as a nexus of technological innovation and discovery as well as a haven for entrepreneurial leadership. Such a metamorphosis requires the availability of a renewable workforce possessing skills in data analysis and data security. Consequently, employment opportunities are expected to be available for applied mathematics graduates for the foreseeable future.

Those individuals that opt to undertake graduate study will find that they are well prepared to enroll in a wide range of Masters and Doctoral programs such as Digital Forensics and Cyber Security, Financial Mathematics, Machine Learning, traditional Mathematics, and Mathematics Education. Indeed, the required mathematics core aligns well with the core requirements of other CUNY mathematics programs thereby affording graduates the widest possible choice of subsequent educational opportunities.

Learning Outcomes. Students will:

• Apply the principles of mathematical proof and deductive logic to prove level appropriate mathematical statements or create counterexamples with the context of the real number axioms and the axioms defining various algebraic structures.
• Apply the mathematical modeling process to modern problems in data science and cryptography for the purpose of analyzing large data sets and encrypting plain text or decrypting cipher text.
• Function effectively in an interdisciplinary team environment and express quantitative information effectively to others.
• Identify and adhere to the ethical constraints of respecting personal data privacy and evaluate and assess ethical standards for the application of cryptographic algorithms in contemporary contexts.

Credits Required.
Applied Mathematics: Data Science & Cryptography Major 51-54
General Electives 42
Electives 24-27
Total Credits Required for B.S. Degree 120

FOUNDATION COURSES Subtotal: 0-3 cr.
May be required depending on mathematics placement

MAT 141 – Pre-Calculus

Advisor recommendation: MAT 141 fulfills the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program.

PART ONE. Core Courses Subtotal: 12-45 cr.
Required
CSCI 271 – Introduction to Computer Science

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
CSCI 272 – Object-Oriented Programming
MAT 204 – Discrete Structures
MAT 241 – Calculus I
MAT 242 – Calculus II

PART TWO. Mathematics Core Courses

**Required**
MAT 243 – Calculus III
MAT 244 – Calculus IV
**MAT 2XX – Elements of Mathematical Proof**
MAT 301 – Probability & Mathematical Statistics I
MAT 310 – Linear Algebra
MAT 351 – Introduction to Ordinary Differential Equations
CSCI 373 – Advanced Data Structures

Subtotal: 21 cr.

PART THREE. Concentrations

Subtotal: 12 cr.

Students must choose one concentration and complete four courses

**Concentration A. Data Science**
Data Science plays a critical role in analyzing large data sets which may have valuable information that is obscured by the sheer volume of the data itself. In the Data Science concentration, students will learn the principles of data representation, big data management, and statistical modeling. They will also be able to use computers to reveal hidden causal and temporal relationships in large data sets.

*Learning outcomes for Data Science Concentration.* Student will:
- Use mathematical methods to analyze and recognize the properties of large data sets as well as any anomalies.
- Use suitable models such as linear regression, logical regression, to analyze data and predict probability distributions.
- Recognize clustering in large data sets and explain its significance.

**Choose three**
CSCI 362 – Databases and Data Mining
MAT 302 – Probability and Mathematical Statistics II
MAT 365 – The Mathematics of Signal Processing
MAT 367 – Multivariate Analysis

**Required**
MAT 455 – Data Analysis

**Concentration B. Cryptography**
Cryptography is the science of data security, both personal and institutional, and as such is also an important component of justice. In the Cryptography concentration, students will learn to secure information which is achieved by assuring privacy as well as other properties of a communication channel, such as data integrity, authenticity, and non-reputability, depending upon the application. They will devise systems for companies to resist the unwarranted intrusions of hackers, to protect internal company and consumer data, and to act as consultants to research staff concerning the implementation of cryptographic and mathematical methods.

*Learning outcomes for the Cryptography Concentration.* Students will:
- Use the mathematics upon which specific cryptographic algorithms are based to analyze the strengths and weaknesses of cryptographic schemes.
- Guarantee authenticity and integrity of data and ensure that transactions are non-repudiable, when appropriate.
- Develop cryptographic algorithms.
Choose three.
CSCI 360 – Cryptography and Cryptanalysis
MAT 341 – Advanced Calculus I
MAT 365 – The Mathematics of Signal Processing
MAT 410 – Abstract Algebra

Required
MAT 460 – Mathematical Cryptography

PART FOUR. Electives Subtotal: 6 cr.
Choose two
MAT 323 – Operations Research Models I
MAT 324 – Operations Research Models II
MAT 352 – Applied Differential Equations
MAT 371 – Numerical Analysis
MAT 380 – Selected Topics in Mathematics
MAT 442 – Advanced Calculus II
Africana Studies Community Justice Minor

Requested revisions from UCASC

Submitted: November 4, 2019

Approved by Department of Africana Studies Curriculum Committee: November 4, 2019:

Changes

1. Part Two Electives:

Choose three, at least one course must be in Africana Studies (AFR) and at least one course must be at the 300-level or above.

**Rationale:** When we were reviewing the new Bulletin description of the minor it seemed that it was left out that one of the 3 electives should be an AFR course. So mostly we want to add it because it was an oversight. If the minor is in our department, the majority of courses should be taken in our department. They still have flexibility to substitute a course from another department if they need to, but it strengthens the scaffolding aspect of the minor if they can continue with an upper level course in Africana Studies. The requirement that at least one of the electives be 300-level of higher still remains.

2. Add the following AFR courses to acceptable/approved electives List:

AFR/ECO 250 Political Economy of Racism

AFR 317 Environmental Racism

AFR 319 Self, Identity and Justice: Global Perspectives

**Rationale:** We thought AFR 317 was already an approved elective for the minor. We have it listed in our brochure. I’m not sure if it was left off the Bulletin by mistake or again if there was an oversight of it not having been included in the official proposal. The other 2 courses seem a good fit given the types of students who have started to declare this minor, and would increase the number of approved electives so that requiring one of the electives be AFR won’t be a burden. In addition, all 3 courses are taught at least once a year, and overlap with general education requirements (319), the Economics Major (250) or the Environmental Justice Minor (317), so will also reduce the burden of finding courses to satisfy the requirements of the minor.
Community Justice Minor (UG Bulletin 2019-20 w Changes)

Description. The Community Justice minor uses interdisciplinary analyses through Africana Studies to expose students to different ways of thinking about and enacting alternative justice strategies, community-based economic development, and community wellness. Community justice refers to resident involvement in and citizen-police partnerships in justice decision-making, oversight, and restorative justice; as well as the development of legal, economic, social, educational and health alternatives at the local level that complement and/or transform traditional public safety strategies to establish meaningful justice, peace, stability, and community wellbeing. Students will explore theories, strategies, and practices that address racial and economic inequity and place community well-being at the center, to strengthen the capacity of families, friends, neighborhood groups, civic and community organizations, and local institutions to resolve conflict and create solutions. Through community-based projects and experiential learning, students will engage in real-life application of community-based approaches to justice, and inclusionary community practices to prepare for careers in justice, community and non-profit organizations; and for graduate school.

Learning Outcomes. Students will:

• Students will investigate relationships between a variety of community-based approaches to justice, community initiated and based development, school reform initiatives, preventive health and mental health initiatives, youth development strategies, and innovations in public safety and criminal justice practices that establish meaningful justice, peace and community well-being.

• Students will explain the core ideas, key concepts, theories and methodologies, of community wellness and Community Justice, especially as they relate to justice challenges such as racial and economic inequity, and solutions such as community asset building, community policing, and restorative justice.

• Students will acquire and hone their critical thinking skills as applied to problem solving around justice themes within communities and among people of color, using the interdisciplinary tools and methodologies of Africana Studies.

• Students will examine how an individual’s place in society affects their experiences, values, or choices, and recognize how societal conditions such as access, involvement, and equity as well as their own biases, values and interpersonal styles limit justice and effect people in diverse communities.

• Students will demonstrate an understanding of themselves and how to operate as members of groups and communities, and of their own agency as community organizers, social justice advocates, and policy analysts.

• Students will evaluate evidence and arguments critically and analytically, and produce well-reasoned, high level written and oral arguments using evidence to support conclusions.

Credits required. 18

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

Additional Information. Students may NOT minor in both Africana Studies and Community Justice. Students majoring in Human Services and Community Justice may use up to two courses to
satisfy both the HSCJ Major and the CJ Minor (AFR 145 and AFR 227). No other courses/electives may overlap, please see the Minor coordinator or advisor for course planning.

Students who enrolled for the first time at the College or selected this minor in September 2020 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be found in the 2019-20 Undergraduate Bulletin.

**Part One. Required Courses**

**Subtotal: 9 cr.**

**Select one.** (Students are strongly encouraged to take AFR 145 to complete this area)

- AFR 145  Introduction to Community Justice in Human Systems
- or
- AFR 121  Africana Communities in U.S.
- or
- AFR 140  Introduction to Africana Studies

**Required**

- AFR 227  Community-based Approaches to Justice
- AFR 315  Community-based Justice in African World

**Part Two. Electives**

**Subtotal: 9 cr.**

Choose three, at least one course must be in Africana Studies (AFR) and at least one course must be at the 300-level or above.

- AFR 215  Police and Urban Communities
- AFR 229  Restoring Justice: Making Peace and Resolving Conflict
- AFR 237  Institutional Racism
- AFR 243  Africana Youth and Social Justice Struggles
- **AFR 250**  Political Economy of Racism
- AFR 255  Community Innovation and Social Entrepreneurship
- AFR 320  Perspectives on Justice in the Africana World
- **AFR 317**  Environmental Racism
- **AFR 319**  Self, Identity and Justice: Global Perspectives
- AFR/PSY 347  Psychology of Oppression
- **AFR 377**  Field Education in Community Organizing and Community Practice I
- OR
- **AFR 378**  Field Education in Community Organizing and Community Practice II
- AFR 410  Independent Study
- ANT 208  Urban Anthropology
- ANT 230  Culture and Crime
- ANT 347  Structural Violence & Social Suffering
- CJBA 365  Change and Innovation in Criminal Justice
CRJ/SOC 236  Victimology
ECO 170   Crime, Class, Capitalism: The Economics of Justice
ECO 260   Environmental Economics, Regulation and Policy
ECO 270   Urban Economics
EJS 277   Introduction to Experiential Learning: Environmental Justice
GEN 140   Gender, Activism & Social Change
LLS 241   Latinx Populations and the City
LLS/HIS 261   Revolution and Social Change in Contemporary Latin America
LLS/HIS 265   Class, Race and Family in Latin American History
LLS 321   Latinx Community Fieldwork
LLS 322   Latinx Struggles for Civil Rights & Social Justice
LLS 325   Latinx Experience of Criminal Justice
POL 210   Comparative Urban Political Systems
POL 320   International Human Rights
POL 405   Seminar in New York City Politics
PSC 245   Community Policing
SOC 206   The Sociology of Conflict and Dispute Resolution
SOC 215   Women and Social Control in the U.S.
SOC 222   Crime, Media and Public Opinion
SOC 251   Sociology of Human Rights
SOC 364   Food Justice
New Minor Proposal Form*

1. **Department(s) proposing this minor:** Faculty Committee for the Minor in Social Entrepreneurship

2. **Name of minor:** Social Entrepreneurship and Innovation

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

4. **Description of minor as it will appear in the Undergraduate Bulletin**

   The Minor in Social Entrepreneurship and Innovation provides an interdisciplinary field of inquiry to study social enterprises, which work to build commercial organizations that have specific social objectives, maximizing benefits to society and the environment and reinvesting profits in social programs. This minor is unique because it is being offered by John Jay College, which has an established tradition of social justice in innovating and constantly evolving ways. As this institution is always conceiving of social justice in new ways, it provides a rich context for promoting Social Entrepreneurship, which is the initializing force behind social enterprise and seeks to form intersections between the private and philanthropic sectors, and between entrepreneurs and communities in need. Social entrepreneurship is an extension of community organizing and advocacy work, enlarging the possibilities of relationship-building across social and economic strata. To enact a vision of social justice, a successful social entrepreneur needs skills such as recognizing unjust social issues, identifying business opportunities, inspiring change through leadership and participation, taking direct action, public speaking and critically analyzing the “social return on investment” (or SROI) to examine the real effects of such enterprises on the social sector. Developing creative solutions to address injustice will be nurtured through human-centered design thinking and engaging with highly interactive, project-based learning. A major emphasis will be placed on innovative thinking and collaborative inquiry that can be applied in the business, nonprofit, and public sectors. Through experiential learning and community-based projects, students will learn to generate earned (market) income in support of social purposes and undertake innovation for social change.

5. **Statement of learning outcomes:**
   Upon completion of the minor, all students will be able to:

   - Explain key concepts and methodologies as they relate to social entrepreneurship and its community benefits

   - Identify social needs that would benefit from a combination of financial investment, business development, and philanthropy

*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
- Identify a variety of partnership – based approaches to creating social value

- Apply creative solutions and strategic management practices to economic and social issues

- Demonstrate leadership and fundamental entrepreneurial skills by implementing a business idea from beginning to end and measuring an organization’s added value by calculating the social, environmental, and economic benefits it creates (or does not create)

6. **Rationale/justification for the minor** (Why is this minor important to include in the College’s curriculum? what benefits do students derive from taking this minor?):

The Social Entrepreneurship and Innovation minor integrates lessons from interdisciplinary fields to build the analytical, organizational, and management skills necessary to understand and address broad social issues that require the combined work of the market, government, and philanthropy. It also builds on John Jay College’s explicit mission to educate students for justice by giving students new skills and tools to recognize and address injustice in communities and institutions. This minor continues the John Jay College legacy of building pathways for students to enter justice-oriented professions and of designing a critical thinking curriculum to address the most challenging social justice problems in our society and the world. It also extends John Jay College’s intellectual tradition of quantifying the social effects of public and private programs oriented toward enhancing justice in our society. Social entrepreneurship does not and cannot replace broad social and political mobilization to advance justice and opportunities for all in society. Rather, it aims to develop novel, effective approaches to implement localized and potentially scalable solutions to social injustice, inequality, or economic exclusion. Social entrepreneurs need capabilities that are somewhat different from those of the typical community organizer or business sector entrepreneur. As an educational curricula for social entrepreneurs that identifies the burgeoning phenomenon of social enterprise, the coursework in the minor will 1) consider various perspectives on social entrepreneurship; 2) identify entrepreneurial leadership skills; 3) analyze the decision-making processes through which social entrepreneurship takes place; 4) center the role of social enterprise in justice-seeking philosophy and practice; and 5) outline the skills and capacities required for success and for measuring added value.

The minor provides tools students can use to identify and apply the skills of social entrepreneurs, which include recognizing injustice, identifying business opportunities, inspiring change through participation, taking direct action, public speaking, fighting adversity, developing creative solutions to address entrenched problems, and measuring the social returns on investment of an enterprise. The courses in the minor are structured to introduce particular skills at the 100 and 200-level and teach students how to apply entrepreneurship skills and principles to management and leadership positions at the 300 level and in capstone and internship courses. The minor is intended to introduce students to the challenges of running and growing their own organizations, as well as to the possibilities of “intrapreneurship,” or recognizing and developing opportunities within existing organizations. Key to the minor will be teaching the skills and processes necessary for setting up new service-oriented agencies, businesses, organizations, and programs.

*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
within existing institution and organizations.

The courses in this minor are intended to develop leadership characteristics, capacities, and skills in innovation, as well as managerial abilities or the ability to network with other individuals and social cohorts and perceive opportunities in partnerships and synergies with other leaders, groups, and organizations. This will be achieved through group and partner projects in the 100- and 200-level courses, as well as through design thinking and ‘communication for leaders’ courses in the 200- and 300-level courses.

The minor broadens possibilities for John Jay students who are majoring in disciplines already oriented toward social justice, community organizing, and advocacy work, including Criminal Justice, Law and Society, and Human Services and Community Justice, among others, by giving them another skill set with which to apply their knowledge and insights.

While John Jay already has many courses that deal with issues of social justice and advocacy, we propose a minor with a skills-based curriculum that maps onto the theoretical and disciplinary studies students will acquire at the college and addresses numerous matters of how to pursue justice through a novel social entrepreneurial approach. The minor’s multidisciplinary approach will also provide students with educational advantages such as technical and managerial skill-building, as well as partnership-building and working collaboratively with a variety of experts, leaders, grassroots activists, community representatives, and other stakeholders. The requirements of and assignments included in the required and elective courses will build several important capacities, including problem-solving ability, ingenuity and creativity, analyzing risks, identifying opportunities, building consensus, and mobilizing resources. The courses will also expose them to methods for enhancing their persistence and tenacity to overcome financial and political barriers to instituting social change.

Through studying myriad examples of social enterprises and learning the skills required for successful social entrepreneurship, students will gain the ability to understand extremely complex problems and develop solutions for solving them. Students will understand the importance of securing critical resources, building support networks for their initiatives, and learn how to frame a sense of collective purpose for their chosen enterprise. The courses in the minor will thereby enhance their ability to contribute to the public interest by identifying new ways of serving the public in addition to growing their understanding of how to produce both financial and social returns, all of which will make them more attractive to employers and graduate schools. This minor will be an important complement to several majors including Economics, Criminal Justice, International Criminal Justice, Latin American and Latina/o Studies, Law and Society, Public Administration, Sociology, as well as Human Services and Community Justice.

7. Rationale for Bulletin

The Social Entrepreneurship and Innovation minor integrates lessons from interdisciplinary fields to build the analytical, organizational, and management skills necessary to understand and address broad social issues that require the combined work of local communities, the market, government, and philanthropy. Social entrepreneurship aims to develop novel, effective
approaches to implement localized and potentially scalable solutions to social injustice, inequality, or economic exclusion. Social entrepreneurs need capabilities that are somewhat different from those of the typical community organizer or business sector entrepreneur. As an educational curricula for social entrepreneurs that identifies the burgeoning phenomenon of social enterprise, the minor provides tools students can use to identify and apply the skills of social entrepreneurs, which include recognizing unjust social issues, identifying business opportunities, inspiring change through participation, taking direct action, public speaking, fighting adversity, developing creative solutions to address entrenched problems, and measuring the social returns on investment of an enterprise. The minor is intended to introduce students to the challenges of running and growing their own organizations, as well as to the possibilities of “intrapreneurship,” or recognizing and developing opportunities within existing organizations. Key to the minor will be teaching the skills and processes necessary for setting up new units, services, and programs.

8. List of courses constituting the minor with required pre-requisites

Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process

PART ONE: REQUIRED COURSES

SEI 1XX: Social Entrepreneurship: Past, Present, and Future

Course Description: This course explores the premise that individuals can have a meaningful impact on social issues through the vehicle of social entrepreneurship. Students will learn entrepreneurial approaches to ameliorate major, global, social challenges and also develop a better understanding of the people and organizations who played a vital role in shaping what social entrepreneurship is and how it works. The course is structured on three themes – 1. How individuals and communities organized information about social challenges and innovated entrepreneurial solutions in the past 2. How social entrepreneurs are developing approaches to solve social challenges and problems in the present 3. How to “pitch” a potential solution to a problem and critique proposed solutions to address challenges in the future.

SEI 1YY: Introduction to Business and Entrepreneurship (New course by Shweta Jain – submitted to Courses Subcommittee)

Course Description: In this course students will learn about business concepts such as types of businesses and economies, finance, management, leadership and human resources. Students will also experience the lean launchpad methodologies of starting a company. Started at Stanford University, the lean launchpad method has been adopted by many startup incubators including federal agencies such as the National Science Foundation and the National Institute of Health. This course does not require any prior knowledge and hence is suitable as a freshman course and designated as a 100-level course. At the same time, this course has a writing and oral communication component, which is why English 101 is a recommended pre-requisite. This course will prepare students for a minor in Social Entrepreneurship and Innovation and forms the foundations needed for the SEI capstone curriculum.

AFR 255: Community Innovation and Social Entrepreneurship

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
Course description. This course invites students to examine and question the historical approaches to traditional security and well-being in communities. Students will analyze preventive strategies and approaches that have emerged in cities across the country that engage communities, schools, families, and local organizations. In addition, students will envision new approaches to insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities. Some focal points may include inequality, climate change, housing shortages, and migration. Texts may include works by researchers, social innovators, citizens and policy-makers, but all readings and issues covered will introduce students to processes where new ideas and new voices contribute towards solving social problems in innovative ways. The choice of texts and issues will vary depending on the expertise of the instructor.

PART TWO. ELECTIVE COURSES Subtotal: 9 cr.

Choose 3. Students must take at least one 300 level course to complete the minor. We strongly recommend choosing an experiential course to satisfy the 300-level requirement.

AFR 227 Community Based Approaches to Justice
AFR 325 Practicing Community Based Justice in the Africana World*
AFR 320 Perspectives on Justice in the Africana World*
ANT 380 Selected Topics in Anthropology
CHS 320 Program Planning and Development
CSL 220 Leadership Skills
CSL 230 Case Management in Human Services
CSL 381 Fieldwork in Human Service
ECO 270 Urban Economics
ECO 3XX U.S. Economic Justice
ENG 235 Writing for Management, Business and Public Administration
LLS 220 Human Rights and Law in Latin America
LLS 261 Revolution and Social Change in Contemporary Latin America
LLS 322 Latinx Struggles for Civil Rights and Social Justice
LLS 325 The Latinx Experience of Criminal Justice
PAD 343 Administration of Financial Resources
PHI 210 Ethical Theory
SEI 380 Special Topics in Social Entrepreneurship and Innovation
SOC 232 Social Stratification
SOC 302 Social Problems

Experiential Courses:
AFR 377 Field Education in Community Organizing and Community Practice I
CHS 381 Field Education in Human Services I
CHS 382 Field Education in Human Services II
EJS 277 Introduction to Experiential Learning: Environmental Justice
ISP 277 Experiential Learning in Social Justice – Field Preparation
PAD 3XX Moelis Social Entrepreneurship Fellowship Course**

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
UGR 377  Experiential Learning 300 Level
* Included in general education curriculum

9. Administration of the minor:

   a. Name, location, phone number, and email address of the minor advisor (to be used in college publications):  Professor Charlotte Walker-Said, Email: cwalker-said@jjay.cuny.edu; Gayetri Nanda, Email: gnanda@jjay.cuny.edu

The initiative to establish this minor is currently coordinated by the Moelis Social Entrepreneurship committee, chaired by Charlotte Walker-Said, Associate Professor of Africana Studies; cwalker-said@jjay.cuny.edu

A Director will lead the Moelis Social Entrepreneurship minor for three-year renewable terms, subject to the approval of the Provost. Once the minor is approved, the first Director will be the current committee chair, Charlotte Walker-Said. The Director will staff the core course in the minor, work with department chairs to ensure that a diverse array of electives in the minor are run regularly, perform outcomes assessment and minor program self-studies, arrange Social Entrepreneurship programming at the College, and participate in relevant governing bodies, where representation by Program Directors is appropriate and in accord with the charter provisions of College Governance. The committee will be supported by the Office of Strategic Initiatives, which will prepare and manage the budgets, provide student services in collaboration with the faculty director and ensure that the minor program is in alignment with the overall initiative.

The Moelis Social Entrepreneurship Faculty Committee will oversee the minor program’s governance. The Committee will be comprised of the Director and faculty members. To ensure a diversity of disciplines govern the minor, faculty from one discipline cannot form a clear majority of the Governance Committee, and the committee will be composed of faculty from at least three different disciplines. The following faculty members have volunteered to serve on the first committee:

    Heath Brown, Public Management
    Geert Dhondt, Economics
    Crystal Endsley, Africana Studies
    Shweta Jain, Mathematics & Computer Science
    Samantha Majic, Political Science
    Emily McDonald, Anthropology

Subsequent Committee members will be nominated and elected by all full-time faculty who have taught any course included in the minor in the previous academic years.

   b. Requirements for admission and/or completion of the minor if any (i.e. GPA, course grades, deadlines, etc.):

        There will not be any requirements for admission to the minor. Students must

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
complete the requirements for the minor with an earned 2.0 (C) grade point average.

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

While it is hard to predict how many students will enroll in the minor, our students come to John Jay already interested in issues of justice and how to propose and institute reforms to social problems. As evidenced by student interest in social justice issues in a considerable number of existing courses across dozens of majors and disciplines, we are certain that Social Enterprise and Entrepreneurship will be a popular minor. Courses that develop the skills for launching careers in social reform, advocacy, and organizing for justice are fundamental to majors such as Human Services and Community Justice, Latin American and Latinx Studies, Political Science, Economics, Criminal Justice, and International Criminal Justice, among others, as well as coursework in the Africana Studies and Gender Studies Departments, as well as the Sustainability and Environmental Justice Program. Given that these departments and programs establish much of the theoretical and philosophical foundations our students seek and demand, this minor aims to build on this and instruct applicable skills that can help discover and implement solutions and approaches to social injustice, inequality, and economic exclusion. Considering that this minor will introduce new skills that complement the knowledge and competencies acquired through many majors and courses at John Jay, we believe that a conservative estimate of anticipated enrollment would be 50 students after two years.

We believe that students will be more likely to take SEI courses as well as other electives in our minor in part because the problem- and inquiry-based learning methods and case study approach will provide a way to apply much of what they have learned in their previous courses.

Finally, no additional faculty will be needed to staff the minor, since many John Jay Faculty are already involved in the creation of these courses or are currently teaching courses that will be included as electives.

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

The John Jay library has a variety of resources for this minor. “Business Insights: Global” and “Business Source Complete” are currently subjects on the library’s list of databases, and the library has access to the Gartner Resource Center, which includes research papers on best practices and emerging industries and technologies, including many social enterprises.

that deal specifically with social enterprise and innovation. Since these issues are being dealt with by a multitude of scholars in various disciplines around the world, articles on social innovation and entrepreneurship have been published in top disciplinary journals that the library has access to.

The library also has numerous books and reports on social innovation and entrepreneurship, social enterprise, corporate social responsibility (a related field), nonprofit leadership, business design, and international development. Here is a long, but by no means exhaustive, list of such sources currently in the library:


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

See Appendix at end of document for a brief list of resources that faculty have identified as needed for the minor’s success

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

The current buildings of John Jay College already have facilities that are suitable for seminars, workshops, conferences, exhibits, performances, and film screenings. No additional facilities are needed.

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

*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
The creation of the Moelis Social Entrepreneurship minor is a college-wide, interdisciplinary, and faculty-led initiative. It will not affect departmental staffing and teaching assignments since it groups together existing courses currently on offer as well as new courses that are being or will be developed by active faculty members. In addition, no existing courses will be eliminated or taught less often due to the creation of this minor.

The administrator for this minor, Charlotte Walker-Said, conducted extensive outreach to various departments at the college. She contacted faculty members with interests in social entrepreneurship or teaching the required/elective courses. She gathered support for the minor’s development and progress. In short, preparation for this minor is a model of interdisciplinary and interdepartmental coordination, cooperation, and collaboration.

There is currently a Moelis Social Entrepreneurship Faculty Committee that will oversee the implementation of the curriculum and the staffing of the courses that will run to implement the minor.

The following faculty members have expressed a strong interest in offering courses in the minor in Social Innovation and Entrepreneurship:

- Dr. Crystal Endsley, Department of Africana Studies
- Dr. Charlotte Walker-Said, Department of Africana Studies
- Dr. Shweta Jain, Department of Computer Science

13. Name(s) of the Chairperson or Program Director(s): Professor Charlotte Walker-Said (cwalker-said@jjay.cuny.edu), Faculty Committee for the Minor on Social Entrepreneurship and Innovation

Provide the meeting date at which the departmental curriculum committee has approved this proposal. Meeting date: September 30, 2019

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

\[Signature\]

APPENDIX

Bibliography of additional list of resources that faculty have identified as needed for the minor’s success


Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020


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

New Course Proposal Form

Date Submitted: September 30, 2019

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: SEI-Social Entrepreneurship and Innovation

b. Name and contact information of proposer(s): Charlotte Walker-Said,
   Email address(es): cwalker-said@jjay.cuny.edu
   Phone number(s): 212-237-8758

2. a. Title of the course: Social Entrepreneurship: Past, Present, and Future

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

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

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

This course introduces students to the basic steps and tools needed to address social challenges from a business perspective, develop potential solutions, build a business model, and measure and grow one’s social impact. Coursework features case studies and interviews with leaders in the field and provides a comprehensive guide to the history and current manifestations of social entrepreneurship. This course does not require any prior knowledge and hence is suitable as a freshman course and designated as a 100-level course. At the same time, this course has writing and oral communication components, which is why English 101 is a recommended pre-requisite. This course will prepare students for a minor in Social Entrepreneurship and forms the foundations needed for the SEI capstone curriculum.

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

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 lays the groundwork for the Social Entrepreneurship Minor by providing the basic knowledge needed to understand social entrepreneurship’s history, present reality,
and future possibilities of social enterprise and the initiative that drives it. The course introduces students to how historical agents and current leaders developed and implemented innovative, effective, and sustainable solutions in response to social and environmental challenges. These solutions include products, services, and interventions brought to market by new startups and existing for-profit and non-profit organizations. This course makes it clear that there is a long-term, established history of social enterprise and entrepreneurship and that it includes grassroots leaders and government officials, major philanthropists and social activists. The coursework provides the tools and develops the mindset to make cutting-edge change by teaching how individuals and organizations organize plans and take steps towards action. Through this course, students will get the relevant knowledge to advance in their SEI minor and some may use this course as a segue to participate in the CUNY as well as national programs. This foundational course in the SEI core curriculum also prepares students for the SEI capstone where students are expected to further apply the knowledge into fieldwork.

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

This course explores how social entrepreneurship - the application of entrepreneurial business skills to the creation of an enterprise to implement solutions to social, cultural, or economic challenges—has grown into a global movement that is producing solutions to many of the world’s toughest problems and transforming the way we think about social change. The course introduces students to social entrepreneurship’s past, present, and future, emphasizing its longstanding roots in underserved communities throughout the United States. By providing the tools for organizing anti-poverty action and mobilizing civil society, this approach teaches students how to think like social innovators and how to get involved in this growing movement.

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

None

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

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

   _X_ No  _ Yes. If yes, then please provide:

---

*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
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?

(College Option, Learning from the Past)

1. Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences;
2. Analyze the significance of major developments in U.S. and World History;
3. Differentiate multiple perspectives on social enterprise and social entrepreneurship;
4. Identify and analyze trends in social entrepreneurship.
5. Apply concepts and methods of social entrepreneurship to existing problems and challenges.

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

   ____No   ____X Yes

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

   This course will be an elective in the Africana Studies minor and a required course in the proposed Social Entrepreneurship & Innovation Minor.

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

   No ____ Yes ____X____

   If yes, please indicate the area:

   **College Option: Learning from the Past area**

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

    Student learning will be assessed on the basis of in class and homework assignments. Students will complete various projects, including several writing assignments, a social networking activity focused on group discussion of “changemaking” within social issues, a brainstorming session to identify unmet needs in communities, and an oral presentation of a social enterprise “pitch.” This course will also have a final exam to assess fundamental theoretical concepts covered throughout the curriculum.

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 _____Karen Okamoto________
    - Are there adequate resources in the library to support students’ work in the course
      Yes ____X____ No________
• Will your students be expected to use any of the following library resources? Check all that apply.

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval ___September 30, 2019_____

15. Faculty - Who will be assigned to teach this course? __Charlotte Walker-Said______

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: Social Entrepreneurship and Innovation Program Committee
# John Jay General Education College Option
## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>SEI 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Social Entrepreneurship: Past, Present, and Future</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Social Entrepreneurship and Innovation</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>History and Business</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>ENG 101</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course explores how social entrepreneurship has grown into a global movement that is producing solutions to many of the world’s toughest problems and transforming the way we think about social change. The course introduces students to social entrepreneurship’s past, present, and future, emphasizing its longstanding roots in underserved communities throughout the United States. By providing the tools for organizing anti-poverty action and mobilizing civil society, this approach teaches students how to think like social innovators and how to get involved in this growing movement.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

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

**John Jay College Option Location**

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

<table>
<thead>
<tr>
<th>Justice Core</th>
<th>Learning from the Past</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Justice &amp; the Individual (100-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Struggle for Justice &amp; Inequality in U.S. (300-level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[ ] Justice in Global Perspective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
### Learning Outcomes

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

| I. Learning from the Past |  
|--------------------|------------------------|

- Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences

**Students will:**

Students will read primary sources and academic literature related to economic planning and policy and social justice activism in the form of cooperatives, social enterprises, philanthropic endeavors, and the history of alternative forms of political action in the form of entrepreneurship for social good. Ideas, actors, and institutions will be set in their historical, sociological, or cultural contexts to deepen students’ understanding of social innovation and social entrepreneurship. For example, in the appended syllabus, students will develop their interests by exploring case studies in anti-poverty programs, educational reform, and anti-homelessness initiatives and will both write reflection papers and research papers demonstrating their knowledge of the history, purpose, and outcomes of social entrepreneurship programs in the US and the world.

- Analyze the significance of major developments in U.S. and World History.

Particular attention will be paid to the history of cooperatives, philanthropic organizations, community-based nonprofit organizations and charitable associations, and other economic organizations with a focus on social justice in the United States and the world. Research papers as well as the in-class networking and brainstorming projects bring the formative events in social entrepreneurship in the US and the world into group discussion and lead to a stronger understanding of the subject as multiple perspectives are shared. Research projects will ask students to reflect upon the larger significance of social entrepreneurship and social enterprise in history, and class discussions will focus on the significance of the development of individual, communal, societal, and legal conceptions of social improvement, in the past and present in the United States and the World. For example, in the appended syllabus, the shorter writing assignments in weeks 4 and 6 ask students to analyze case studies that document the interaction between social entrepreneurial ventures and other...
sectors, including business, government, the media, and the education system, in order to foster social innovation. Students are asked to assess failures and challenges in how social enterprise solutions were executed in local communities in the past, which allows for an understanding of how the past can inform the present and future. The third research paper requires that students identify what skills and methods entrepreneurs in the current day have borrowed from the past in examining two current-day social enterprise strategies.

<table>
<thead>
<tr>
<th>Readings, discussions, and writing assignments will encourage students to hone their critical thinking skills by evaluating contrasting arguments. Students may be asked to differentiate multiple perspectives on the same subject by reading secondary sources and case studies from different perspectives, or by comparing different interpretations of social innovation as demonstrated through charitable organizations, technology start-ups, nonprofits, and major corporations. For example, in the appended sample syllabus, the first writing assignment focuses on the development of this skill. Students will read two case studies and compare the approaches to addressing social needs. The readings in week 4 compare social innovation and entrepreneurship in education versus economic organizations. The week 5 social networking activity asks that students discuss their different perspectives on what kind of changemakers would have to engage in that community’s social problem in order to improve outcomes. In weeks 6, 7, and 8 in particular, students will interrogate the ways in which different disciplines prepare the individual for engaging in social enterprise projects by teaching and developing particular skills such as critical thinking, intuition, textual analysis, data analysis, and troubleshooting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Differentiate multiple perspectives on the same subject</td>
</tr>
</tbody>
</table>
AFR 1XX: Social Entrepreneurship: Past, Present, and Future

Professor Charlotte Walker-Said
Office Location: 9.34.59
Office phone: 212-237-8758
Email: cwalker-said@jjay.cuny.edu

Course description:

This course explores how social entrepreneurship—the application of entrepreneurial business skills to the creation of an enterprise to implement solutions to social, cultural, or economic challenges—has grown into a global movement that is producing solutions to many of the world’s toughest problems and transforming the way we think about social change. The structure of the course confirms that social entrepreneurship has a past, present, and future, with longstanding roots in underserved communities throughout the United States. By providing the tools for organizing anti-poverty action and civil society innovation, this approach teaches students how to think like social innovators and how to get involved in this growing movement.

The course is applicable to multiple aspects of social enterprise including non-profit, charitable, and humanitarian organizations, for-profit businesses and start-ups, and schools, hospitals, local governments and other public services, which is why this course will study entrepreneurial thinking and problem solving that has involved these institutions in the past and how these are evolving in the present and future. This course is for those who seek to learn and use an entrepreneurial approach to ameliorate major, global, social challenges and to think about changing the world in the process and also for those who wish to better understand the people and organizations who have played vital roles in shaping what social entrepreneurship is and how it works.

Entrepreneurship is a practice that is conducive to experiential learning. This course therefore has a significant experiential component that consists of exercises and projects that will challenge students to bring an “entrepreneurial” or innovative and pioneering approach to solving longstanding or difficult social challenges. This class will be organized in three sections, with each section of the course introducing a different fundamental skill of social entrepreneurs: 1) how individuals and communities organized information about social challenges and innovated entrepreneurial solutions the past; 2) how social entrepreneurs are developing approaches to solving social challenges and problems in the present; and 3) how to “pitch” a potential solution to a problem and critique proposed solutions to address challenges in the future.

Students will be given multiple opportunities to develop and use their entrepreneurial mindset through

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
-Providing feedback to their peers
-Researching and finding articles, videos, podcasts and people to talk to that are not in the syllabus but support their learning and their final projects
-Learning and presenting in multiple modalities (video, presentations, papers)
-Building business models, discussing and cooperating with classmates
-Assessing their own strengths and weaknesses and development over the course of the semester

There are multiple definitions of social entrepreneurship and it is not the aim of this class to define a single path or to cover every single iteration. Instead the aim is to help students with a passion for social impact, start to think about and understand an entrepreneurial mindset, and how to apply it in various organizational settings.

***

Social entrepreneurship, social enterprise, and social innovation are rapidly becoming rich research arenas that provide insight into civic engagement, social change, and community development and this research is being developed into an interdisciplinary field of study that will be proposed as a new minor at John Jay College: Social Entrepreneurship.

The new proposed John Jay College Social Entrepreneurship minor is built on the premise that social entrepreneurship leads to social innovation, i.e. “social entrepreneurship” is an initiative to solve social problems through a number of different mediums, and “social innovation” is the result of this initiative.

The principles and historical foundations of social entrepreneurship are presented and analyzed in this 100-level course. Then, the results of social entrepreneurship, i.e. social innovations, are discussed and critiqued in the 200-level course(s).

This 100-level course, “Social Entrepreneurship: Past, Present, and Future” will be the foundation course of the Social Entrepreneurship minor and will emphasize that social entrepreneurship has a long history of being based on solidarity and reciprocity and is an important alternative to the logic of the neo-liberal paradigm.

The purpose of this class is to prepare future social innovators and policy makers to understand and synthesize established and emerging theories of social entrepreneurship and social innovation; to translate and apply them to current problems; and to convey those proposals to decision makers in a simple and concise way.

**Learning Outcomes: Students will:**

(College Option, Learning from the Past)

1. Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences;
2. Analyze the significance of major developments in U.S. and World History;
3. Differentiate multiple perspectives on social enterprise and social entrepreneurship;

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
4. Identify and analyze trends in social entrepreneurship.
5. Apply concepts and methods of social entrepreneurship to existing problems and challenges;

Required Texts

David Bornstein, How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press, 2007 (0195334760)


All other readings will be available on Blackboard

Grading and expectations:

- Class attendance and participation in class discussion and completion of in-class assignments (20%);
- In-class entrepreneurship networking exercise (10%): introduce yourself and share experimental ideas on “changemaking” with regard to social issues
- Three short papers due in Week 4, Week 6 and Week 10 (30%):
  - First short paper: (750 words) Pick one case study from the textbook (Chapters 4, 7, 9, 11, 13, 15, 17, 19) and pick one reading from the list below and compare the social entrepreneurship approaches and their perspective on how to address social need. This writing assignment must be 750 words, typed, double-spaced, and include references to both readings. This paper is due at the end of Week 4.
  - Second short paper: (1000 words) Organizing information about problem: What are some methods social entrepreneurs in the 20th century applied to organize information about a social problem? What are some new tools current-day social entrepreneurs can use to accelerate the process and make more efficient progress?
  - Third short paper: (2000 words) Identify two social enterprise strategies that are commonly used today. Discuss why these social enterprise strategies are common in the contemporary era and what skills and methods they borrow from the past.
- Social Enterprise pitch (25%): Each student will pitch their social enterprise idea in small groups. Positive and constructive feedback will be shared and helpful questions will be asked verbally by fellow group members. Each student will present as a social

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
entrepreneur or a staff member in a workplace that is engaging with social entrepreneurship practices and strategies to solve a problem. In this project, you will have to compete and “sell” your ideas by 1) submitting a pitch deck as a PDF and summary (max 1 page, single-spaced, 12 pt. font) on key takeaways that shaped your proposed social enterprise.

- **Final exam (15%): experiential learning final exam:** Using the “Seven Cooperative Principles” learned in this class, you will be asked to compare and contrast two “B Corps” (Benefit Corporations) who have a corporate purpose and were founded to create a material positive impact on society and the local populations, cultures, and economy. In the first part of the exam, you will read a summary of two different B Corps and assess which corporation has fulfilled all seven Cooperative Principles. Write several paragraphs assessing how each B Corp has fulfilled or failed to fulfill each of Seven Cooperative Principles. In the second half of the exam, (and also writing in several paragraphs) describe why one of the B Corps has been more financially successful or viable than the other. In the third part of the exam describe how financial success can correlate with social impact and how one of the described B Corps accomplished this feat.
  
  - No make-up exam will be allowed without documentation of an illness, death in the family, or other major event. Contact the instructor within 24 hours of the exam to schedule a makeup exam.

**College wide policies for undergraduate courses**

**Academic integrity**

**Incomplete grade policy:** Incompletes may be granted on a case by case basis to students in good academic standing in the course. A contract will be negotiated between the student and professor for completion of the course requirements.

**Important Information**

**Attendance Policy and Class Participation:**

Student participation is required. Students are expected to arrive to class prepared to work. Students who routinely miss classes or arrive late tend to miss important information and end up not being able to follow the topics, or understand all the assignments. They also will miss many of the quizzes, small group activities, and class discussions that enhance the course. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes.

Students will be asked to reflect on readings by answering discussion questions in writing and orally discussing their answers at the beginning of most classes. Please note that 45% of your final grade is based on in-class activities. Regular attendance and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments, and not participating in classroom discussions will result in a low grade or failure.

**Classroom behavior:**

Student participation is required. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, speaking to the topic, addressing issues and scholarship rather than people or personalities, and referring to class readings and other scholarship to support their statements (not just your own opinion). The professor encourages students to think critically and use scholarly analysis in their oral and written assignments. Students should come to class prepared, having read the readings and completed assignments on time. Some reading assignments will be divided among the class, to be discussed orally. Students should take responsibility for their part of the assignment and for contributing their part to small group work and team projects.

*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
Please no use of cell phones or texting during class, use laptops only in relation to the course; and all cell phones and lap tops must be turned off during examinations.

**Grading:**

**Total Point Conversion to Final Grade:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
<td>A-</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1-89.9</td>
<td>B</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
<td>C+</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0-77.0</td>
<td>C-</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67.1-69.9</td>
<td>D</td>
<td>63.0-67.0</td>
</tr>
<tr>
<td>D-</td>
<td>60.0-62.9</td>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Reminder:
A = Excellent       B = Good
C = Satisfactory    D = Passing
F=Failure/Unsuccessful

**Statement of the College Policy on Plagiarism**

*Plagiarism* (as defined by the John Jay College Undergraduate Bulletin) is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source;
- Presenting another person’s ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the sources;
- Failing to acknowledge collaborators on homework and laboratory assignments.

**Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**Americans with Disabilities Act (ADA) policies:** students registered with the Office of Accessibility Services will be provided reasonable academic accommodations once the instructor receives written verification of a student’s eligibility. OAS is located at 66.01L (212) 237-8144.

**Wellness Center and Counseling Services:**
The Center is a fully accredited site in good standing with the standards of the International Association of Counseling Services. All of the services are FREE of charge and are available on a walk-in or appointment basis. The services the Wellness Center provides include: personal counseling, adjustment to college, career and personal development, choosing a major, study habits, text anxiety, low self-esteem, family and relationship concerns, depression and grief.

Our staff of trained professionals is diverse in ethnicity, race, sexual orientation, religion/spirituality, age and gender. We also have Spanish-speaking staff. You may request a particular counselor, and if scheduling permits, we will try to accommodate you. The Wellness Center is located at: New Building L.68.00, by email at counseling@jjay.cuny.edu or phone at (212) 237-8111.

**Immigration Services Center and Legal Resources:**
If you have immigration related questions, there are resources available at John Jay, CUNY, and from many nonprofit organizations that provide free or low cost, high-quality and confidential immigration law services.* Below is a list of some resources that are available to assist you.

CUNY Citizenship Now
John Jay College Wellness Center Legal Aid
Legal Aid Society

*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
An estimated 15-18% of DACA-mented individuals qualify for another sort of legal relief or way to remain in the country legally. Non-DACA individuals including both students and their family members also have options of which they may not be aware.

**Immigration Screenings at John Jay**
Dr. Martinez (Dept of Latin American and Latina/o Studies) arranges immigration screenings on and off campus for students and families periodically. Please contact her at imartinez@jjay.cuny.edu if you’re interested.

**E4FC DREAMer Intake Service**
When you’re ready, you can take E4FC’s free, confidential, online screening tool. You can expect the results (legal memo) of the screening in 2–4 weeks. Once you receive your legal memo, you can take it to a local community legal service provider or immigration attorney to explore potential immigration options. Note that the wait for online screening results is longer than an in-person screening.

**Academic Advisement**
The Academic Advisement Center is one of the many resources to help you feel ready and confident. There is also the availability of academic advisement within the Minor in Social Entrepreneurship and Innovation that is available through the program director and faculty advisor Professor Charlotte Walker-Said and administrative director, Gayetri Nanda.

**Preferred Pronouns Policy**
John Jay College and the SEI program are committed to fostering an environment of inclusiveness and supporting students’ preferred form of self-identification. With this in mind, this policy provides definitions for and uses of names and pronouns recorded for students.

**CLASS SCHEDULE**

**Week 1:** Introduction and “What is Social Entrepreneurship?”

**Discussion:**
*What are the “Seven Cooperative Principles”?
1. voluntary and open membership; 2. democratic member control; 3. member economic participation; 4. autonomy and independence; 5. education, training and information; 6. co-operation among co-operatives; 7. concern for community*

**Reading:**


**In-class Video:** The Route to Social Innovation (Challenges in Social Innovation)
https://www.youtube.com/watch?v=nPPWr-xWkxY

**Week 2:** A Legacy of Social Entrepreneurship: Cooperative Activities, Intentional Communities, and Mutual Aid

**Reading:**
*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
Jessica Gordon-Nembhard, Collective Courage: A History of African American Cooperative Economic Thought and Practice, *Chapters 1, 4, and 8*


**Discussion:**

How did African Americans social enterprises particularly dedicate themselves to #2 and #4 of the “Seven Cooperative Principles” (democratic member control / autonomy and independence)? And how did these activities prefigure later movements for other egalitarian economic structures among African Americans in the late twentieth century?

**Week 3:** The History of Social Entrepreneurship

**Reading:**


**Week 4:** Recent Social Entrepreneurship Strategies that Reflect Tradition

**Reading:**


**In-class Video:** Reframing the Problem

https://www.youtube.com/watch?v=u3Cc2QFVRJk

**First short paper (750 words):** Pick one case study from the textbook (*Chapters 4, 7, 9, 11, 13, 15, 17, 19*) and pick one reading from the list below and compare the social entrepreneurship approaches and their perspective on how to address social need. This writing assignment must be 750 words, typed, double-spaced, and include references to both readings. This paper is due at the end of Week 5. (Reflection paper)

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
During week 5, the class will be peer reviewing drafts and the professor will give feedback on early drafts.


**Week 5:** Qualities of a Successful Social Entrepreneur: Past and Present

*In-class social entrepreneurship networking exercise:*

**Targeted roundtable:** In this week, the class will engage in small-group guided conversations—a networking format that focuses on collaboration. Each small group will be given a social problem (low performing schools, child abuse, recidivism, few opportunities for the formerly incarcerated, etc.) and will discuss their perspectives on what kind of changemakers would have to engage in that community’s social problem in order to improve outcomes? Also discuss which of the *Seven Cooperative Principles* would have to be prioritized in laying the groundwork for this social enterprise?

**Reading:**
David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas* – *Chapters 8 and 18*

*In class exercise:*
Peer exchange and review of drafts of first paper

**Week 6:** Identifying an Opportunity in Social Entrepreneurship

**Reading:**


*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
Guest Lecture: Pamela Villa Kundu from BronxConnect, an indigenous, multicultural, cross-denominational, faith-based community organization dedicated to developing urban youth into leaders and productive members of their communities.

Discussion:
How does the philosophy and practice of the Seven Cooperative Principles guide an entrepreneur’s decision making rationale for deciding how to identify and opportunity in social entrepreneurship?

Week 7: The Practice of Social Entrepreneurship

Reading:

In class videos:
How to Start a Social Enterprise
https://www.youtube.com/watch?v=7178mTndI6A

How to Solve a Social Problem:
https://www.youtube.com/watch?v=DVylRwmYmJE

This week, we will also discuss all the requirements for the second short paper, due at the end of Week 8:
Second short paper: (1000 words) Organizing information about problem: What are some methods social entrepreneurs in the 20th century applied to organize information about a social problem? What are some new tools current-day social entrepreneurs can use to accelerate the process and make progress more efficiently? You must reference the reading at least four times and use MLA or Chicago style citation. The writing assignment must be in two distinct paragraphs that answer each question. (Research paper- use the readings to investigate the answers to the assignment’s questions)
During Week 8, we will map out the organizational structure of this paper

Week 8: Developing a Model of Paper Writing on Social Entrepreneurship

This week, we will be mapping out the organizational structure of writing like a social entrepreneur. We will discuss how to organize groups of thoughts into paragraphs and make titles and subtitles for sections in business writing style.

Reading for reference:

*Second short paper due end of Week 8

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
**Week 9:** Measuring Social Impact and Community Return: Learning from the Past and Present to Improve the Future

*In class brainstorming project Week 9.* In **Week 9** Students will identify unmet needs in communities they are familiar with. Then, students will brainstorm solutions, narrow those solutions, and refine one by talking to peers in the class (following a structure) for implementation. The goal of this in-class project is not just to develop a single solution but to learn and experience the process of going from problem to solution in social entrepreneurship through discussion, innovative thinking incorporating feedback, and experimentation. *Keeping in mind the Seven Cooperative Principles, analyze how the unmet need could benefit from an organization’s prioritizing of the issue while maintaining an organizational approach that follows the Seven Cooperative Principles.*


**Week 10:** Pitching an Idea

*In this class, we will also discuss all the requirements for Paper 3, due at the end of Week 11: Third short paper: (1000 words).* **Assignment:** Identify two social enterprise strategies that are commonly used today. Discuss why these social enterprise strategies are common in the contemporary era and what skills and methods they borrow from the past. (Research paper-conduct outside research to identify social enterprises being developed today and discuss the strategies used to establish and orient the social enterprise)


**Week 11:** Challenges in Social Entrepreneurship in the Future: The Past as a Map for the Future

**Reading:**


*Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020*
In-class video: Social Innovation in the Real World – From Silos to Systems
https://www.youtube.com/watch?v=oHnwq2F6204

Guest lecturer: James Jones, Jr., founder of CourtBuddy, a black-owned legal tech company (early stage venture) instantly matching those in need of legal counsel with solo attorneys based on budget

This week, we will also go over how to complete the Social Enterprise “pitch” that is to be presented in class in Weeks 12 and 13. Topics to cover to develop the pitch will include:

- How to present oneself as a Changemaker
- How to demonstrate how you will overcome obstacles
- How you can ensure you have considered all the important factors with regard to addressing social needs

**Week 12:** Developing a Social Enterprise Plan Part I

In-class assignment: First half of the class gives their social enterprise pitch

**Week 13:** Developing a Social Enterprise Plan Part II

In-class assignment: Second half of the class gives their social enterprise pitch

**Week 14:** Recap and Final Review

In-class assignment: Constructive criticism of pitches

**Week 15:** FINAL EXAM

**EXAM FORMAT:**
Using the “Seven Cooperative Principles” learned in this class, you will be asked to compare and contrast one cooperative from the early 20th century and one current-day “B Corp” (Benefit Corporations)—both of which had/have a corporate purpose and were founded to create a material positive impact on society and the local populations, cultures, and economy. In the first part of the exam, you will read a summary of two different cooperatives/corporations (one from the past and one from the current day) and assess which organization has fulfilled all seven Cooperative Principles. Write several paragraphs assessing how each organization (has) fulfilled or failed to fulfill each of Seven Cooperative Principles. In the second half of the exam, (and also writing in paragraph form) describe why one of the organizations was/has been more financially successful or viable than the other. In the third part of the exam describe how financial success can correlate with social impact and how one of the described organizations accomplished this feat.
New Course Proposal Form

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: Mathematics and Computer Science

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

Name: Michael Puls
Email address(es) _mpuls@jjay.cuny.edu________
Phone number(s) _212-484-1178______________________

2. a. Title of the course: Elements of Mathematical Proof

b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Mathematical Proof

c. Level of this course      ____100 Level   _X_200 Level   __300 Level   ____400 Level

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

Elements of mathematical proof introduces the student to mathematical rigor, abstraction and mathematical proof writing. Freshmen level mathematics courses develop the mental mathematical models needed to conceptualize abstract mathematical problems. Thus, the sophomore level is the appropriate level for this course.

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.)

Applied math majors at John Jay are required to take upper-level mathematics courses such as Advanced Calculus and Abstract Algebra. These courses are considered to be the most difficult in the undergraduate mathematics curriculum. Most of the mathematics that students will have encountered before taking these courses center on mastering computational algorithms such as equation solving and syntactic manipulation of
algebraic expressions. Advanced courses in mathematics, however, are proofed based. The transition from algorithmic manipulations to logical reasoning in a formal setting can be very abrupt. Writing proofs requires new ways of thinking and communicating that may require special training and quite a bit of practice for most students. The aim of the proposed course is to address this by giving the student the logical and writing skills needed to be successful in upper-level math courses such as Advanced Calculus and Abstract Algebra.

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

This course will prepare the student for advanced study in theoretical mathematics classes. Mathematical proof techniques will be introduced, along with the logic and reasoning behind them. Topics studied include sets, relations, conditional statements, necessary and sufficient conditions, quantifiers, direct proof, indirect proof, counter examples, mathematical induction, set identities, equivalence relations and modular arithmetic.

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

ENG 101 and MAT 242 Calculus II

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** (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:

1. Understand the basic logic of mathematical proofs.

2. Use basic proof methods to write clear and precise proofs (or disproofs) of mathematical statements.

3. Student will be able to identify and defend a correct mathematical argument and to be able to critically analyze an incorrect proof.

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)
   
   Applied Mathematics Major, Mathematics Core Courses (Part II of the major)
   Mathematics Minor, Elective (Part II)

11. How will you assess student learning?

   Student learning will be assessed on the basis of weekly homework assignments, two midterm exams, and a final exam. The homework assignments cover proof techniques learned in class. Each assignment will require the student to construct a mathematical proof after determining which proof technique will work. The construction of a mathematical proof requires the student to write a clear and concise explanation of their proof. In Freshman and Sophomore level math courses students do virtually no writing, thus the writing component of the homework assignments will give the student much needed practice in developing their overall writing skills. Students will do more than six pages of writing during for this course.

   The two midterm exams and the final exam are in class assessments that assess students’ knowledge of topics learned in the class.

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

   Yes ___X__ No ___

   • If yes, please state the librarian’s name Ellen Sexton
   • Are there adequate resources in the library to support students’ work in the course
     Yes ___X__ No _______
• Will your students be expected to use any of the following library resources? Check all that apply. NO

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 10/30/2019

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

Estrada, Georgatos, Graff, Johnson, Miller, Puls, Salane, Trembinska

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: Doug Salane, Chair, Math and Computer Science Department
John Jay College of Criminal Justice-CUNY  
524 59th Street  
New York, NY 10019  
Elements of Mathematical Proof-Section XX  
MAT 2XX

Instructor: XXX  
Office: XXX  
Office Phone: XXX  
E-mail: XXX  
Office Hours: XXX

Course Description: This course will prepare the student for advanced study in theoretical mathematics classes. Mathematics proof techniques will be introduced, along with the logic and reasoning behind them. Topics studied include sets, relations, conditional statements, necessary and sufficient conditions, quantifiers, direct proof, indirect proof, counter examples, mathematical induction, set identities, equivalence relations and modular arithmetic.

Learning Outcomes: By the end of the term the successful student will be able to do the following:  
a) Understand the basic logic of mathematical proofs.  
b) Use basic proof methods to write clear and precise proofs (or disproofs) of mathematical statements.  
c) Student will be able to identify and defend a correct mathematical argument and to be able to critically analyze an incorrect proof.

Means of Assessment: Learning outcomes will be demonstrated through the solution of selected problems on exams, quizzes and collected homework assignments.

Course Prerequisite: ENG 101 and MAT 242


Exams: There will be two exams during the semester and a final exam. The final exam, which is cumulative, will be given XXXXX. There will be no make-up exams except under special circumstances, which must be discussed with the instructor before the exam.
Projects: There will be twelve collected assignments given during the semester. The homework assignments cover proof techniques learned in class. Each assignment will require the student to construct a mathematical proof after determining which proof technique will work. The construction of a mathematical proof requires the student to write a clear and concise explanation of their proof. The amount of writing over the semester will exceed six pages.

Determination of Final Grade: The twelve projects will be worth 50% of the course grade; the two midterms will each be worth 15% of the course grade and the final exam will be worth 20% of the course grade. Final overall grades determined by 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>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
<td>90</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>87</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
<td>83</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
<td>80</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>77</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>73</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>60</td>
</tr>
</tbody>
</table>

College wide policies for undergraduate courses

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

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

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

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

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

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

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

**Wellness and Student Resources:** ([http://www.jjay.cuny.edu/wellness-resources](http://www.jjay.cuny.edu/wellness-resources)) Students experiencing any personal, medical, financial of familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

### Class Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Coverage</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Propositions and Connectives</td>
<td>Section 1.1</td>
</tr>
<tr>
<td>2</td>
<td>Conditionals and Biconditionals</td>
<td>Section 1.2</td>
</tr>
<tr>
<td>3</td>
<td>Quantified Statements (Start)</td>
<td>Project one assigned, Section 1.3</td>
</tr>
<tr>
<td>4</td>
<td>Quantified Statements (Finish)</td>
<td>Project two assigned, Section 1.3</td>
</tr>
<tr>
<td>5</td>
<td>Basic Proof Methods I</td>
<td>Project one due, Section 1.4</td>
</tr>
<tr>
<td>6</td>
<td>Basic Proof Methods II</td>
<td>Project three assigned, Section 1.5</td>
</tr>
<tr>
<td>7</td>
<td>Proofs Involving Quantifiers (Start)</td>
<td>Project two due, Section 1.6</td>
</tr>
<tr>
<td>8</td>
<td>Proofs Involving Quantifiers (Finish)</td>
<td>Project four assigned, Section 1.6</td>
</tr>
<tr>
<td>9</td>
<td>Strategies for constructing proofs</td>
<td>Project three due, Section 1.7</td>
</tr>
<tr>
<td>10</td>
<td>Basic Concepts of Set Theory</td>
<td>Project five assigned, Section 2.1</td>
</tr>
<tr>
<td>11</td>
<td>Set Operations</td>
<td>Project five due, Section 2.2</td>
</tr>
</tbody>
</table>

*Approved by UCASC, 12/13/19, to College Council, 2/6/20*
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Due/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Exam #1</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Indexed Families of Sets</td>
<td>Section 2.3</td>
</tr>
<tr>
<td>14</td>
<td>Mathematical Induction (Start) <strong>Project six assigned</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Mathematical Induction (Finish) Principles of Counting</td>
<td>Sections 2.4 and 2.6</td>
</tr>
<tr>
<td>16</td>
<td>Relations <strong>Project seven assigned, Project six due</strong></td>
<td>Section 3.1</td>
</tr>
<tr>
<td>17</td>
<td>Equivalence Relations (Start)</td>
<td>Section 3.2</td>
</tr>
<tr>
<td>18</td>
<td>Equivalence Relations (Finish) Partitions <strong>Project eight assigned, Project seven due</strong></td>
<td>Sections 3.2 and 3.3</td>
</tr>
<tr>
<td>19</td>
<td>Modular Arithmetic (Start) <strong>Project nine assigned</strong></td>
<td>Section 3.4</td>
</tr>
<tr>
<td>20</td>
<td>Modular Arithmetic (Finish) <strong>Project ten assigned, Project eight due</strong></td>
<td>Sections 3.4</td>
</tr>
<tr>
<td>21</td>
<td>Order Relations <strong>Project nine due</strong></td>
<td>Section 3.5</td>
</tr>
<tr>
<td>22</td>
<td>Functions as Relations <strong>Project ten due</strong></td>
<td>Section 4.1</td>
</tr>
<tr>
<td>23</td>
<td>Exam #2</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Construction of Functions <strong>Project eleven assigned</strong></td>
<td>Section 4.2</td>
</tr>
<tr>
<td>25</td>
<td>Functions that are onto, one-to-one functions</td>
<td>Section 4.3</td>
</tr>
<tr>
<td>26</td>
<td>Epsilon-delta proofs (start) <strong>Project twelve assigned, Project eleven due</strong></td>
<td>Section 7.1</td>
</tr>
<tr>
<td>27</td>
<td>Epsilon-delta proofs (finish)</td>
<td>Section 7.1</td>
</tr>
<tr>
<td>28</td>
<td>Review for final exam <strong>Project twelve due</strong></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td><strong>FINAL EXAM</strong></td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, 12/13/19, to College Council, 2/6/20
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.

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: 11/27/2019

1. Name of Department or Program: Mathematics and Computer Science

2. Contact information of proposer(s):

   Name(s): Michael Puls
   Email(s): mpuls@jjay.cuny.edu
   Phone number(s): 212-484-1178

3. Current number and title of course: MAT 204, Discrete Structures

4. Current course description: The course introduces fundamental ideas in discrete structures. Serving as a basis for subsequent courses in computer information science. Topics include sets, functions and relations, the Pigeonhole Principle, basic counting methods, elementary logic, mathematical induction, recursion, trees and graph theory.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 3

   c. Current prerequisites: ENG 101 and MAT 105 College Algebra

5. Describe the nature of the revision (what are you changing?): To change the math prerequisite from MAT 105 College Algebra to MAT 141 Pre-Calculus

6. Rationale for the proposed change(s): In order to be successful in MAT 204, Discrete Structures the student should have a firm foundation in the concept of a function at the level of

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
a Pre-Calculus course (MAT 141).

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA
   d. Revised learning outcomes NA
   e. Revised assignments and activities related to revised outcomes NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: **ENG 101 and MAT 141 Pre-Calculus**

8. Enrollment in past semesters: Over the past few years the department has run three sections of MAT 204 each semester and each section usually enrolls 28 students.

10. Does this change affect any other departments?
   ___ X No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 10/30/2019

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

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
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.

Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: 11/27/2019

1. Name of Department or Program: Mathematics and Computer Science

2. Contact information of proposer(s):
   
   Name(s): Michael Puls
   Email(s): mpuls@jjay.cuny.edu
   Phone number(s): 212-484-178


4. Current course description: This course studies the theory and methods of testing statistical hypothesis. Topics include the Neyman-Pearson theorem, likelihood ratio tests, power function study, point and interval estimation of statistical parameters including the study of unbiased, consistent, efficient and sufficient estimators. Results applied to problems from different fields involving binomial, Poisson, normal and related distributions.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 3

   c. Current prerequisites: ENG 201, MAT 301 (Probability and Mathematical Statistics I)

5. Describe the nature of the revision: To add an additional prerequisite of MAT 242 Calculus II to the current prerequisites.

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
6. Rationale for the proposed change(s): MAT 302 studies many continuous statistical distributions which require performing calculations using the definite integral over an interval. Students do not encounter these types of integrals until MAT 242 (Calculus II).

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes NA
   e. Revised assignments and activities related to revised outcomes NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: ENG 201, MAT 242 Calculus II and MAT 301

8. Enrollment in past semesters: This course has not been offered recently.

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   No __X__ Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?
    ___X_ No _______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 10/30/2019

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

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
Grade Appeal Process (from 2019-20 UG Bulletin Revised)

Beginning in the fall 2017 fall 2020 semester, the following grade appeal policy is in effect.

Student Appeal

Students who think that a final grade was issued erroneously may file a grade appeal to the departmental grade appeals committee by submitting the form to the Registrar’s Office. Although students are not required to communicate with their professor in order to file the appeal, students are strongly encouraged to communicate with the professor of the course about the reason(s) the student thinks the grade is incorrect. If the professor decides to change the grade, the student may then withdraw the appeal at that time. Faculty members shall not retaliate against students who have requested that their grade be re-examined nor who have exercised their right to file a grade appeal. The Appeal of Grade form for courses taken in spring or summer must be filed with the Registrar’s Office by the twenty-fifth day of the subsequent fall semester; the Appeal of Grade form for courses taken in the fall or winter must be filed by the twenty-fifth day of the subsequent spring semester. Students may not appeal the decision of the department committee because the grade appeal process is the final option for students who are not able to remedy the situation with the professor.

Department Grade Appeals Committee

The request shall be reviewed by the departmental grade appeals committee. The departmental committee has 30 calendar days to review the matter and make a recommendation about the student’s final course grade to the faculty member. For interdisciplinary programs, grade appeals will go to the department grade appeals committee of the academic department who hired the faculty member.

Faculty Review

The faculty member, upon receipt of the committee’s recommendation, must render a judgment within 14 calendar days and communicate in writing to the Office of the Registrar his or her decision to either sustain the grade or submit a grade change that follows the appeals committee’s recommendation. The department grade appeals committee may refer cases to the College-Wide Grade Appeals Committee. The college-wide committee may be used to review cases where the department grade appeals committee recommendation has not been acted upon by the faculty member.

College-Wide Grade Appeals Committee

If the departmental grade appeals committee fails to make a recommendation to the faculty member within 30 calendar days, the grade appeal will be sent to the college-wide grade appeals committee. The departmental grade appeals committee may also refer a case to the college-wide appeals

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
committee if the departmental committee’s recommendation if not acted upon. The college-wide grade appeals committee shall have 30 calendar days to make a recommendation to the faculty member about the course grade. The faculty member’s responsibilities and responses are the same as above. The college-wide grade appeals committee shall comprise five tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. The committee shall elect a chair from its own membership.

**Extraordinary Circumstances**

In truly exceptional circumstances a grade change may be authorized by someone other than the faculty member who taught the course. If either the departmental or college-wide grade appeal committee determines that truly exceptional circumstances are involved, the chair of the respective committee shall forward the information and related documents to the chair of the academic department that owns the course. The chair of the department, in consultation with the department grade appeals committee, shall review the case and if the department chair together with the grade appeals committee determines that a grade change is necessary and appropriate, it shall render its decision and change the student’s grade by the process and deadline established for the faculty member above.

Such grade changes are expected to be rare. No change in grade may be authorized except by the faculty member teaching the course or by the department chair in consultation with the department grade appeals committee. Each fall, a report will be furnished to the Academic Standards Subcommittee of UCASC as to the number of grade changes made through this process during the previous academic year.

**Applicability to Undergraduate and Graduate Students**

The processes described in this policy shall apply to only courses in the undergraduate program because only the undergraduate program has departmental grade appeals committees.

**Rationale:** Students have the right to file a grade appeal; they should not feel hesitant to do so by a fear of possible retaliation, no matter whether that fear is justified or not. This is a general principle of filing appeals.
Proposed Freshman Forgiveness Policy – Effective September 1, 2020, the college will implement a Freshman Forgiveness Policy. This policy will apply to all lower freshman students, as defined below, who enrolled at the college in the Spring 2020 term or thereafter. In accordance with this new policy, if the student passes the suite of freshman courses, they will receive the grade earned which will carry the designated GPA. If the student fails the course, the failing grade (F, WU, FIN) will be administratively converted to “NC – No Credit,” and have no impact on the GPA. (Restrictions apply. Please read below sections to find all “Restrictions” and “Limitations”)

Explanation – According to John Jay College’s “Fall 2018 Fact Book,” published by the Office of Institutional Research, the percentage of first-time, full-time, degree-seeking freshmen, still enrolled at the college after the first year is 79.9%. Approximately 20% of the incoming freshman class is absent after the first year. Performance data after the freshman year reflects that over half of the freshman class attrition is due to probation/dismissal action. This policy seeks to assist first-time lower freshman students, who are new to the college experience, by removing the failing grades that place them in academic jeopardy.

Procedure – In CUNYFirst, faculty members assign grades to students via the Faculty Center. There is no anticipated change in the process for faculty. That is, faculty would assign grades at the end of a given term as usual. However, the college would authorize the Office of the Registrar to administratively change failing grades in the lower freshman semester to “NC-No Credit.”

Process

1. At the end of the Fall or Spring term, faculty members assign grades via CUNYFirst. (As usual, no change).
2. The Office of the Registrar extracts from CUNYfirst a report of lower freshman students who have earned failing grades. (see below for further definition)
3. The Office of the Registrar will perform a “change of grade” for failing courses and assign the grade of “NC-No Credit”. This will allow an audit trail to exist of the “original” grade and the “new administrative grade.”


2 See pg. 30 in the Fall 2018 Fact Book.

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020
4. Faculty members and students will be sent a confirmation email indicating that their grade has been changed.
5. The Provost and Dean of Undergraduate Studies will receive a report each term of the number of failing grades converted to NC-No Credit.
6. The Office of Undergraduate Studies will provide outreach and student success interventions for this population.

Restrictions
1. This policy applies only to a freshman student (attending full-time or part-time) in their first freshman semester, (aka., Lower Freshman).
   a. A lower freshman is defined as a new student who has not previously matriculated in a college, as a degree-seeking student, prior to their first term of attendance at John Jay.
   b. A lower freshman is coded by the Office of Admissions as being in the “FRSH” Student Group in CUNYFirst.
   c. Entering freshman with college credits earned through Regents examination, AP credit, or other exams (i.e., CLEP) are still eligible for forgiveness under this policy.
   d. Transfer students, coded as “TRNS,” who enter into the Upper Freshman level or beyond are not eligible for forgiveness under this policy.
2. This policy is effective for lower freshman students enrolled in the college beginning the Spring 2020 term and thereafter. It cannot be applied retroactively to any semester prior to Spring 2020.
3. This policy will not apply to readmitted students who return to the freshman term.
   a. For this restriction, a readmitted student is considered a student who attended the college and received letter grades.
4. This policy applies to matriculated, undergraduate, degree-seeking students. Non-degree students are ineligible for forgiveness under this policy.
5. For the purpose of this policy, failing grades are considered; “F, WU, FIN.”
6. Students who receive grades of “NC” are not eligible for the Dean’s List for that semester or that year for part-time students.
7. For the purpose of calculating Latin Honor’s, NC grades will be treated as failing grades.

Limitations
1. The Freshman Forgiveness Policy only applies to courses taken in the first, lower freshman semester of matriculation. It will not apply to any courses taken thereafter.
2. Freshman students enrolled less than Full-Time in the lower freshman semester will be permitted to apply the forgiveness policy to the first 18 credits earned at John Jay College.
3. This policy applies only to courses taken at John Jay College. Courses taken at another college (CUNY or otherwise) are not eligible for forgiveness under this policy.
4. Courses with a grade assigned of “NC-No Credit” may negatively impact a student’s financial aid, (i.e., Satisfactory Academic Progress, Program Pursuit
and Credit Accumulation) eligibility. It is strongly recommended that students meet with a financial aid counselor prior to the forgiveness policy being applied.

5. A student who repeats a course that has been assigned an NC grade in the prior term will receive a standard letter grade on the second attempt.

The chart below outlines how the Office of the Registrar will treat repeated courses and grades.

<table>
<thead>
<tr>
<th>Original Grade</th>
<th>Grade Action</th>
<th>Effect on Credits Earned and GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B, C, D, P, CR, (incl all + and minus grades)</td>
<td>None</td>
<td>Grades are factored into GPA and credits are earned.</td>
</tr>
<tr>
<td>F, WU, FIN</td>
<td>Administratively Changed to “NC-No Credit” for Lower Freshmen</td>
<td>GPA will increase due to a grade change from failing to NC. No credits earned for NC courses</td>
</tr>
<tr>
<td>INC, PEN</td>
<td>None</td>
<td>Considered “in progress” grades. If failing grades are ultimately assigned, forgiveness rules apply</td>
</tr>
<tr>
<td>W, WA, WN,</td>
<td>None</td>
<td>No effect on GPA – No credits earned for courses</td>
</tr>
</tbody>
</table>
The Prisoner Reentry Institute (PRI) is changing its name to the Institute for Justice and Opportunity.

Tagline: Creating opportunity for people to live successfully in the community after involvement with the justice system.

Background:
The Prisoner Reentry Institute (PRI) was created in 2005 as one of the research centers at John Jay College. The name no longer accurately describes the scope of PRI’s work and it unwittingly stigmatizes students associated with our programs. In the last fifteen years, the scope of PRI’s work has expanded beyond reentry to address all stages of the criminal justice process from arrest through sentencing, incarceration, community supervision, and community reintegration. In changing our name, we also recognize that words like “prisoner” and “reentry” nominalize and stigmatize people, speaking only to a singular narrative that sees them in the context of their relationship to the criminal legal system.

PRI’s core mission is to create opportunities for people to live successfully in the community after involvement with the criminal legal system. To that end, in the last eight years, PRI has expanded from its research and policy agenda to also include a range of direct services that touch 1,000 people a year. These include prestigious student fellowships, a college-in-prison program, and College Initiative, a continuum of services that assist people in enrolling and succeeding in college after they have been involved in the criminal legal system.

The Prisoner Reentry Institute engaged in a consultative process to find a new name that better reflects its mission of creating opportunity for people to live successfully in the community after involvement with the criminal legal system. We sought a name that speaks to a future of opportunity and possibility. We selected the name Institute for Justice and Opportunity because it is evocative and aspirational, and speaks to the many pathways and possibilities that are facilitated by the programs and services we offer.