I. Adoption of the Agenda

II. Minutes of the February 22, 2017 College Council (attachment A), Pg. 3

III. Approval of the Members of the College Council Committees (attachment B), Pg. 5
   - Melinda Yam replaces Kimberly Ortega as the junior class representative on the College Council, Pg. 9
   - Maria Kiriakova replaces Professor Fritz Umbach on the Executive Committee of the College Council, Pg. 10

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C19) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

   Programs
   C1. Proposal for a Dual/Joint Degree AS/BS in Computer Science and Information Security with BMCC, KBCC, LGCC, Pg. 21
   C2. Proposal to Revise the BA in Criminology (Prereqs), Pg. 40
   C3. Proposal to Revise the BS in Computer Science & Information Security (Prereqs), Pg. 43
   C4. Proposal to Revise the BS in Forensic Science (Prereqs), Pg. 47
   C5. Proposal to Revise the BA in Sociology (Prereqs), Pg. 52

   Academic Standards
   C6. Proposal to Revise the Grade Appeal Policy, Pg. 56

   General Education
   C7. Proposal to Revise the College Option: Justice Core I (FYS) Learning Outcomes, Pg. 59

   New Courses
   C8. CSCI 1XX (171) The Nature of Computers and Computation (Sci Wld), Pg. 61

   Course Revisions
   C9. AFR Bulk Prerequisite Changes, Pg. 80
V. Report from the Committee on Graduate Studies (attachment D1-D4) – Associate Provost and Dean of Graduate Studies, Anne Lopes

Programs

D1. Clarification of MPA-PPA and MPA-IO specialization and elective requirements, Pg.125

New Graduate Courses

D2. PAD 766 Inspection and Oversight of Health Care Delivery, Pg. 126
D3. PAD 767 Analytical Methods in Health Care Auditing and Investigation, Pg. 138

Revision to Existing Graduate Course

D4. ICJ 703 International Criminal Law, Pg. 157

VI. New Business

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

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – President Warren (Ned) Benton
The College Council held its fifth meeting of the 2016-2017 academic year on Wednesday, February 22, 2017. The meeting was called to order at 1:50 p.m. and the following members were present: Grace Theresa Agalo-os, Schevaletta Alford, Andrea Balis*, Rosemary Barberet, Ellen Belcher, Warren (Ned) Benton, Jane Bowers, Michael Brownstein, Dara Byrne, Joanna Callen, Brian Carvajal, Helen Cedeno, Kashka Celinska, Lynette Cook-Francis, Glenn Corbett, Sven Dietrich, Sandrine Dikambi, Artem Domashevskiy, Jahvar Duffus, Joel Freiser, Leigh Graham, Roman Gressier, Maki Haberfeld, Jay Hamilton, Karen Kaplowitz, Mahtab Khan, Erica King-Toler, Maria Kiriakova, Thomas Kucharski, Thurai Kugan, Anru Lee, Johanna Lessinger, Anne Lopes, Sylvia Lopez, Yue Ma, Vincent Maiorino, Xerxes Malki, Aida Martinez-Gomez, Mickey Melendez, Lorraine Moller, Naomi Nwosu, Belinda Rincon, Peter Romaniuk, Michael Scaduto, Lauren Shapiro, Charles Stone, Steven Titan, Jeremy Travis, Marline Wright, Janet Winter*, and Guoqi Zhang.


*Alternates

I. Adoption of the Agenda

A motion was made to amend the agenda with the following change on Item III. The motion was seconded and approved unanimously.

- Dana Davies fills the vacant position for the Vice President of Enrollment Management.

II. Minutes of the December 6, 2016 College Council

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

III. Approval of the Members of the College Council

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

- Professor Amy Green replaces Professor Gerald Markowitz as the Anthropology representative on the College Council.
- Professor Johanna Lessinger replaces Professor Terry Furst as the Interdisciplinary Studies representative on the College Council.
- Joanna Callen replaces Mohammed Alam as the graduate representative on the College Council.
- Brian Carvajal replaces Kaniz Fatima as the junior class representative on the College Council.
- Tomas Garita was nominated to be the alternate student representative on the College Council.
- Paula Caceres replaces Bianca Hayles as the freshman representative on the College Council.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C9)

A motion was made to adopt new programs marked C1-C3 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new programs marked C1-C3:

C1. Proposal to Revise the BA in Forensic Psychology  
C2. Proposal to Revise the BA in Humanities and Justice  
C3. Proposal to Revise the BS in Criminal Justice (Institutional Theory & Practice)

The motion was seconded and approved unanimously.

A motion was made to adopt an academic standard marked “C4. Proposal to Revise the Policy on Senior Citizens.”

In Favor: 50    Oppose: 1    Abstentions: 1

The motion was seconded and passed.

A motion was made to adopt new courses marked C5-C7 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked C5-C7:

C5. TOX 3XX Cellular and Molecular Toxicology  
C6. TOX 3YY Clinical Toxicology  
C7. TOX 4XX Principles of Pharmacological Toxicology

The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C8-C9 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C8-C9:

C8. CJBS Courses – Bulk Prerequisite Changes  
C9. HJS 250 Justice in the Western Tradition

The motion was seconded and approved unanimously.
V. Report from the Committee on Graduate Studies (attachments D1-D7)

A motion was made to adopt an academic policy marked “D1. Preferred Name Policy.” The motion was seconded and approved unanimously.

A motion was made to adopt an academic policy marked “D2. Proposed Revision to Policy on Graduate Readmission.” The motion was seconded and approved unanimously.

A motion was made to adopt revisions to existing programs marked D3-D4 as a slate.

The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked D3-D4:

D3. Addition of Victim Counseling Specialization to Forensic Mental Health Counseling MA
D4. ICJ 701, Illegal Markets and Economic Justice

The motion was seconded and approved unanimously.

A motion was made to adopt new graduate courses marked D5-D6 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new graduate courses marked D5-D6:

D5. ECO 713 Political Economy
D6. ECO 720 Macroeconomics

The motion was seconded and approved unanimously.

A motion was made to adopt a new graduate course marked “D7. ECO 750 Mathematics for Economics.” The motion was seconded and approved unanimously.

The meeting was adjourned at 2:45 p.m.
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**College Council Membership**

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

**Administration:**
1. President (Chairperson)  
   Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs  
   Jane P. Bowers
3. Vice President for Finance and Administration  
   Steven Titan
4. Vice President for Student Affairs  
   Lynette Cook-Francis
5. Interim Vice President for Enrollment Management  
   Dana Davies
6. Associate Provost for Institutional Effectiveness  
   VACANT
7. Associate Provost for Strategic Initiatives and Dean of Graduate Studies  
   Anne Lopes
8. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies  
   Dara Byrne
9. Associate Provost and Dean of Research  
   Anthony Carpi

**Faculty:**
   a. Full-time faculty elected from each academic department:
10. Africana Studies  
    Xerxes Malki
11. Anthropology  
    Johanna Lessinger
12. Art and Music  
    Lisa Farrington
13. Communication and Theater Arts  
    Lorraine Moller
14. Counseling  
    Mickey Melendez
15. Criminal Justice  
    Frank Pezzella
16. Economics  
    Jay Hamilton
17. English  
    Jonathan Gray
18. Health and Physical Education  
    Vincent Maiorino
19. History  
    Andrea Balis
20. Interdisciplinary Studies Department  
    Amy Green
21. Latin America and Latina/o Studies  
    Brian Montes
22. Law, Police Science, and Criminal Justice Administration  
    Yue Ma
23. Library  
    Maria Kiriaikova
24. Mathematics  
    Thurai Kugan
25. Modern Languages and Literatures  
    Aida Martinez-Gomez
26. Philosophy  
    Michael Brownstein
27. Political Science  
    Peter Romaniuk
28. Psychology  
    Thomas Kucharski
29. Public Management  
    Elizabeth Nisbet
    Lauren Shapiro
31. Sciences  
    Guoqi Zhang
32. SEEK  
    Erica King-Toler
33. Sociology  
    Rosemary Barberet

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

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

<table>
<thead>
<tr>
<th>Avram Bornstein, Anthropology</th>
<th>Ric Curtis, Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana (DeeDee) Falkenbach,</td>
<td>Robert Garot, Sociology</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Chuck Nemeth, SFEM</td>
<td>Rebecca Weiss, Psychology</td>
</tr>
<tr>
<td>VACANT</td>
<td>VACANT</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

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

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

<table>
<thead>
<tr>
<th>Janet Winter</th>
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</thead>
</table>

Students:

57. President of the Student Council  
58. Vice President of the Student Council  
59. Treasurer of the Student Council 
60. Secretary of the Student Council  
61. Elected At-Large Representative  
62. Elected graduate student representative  
63. Elected graduate student representative  
64. Elected senior class representative  

| Grace Theresa Agalo-os  
| Roman Gressier  
| Jahvar Duffus  
| Kadeem Robinson  
| Samantha N. Buan Ladines  
| Marline Wright  
| Joanna Callen  
| Izabela Qafa |
65. Elected senior class representative                      Marline Paul
66. Elected junior class representative                    Brian Carvajal
67. Elected junior class representative                    Melinda Yam
68. Elected sophomore class representative                Jasmine Awad
69. Elected sophomore class representative                Mahtab Khan
70. Freshman representative designated according to a method duly adopted by the Student Council.
                                   Paula Caceres

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

| 1. Devin Ly | 2. Tomas Garita |

**College Council Interim Executive Committee**

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

- President (Chairperson)                                  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs    Jane P. Bowers
- Vice President for Finance and Administration             Steven Titan
- Vice President for Student Affairs                        Lynette Cook-Francis
- President of the Faculty Senate                           Warren (Ned) Benton
- Vice-President of the Faculty Senate                      Francis Sheehan
- Two (2) other members of the Faculty Senate
  1. Karen Kaplowitz                                       Sandrine Dikambi
  2. Schevaletta (Chevy) Alford                             Nikki Hancock-Nicholson
- President of the Higher Education Officers Council        Grace Theresa Agalo-os
- Vice-President of the Higher Education Officers Council   Roman Gressier

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

**Executive Committee of the College Council**

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

- President (Chairperson)  
  Jeremy Travis
- Provost and Senior Vice President for Academic Affairs  
  Jane P. Bowers
- Vice President for Finance and Administration  
  Steven Titan
- Vice President for Student Affairs  
  Lynette Cook-Francis
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Schevaletta (Chevy) Alford
  2. Andrea Balis
  3. Warren (Ned) Benton
  4. Sven Dietrich
  5. Karen Kaplowitz
  6. Francis Sheehan
  7. Maria Kiriakova
- Two (2) higher education officers
  1. Sandrine Dikambi
  2. Nikki Hancock-Nicholson
- Three (3) students
  1. Grace Theresa Agalo-os
  2. Roman Gressier
  3. Samantha Nicole Buan Ladines

**Undergraduate Curriculum and Academic Standards Committee**

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)  
  Dara Byrne
- Registrar  
  Daniel Matos
- Executive Director of Undergraduate Studies  
  Katherine Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.
  1. Africana Studies  
     C. Jama Adams
  2. Anthropology  
     Shonna Trinch
  3. Art and Music  
     Erin Thompson
  4. Communication & Theater Arts  
     Bettina Murray
  5. Counseling  
     Ma’at Lewis
  6. Criminal Justice  
     Chongmin Na
  7. Economics  
     Ian Seda
  8. English  
     Bettina Carbonell
  9. Health & Physical Education  
     Susan Larkin
 10. History  
     Andrea Balis
 11. Interdisciplinary Studies Program (ISP)  
     Susannah Crowder
 12. Library  
     Ellen Sexton
 13. Latin American & Latina/o Studies  
     Suzanne Oboler
• Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Devin Ly
  2. Jasmine Awad
  3. Leslie Smith

Committee on Student Interests

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

• Assistant Vice President and Dean of Students (Chairperson)       Michael Sachs
• Director of Athletics                                           Carol Kashow
• Director, Center for Student Involvement and Leadership         Danielle Officer
• Two (2) members of the faculty
  1. Alexa Capeloto
  2. Nicole Elias
• Six (6) students
  1. Ashley Baxter
  2. Jashua Perez
  3. Agha Khan
  4. Melinda Yam
  5. Brian Carvajal
  6. Laura Rubio

Faculty-Student Disciplinary Committee

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

• The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Thurai Kugan—Mathematics and Computer Sciences
  2. Peggilee Wopperman—Psychology
  3. Robert McCrie—Law, Police Science, and Criminal Justice Administration
Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.

1. Heath Grant
2. Liliana Soto-Fernandez
3. vacant
4. vacant
5. vacant
6. vacant

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

1. Ashley Baxter
2. Marline Paul
3. Leslie Smith
4. Marina Saad
5. Zachary Sizemore
6. VACANT

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

Committee on Faculty Personnel

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

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

The Committee on Faculty Personnel shall consist of the following members:

- President (Chairperson) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies Anne Lopes
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
• Chairperson of each academic department
  1. Africana Studies  
     Carlton Jama Adams
  2. Anthropology  
     Anthony Marcus
  3. Art and Music  
     Ben Lapidus
  4. Communication and Theater Arts  
     Martin Wallenstein
  5. Counseling  
     Caridad Sanchez
  6. Criminal Justice  
     Evan Mandery
  7. Economics  
     Jay Hamilton
  8. English  
     Valerie Allen
  9. Health and Physical Education  
     Davidson Umeh
  10. History  
     Allison Kavey
  11. Interdisciplinary Studies Department  
     Richard Haw
  12. Latin American and Latino/a Studies  
     Lisandro Perez
  13. Law, Police Science and Criminal Justice Administration  
     Richard Curtis
  14. Library  
     Larry Sullivan
  15. Mathematics and Computer Science  
     Douglas Salane
  16. Modern Languages and Literatures  
     Silvia Dapia
  17. Philosophy  
     Jonathan Jacobs
  18. Political Science  
     James Cauthen
  19. Psychology  
     Angela Crossman
  20. Public Management  
     Maria D’Agostino
  21. Sciences  
     Larry Kobilinsky
     Charles Nemeth
  23. SEEK  
     Nancy Velasquez-Torres
  24. Sociology  
     Amy Adamczyk

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

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

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

- President (Chairperson) - Jeremy Travis
- Provost and Senior Vice President for Academic Affairs - Jane P. Bowers
- Vice President for Finance and Administration - Steven Titan
- Vice President for Student Affairs - Lynette Cook-Francis
- Interim Vice President for Enrollment Management - Dana Davies
- Associate Provost for Institutional Effectiveness - VACANT
- Assistant Vice President for Administration - Raj Singh
- Associate Provost for Strategic Initiatives and Dean of Graduate Studies - Anne Lopes
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies - Dara Byrne
- Associate Provost and Dean of Research - Anthony Carpi
- Assistant Vice President for Financial and Business Services - Mark Flower
- President of the Faculty Senate - Warren (Ned) Benton
- Vice President of the Faculty Senate - Francis Sheehan
- Chair of the Faculty Senate Fiscal Affairs Committee - Thomas Kucharski
- Vice Chair of the Faculty Senate Fiscal Affairs Committee - Karen Kaplowitz
- Chairperson of each academic department
  1. Africana Studies - Carlton Jama Adams
  2. Anthropology - Anthony Marcus
  3. Art and Music - Ben Lapidus
  4. Communication and Theater Arts - Martin Wallenstein
  5. Counseling - Caridad Sanchez
  6. Criminal Justice - Evan Mandery
  7. Economics - Jay Hamilton
  8. English - Valerie Allen
  9. Health and Physical Education - Davidson Umeh
  10. History - Allison Kavey
  11. Interdisciplinary Studies Department - Richard Haw
  12. Latin American and Latina/o Studies - Lisandro Perez
  13. Law, Police Science, and Criminal Justice Administration - Richard Curtis
  14. Library - Larry Sullivan
  15. Mathematics and Computer Science - Douglas Salane
  16. Modern Languages and Literatures - Silvia Dapia
  17. Philosophy - Jonathan Jacobs
  18. Political Science - James Cauthen
  19. Psychology - Angela Crossman
  20. Public Management - Maria D’Agostino
  21. Sciences - Larry Kobilinsky
  23. SEEK - Nancy Velasquez-Torres
  24. Sociology - Amy Adamczyk
- Chairperson of the Higher Education Officers Council - Sandrine DiKambi
- Two (2) higher education officer representative
  1. Michael Scaduto
  2. Nikki Hancock-Nicholson
• President of the Student Council or designee                Grace Theresa Agalo-os
• Treasurer of the Student Council or designee                Jahvar Duffus
• One (1) additional student representative                Laura Rubio
• Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Crystal Farmer
  2. Anthony Chambers

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

• Vice President of Finance and Administration
  (Chairperson)                                                                                             Steven Titan
• Provost and Senior Vice President for Academic Affairs        Jane P. Bowers
• President of the Faculty Senate      Warren (Ned) Benton
• Chair of the Faculty Senate Fiscal Affairs Committee   Thomas Kucharski
• Vice Chair of the Faculty Senate Fiscal Affairs Committee     Karen Kaplowitz
• Chair of the Council of Chairs                              Angela Crossman
• Vice Chair of the Council of Chairs                          James Cauthen
• One (1) representative chosen by the Council of Chairs              Jay Hamilton
• Chair of the Higher Education Officers Council                Sandrine Dikambi

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

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

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

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

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

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

Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
  1. Keith Markus
  2. Aida Martinez-Gomez
  3. Daniel Yaverbaum
  4. VACANT
- Two (2) students
  1. Zachary Sizemore
  2. Fernando Andrade

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

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

- Provost and Senior Vice President for Academic Affairs (Chairperson)  
  Jane P. Bowers
- Senior Director of Academic Operations, Office of the Provost  
  Kinya Chandler
- President of the Faculty Senate  
  Warren (Ned) Benton
- Vice President of the Faculty Senate  
  Francis Sheehan
- Chairperson of each academic department
  1. Africana Studies  
     Carlton Jama Adams
  2. Anthropology  
     Anthony Marcus
  3. Art and Music  
     Ben Lapidus
  4. Communication and Theater Arts  
     Martin Wallenstein
  5. Counseling  
     Caridad Sanchez
  6. Criminal Justice  
     Evan Mandery
  7. Economics  
     Jay Hamilton
  8. English  
     Valerie Allen
  9. Health and Physical Education  
     Davidson Umeh
  10. History  
     Allison Kavey
  11. Interdisciplinary Studies Department  
     Richard Haw
  12. Latin American and Latino/a Studies  
     Lisandro Perez
  13. Law, Police Science, and Criminal Justice Administration  
     Richard Curtis
  14. Library  
     Larry Sullivan
  15. Mathematics and Computer Science  
     Douglas Salane
  16. Modern Languages and Literatures  
     Silvia Dapia
  17. Philosophy  
     Jonathan Jacobs
  18. Political Science  
     James Cauthen
  19. Psychology  
     Angela Crossman
  20. Public Management  
     Maria D’Agostino
  21. Sciences  
     Larry Kobilinsky
     Charles Nemeth
  23. SEEK  
     Nancy Velasquez-Torres
  24. Sociology  
     Amy Adamczyk

Council of Undergraduate Program Coordinators

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)  
  Dara Byrne
- Coordinators of Undergraduate Majors
  1. Anthropology  
     Johanna Lessinger
  2. Cell & Molecular Biology  
     Jason Rauceo
  3. Computer Science and Information Security  
     Sven Dietrich
4. Criminal Justice (B.A.)
5. Criminal Justice (B.S.)
6. Criminal Justice Management
7. Criminology
8. Culture and Deviance Studies
9. Dispute Resolution
10. Economics Concentration A
    Economics Concentration C
11. English
12. Fire and Emergency Services
13. Fire Science
14. Forensic Psychology
15. Forensic Science
16. Fraud Examination and Financial Forensics
17. Gender Studies
18. Global History
19. Humanities and Justice
20. International Criminal Justice
21. Latin American and Latina/o Studies
22. Law and Society
23. Legal Studies
24. Library
25. Philosophy
26. Police Studies
27. Political Science
28. Public Administration
29. Security Management
30. Sociology
31. Spanish Concentration A
    Spanish Concentration B
32. Toxicology

*Co-coordinators

**Committee on Honors, Prizes and Awards**

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

- Vice President for Student Affairs (Chairperson) Lynette Cook-Francis
- Assistant Vice President and Dean of Students Michael Sachs
- Director, Center for Student Involvement and Leadership Danielle Officer
- Three (3) full-time members of the faculty
  1. Marta Concheiro-Guisan
  2. Vijay Sampath
  3. Valerie West
• Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Brian Carvajal
  2. Mahtab Khan
  3. Katianna Laveaux

**College-Wide Grade Appeals Committee**

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

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

**College-Wide Assessment Committee**

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

• Chairperson: Marie-Helen Maras
• Co-Chairperson: Denise Thompson
• Director of Assessment (ex officio): Virginia Moreno
• Associate Provost for Institutional Effectiveness: VACANT
• Seven (7) Full-time Faculty Members
  1. Lisette Delgado-Cruzata
  2. Marie-Helen Maras
  3. Maureen Richards
  4. Denise Thompson
  5. Jennifer Rutledge
  6. Mechthild Prinz
  7. Vacant
• Three(3) Higher Education Officers
  1. Anila Duro
  2. Deborah Washington
  3. Rosann Santos-Elliott
Special Committee of the College Council

Committee on Faculty Elections

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

1. Chevy Alford
2. Maria Kiriakova
3. Ekaterina Korobkova
4. Hyunhee Park
5. VACANT
Department of Mathematics and Computer Science

Proposal to create Dual Admission Joint B.S. degrees in Computer Science and Information Security from the existing John Jay B.S. and Community College A.S Computer Science programs.

November 14, 2016

Effective date: Fall 2017 (pending NYSED registration)

Background and Process:

The Department Chair and the Curriculum Committee of the Department of Math and Computer Science have approved this proposal to create a joint degree program by articulating the existing B.S. in Computer Science and Information Security at John Jay with the A.S. in Computer Science at each community college.

Since this joint degree program is being created from existing registered programs, a full degree proposal is not required. However, since all dual admission/joint degrees in New York State are created through governance at both the 2-year and the 4-year institution, John Jay College and each community college will bring this proposal through governance. In addition, the colleges must submit the NYSED “Change or Adapt a Registered Program” form, indicating that they are “Creating a dual-degree program from existing registered programs.”

Overview:

Cybersecurity represents an unusually broad, remarkably well-compensated set of new and emerging occupational areas, offering a surfeit of employment opportunities in New York City due to the severe shortage of qualified cyber-workers. These occupations rank among the fastest growing professional employment opportunities in NYC.\(^1\) The NYC Department of Labor estimates overall growth in cyber-allied fields at over 20% by 2020, with higher projections for selected categories (36.5%), and with near astronomical growth rates anticipated (58.6%) for the most highly skilled by 2022.\(^2\) This explosive

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growth places New York City second nationally—just behind Washington, D.C.—for cybersecurity employment opportunities.3

The field offers remarkable earning opportunities for successful college graduates. Entry-level positions in the cybersecurity fields are unusually well-paid, with private sector career entrants earning roughly $60,000 to start, a figure that can double within the first two-years of employment. The number of qualified applicants for cybersecurity occupations, however, has lagged severely behind the number of openings, causing a critical gap in the public and private sectors’ security defense and severe shortages of cyber-workers in specific industries, including financial services, healthcare and retail trade—among the largest industries in the NYC economy. In addition, private sector New York employers point to the problem of inappropriately prepared applicants who lack rudimentary familiarity with the professional work world. They also underscore the dearth of knowledgeable and skills-qualified career entrants, which causes long-term job vacancies, limits the productivity of newly hired cybersecurity professionals, and stunts economic growth as the incidence and costs of cybercrime mushroom and place at grave financial risk both businesses and the public.

John Jay College and several CUNY Community Colleges propose a dual admission/joint degree program (A.S./B.S.) in Computer Science and Information Security that will help address these shortages and deficiencies. In addition, the planned degree aims to:

1) improve student academic success at the community and senior colleges;
2) increase the rate of transfer from the associate degree to the bachelor’s degree;
3) bolster preparation and professional development opportunities for students’ career entry and success in the cyber security and tech fields, and
4) ensure curricular alignment between the colleges and the needs of cybersecurity and tech employers.

The aforementioned Community Colleges and John Jay will launch this collaborative program by building on their successful track-record in the CUNY Justice Academy. The CUNY Justice Academy is a unique educational partnership connecting John Jay College of Criminal Justice to CUNY’s six traditional community colleges. This program currently provides academic pathways leading from associate degree study to a bachelor’s degree and ultimately to exciting careers in the fields of Criminal Justice, Forensic Science and Forensic Financial Analysis. Assessment shows that CUNY Justice Academy programs have led to an unprecedented transfer rate of associate degree students from the participating community colleges to John Jay College when compared to the rate of non-CUNY Justice Academy transfers. The programs of the CUNY Justice Academy have also positively impacted student G.P.A.s, rates of credit accumulation, and time to degree completion. We anticipate that students who enroll in the proposed dual admission/joint degree program Computer Science and Information Security will benefit similarly.

Contributing to students’ professional preparation and development, the degree program offers internships and other experiential learning opportunities. The program benefits from a partnership with the Cybersecurity Workforce Alliance (CWA)—an association of private sector employers, technology innovators, and educators, including the Federal Reserve Bank of NY, Fidelity Bank, Bank

of NY Mellon, J.P. Morgan Chase, Morgan Stanley, Goldman Sachs, SIFMA, Express Scripts, RANE, iQ4, and Capgemini, among others—formed to increase and improve the cybersecurity workforce. Students at John Jay and the partner community colleges have the opportunity to participate in the Cybersecurity Virtual Internship, developed jointly by John Jay and external workforce partners to simulate cybersecurity threat scenarios, allowing students to develop professional experience, practice leadership and collaboration, and build résumé, interview, and presentation skills. As they advance in the degree program, students have the opportunity to apply the knowledge they have learned through a professional internship opportunity, and in an extensive capstone experience that provides hands-on laboratory experience over the course of two semesters. The degree program also makes use of new and emerging technologies via the in-house laboratory, the Computer Science, Data & Statistics Resource Center, and the iQ4 Digital Portfolio, to optimally ready students⁴ for cybersecurity careers, thereby expanding employment opportunities for the city’s lower income college students by providing them with openings to highly paid jobs in the private sector that have been previously unavailable to them.

**Assessment:**

As a dual joint program formed from existing programs, the proposed dual joint program will be subject to each college’s established and ongoing assessment processes for programs, courses, students, and instructors, including academic program review, learning outcomes assessment, and faculty evaluations.

In addition, student performance, persistence, and completion in the joint degree will be tracked and addressed to facilitate continuous improvement by relevant staff at each participating college, including faculty, program coordinators and liaisons, and the CUNY Justice Academy Steering committee.

**Participating Degree Programs:**

This proposal addresses the joint degree programs between the following colleges:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough of Manhattan Community College</td>
<td>John Jay College</td>
</tr>
<tr>
<td>A.S. in Computer Science</td>
<td>B.S. in Computer Science and Information Security</td>
</tr>
<tr>
<td>Program Code: 92040</td>
<td>Program Code: 88202</td>
</tr>
<tr>
<td>Kingsborough Community College</td>
<td></td>
</tr>
<tr>
<td>A.S. in Computer Science</td>
<td></td>
</tr>
<tr>
<td>Program Code: 01040</td>
<td></td>
</tr>
<tr>
<td>LaGuardia Community College</td>
<td></td>
</tr>
<tr>
<td>A.S. in Computer Science</td>
<td></td>
</tr>
<tr>
<td>Program Code: 82352</td>
<td></td>
</tr>
</tbody>
</table>

Note: Queensborough Community College and Hostos Community College are proposing new degree programs, which are addressed in separate proposals. An additional proposal involving Bronx Community College is anticipated in the future.

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⁴ John Jay students are among the poorest of senior college students at CUNY according to the most recent IPEDS’ Pell eligibility reporting data. CJA community college students rank in the bottom half of all CUNY college students, with one exception, using the same criterion.
Curriculum: Current John Jay Major

John Jay B.S. in Computer Science and Information Security 57-60 Cr.

Prerequisites (depending on math placement) 0-3 Cr
MAT 141 Precalculus

Part One. Core Computer Science Courses 33 Cr
Required
CSCI 271 Introduction to Computing and Programming
CSCI 272 Object-Oriented Programming
CSCI 274 Computer Architecture
CSCI 360 Cryptography and Cryptanalysis
CSCI 373 Advanced Data Structures
CSCI 374 Programming Languages
CSCI 375 Operating Systems
CSCI 377 Computer Algorithms
CSCI 379 Computer Networking
CSCI 411 Computer Security and Forensics
CSCI 412 Network Security & Forensics

Part Two. Required Math Courses 9 Cr.
Required
MAT 204 Discrete Structures
MAT 241 Calculus I
MAT 301 Probability and Mathematical Statistics I

Part Three. Electives 6 Cr.
Category A. Computer Science Electives
Select one
CSCI 362 Databases and Data Mining
CSCI 376 Artificial Intelligence
CSCI 380 Selected Topics in Computer Science
CSCI 404 Internship in Management Information Systems
Experiential learning, Professional experience, and networking opportunity.

Category B. Mathematics Electives
Select one
MAT 242 Calculus II
MAT 243 Calculus III
MAT 244 Calculus IV
MAT 310 Linear Algebra
MAT 351 Introduction to Ordinary Differential Equations
MAT 371 Numerical Analysis
MAT 380 Selected Topics in Mathematics
Part Four. Ethics
Required
PHI 216 Ethics and Information Technology

Part Five. Capstone Courses
Required
CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I
This capstone course is designed to provide students with a hands-on experience based on the theoretical knowledge they have acquired by taking other security-oriented courses. The course will accomplish its goals through a number of in-lab programming exercises. Topics covered may include: cryptographic algorithms and protocols; authentication and authorization protocols; access control models; common network (wired and wireless) attacks; typical protection approaches including firewalls and intrusion detection systems; operating systems and application vulnerabilities, exploits, and countermeasures.

CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II
This course will cover advanced network and host security concepts and mechanisms. In addition to treating subjects in theory, the course includes projects that provide extensive hands-on experience assessing vulnerabilities, writing real working exploits for existing systems in a closed and controlled environment, and developing countermeasures to both perceived and real threats. The class will involve a fair amount of programming. Those who take the class are expected to be able to program in C/C++, have a solid knowledge of assembly and scripting languages, and be familiar with network basics as well as modern operating systems (Windows, MacOS, Unix).

Joint B.S. Degree with BMCC
57-60 Cr.

Prerequisites (depending on math placement) 0-3 Cr
MAT 206 Pre-Calculus (at BMCC for MAT 141 Precalculus)\(^1\)

Part One. Core Computer Science Courses 33 Cr
Required
CSC 111 Introduction to Programming\(^1\) (at BMCC for CSCI 271 Introduction to Computing and Programming)
CSC 211 Advanced Programming Techniques (at BMCC for CSCI 272 Object-Oriented Programming)
CSC 215 Fundamentals of Computer Systems (at BMCC for CSCI 274 Computer Architecture)
CSCI 360 Cryptography and Cryptanalysis\(^2\)
CSC 331 Data Structures (at BMCC for CSCI 373 Advanced Data Structures)
CSC 350 Software Development (at BMCC for CSCI 374 Programming Languages)
CSCI 375 Operating Systems
CSCI 377 Computer Algorithms
CSCI 379 Computer Networking
CSCI 411 Computer Security and Forensics
CSCI 412 Network Security & Forensics
Part Two. Required Math Courses 9 Cr.
Required
CSC 231 Discrete Structures and Applications to Computer Science¹ (at BMCC for MAT 204 Discrete Structures)
MAT 301 Calculus I¹ (at BMCC for MAT 241 Calculus I)
MAT 301 Probability and Mathematical Statistics I

Part Three. Electives 6 Cr.
Category A. Computer Science Electives
Select one
CSCI 362 Databases and Data Mining
CSCI 376 Artificial Intelligence
CSCI 380 Selected Topics in Computer Science
CSCI 404 Internship in Management Information Systems

Category B. Mathematics Electives
MAT 302 Analytic Geometry and Calculus II¹ (at BMCC for MAT 242 Calculus II)

Part Four. Ethics 3 Cr.
Required
PHI 216 Ethics and Information Technology

Part Five. Capstone Courses 6 Cr.
Required
CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I
CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II

Also Required for BMCC A.S.: CSC 101 Principles in Info Technology and Computation (taken for Scientific World General Education Requirement), PHY 215 University Physics I (taken for Life and Physical Sciences General Education Requirement)

Notes:

1. Courses granting four credits at BMCC will fulfill the corresponding three credit John Jay Computer Science Major requirement, plus one elective credit.
2. Students who place into MAT 301 Calculus may skip MAT 206 Pre-Calculus, and instead take CSC 317 at BMCC to complete the 60 hours required for the AS degree, and to receive credit for CSCI 360 Cryptography and Cryptanalysis at John Jay.
# Distribution of Coursework between BMCC and JJC

## Prerequisites (According to placement)

<table>
<thead>
<tr>
<th>At BMCC (0-3 Credits)</th>
<th>At JJC (0 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 206 Pre-Calculus(^1)</td>
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</tr>
</tbody>
</table>

## Part One. Core Computer Science Courses  
33 Cr

<table>
<thead>
<tr>
<th>Required</th>
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<tbody>
<tr>
<td>At BMCC (15 Credits)</td>
<td>At JJC (18 Credits)</td>
</tr>
<tr>
<td>CSC 111 Introduction to Programming(^1)</td>
<td>CSCI 360 Cryptography and Cryptanalysis(^2)</td>
</tr>
<tr>
<td>CSC 211 Advanced Programming Techniques</td>
<td>CSCI 375 Operating Systems</td>
</tr>
<tr>
<td>CSC 215 Fundamentals of Computer Systems</td>
<td>CSCI 377 Computer Algorithms</td>
</tr>
<tr>
<td>CSC 331 Data Structures</td>
<td>CSCI 379 Computer Networking</td>
</tr>
<tr>
<td>CSC 350 Software Development</td>
<td>CSCI 411 Computer Security and Forensics</td>
</tr>
<tr>
<td></td>
<td>CSCI 412 Network Security &amp; Forensics</td>
</tr>
</tbody>
</table>

## Part Two. Required Math Courses  
9 Cr.

<table>
<thead>
<tr>
<th>Required</th>
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</tr>
</thead>
<tbody>
<tr>
<td>At BMCC (6 Credits)</td>
<td>At JJC (3 Credits)</td>
</tr>
<tr>
<td>CSC 231 Discrete Structures and Applications to Computer Science(^1)</td>
<td>MAT 301 Probability and Mathematical Statistics I</td>
</tr>
<tr>
<td>MAT 301 Calculus(^1)</td>
<td></td>
</tr>
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</table>

## Part Three. Electives  
6 Cr.

<table>
<thead>
<tr>
<th>Required</th>
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</thead>
<tbody>
<tr>
<td>At BMCC (3 Credits)</td>
<td>At JJC (3 Credits)</td>
</tr>
<tr>
<td>MAT 302 Analytic Geometry and Calculus II(^1)</td>
<td>Select one</td>
</tr>
<tr>
<td></td>
<td>CSCI 362 Databases and Data Mining</td>
</tr>
<tr>
<td></td>
<td>CSCI 376 Artificial Intelligence</td>
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<tr>
<td></td>
<td>CSCI 380 Selected Topics in Computer Science</td>
</tr>
<tr>
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<td>CSCI 404 Internship in Management Information Systems</td>
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<td></td>
</tr>
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</table>

## Part Four. Ethics  
3 Cr.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>At BMCC (0 Credits)</td>
<td>At JJC (3 Credits)</td>
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<tr>
<td></td>
<td>PHI 216 Ethics and Information Technology</td>
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</table>

## Part Five. Capstone Courses  
6 Cr.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>At BMCC (0 Credits)</td>
<td>At JJC (6 Credits)</td>
</tr>
<tr>
<td></td>
<td>CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I</td>
</tr>
<tr>
<td></td>
<td>CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II</td>
</tr>
</tbody>
</table>
Total Credits

| At BMCC: 24-27 Credits | At JJC: 33 Credits |

Also Required for BMCC A.S.: CSC 101 Principles in Info Technology and Computation (taken for Scientific World General Education Requirement), PHY 215 University Physics I (taken for Life and Physical Sciences General Education Requirement)

Notes:

1. Courses granting four credits at BMCC will fulfill the corresponding three credit John Jay Computer Science Major requirement, plus one elective credit.
2. Students who place into MAT 301 Calculus may skip MAT 206 Pre-Calculus, and instead take CSC 317 at BMCC to complete the 60 hours required for the AS degree, and to receive credit for CSCI 360 Cryptography and Cryptanalysis at John Jay.
### Table A: Undergraduate Program Schedule

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

<table>
<thead>
<tr>
<th>Term: Freshman Year Fall (BMCC)</th>
<th>Credits per classification</th>
<th>Term: Freshman Year Spring (BMCC)</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Req Core: MAT 206 Pre-Calculus¹</td>
<td>4</td>
<td>X</td>
<td>(1)</td>
</tr>
<tr>
<td>Flex Core: World Cultures</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Req Core: ENG 101 English Composition</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: LAS</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: Sci World, CSC 101 Principles in Info Technology and Computation</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
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<td>16</td>
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</table>

<table>
<thead>
<tr>
<th>Term: Sophomore Year Fall (BMCC)</th>
<th>Credits per classification</th>
<th>Term: Sophomore Year Spring (BMCC)</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>CSC 211 Advanced Programming Techniques</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CSC 231 Discrete Structures and Applications to Computer Science</td>
<td>4</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CSC 215 Fundamentals of Computer Systems</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Req Core: ENG 201 English Composition</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: US Experience</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
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<td>6</td>
<td>10</td>
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</table>

<table>
<thead>
<tr>
<th>Term: Junior Year Fall (JJC)</th>
<th>Credits per classification</th>
<th>Term: Junior Year Spring (JJC)</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>(Col Opt) Justice in Global Perspective</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Col Opt: Learning fr Past or Com</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Term credit total:</td>
<td>15</td>
<td>15</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Term: Senior Year Fall (JJC)</th>
<th>Credits per classification</th>
<th>Term: Senior Year Spring (JJC)</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>CSCI 411 Computer Security &amp; Forensics</td>
<td>3</td>
<td>X</td>
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<tr>
<td>CSCI 400 Capsule Exp in Cybersecurity I</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td>PHI 216216 Ethics &amp; Info Technology</td>
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<td>CSCI 379 Computer Networking</td>
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<td>15</td>
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<td>12</td>
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**Program Totals:**  
- Credits: 60 (A.S.) / 120 (B.S.)  
- Liberal Arts & Sci: 40 (A.S.) / 61 (B.S.)  
- Major: 30 (A.S.) / 63 (A.S. + B.S.)  
- Elective & Other: 30 (A.S.) / 57 (B.S.)

**Prerequisite(s):** list prerequisite(s) for the noted courses
1. MAT 206 may not be required depending on mathematics placement.
Joint B.S. Degree with Kingsborough Community College  57-60 Cr.

Prerequisites (depending on Math Placement)  0-3 Cr.
MAT 1400 – Analytic Geometry and Pre-Calculus Mathematics (at KBCC, for MAT 141 Precalculus)¹

Part One. Core Computer Science Courses  33 Cr
Required
CS 1200 Intro to Computing¹ (at KBCC, for CSCI 271 Introduction to Computing and Programming)
CS 1300 Advanced Programming¹ (at KBCC, for CSCI 272 Object-Oriented Programming)
CS 1400 Computer & Assembly Lang Program¹ (at KBCC, for CSCI 274 Computer Architecture)
CSCI 360 Cryptography and Cryptanalysis
CSCI 373 Advanced Data Structures
CSCI 374 Programming Languages
CSCI 375 Operating Systems
CSCI 377 Computer Algorithms
CSCI 379 Computer Networking
CSCI 411 Computer Security and Forensics
CSCI 412 Network Security & Forensics

Part Two. Required Math Courses  9 Cr.
Required
MAT 1500 Calculus I¹ (at KBCC, for MAT 241 Calculus I)
CS 3500 Discrete Structures² (at KBCC, for MAT 204 Discrete Structures)
MAT 301 Probability and Mathematical Statistics I

Part Three. Electives  6 Cr.
Category A. Computer Science Electives
Select one
CSCI 362 Databases and Data Mining
CSCI 376 Artificial Intelligence
CSCI 380 Selected Topics in Computer Science
CSCI 404 Internship in Management Information Systems

Category B. Mathematics Electives
MAT 5600 Linear Algebra (at KBCC, for MAT 310 Linear Algebra)

Part Four. Ethics  3 Cr.
Required
PHI 216 Ethics and Information Technology

Part Five. Capstone Courses  6 Cr.
Required
CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I
CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II
Also required for KBCC A.S.: HE 1400 Critical Issues in Health (1 cr), MAT 1600 Calculus II, and at least one of the following courses:

MAT/BA 2200: Business Statistics or MAT/BIO 9100 Biostatistics
MAT 2100 Calculus III
MAT 5500 Differential Equations

Notes:

1. Courses granting four credits at KBCC will fulfill the corresponding three credit John Jay Computer Science Major requirement, plus one elective credit.
2. Students entering math at MAT 1400 or higher: select additional courses to reach the 60 credits required for the Kingsborough AS degree.

**Distribution of Coursework between KBCC and JJC**

**Prerequisites (depending on Math Placement)**

<table>
<thead>
<tr>
<th>At KBCC (0-3 Credits)</th>
<th>At JJC (0 Credits)</th>
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<tbody>
<tr>
<td>MAT 1400 – Analytic Geometry and Pre-Calculus Mathematics¹</td>
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**Part One. Core Computer Science Courses**  
33 Cr

<table>
<thead>
<tr>
<th>Required</th>
<th>At JJC (24 Credits)</th>
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<tbody>
<tr>
<td>At KBCC (9 Credits)</td>
<td>CSCI 360 Cryptography and Cryptanalysis</td>
</tr>
<tr>
<td>CS 1200 Intro to Computing¹</td>
<td>CSCI 373 Advanced Data Structures</td>
</tr>
<tr>
<td>CS 1300 Advanced Programming¹</td>
<td>CSCI 374 Programming Languages</td>
</tr>
<tr>
<td>CS 1400 Computer &amp; Assembly Lang Program¹</td>
<td>CSCI 375 Operating Systems</td>
</tr>
<tr>
<td></td>
<td>CSCI 377 Computer Algorithms</td>
</tr>
<tr>
<td></td>
<td>CSCI 379 Computer Networking</td>
</tr>
<tr>
<td></td>
<td>CSCI 411 Computer Security and Forensics</td>
</tr>
<tr>
<td></td>
<td>CSCI 412 Network Security &amp; Forensics</td>
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**Part Two. Required Math Courses**  
9 Cr.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>At KBCC (6 Credits)</td>
<td>MAT 301 Probability and Mathematical Statistics I</td>
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<tr>
<td>CS 3500 Discrete Structures¹</td>
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<tr>
<td>MAT 1500 Calculus I¹</td>
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**Part Three. Electives**  
6 Cr.

<table>
<thead>
<tr>
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<tr>
<td>At KBCC (3 Credits)</td>
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<td>MAT 5600 Linear Algebra</td>
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### Part Four. Ethics

<table>
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<td>At JJC (3 Credits)</td>
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<tr>
<td></td>
<td>PHI 216 Ethics and Information Technology</td>
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</table>

### Part Five. Capstone Courses

<table>
<thead>
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<th>Required</th>
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</thead>
<tbody>
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<td>At KBCC (0 Credits)</td>
<td>At JJC (6 Credits)</td>
</tr>
<tr>
<td></td>
<td>CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I</td>
</tr>
<tr>
<td></td>
<td>CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II</td>
</tr>
</tbody>
</table>

### Total Credits

| At KBCC: 18-24 Credits | At JJC: 39 Credits |

Also required for KBCC A.S.: HE 1400 Critical Issues in Health (1 cr), MAT 1600 Calculus II, and at least one of the following courses:

- MAT/BA 2200: Business Statistics or MAT/BIO 9100 Biostatistics
- MAT 2100 Calculus III
- MAT 5500 Differential Equations

### Notes:

1. Courses granting four credits at KBCC will fulfill the corresponding three credit John Jay Computer Science Major requirement, plus one elective credit.
2. Students entering math at MAT 1400 or higher: select additional courses to reach the 60 credits required for the Kingsborough AS degree.
### Table A: Undergraduate Program Schedule

- **Indicate academic calendar type:**  
  - **Semester**  
  - **Quarter**  
  - **Trimester**  
  - **Other (describe):**

- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)**
- **Use the table to show how a typical student may progress through the program; copy/expand the table as needed.**

<table>
<thead>
<tr>
<th>Term: Freshman Year Fall (KBCC)</th>
<th>Credits per classification</th>
<th>Term: Freshman Year Spring (KBCC)</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>Req Core: MAT 900 College Algebra¹</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: Creative Expression</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Reg Core: ENG 1200 English I</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reg Core: Life and Physical Sciences</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Flex Core: Ind. &amp; Soc.</td>
<td>3</td>
<td>X</td>
<td></td>
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</table>

**Term credit total:** 15 15 0 15 7 9

### Term: Sophomore Year Fall (KBCC)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>Flex Core: Sci World: MAT 1500 Calculus I</td>
<td>4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>MAT 1400</td>
</tr>
<tr>
<td>CS 1300 Advanced Programming</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>CS 1200</td>
</tr>
<tr>
<td>Flex Core: US Experience</td>
<td>3</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CS 1400 Computer &amp; Assembly Lang Program</td>
<td>4</td>
<td>X</td>
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<td></td>
<td>CS 1200</td>
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**Term credit total:** 15 7 12

### Term: Sophomore Year Spring (KBCC)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>Flex Core: Sci World: MAT 1500 Calculus II</td>
<td>4</td>
<td>X</td>
<td>X</td>
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<td>MAT 1500</td>
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<td>CS 1600 Calculus II</td>
<td>4</td>
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<td>MAT 1500</td>
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**Term credit total:** 15 10 9

### Term: Junior Year Fall (JJC)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Col Opt) Justice in Global Perspective</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 301 Probability and Mathematical Statistics I</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>CSCI 373 Advanced Data Structures</td>
<td>3</td>
<td>X</td>
<td></td>
<td>CSCI272</td>
<td></td>
</tr>
<tr>
<td>Col Opt Learning Fr Past or Com</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td>X</td>
<td></td>
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**Term credit total:** 15 12 6

### Term: Junior Year Spring (JJC)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>CSCI 374 Programming Languages</td>
<td>3</td>
<td>X</td>
<td></td>
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<td>CSCI 272</td>
</tr>
<tr>
<td>CSCI 375 Operating Systems</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>CSCI 272</td>
</tr>
<tr>
<td>CSCI 377 Computer Algorithms</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>CSCI 272</td>
</tr>
<tr>
<td>CSCI Elective</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Liberal Arts Elective</td>
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</table>

**Term credit total:** 15 3 12

### Term: Senior Year Fall (JJC)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>CSCI 411 Computer Security &amp; Forensics</td>
<td>3</td>
<td>X</td>
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<td>CSCI360, 375</td>
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<tr>
<td>CSCI 401 Capstone Exp in Cybersecurity I</td>
<td>3</td>
<td>X</td>
<td></td>
<td>CSCI 373</td>
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<tr>
<td>PHI 216 Ethics &amp; Info Technology</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CSCI 379 Computer Networking</td>
<td>3</td>
<td>X</td>
<td></td>
<td>CSCI272</td>
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**Term credit total:** 15 6 12

### Term: Senior Year Spring (JJC)

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Cr</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>CSCI 1412 Network Security &amp; Forensics</td>
<td>3</td>
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<td>CSCI 360, 379</td>
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<tr>
<td>CSCI 1401 Capstone Exp in Cybersecurity II</td>
<td>3</td>
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<td>CSCI 400</td>
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<td>CSCI 360 Cryptography &amp; Cryptanalysis</td>
<td>3</td>
<td>X</td>
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<td>MAT 204, CSCI 272</td>
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</table>

**Term credit total:** 15 0 9

**Program Totals:**

- **Credits:** 60 (A.S.) / 120 (B.S.)
- **Liberal Arts & Sci:** 39 (A.S.) / 60 (B.S.)
- **Major:** 30 (A.S.) / 69 (A.S. + B.S.)
- **Elective & Other:** 30 (A.S.) / 51 (B.S.)

1. **Cr:= credits**  
   - **LAS = Liberal Arts and Sciences**  
   - **Maj = major requirement**  
   - **New = new course**  
   - **Prerequisite(s) = list prerequisite(s) for the noted courses**  

1. MAT 900 and MAT 1400 may not be required depending on mathematics placement.
Joint B.S. Degree with LaGuardia Community College  

57-60 Cr.

Prerequisites (depending on Math Placement)  
0-3 Cr.
MAT 200 PreCalculus (at LAGCC, for MAT 141 PreCalculus)¹

Part One. Core Computer Science Courses  
33 Cr
Required
MAC 125 Advanced C/C++ Programming (at LAGCC, for CSCI 271 Introduction to Computing and Programming)
MAC 190 Object Oriented Programming (at LAGCC, for CSCI 272 Object-Oriented Programming)
MAC 283 Computer Organiz & Assembly Lang (at LAGCC, for CSCI 274 Computer Architecture)
CSCI 360 Cryptography and Cryptanalysis
MAC 286 Data Structures (at LAGCC, for CSCI 373 Advanced Data Structures)
CSCI 374 Programming Languages
CSCI 375 Operating Systems
CSCI 377 Computer Algorithms
CSCI 379 Computer Networking
CSCI 411 Computer Security and Forensics
CSCI 412 Network Security & Forensics

Part Two. Required Math Courses  
9 Cr.
Required
MAC 281 Discrete Structures (at LAGCC, for MAT 204 Discrete Structures)
MAT 201 Calculus¹ (at LAGCC, for MAT 241 Calculus I)
MAT 301 Probability and Mathematical Statistics I

Part Three. Electives  
6 Cr.
Category A. Computer Science Electives
Select one
CSCI 362 Databases and Data Mining
CSCI 376 Artificial Intelligence
CSCI 380 Selected Topics in Computer Science
CSCI 404 Internship in Management Information Systems

Category B. Mathematics Electives
MAT 210 Linear Algebra (at LAGCC, for MAT 310 Linear Algebra)

Part Four. Ethics  
3 Cr.
Required
PHI 216 Ethics and Information Technology

Part Five. Capstone Courses  
6 Cr.
Required
CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I
CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II

Additional requirements for LAGCC A.S. degree:
MAT 202 Calculus II, MAC 101 Intro to Computer Science

Notes:
1. Courses granting four credits at LAGCC will fulfill the corresponding three credit John Jay Computer Science Major requirement, plus one elective credit.

**Distribution of Coursework between LAGCC and JJC**

**Prerequisites (depending on Math Placement)**

<table>
<thead>
<tr>
<th>At LAGCC (0-3 Credits)</th>
<th>At JJC (0 Credits)</th>
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<tbody>
<tr>
<td>MAT 200 PreCalculus¹</td>
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</table>

**Part One. Core Computer Science Courses**

**33 Cr**

<table>
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<tr>
<th>At LAGCC (12 Credits)</th>
<th>At JJC (21 Credits)</th>
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<tbody>
<tr>
<td>MAC 125 Advanced C/C++ Programming</td>
<td>CSCI 360 Cryptography and Cryptanalysis</td>
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<tr>
<td>MAC 190 Object Oriented Programming</td>
<td>CSCI 374 Programming Languages</td>
</tr>
<tr>
<td>MAC 283 Computer Organiz &amp; Assembly Lang</td>
<td>CSCI 375 Operating Systems</td>
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<tr>
<td>MAC 286 Data Structures</td>
<td>CSCI 377 Computer Algorithms</td>
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<td>CSCI 379 Computer Networking</td>
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<td></td>
<td>CSCI 411 Computer Security &amp; Forensics</td>
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<td>CSCI 412 Network Security &amp; Forensics</td>
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**Part Two. Required Math Courses**

**9 Cr.**

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<tbody>
<tr>
<td>MAC 281 Discrete Structures</td>
<td>MAT 301 Probability and Mathematical Statistics I</td>
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<td>MAT 201 Calculus I¹</td>
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**Part Three. Electives**

**6 Cr.**

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<th>At LAGCC (3 Credits)</th>
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<td>MAT 210 Linear Algebra</td>
<td>Select one</td>
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<td></td>
<td>CSCI 362 Databases and Data Mining</td>
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<tr>
<td></td>
<td>CSCI 376 Artificial Intelligence</td>
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<td></td>
<td>CSCI 380 Selected Topics in Computer Science</td>
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<td>CSCI 404 Internship in Management Information Systems</td>
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**Part Four. Ethics**

**3 Cr.**

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<th>At JJC (3 Credits)</th>
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<td>PHI 216 Ethics and Information Technology</td>
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</table>
Part Five. Capstone Courses  
6 Cr.

<table>
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<th>At LAGCC (0 Credits)</th>
<th>At JJC (6 Credits)</th>
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<tr>
<td></td>
<td>CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I</td>
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<tr>
<td></td>
<td>CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II</td>
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Total Credits

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<thead>
<tr>
<th>At LAGCC: 21-24 Credits</th>
<th>At JJC: 36 Credits</th>
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</table>

Additional requirements for LAGCC A.S. degree:
MAT 202 Calculus II, MAC 101 Intro to Computer Science

Notes:

1. Courses granting four credits at LAGCC will fulfill the corresponding three credit John Jay Computer Science Major requirement, plus one elective credit.
Table A: Undergraduate Program Schedule

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

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits per classification</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Req Core: MAT 115 College Algebra and Trigonometry</td>
<td>3</td>
<td>X, New (placement test)</td>
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<tr>
<td>ECF090 First Year Seminar for Engineering and Computer Science</td>
<td>0</td>
<td>X</td>
</tr>
<tr>
<td>Req Core: ENG 101 English Composition</td>
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<td>X</td>
</tr>
<tr>
<td>Req Core: Life and Physical Sciences</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>Flex Core: Sci World: MAT 200 Precalculus</td>
<td>4</td>
<td>X, New (1)</td>
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<tr>
<td>Flex Core: Creative Expression (F2)</td>
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<td>X</td>
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**Term total:** 16 16 1

<table>
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<tr>
<th>Course Number &amp; Title</th>
<th>Credits per classification</th>
<th>Prerequisite(s)</th>
</tr>
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<tbody>
<tr>
<td>MAT 202 Calculus II</td>
<td>4</td>
<td>X, X, MAT 210</td>
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<td>MAC 281 Discrete Structures</td>
<td>3</td>
<td>X, MAC 231</td>
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<td>MAC 190 Object-Oriented Programming</td>
<td>3</td>
<td>X, MAC 101</td>
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<td>Flex Core: US Experience</td>
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<td>X</td>
</tr>
<tr>
<td>Flex Core: Ind. &amp; Soc. (F2)</td>
<td>3</td>
<td>X</td>
</tr>
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**Term total:** 16 10 10

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits per classification</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 301 Probability and Mathematical Statistics I</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>Col Opt: Learning fr Past or Com</td>
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<td>X</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
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<tr>
<td>Liberal Arts Elective</td>
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**Term total:** 15 15 3

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<tr>
<th>Course Number &amp; Title</th>
<th>Credits per classification</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>CSCI 441 Computer Security &amp; Forensics</td>
<td>3</td>
<td>X, CSCI 360, 375</td>
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<tr>
<td>CSCI 400 Capstone Exp in Cybersecurity I</td>
<td>3</td>
<td>X, CSCI 373</td>
</tr>
<tr>
<td>PHI 216 Ethics &amp; Info Technology</td>
<td>3</td>
<td>X, CSCI 272</td>
</tr>
<tr>
<td>CSCI 379 Computer Networking</td>
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<td>X, CSCI 272</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
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**Term total:** 15 6 12

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Credits per classification</th>
<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>CSCI 412 Network Security &amp; Forensics</td>
<td>3</td>
<td>X, CSCI 360, 379</td>
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<tr>
<td>CSCI 401 Capstone Exp in Cybersecurity II</td>
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<td>X, CSCI 400</td>
</tr>
<tr>
<td>CSCI 360 Cryptography &amp; Cryptanalysis</td>
<td>3</td>
<td>X, MAT 204, CSCI 272</td>
</tr>
<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
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</tbody>
</table>

**Term total:** 15 9

**Program Totals:**
- Credits: 60 (A.S.) / 120 (B.S.)
- Liberal Arts & Sci: 36 (A.S.) / 60 (B.S.)
- Major: 30 (A.S.) / 66 (A.S. + B.S.)
- Elective & Other: 30 (A.S.) / 54 (B.S.)
1. MAT 115, MAT 117 and MAT 200 may not be required depending on mathematics placement.
To: Kathy Killoran and members of UCASC
From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology
Date: 1/23/2017
Re: Revision of the BA in Criminology in response to the Rabinowitz Memo on Major Prerequisites

The Sociology Department has made the following revisions to the Criminology major in order to be in compliance with the CUNY mandate on major prerequisites. There is no substantive change, just inclusion of what is currently required. This has been re-affirmed by the Department Curriculum Committee.

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CRIMINOLOGY (BA) – Bulletin Info with Revisions for 2017/2018

Criminology is the study of crimes, criminals, crime victims, theories explaining illegal and deviant behavior, the social reaction to crime and criminals, the effectiveness of anti-crime policies and the broader political terrain of social control. The major contains courses in sociology, other social science disciplines and the humanities. Students who are planning to attend graduate or professional schools and students who are currently working in criminal justice or other public service fields as well as those planning to do so in the future will find this major of interest.

Credits required. 39-42 36 (or more depending on math placement)

Coordinator. Professor Louis Kontos, Department of Sociology (646-557.4512, lkontos@jjay.cuny.edu)

Advising resources. Criminology and Sociology Advising, contact socadvising@jjay.cuny.edu. Sample Four-year Plan of Study. Visit the department's website for advising resources (course worksheet and advising handbook).

Prerequisites. SOC 101. This course fulfills the College’s general education requirements for the Flexible Core: Individual and Society area. Depending on math placement, students may need to take MAT 105 and/or MAT 108 (or MAT 141) as a prerequisite for the required statistics course, STA 250.

Prerequisites. Other. Some courses also have prerequisites beyond courses previously taken in the major:

- In Part Three, any ECO course can be a prerequisite for ECO 360/SOC 360 Corporate and White-Collar Crime

- In Part Five, CRJ 101 or CJBS 101 or ICJ 101 is a prerequisite for PSC 216 Crime Mapping; ECO 101 or ECO 170 is a prerequisite for ECO 315/PSC 315 An Economic

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Approved by UCASC, Feb 3rd, to College Council, March 23, 2017
Analysis of Crime; PSY 242 is a prerequisite for PSY 372 Psychology of Criminal Behavior.

Honors option. Students with a cumulative 3.5 grade point average when they have completed 75 credits are eligible for a Criminology Honors track. The Honors track requires completion of 6 additional credits in the form of a two-semester research internship (SOC 430–SOC 431) or a research independent study. Consult the major coordinator for further information.

Additional information. Students who enrolled for the first time at the College or changed to this major in Fall 2014 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2013-2014 Undergraduate Bulletin.

**PREREQUISITE COURSES.**  Subtotal: 3-6 credits

SOC 101 Introduction to Sociology
MAT 108 Social Science Mathematics OR MAT 141 Pre-calculus (depending on placement)

*Advisor recommendation: SOC 101 will fulfill the Flexible Core: Individual and Society area and MAT 108 or MAT 141 can fulfill the Required Core: Math and Quantitative Reasoning area of the General Education program.

**PART ONE. Disciplinary Requirements**  Subtotal: 15 credits

SOC 203 Criminology
SOC 314 Theories of Social Order
SOC 440 Senior Seminar in Criminology
SSC 325 Research Methods in Criminology and Sociology
STA 250 Principles and Methods of Statistics

**PART TWO. Multi-Disciplinary Foundations**  Subtotal: 3 credits

Select one:
ANT 230 Culture and Crime
ECO 170 Crime, Class, Capitalism: The Economics of Justice
PSY 242 Abnormal Psychology

**PART THREE. Applications of Criminology**  Subtotal: 6 credits

Select two:
SOC 236/CRJ 236 Victimology
SOC 301 Penology
SOC 308 Sociology of Violence
SOC 309 Juvenile Delinquency
SOC 335 Migration and Crime
SOC 360/ECO 360 Corporate and White Collar Crime
SOC 385 Special Topics in Criminology
SOC 420/CRJ 420 Women and Crime
PART FOUR. Advanced Methods  
Subtotal: 3 credits
Select one:
SOC 324 Advanced Social Statistics
SOC 327 Advanced Sociological Methodology
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research

PART FIVE. Electives  
Subtotal: 9 credits
A. Multi-Disciplinary Electives
Select one:
AFR 215 Police and Urban Communities
ANT 330 American Cultural Pluralism and the Law
ANT 340 Anthropology and the Abnormal
ECO 315/PSC 315 An Economic Analysis of Crime
LIT 326 Crime, Punishment and Justice in U.S. Literature
LIT 327 Crime, Punishment and Justice in World Literatures
LLS 325 The Latina/o Experience of Criminal Justice
PSC 216 Crime Mapping
PSY 332 The Psychology of Adolescence
PSY 372 Psychology of Criminal Behavior

B. Sociology Electives
Select two:
SOC 201 Urban Sociology
SOC 202/PSY 202 The Family: Changes, Challenges, and Crisis Intervention
SOC 206 Sociology of Conflict
SOC 222 Crime, Media and Public Opinion
SOC 240 Social Deviance
SOC 251 Sociology of Human Rights
SOC 282 Selected Topics in Sociology
SOC 302 Social Problems
SOC 305 The Sociology of Law
SOC 351 Crime and Delinquency in Asia
SOC 377 Internships for Sociology
SOC 405 Social Systems/Modern Organizations

Total Credits in Major: 39-42
General Education: 42
Electives: 36-39
Total Credits for BA: 120
To: UCASC

From: Prof. Doug Salane, Chair, Department of Mathematics and Computer Science

Date: December 20, 2016

Re: Making CSCI Major Prerequisites Explicit

The Department Curriculum Committee met to discuss prerequisite courses in the Computer Science & Information Security major. Calculus I is required of all students. Some students may place directly into Calculus. Others may place into Pre-Calculus (MAT 141) which will be listed as a possible prerequisite in the catalogue if required. Still others may place into College Algebra (MAT 105), which is part of the General Education Math Quantitative Reasoning requirement. Please make the appropriate catalogue modifications.

Please contact me if any additional information is needed.
COMPUTER SCIENCE AND INFORMATION SECURITY (BS) – Revised for 2017-18

The major in Computer Science and Information Security offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of digital forensics and cybersecurity. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses in the Computer Science and Information Security major prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to digital forensics and cybersecurity.

Learning Outcomes. Students will:

- Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science and Information Security.
- Use and critically evaluate the variety of practical/hands-on/research approaches that are relevant to Computer Science and Information Security.
- Analyze the quality of the programs in Computer Science and Information Security.
- Communicate effectively through integrating theory, research and policy in written reports and presentations.
- Understand the ethical considerations and statutory requirements computer professionals encounter as care takers of sensitive data and designers and developers of systems that can impact the well-being of individuals and organizations.

Credits required: 57-60 (or more depending on math placement) Four Year Academic Plan

Prerequisites. MAT 105 and MAT 141 are prerequisites for the required calculus sequence in this major.

Coordinator: Professor Sven Dietrich, Department of Mathematics and Computer Science (212.393.6839, sdietrich@jjay.cuny.edu)

Advisors. Peter Shenkin (212.237.8925, pshenkin@jjay.cuny.edu), Shweta Jain (sjain@jjay.cuny.edu), Michael Puls (212.484.1178, mpuls@jjay.cuny.edu), Hunter Johnson (212.237.8846, hjohnson@jjay.cuny.edu), Eric Polanco (212.237.8844, epolanco@jjay.cuny.edu), Department of Mathematics and Computer Science

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2015 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 2014-15 Undergraduate Bulletin.
## PREREQUISITE COURSES

<table>
<thead>
<tr>
<th>Subtotal: 0-3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depending on mathematics placement, students may need to complete pre-calculus</td>
</tr>
<tr>
<td><strong>MAT 141 Pre-Calculus</strong></td>
</tr>
<tr>
<td><strong>Advisor recommendation:</strong> MAT 141 can fulfill the Required Core: Mathematics and Quantitative Reasoning category of the Gen Ed program.</td>
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## PART ONE. CORE COMPUTER SCIENCE COURSES

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<tbody>
<tr>
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<tr>
<td>CSCI 271 Introduction to Computer Science</td>
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<tr>
<td>CSCI 272 Object-Oriented Computing</td>
</tr>
<tr>
<td>CSCI 274 Computer Architecture</td>
</tr>
<tr>
<td>CSCI 360 Cryptography and Cryptanalysis</td>
</tr>
<tr>
<td>CSCI 373 Advanced Data Structures</td>
</tr>
<tr>
<td>CSCI 374 Programming Languages</td>
</tr>
<tr>
<td>CSCI 375 Operating Systems</td>
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<tr>
<td>CSCI 377 Computer Algorithms</td>
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<tr>
<td>CSCI 379 Computer Networking</td>
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<tr>
<td>CSCI 411 Computer Security &amp; Forensics</td>
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<td>CSCI 412 Network Security &amp; Forensics</td>
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## PART TWO. REQUIRED MATHEMATICS COURSES

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<tr>
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<tr>
<td>MAT 204 Discrete Mathematics</td>
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<tr>
<td>MAT 241 Calculus I</td>
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<tr>
<td>MAT 301 Probability &amp; Mathematical Statistics I</td>
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## PART THREE. ELECTIVES

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<td>Category A. Computer Science Electives</td>
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<tr>
<td>CSCI 362 Databases and Data Mining</td>
</tr>
<tr>
<td>CSCI 376 Artificial Intelligence</td>
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<tr>
<td>CSCI 380 Selected Topics in Computer Science</td>
</tr>
<tr>
<td>CSCI 404 Internship in Management Information Systems</td>
</tr>
<tr>
<td>Category B. Mathematics Electives</td>
</tr>
<tr>
<td>Select one</td>
</tr>
<tr>
<td>MAT 242 Calculus II</td>
</tr>
<tr>
<td>MAT 243 Calculus III</td>
</tr>
<tr>
<td>MAT 310 Linear Algebra</td>
</tr>
<tr>
<td>MAT 351 Introduction to Ordinary Differential Equations</td>
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</table>

Approved by UCASC, Feb 3rd, for College Council, March 23, 2017
MAT 371 Numerical Analysis  
MAT 380 Selected Topics in Mathematics

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<tr>
<th>PART FOUR. ETHICS</th>
<th>Subtotal: 3 credits</th>
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<tbody>
<tr>
<td>Required</td>
<td>PHI 216 Ethics and Information Technology</td>
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<table>
<thead>
<tr>
<th>PART FIVE. CAPSTONE COURSES</th>
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</table>
| Required                    | CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I  
CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II |

Total Credit Hours for Major: 57-60  
**General Education Credits:** 42  
**Electives:** 18-21  
**Total Credits for BS:** 120
To: UCASC  
From: Dr. Lawrence Kobilinsky, Department of Sciences  
Re: Prerequisites for the BS in Forensic Science  
Date: March 3, 2017

The curriculum committee of the Department of Sciences met and approved of the inclusion of the Calculus sequence (MAT 241-242) and prerequisites in the major as detailed in the attached Bulletin info for 2017-18 below.

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>MAT 141 Pre-Calculus (depending on Placement)</td>
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<tr>
<td>Advisors recommendation: MAT 141 fulfills the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program</td>
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<tr>
<th>PART ONE. SCIENCE REQUIREMENTS</th>
<th>Subtotal: 56-59 credits</th>
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<tr>
<td>Freshmen Year</td>
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<tr>
<td>Required</td>
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<tr>
<td>BIO 103 Modern Biology I(^1)</td>
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<tr>
<td>BIO 104 Modern Biology II(^2)</td>
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</tr>
<tr>
<td>CHE 103 General Chemistry I(^2)</td>
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</tr>
<tr>
<td>CHE 104 General Chemistry II</td>
<td></td>
</tr>
<tr>
<td><strong>MAT 241 Calculus I(^3)</strong> (depending on placement)</td>
<td></td>
</tr>
<tr>
<td><strong>MAT 242 Calculus II</strong></td>
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</tr>
</tbody>
</table>
The major in Forensic Science is designed to provide academic and professional training for students seeking to work in forensic science laboratories, or who are planning to pursue careers as research scientists, teachers or medical professionals. The major draws primarily from chemistry (organic, analytical and physical) with courses in biology, physics and law. Students may specialize in one of three tracks: Criminalistics, Molecular Biology, or Toxicology.

Learning outcomes. Students will:

- Draw appropriate scientific conclusions from evidence and experimental data.
- Understand the role of creativity in problem solving.
- Apply scientific principles in gathering and interpreting scientific data.
- Acquire broad fundamental concepts, theories, and principles in physical and biological sciences.
- Use the primary scientific literature effectively in their research.
- Describe the scientific progress that has led to their research project.
- Accrue hands-on laboratory and practical research skills, including emphasizing the role of quality assurance and objectivity in scientific data collection and how these relate to the system of professional ethics in science.
- Develop competence in oral and written forms of scientific communication.

Admission Requirements. To be admitted to the Forensic Science major, students must have at least an 81 CAA (high school academic average) and one of the following:

1. Took New York State Chemistry Regents Exam; OR
2. Took the AP Chemistry Exam; OR
3. Earned at least 3.5 units of High School Mathematics; OR
4. Earned at least a score of 50 on the CLEP Chemistry exam.

Students who do not meet above criteria can attend John Jay with an undeclared major and take introductory science and mathematics courses to achieve admission to the major by earning a C+ or better in these courses, with the minimum of a 2.5 overall GPA.

Students who wish to transfer into the Forensic Science major must have earned a Mathematics/Science GPA of 2.5 or higher in science major courses to be admitted. Transfer students from non-science majors will need to meet the criteria stated above.

Credits required. 70-76 75 or more depending on placement

Coordinator. Professor Larry Kobilinsky, Department of Sciences (212.237.8884, lkobilinsky@jjay.cuny.edu). Referrals will be made to faculty in each of the tracks within the major.

Advisor. Professor Sandra Swenson, Department of Sciences (212.237.8820, sswenson@jjay.cuny.edu)
Science Internship Directors. Professor Linda Rourke for forensic science laboratory internships (646.557.4501, lrouke@jjay.cuny.edu), Edgardo Sanabria-Valentin for research internships (212.393.6489,esanabriavalentin@jjay.cuny.edu)

Advising resources.
Four-year Plan of Study (for students who place into MAT 105)
Four-year Plan of Study (for students who place into MAT 141)

Additional information. An internship is required for the forensic science degree. This can be fulfilled by either FOS 401 or FOS 402. The internship requirement is to be completed after the junior year in the Forensic Science major progression. Consult the course descriptions in this bulletin or the designated coordinator for proper program planning. Please note that certain courses have specific prerequisites that must be taken for timely progression through the major. The chemistry or biology taken in the freshman year of the Forensic Science major fulfills the science component of the general education requirements.

Students who enrolled for the first time at the College or changed to this major in September 2015 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2014-2015 Undergraduate Bulletin.

Placement Prerequisite information. To be placed into BIO 103, students must take a Biology placement exam AND be majoring in Forensic Science. In addition, MAT 105 (or higher depending on math placement) is a pre- or co-requisite for BIO 103. Some students may be required to begin the major in the BIO 101-102 paced sequence depending on their placement score.

To be placed into CHE 103, students must take a Chemistry placement exam AND be majoring in Forensic Science. In addition, MAT 105 (or higher depending on math placement) is a pre- or co-requisite for CHE 103. Some students may be required to begin the major in the CHE 101-102 paced sequence depending on their placement score.

Academic Standards/GPA Requirement. Students must maintain a GPA of 2.0 or better in the science and mathematics courses of the major to qualify for progression to the sophomore- and junior-level courses in the major. Students not maintaining the necessary GPA will be dropped from the major. Students may appeal this decision to the department chairperson.

Please note: The majority of courses required for the degree in Forensic Science are not available in the evening.

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
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<tbody>
<tr>
<td>MAT 141 Pre-Calculus (depending on Placement)</td>
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</table>

Advisors recommendation: MAT 141 fulfills the Required Core: Math and Quantitative Reasoning area of the Gen Ed Program
PART ONE. SCIENCE REQUIREMENTS

Freshmen Year
Required
BIO 103 Modern Biology I
BIO 104 Modern Biology II
CHE 103 General Chemistry I
CHE 104 General Chemistry II
MAT 241 Calculus I (depending on placement)
MAT 242 Calculus II

BIO 101 + BIO 102 may be taken in place of BIO 103
CHE 101 + CHE 102 may be taken in place of CHE 103

Total Credit Hours: 15-18 (plus 6 counting toward Gen Ed)

1. Students are required to take BIO 103 for the Life and Physical Science general education requirement. Three credits count toward general education; the two additional credits for the STEM variant are counted toward the major.
2. Students are required to take BIO 104 OR CHE 103 for the Scientific world general education requirement. Three credits count toward general education; the additional credits are counted toward the major.
3. Required for the major If not taken for Math and Quantitative Reasoning general education requirement.

Note: This program has received a waiver to specify particular courses students must take in some areas of the Common Core. If students take different courses in these areas, they will be certified as having completed the Common Core areas, but it may not be possible for them to finish their degree program within the regular number of credits.

Sophomore Year
Required
CHE 201 Organic Chemistry I
CHE 202 Organic Chemistry II
CHE 220 Quantitative Analysis
LAW 202 Law and Evidence
PHY 203 General Physics I
PHY 204 General Physics II

Total Credit Hours: 23

Junior Year
Required
CHE 302 Physical Chemistry II
CHE 315 Biochemistry
CHE 320 Instrumental Analysis I
CHE 321 Instrumental Analysis II
MAT 301 Probability and Mathematical Statistics I
Total Credit Hours: 18

PART TWO. SPECIALIZATIONS                                      Subtotal: 14 credits

Criminalistics Track                                             
Junior year                                                      
FOS 313 An Introduction to Criminalistics for Forensic Science Majors

Senior year
FOS 401 Forensic Science Laboratory Internship or FOS 402 Undergraduate Research Internship
FOS 415 Forensic Science Laboratory I
FOS 416 Forensic Science Laboratory II

Toxicology Track                                                
Junior year                                                      
TOX 313 Toxicology of Environmental and Industrial Agents

Senior year
FOS 401 Forensic Science Laboratory Internship or FOS 402 Undergraduate Research Internship
TOX 415 Forensic Pharmacology
TOX 416 Analytical Toxicology

Molecular Biology Track                                         
Junior year                                                      
BIO 315 Genetics

Senior year
BIO 412 Molecular Biology
BIO 413 Forensic DNA Analysis and Interpretation
FOS 401 Forensic Science Laboratory Internship or FOS 402 Undergraduate Research Internship

Total Credits for Major: 70-76
*General Education: 42
Electives: 2-8
Total Credits for BS: 120

*UCASC Note: Due to the implementation of Admissions standards, most students now arrive with better preparation and are likely to have a higher number of elective credits available.
To: Kathy Killoran and members of UCASC

From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology

Date: 1/23/2017

Re: Revision of the BA in Sociology in response to the Rabinowitz Memo on Major Prerequisites

The Sociology Department has made the following revisions to the Sociology major in order to be in compliance with the CUNY mandate on major prerequisites. There is no substantive change, just inclusion of what is currently required. This has been re-affirmed by the Department Curriculum Committee.

SOCIOLOGY MAJOR (BA) – Bulletin Info with Revisions for 2017/2018

Sociology, Bachelor of Arts

The major in Sociology will provide students with a comprehensive understanding of sociological theories and methodologies, as well as the research and analytical skills they need to work in and contribute to today’s globally interconnected world. The major focuses on the globalized nature of our society and the intensification of inequalities and related demands for social justice. It harnesses the discipline of sociology’s ability to put such social problems in their societal context for the purposes of understanding them and contributing to their resolution. Sociology at John Jay builds students’ knowledge of theoretical explanations of the relationship between people and their society, fosters the skills necessary to research, analyze, and communicate information about social problems, and cultivates values of empathy and understanding towards diverse groups and unequal conditions. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Sociology, the growing fields of Global Studies, Urban Planning, Urban Studies, other associated social science disciplines, and law school.

Learning Outcomes. Students will:

- Demonstrate through assignments and class discussion a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.

- Understand through readings and class discussion how the scientific study of society transcends common sense beliefs and conventional wisdom about people’s attitudes and behaviors.

- Test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using qualitative and quantitative methods of collecting evidence.

- Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.

- Demonstrate an understanding and mastery of sociological concepts through writing, explanatory, and presentational skills.

Credits required. 36-39 (or more depending on math placement)
Prerequisites. Depending on math placement, students may need to have MAT 105 and/or MAT 108 (or MAT 141) as prerequisites for the required statistics course, STA 250.

Coordinator. Professor Richard E. Ocejo, Department of Sociology
(212.237.8687, rocejo@jjay.cuny.edu)

Advising resources. Department of Sociology Advising (socadvising@jjay.cuny.edu)
Sociology Department Advising Guide   Sample Four-year Plan of Study

CUNY Gateway Courses: SOC 101 Introduction to Sociology; SOC 201 Urban Sociology; SOC 202/PSY 202 The Family: Change, Challenges and Crisis Intervention; SOC 213/PSY 213 Race & Ethnic Relations; SOC 215 Social Control and Gender: Women in America Society; SOC 232 Social Stratification

Additional Information: Students who enrolled for the first time at the College or changed to this major in September 2015 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 2014-15 Undergraduate Bulletin.

PREREQUISITE COURSES. Subtotal: 0-3 credits
MAT 108 Social Science Mathematics OR MAT 141 Pre-calculus (depending on placement)
*Advisor’s recommendation: MAT 108 or MAT 141 may be used to fulfill the Required Core: Math and Quantitative Reasoning area of the General Education Program

PART ONE. CORE COURSES Subtotal: 15 credits
Required
SOC101 Introduction to Sociology
SOC 232 Social Stratification
SOC 312 Classical Sociological Theory
SOC 315 Contemporary Sociological Theory
SOC 415 Senior Seminar in Sociology

PART TWO. RESEARCH METHODS Subtotal: 9 credits
Required
STA 250 Principles and Methods of Statistics
SSC 325 Research Methods in Criminology and Sociology

Select one course:
SOC 324 Advanced Social Statistics
SOC 327 Advanced Sociological Methodology
SOC 328 Qualitative Research Methods
SOC 329 Evaluation Research
PART THREE. AREAS OF FOCUS  
Subtotal: 9 credits
Select one specialization and complete three courses

Specialization A. Global Change
SOC 201 Urban Sociology
SOC 222 Crime, Media, and Public Opinion
SOC 251 Sociology of Human Rights
SOC 252 Environmental Sociology
SOC 253 Sociology of Global Migration
SOC 275 Political Imprisonment
SOC 278/Pol 278 Political Sociology
SOC 343 Global Social Movements
SOC 346 Sport in Global Perspective
SOC 354 Gangs and Transnationalism
SOC 350 Social Change
SOC 360/ECO 360 Corporate and White Collar Crime

OR

Specialization B. Inequality and Social Justice
SOC 201 Urban Sociology: The Study of City Life
SOC 213/PSY 213 Race and Ethnic Relations
SOC 215 Social Control and Gender: Women in American Society
SOC 222 Crime, Media, and Public Opinion
SOC 227 Sociology of Mental Illness
SOC 243 Sociology of Sexualities
SOC 251 Sociology of Human Rights
SOC 252 Environmental Sociology
SOC 275 Political Imprisonment
SOC 278 Political Sociology
SOC 305 Sociology of Law
SOC 308 The Sociology of Violence
SOC 350 Social Change
SOC 360/ECO 360 Corporate and White Collar Crime
SOC 401 Problems of Minority Groups
SOC 420/CRJ 420 Women and Crime

PART FOUR. SOCIOLOGY ELECTIVE  
Subtotal: 3 credits
Select one course
SOC 202/PSY 202 The Family: Changes, Challenges, and Crisis Intervention
SOC 206 Sociology of Conflict and Dispute Resolution
SOC 209 Sociology of Work and Jobs
SOC 240 Social Deviance
SOC 282 Selected Topics in Sociology
SOC 302 Social Problems
SOC 305 Sociology of Law
SOC 310/ANT 310/PSY 310 Culture and Personality
SOC 377 Internships in Sociology
Total Credits for Major: 36-39
General Education: 42
Electives: 39-42
Total Credits for BA: 120
To: UCASC  
From: Academic Standards Subcommittee  
Re: Revision to the Undergraduate Grade Appeal Policy  
Date: December 12, 2016  

------------------------------------------------------------------------------------------------------------------------

UG Bulletin Info w Changes for 2017-18

Student Appeal

Students are strongly encouraged to first communicate with the professor of the course. Students If that conversation does not remedy the situation, or if students choose to not follow that route, then 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. Appeals must be filed by the twenty-fifth calendar day of the subsequent long semester. 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 there is a remedy, the formal appeal may be withdrawn. If the professor decides to change the grade, the student may then withdraw the formal appeal at that time. 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 and cross-listed courses, 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. 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 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 grade appeals committee if the departmental committee’s recommendation is 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. 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.

**Extraordinary Circumstances**

In truly exceptional circumstances the 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 such is the case, 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:** The deadlines, appeal process, and role of the college-wide committee in the current policy are in need clarification. Those that complain to the Dean’s office often cite delays in filing due to the need to first consult their professor. Some seek the Dean’s help to “appeal the appeal” when the outcome is not in their favor. The language was changed to make it clear that students do not need to attempt to resolve the issue with their professor before filing the appeal. The Dean is not the default next step in the grade appeal process. The college-wide committee is a resource for departmental grade appeals committees but this was unclear. Department committees can refer egregious cases to the college-wide committee, especially in those instances where a faculty member fails to act upon the department recommendation.

**Effective date:** September 2017
Background:

As part of the General Education requirements, all entering freshmen under 30 credits must complete a First Year Seminar (FYS) course in the first or second semester of study. First Year Seminars are offered in a variety of disciplines, and share learning outcomes to build a strong academic foundation and support successful transition to college.

After two consecutive years of assessing student learning using the originally established outcomes, in fall 2016 a working group of FYS faculty recommended revising the FYS learning outcomes in order to

1. better align them with General Education and First Year program goals;
2. reduce overlaps and fill gaps in learning outcomes; and
3. clarify language to allow for specifying performance metrics for the purpose of assessment and program improvement

We propose to replace the current five FYS learning outcomes with the following three new outcomes, effective Fall 2017.

<table>
<thead>
<tr>
<th>Current FYS Learning Outcomes</th>
<th>Revised FYS Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. Describe one’s own relationship to significant issues of justice.</td>
<td>1. Identify issues of justice and analyze them using evidence.</td>
</tr>
<tr>
<td>2. Identify problems and propose solutions through evidence-based inquiry.</td>
<td>2. Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds.</td>
</tr>
<tr>
<td>3. Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds.</td>
<td>3. Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals.</td>
</tr>
<tr>
<td>4. Demonstrate effective planning and reflection to accomplish course outcomes.</td>
<td></td>
</tr>
<tr>
<td>5. Engage in co-curricular activities (i.e., clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix: Performance Indicators for Assessing Revised FYS Learning outcomes

Outcome 1. Identify issues of justice and analyze them using evidence

Performance Indicators for Assessing Outcome 1:
- Identify issues of justice relevant to course content/subject matter
- Explain why issues of justice are significant for one’s self and for 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

Outcome 2. Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds.

Performance Indicators for Assessing Outcome 2:
- Assume an active and engaged role in collaborations
- Identify and practice strategies for collaboration with diverse team members
- Assess and reflect on contributions to a team
- Recognize and support contributions of team members
- Evaluate the successes and challenges of team work

Outcome 3. Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals.

Performance Indicators for Assessing Outcome 3:
- 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
New Course Proposal Form

Date Submitted: Feb 2, 2017

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

1. a. Department(s) or program(s) proposing this course: Mathematics and Computer Science

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

      Email address(es): hujohnson@jjay.cuny.edu
      Phone number(s): (301) 706-5654

2. a. Title of the course: The Nature of Computers and Computation

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

   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 provides an introduction to computer science, touching on issues of basic programming, the algorithm concept, the history of computation and societal issues connected to changing computer technology. The level of presentation for each of these items is highly elementary, assuming no previous exposure to computing, mathematics, logic, or history. For this reason it is appropriate that this course be offered at the 100 level.

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

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

   There are two main reasons for the offering of this course. The first is that John Jay currently offers an introduction to computer science which is designed for first year majors rather than students from all disciplines. Furthermore, the current introductory course (CSCI 271) is offered in the category of general education, which yields a high enrollment. The effect is that many non-majors, attracted to the Gen Ed
offering, are overwhelmed by the material, while more technically inclined students are subject to a slower pace. By offering an introduction to computer science which is less technical and broader in scope we will better meet the needs of non-major students who would like some exposure to computing, but are not interested in difficult techniques which only pay dividends after years of study. Conversely, computer science majors will enjoy a more streamlined and rigorous introductory course after non-major students are diverted from CSCI 271 into the new course CSCI 1XX.

Secondly, the college has need for the content presented in this class. From a technical point of view, our computer science major develops students’ technical mastery of the C++ programming language, which is very powerful, but also difficult and time consuming to learn. Students who merely wish to learn basic coding (for instance students in the sciences) are not well-served by this situation. For this reason, CSCI 1XX will focus on programming in Python, a more modern language that requires a shorter period of study before useful programs can be composed. Moreover, Python is a language with considerable cachet in the job market, and myriad important uses. As our major currently offers no course focusing on Python, this course may also benefit CSCI majors who want a gentle introduction to the language.

Finally, this course includes many important but “soft” elements relating to computer science which are at present not addressed in the major. This includes historical and sociological information, as well as content relating to the current significance of privacy, security, and data analytics to a rapidly changing society. Whereas current students dive directly into technical details, possibly missing important parts of the significance of computer science both historically and culturally, those taking CSCI 1XX will enjoy a more motivated and self-conscious introduction to the discipline.

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

This course focuses on the history and nature of computers, the data they process, the networks they form, and the challenges of making computing secure. Students will critically explore consider limitations and vulnerabilities in computer programming, and the implications and the effect of computers on human culture and daily life, including the commodification of information and the right to privacy and anonymity. Additionally, students will learn to read and write in the analytical language of computer code, transforming their ideas into simple but practical software through the study of a scripting language like Python.

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): Basic skills

6. **Number of:**
   a. Class hours 3
   b. Lab hours 0
   c. Credits 3
7. Has this course been taught on an experimental basis?

_ X_ No  ____ Yes. If yes, then please provide:

a. Semester(s) and year(s):

b. Teacher(s):

c. Enrollment(s):

d. Prerequisites(s):

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

1. Use and critically evaluate the variety of practical/hands-on/research approaches that are relevant to Computer Science and Information Security.

2. Analyze the quality of programs in Computer Science and Information Security.

3. Communicate effectively through integrating theory, research and policy in written reports and presentations.

4. Identify and apply the fundamental concepts and methods of computer science.

5. Demonstrate how the tools of mathematics, technology, and formal analysis can be used to analyze problems and develop solutions.

6. Articulate and evaluate empirical evidence supporting the correctness of a piece of software.

7. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

**Gen Ed Mapping:**
1 → Flexible core, common outcome 1
2 → Flexible core, common outcome 2
3 → Flexible Core, common outcome 3
4 → Scientific World, additional outcome 1
5 → Scientific World, additional outcome 2
6 → Scientific World, additional outcome 3
7 → Scientific World, additional outcome 4
9. Will this course be part of any major(s), minor(s) or program(s)?

_X_No  _____Yes

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

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

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

Flexible Core:

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

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

This course provides a survey of a scientific discipline (computer science), and seeks to orient students with respect to the central conceptual and technical ideas of that discipline. Students are also gently introduced to the actual practice of computer science by way of creating their own algorithms and software. Additionally, much of the course focuses on the relation between computing and society, particularly with respect to privacy, security, and Big Data. For all of these reasons (as well as the more specific reasons given on the Gen Ed form) this course is a good fit for the Scientific World category.

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

Every semester _X__ Number of sections: ___
Fall semesters only _____ Number of sections: ___
Spring semesters only _____ Number of sections: ___

11. How will you assess student learning?
Student learning will be assessed on the basis of programming assignments, lab performance (participation), a writing exercise, a midterm and a final. The programming assignments consist of six short (one or two day) homeworks, as well as two complex (multiple week) homeworks. The short assignments are adapted from select weekly lab activities as shown on the sample syllabus. Two sample projects are also described in outline on the syllabus.

The midterm and final are in-class assessments that are a mix of technical questions relating to programming syntax, short programming or debugging tasks, and short answer questions. The short answer questions relate to the historical and topical material presented and discussed in lecture.

There is an essay assigned (see the syllabus for a sample topic) which will be short (500-1000 words) but which must include explicit citations for outside references produced in support of the thesis.

12. Did you meet with a librarian to discuss library resources for the course?
   
   Yes X  No

   • If yes, please state the librarian’s name _Ellen Sexton__________
   • Are there adequate resources in the library to support students’ work in the course
     Yes X  No

   • Will your students be expected to use any of the following library resources? Check all that apply.
     ➢ The library catalog, CUNY+ ____
     ➢ 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

   Attach a sample syllabus for this course, based on the College’s model syllabus, found at http://www.jjay.cuny.edu/ModelSyllabus.pdf - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php

14. Date of Department curriculum committee approval _2/15/17__________

15. Faculty - Who will be assigned to teach this course?
Professors Johnson, Jain, Kan, Bakiras, Ahmad, Ji, Graff, Salane, Kugan, Dietrich, Kim, Shenkin and others

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
CSCI 1XX

The Nature of Computers and Computation

Professor:
Office:
Contact hours: Phone: Email:

Course Description:

This course focuses on the history and nature of computers, the data they process, the networks they form, and the challenges of making computing secure. Students will critically explore the effect of computers on human culture and daily life, including the commodification of information and the right to privacy and anonymity. Additionally, students will learn to transform their ideas into simple but practical software through the study of a scripting language like Python.

Learning Outcomes

1. Use and critically evaluate the variety of practical/hands-on/research approaches that are relevant to Computer Science and Information Security.

2. Analyze the quality of programs in Computer Science and Information Security.

3. Communicate effectively through integrating theory, research and policy in written reports and presentations.

4. Identify and apply the fundamental concepts and methods of computer science.

5. Demonstrate how the tools of mathematics, technology, and formal analysis can be used to analyze problems and develop solutions.

6. Articulate and evaluate empirical evidence supporting the correctness of a piece of software.

7. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

Prerequisites: None

Course Policies

Determined by instructor
Required Texts


Other Resources

1. The website http://www.learnpython.org/ will be used as a source for Python readings and (some) exercises.
2. The instructor will provide excerpts from *When Computers Were Human* by David Alan Grier, Princeton, 2007 (ISBN 9780691133829). (abbreviated as [G])
3. The instructor will provide excerpts from *Data and Goliath: The Hidden Battles to Collect Your Data and Control Your World* by Bruce Schneier, W.W. Norton and Co, 2016 (ISBN 978-0393352177). (abbreviated as [B])
5. The instructor will provide excerpts from *The Universal History of Computing: From the Abacus to the Quantum Computer* by Georges Ifrah, Wiley, 2002 (ISBN 0471441473). (abbreviated as [I])
6. The instructor will provide excerpts from *CODE: The Hidden Language of Computer Hardware and Software* by Charles Petzold, Microsoft, 2000 (ISBN 978-0-7356-1131-3). (abbreviated as [P])

Grading

Your grade will be determined on the basis of the following assessments. Homeworks (6 in total) will be based on the Assignments as described in the course calendar below. Projects (2 in total) are coding assignments that are more complex than homework and they will take multiple weeks to complete. There is an essay assignment relating to a contemporary or issue in computing (500 words). Descriptions for the projects and essay can be found in the course schedule. There will be a midterm and a final, each of which will present analytical problems, questions about Python syntax, and short answer questions about the history and nature of computing.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Percentage Range in interval notation</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>[93, 100)</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>[90, 93)</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>(87, 90)</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>[83, 87]</td>
<td>Very Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>[80, 83]</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>(77, 80)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>[73, 77]</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>[70, 73)</td>
<td>Poor</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>(67, 70)</td>
<td>Poor</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>[63, 67]</td>
<td>Poor</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>[60, 63]</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
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<td>Failure</td>
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<tr>
<td>Assessment</td>
<td>Percentage</td>
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<td></td>
<td></td>
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<tr>
<td>Participation</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework (6)</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projects (2)</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay (1)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>20</td>
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</tbody>
</table>

**Course calendar**

*In the following summary, course content is discussed on a week by week basis. For each week there are three goals: A set of software engineering concepts (Programming aspect), a set of exercises complementing these concepts (Activities), and a supplementary "soft" presentation of information related to computing (Humanistic aspect). When possible, the soft content has a close relationship with the more technical material. The exercises described in the Activities section are only suggestions and can be modified or revised according to the preferences of the instructor. It is suggested that these activities be done during class time in a computer lab on one day a week, while the "soft" material is presented in lecture on the opposite day. It is assumed that instructors will occasionally assign exercises based on the Activities and collect them (see Grading, above). The schedule given below is very full -- instructors can choose to include or omit some modules, though he or she should preserve the overall balance of hard/soft content. For example, an instructor might choose to select whether to include only the cryptography module or the machine learning module (weeks 12 and 13, respectively) if pressed for time.*

**Weeks 1 & 2**

**Programming aspect:**

Students become familiarized with a development environment.

[Note to instructors (omitted in final draft): Preferably this environment will be as simple as possible, consisting mainly of a text editor and the command line. A `bash` prompt on either Linux, Mac or Windows (10) is suggested. For work in the cloud, instructors may wish to investigate the Sage Math Cloud: http://cloud.sagemath.com. Students will learn what code is, how computers process and act on statements in both interpreted and compiled languages.]

Reading: None
Activities:
Create the traditional first program, "Hello World", in both Python and C. View an object dump of the compiled C program revealing how C has been translated into assembly. (No attempt to understand the assembly.) Compare and contrast C and Python, as examples of compiled and interpreted languages, respectively. Discuss basic file system concepts such as relative and absolute path, and basic directory navigation commands: cd, ls, ., .., vim, cat.

Reading:

Note: All readings from learnpython.org are approximately 1-2 pages in length.


Humanistic aspect:
A high-level discussion of the difference between calculation and computation, in which it is explained that computers are not large calculators, but use logic in addition to arithmetic to achieve a universal capacity to compute. Early computer-like devices considered: Antikythra device, Pascal's arithmetic machine, Leibniz's improvements. Leibniz's notion of a calculus ratiocinator, Babbage's analytical and difference engines.

Reading: [IAFK] sections 11.2-11.5, pp. 87-91.

Project 1 Assigned

Summary: (Sketch -- this project will be thoroughly described in a handout) Write a program which downloads the most recent MTA turnstile data from http://web.mta.info/developers/turnstile.html and displays the name of the subway station with the most turnstile entrances and exits in the previous 24 hours.

Due: 2 Weeks

Week 3

Programming aspect:
Students learn about simple variable types. Focusing on Python, we study ints, floats, strings and lists. Conversions between strings, lists, ints, floats, etc. Play around with some list-based functions: max(), min(), reversed(), sorted(), index(), count(), find(), rfind().

Reading:


Activities:
Open a large text file (such as a novel from Project Gutenberg). Make a list of the individual words in the text. Count the number of words, as well as the number of distinct words. Output a version of the novel which has no punctuation and contains only lowercase letters. The instructor might want to provide supplementary code that helps represent student output on word frequency in the form of a histogram. For this and other exercises the instructor should write a large amount of the code, but leave key pieces to the students relating to the syntactical topic at hand.
Humanistic aspect:
Discussion of the concept of an algorithm, which is a fixed procedure for accomplishing a goal. Give examples of algorithms taken from real life (e.g. taking the subway) as well as mathematics. Students already know many algorithms -- multiplication, division, etc. on which they can reflect. Some mention of a Turing machine could be made very informally. Describe the concept of a stored program computer which can manipulate its own memory, and how it embodies universal computation.

Reading: [I] Chapter 5.16 (8 pages).

Week 4

Programming aspect:
Students learn to input information into their programs in the following ways: Command-line arguments, redirection from stdin, prompted input, and file IO. String splitting, stripping, and joining can be done as exercises.

Reading:

Activities:
Write a program that takes a large text file as input in three different ways: by prompted filename, by filename as a command-line option, and by piping-in the text itself. The program outputs the 10 most frequently occurring and 10 least frequently occurring words (this can be already written for the students, since the emphasis is IO). Use matplotlib to create a graphical representation of the word frequency (this can be written by the instructor as well).

Humanistic aspect:
Biographical sketch of Boole, who had a hardscrabble childhood to which some students might relate. Introduce simple propositional logic (aka Boolean algebra). Discuss precedence among logical relations in otherwise ambiguous expressions such as NOT A OR B AND C.

Reading: [P] Chapter 10, p. 86-96.

Project 2 assigned Summary: (Sketch -- this assignment will be described at length in a handout) Write a program which takes a text document as input and produces a histogram image describing the frequency of alphabetical characters in the document. Hand in one histogram for a long document in English and another histogram for a long document in French. Observe that the histogram is the same for all long English and French documents, respectively.

Due: Three weeks.

Week 5

Programming aspect:
Students study the bool type in Python and convert other types to bool type to see how truth and falsity are represented. Use this knowledge to write a while loop that prints a list to the screen. Introduction to the syntax of conditional statements and logical operators. Discussion of relations and predicates. Time permitting, discuss short circuiting of logical expressions.

Activities:
Print a list of the first 100 numbers which are divisible by 3 and 5, but not by 7. Print the lines in a long text file (such as a novel from Project Gutenberg) which have at most 100 characters and do not begin with a capital letter. Test the Goldbach Conjecture for the first 1000 even numbers.

Humanistic aspect:
Give a brief overview of the history of logic. Begin with a definition of logic, and a description of the Aristotelian syllogism. Describe how these "natural language" conceptions of logic were progressively formalized and algebraicized through the work of Descartes and Leibniz. Argue that Boole in some sense realized Leibniz's plan for a universal rational language. In overview show how Shannon realized boolean logic with circuitry.

Reading: [I] Ch 14: Contributions of the Mathematical Logicians p. 242-254.

Week 6

Programming aspect:
A study of iteration. Introduction of the `range()` operator and the `for` loop. Some simple array slicing and list comprehensions. Use negative indexing to do countdowns. Use a predicate to filter a list. Use `reduce()` to compute the product of a list of numbers.

Activities:
Write a program which prints a list in three different ways: by using the `pop` operator (with a `while` loop), by indexing, and by enumeration. Call attention to Python iterator objects (e.g. with respect to `xrange` or `reversed`) and show how to convert them to lists.

Reading:

Humanistic aspect:
A discussion of pre-electronic computation, emphasizing the role of "subaltern" mathematical laborers such as women and minorities. Much material is available in David Alan Grier's book When Computers Were Human. Related topics which could be incorporated as desired: Ada Lovelace, Grace Hopper, female coders at Bletchley and NASA.


Week 7

Midterm Exam

Programming aspect:

Reading: http://www.learnpython.org/en/Functions
Activities:
Pass a list to a function which counts the elements by popping them until none remain. Verify back in the original scope that the list has been destroyed. Use this as the basis of further discussion of scope and (im)mutable types. Write a function for addition mod $n$ which gets the value of $n$ from a global variable.

Humanistic aspect:
Turing and cryptographic work at Bletchley park. Discuss the Enigma machine and telex machines. Define a relay circuit and discuss building more complicated circuits from telephone-style relays. Examine the Colossus as a precursor to the stored-program computer. Emphasize the difference between the Colossus and the capabilities of Turing complete stored program machine.

Reading: [IAFK]

1. 17.4 Enigma Machine (1 page)
2. 17.5 Breaking Enigma Codes (1 page)
3. 18.1-18.4 (Discusses early computers including Colossus) (4 pages).

Essay assigned Summary: (Sketch -- this assignment will be described at length in a handout) As you learned in the reading this week, cryptanalysis can sometimes serve to accomplish good ends -- in this case the shortening of WW II by a considerable period. But should governments always be able to read your electronic communications (with a warrant)? Or do you (and everyone else) have a right to secret communication? How would you balance the needs of privacy and security? Mention two specific cases from current events.

Due: 3 weeks.

Week 8

Programming aspect:
New Python types: set, dictionary. Some simple set theory (intersection, union, difference, symmetric difference). Iterate over key/value pairs in a dictionary. Use the python $\text{zip()}$ function to zip two lists and convert to a dictionary. Introduce iterator objects (coarsely) and explain efficiency advantages vs lists.

Reading:


Activities:
In a large text file, produce a dictionary that associates each unique word with its frequency. Plot the frequencies for the 20 most commonly occurring words and observe that they follow a power law (partially written by instructor). Write a version of the $\text{reversed()}$ method that returns a list rather than an iterator.

Humanistic aspect:
A biographical sketch of von Neumann. A rough overview of the von Neumann architecture. A history of the early attempts to make Alan Turing's theoretical idea a mechanical reality. Possible topics: The IAS machine at Princeton, the Manchester machine in England, work on the Manhattan project, biography of Stan Ulam, von Neumann's wife as unheralded early female programmer. Other contributions to computing by women: Grace Hopper, Bletchley women, human computers, computer operators, Ada Lovelace (again).

Reading: [IAFK]

1. 18.5 Von Neumann Architecture (1 page)
2. 16 Computability and its Limitations (7 pages).

Week 9

Programming aspect:
Two dimensional arrays and multidimensional arrays. Multidimensional list comprehensions and slicing.

Reading: [http://www.linuxtopia.org/online_books/programming_books/python_programming/python_ch20s05.html](http://www.linuxtopia.org/online_books/programming_books/python_programming/python_ch20s05.html)

Activities:
Read in a csv file and convert to a numeric two dimensional array. Use `matplotlib` or some other plotting library to make scatterplots of data from some real world source. Use a module to read in an image to an array of RGB triples and manipulate the image. Write a function that produces simple plots of mathematical functions. (The `imagemagick` program is helpful for this.)

Humanistic aspect:
The increasing importance of data science and machine learning in daily life. Credit card fraud detection using neural networks, autonomous cars, or data brokering are potential topics. Discuss the privacy/convenience tradeoff presented by cell phone apps, and why corporations want our data.

Reading: [B] Ch. 1.2 Data as Surveillance (13 pages).

Week 10-11

Programming aspect:
Provide a rough overview of how the internet is organized as a stack of protocols. Discuss packet switching. Use `Wireshark` or `tcpdump` to look at real packets. Explain the socket and port concept. Look at some real ports on a running machine and their associations. Explain top-level domains and IP addresses.

Activities:
Using a client program and a server program, open a socket and send a short message. Have students insert "coping" elements in a very simple chat program.

Humanistic aspect:
A story of a classic internet security crisis. For example the Morris worm or some recent or early botnet. Moderate but not overwhelming technical details. ARPA and the destruction of relays at Cedar Mountain, Utah, 1961, Discussion of TCP, HTML, cloud and grid computing.

Reading: [IAFK] Ch 29 Computer Networks (9 pages).

Week 12

Programming aspect:
An accessible presentation of private and public key cryptography. A brief history of cryptography with a few details. Pre-WWII and the 1970's revolution.

Activities:
Implement and break the shift or Vigenere cipher in Python. Play around with OpenSSL to encrypt and decrypt some messages. Exchange encrypted messages securely with a partner.
Humanistic aspect:
Explain the dilemma of publicly available cryptography: anarchy vs totalitarianism. What is a FISA court? Can personal communication be secure? What tradeoffs between convenience and privacy do you make every day? What is the Dark Web? What is TOR?

Reading:
1. [S] Ch 1.5 Government Surveillance and Control (14 pages).
2. [IAFK] Ch. 30 Public-Key Cryptography (10 pages).
3. Isis Lovecrufet lecturing on TOR: https://www.youtube.com/watch?v=xGIE7KtIjBY

Week 13

Programming aspect:
An overview of machine learning. Describe supervised vs unsupervised learning, classification and regression, with examples.

Activities:
Go through one of the examples included with the Python sklearn module, which includes machine learning libraries. For example, describe the iris dataset. Let students put in "copestone" elements of machine learning programs written by the instructor or taken from the sklearn documentation in order to classify the irises.


Humanistic aspect:
A discussion of the way in which increasing automation is changing society: self-driving cars, android warehouse workers and farmers, robotic soldiers and autonomous drones.

Introduce students to the "singularity" concept. Examine the ways in which machine learning introduces the possibility of bigotry and totalitarianism, as well as a possible future "useless class".

Reading:
Topical articles provided by instructor.

Week 14
Overflow, exams, reviews, and in-class coding.

Week 15
Final Exam

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>CSCI 1XX (171)</td>
</tr>
<tr>
<td>Course Title</td>
<td>The Nature of Computation</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Mathematics and Computer Science</td>
</tr>
<tr>
<td>Discipline</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>In this course you will learn about the history and nature of computers, the data they process, the networks they form, and the challenges of making computing secure. You will critically explore the effect of computers on human culture and daily life, including the commodification of information and how it relates to your rights to privacy and anonymity. Additionally, you will learn to transform your ideas into simple but practical software through the study of the Python language.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</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

### CUNY COMMON CORE Location

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

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

### Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.
II. Flexible Core (18 credits)
Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather, interpret, and assess information from a variety of sources and points of view.</td>
<td>In this course students must evaluate the correctness of the most analytical of all human writing forms: computer code. This is done both through reason and by empirical testing of code that they themselves author.</td>
</tr>
<tr>
<td>Evaluate evidence and arguments critically or analytically.</td>
<td>Students will realize algorithms of their own design in the form of computer code, which must be perfectly reasoned in order to function. Additionally, there is an essay assignment relating to a topical controversy surrounding security and privacy in which a student must argue for a position based on evidence.</td>
</tr>
<tr>
<td>Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
<td>A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:</td>
</tr>
<tr>
<td>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</td>
<td>This course is intended to situate students historically, conceptually, and technically in the discipline of computer science. This goal is reflected in the content of the course, which involves readings on the history of computer science, its theoretical underpinnings, and technical material related to basic programming. The principal fundamental abstractions examined are the concept of the algorithm, which is central to computer science, as well as basic propositional logic.</td>
</tr>
<tr>
<td>Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
<td>Students in the course will be required to complete six short programming assignments and two programming projects of slightly greater complexity. Solving these problems, in addition to seeing solutions worked in class, will familiarize students with the process of formulating an algorithmic solution to a computational problem and implementing that algorithm in a formal language.</td>
</tr>
<tr>
<td>Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
<td>Any concrete implementation of an abstract algorithm is vulnerable to oversights and confusions which are</td>
</tr>
</tbody>
</table>
called “bugs” in computer programming. While students must formulate theoretical solutions in the course, a large part of the art of programming is devising empirical tests for the correctness of a program, based on its structure and expected (or unexpected) inputs. Students will be guided through the process of testing and debugging code, reserving satisfaction with their work until they have tried their best to undermine it.

Furthermore, in the examination of public policies relating to privacy and security, students will examine empirical evidence confirming or contradicting the intended results of the policies in question.

This course examines the impact of technology on the contemporary world in several ways. There are a number of readings and discussions devoted to the topics of privacy, security, and anonymity. Students will critically reflect on the proper balance between societal security and individual privacy as they become more informed about the issues related to this balance that appear in the news media daily. This knowledge will serve as a foundation for future ethical considerations should the students go on to become empowered practitioners of computer security. There is also a module on machine learning, where students will analyze the current and likely future relevance of automation to society, as it relates to consumerism, job availability, and possible discrimination.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td></td>
<td>Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
</tr>
</tbody>
</table>
Date: January 22, 2017

To: UCASC and Kathy Killoran
From: Prof. C. Jama Adams, Chair, Africana Studies, and Prof. Jessica Gordon Nembhard, member, Human Services and Community Justice sub-Curriculum Committee and Africana Studies
Re: Change of Prerequisites for Africana Courses in the new Human Services and Community Justice major

******************************************************************************
The Curriculum Committee of the Department of Africana Studies reviewed the prerequisites for courses in the new HSCJ major. We are requesting the changes below so that there will be no hidden prerequisites for students taking the major.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>CURRENT PREREQUISITES</th>
<th>REVISED PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 237</td>
<td>ENG 101; and one of the following: AFR 110 or AFR 123 or SOC 101</td>
<td>ENG 101; and one of the following: (AFR 1XX “Introduction to Community Justice in Human Systems,” or AFR 110 or AFR 123 or SOC 101)</td>
</tr>
<tr>
<td>AFR 322</td>
<td>ENG 201, and SSC 325 or STA 250, and any one of the following: SOC 101, ECO 101, AFR 123, AFR 125 or GEN 101</td>
<td>ENG 201; and (SSC 325 or STA 250 or AFR 3XX “Research Methods in Community Justice and Human Systems”), and any one of the following: (AFR 1XX “Introduction to Community Justice in Human Systems,” or AFR 123 or AFR 125 or ECO 101 or GEN 101 or SOC 101)</td>
</tr>
<tr>
<td>Course</td>
<td>Prerequisites</td>
<td></td>
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<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>AFR/ PSY 347 The Psychology of Oppression</td>
<td>ENG 201; PSY 101 or AFR 129; and PSY 221 or a 200-level Africana Studies course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 201; PSY 101; and (PSY 221 or a 200-level Africana Studies course)</td>
<td></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

Course Revision Form  

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

Date Submitted: 12/15/16

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):

   Name(s): Jessica Gordon Nembhard
   Email(s): jnembhard@jjay.cuny.edu
   Phone number(s): 646-557-4658

3. Current number, title, and abbreviated title of course: AFR 227 Introduction to Community-based Approaches to Justice

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

   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 AFR 123 or AFR 125

5. Describe the nature of the revision:

   A. Drop the word “Introduction” from the title of the course.
   B. Change prerequisites: Eliminate AFR123 or AFR125 as prerequisite, and change
prerequisite to “any AFR course or permission of the section instructor.”

6. Rationale for the proposed change(s):

Drop “Introduction” from title because for the new major, Human Services and Community Justice, there will be a new AFR100-level course on Community Justice in Human Systems which will be an introductory course, and will be required before this course for all HSCJ majors. So the word introduction is not necessary, and may be confusing. Also this change makes the course title shorter.

We propose a change in the prerequisites, 1) because now the HSCJ majors will have the new previously referred to AFR100-level course that is required and will take it before this course, so no need for one of those other course prerequisites; and 2) for any other student interested in the course the prerequisite will be minimal and so the course should attract more students (this should take care of anyone else who wants to take the course, especially those who are in sustainability minor which uses this course as an elective).

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

   a. Revised course description: NA
   b. Revised course title: Community-Based Approaches to Justice
   c. Revised abbreviated title: Community Justice
   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 any AFR course or permission of the instructor

8. Enrollment in past semesters: 25 but hasn’t been taught in a while

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)?

But did discuss with Human Services and Community Justice curriculum subcommittee of

Approved by UCASC, Feb 3, to College Council, March 23, 2017
Counseling Department.

11. Date of Department or Program Curriculum Committee approval:
   Africana Studies Curriculum Committee approval Dec 15, 2016

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   Chair Africana Studies Department, C. Jama Adams.
Course Revision Form

Date Submitted: February 22, 2017

1. Name of Department or Program: Law, Police Science, and Criminal Justice Administration

2. Contact information of proposer(s):
   Name(s): Heath Grant
   Email(s): hgrant@jay.cuny.edu
   Phone number(s): (212) 393-6377

3. Current number, title, and abbreviated title of course: CJBS 250; Research Methods and Statistics in Criminal Justice

4. Current course description:

   This course will present the research process, types of studies, appropriate descriptive statistical techniques and guidelines for formulating research questions and testable hypotheses. It will also review how to decide on an appropriate population for study, how variables are constructed, and how data are collected and organized, and discuss sampling methods and sample size. A variety of research methods will be covered, including experimental, quasiexperimental and survey methods, as well as other forms of data collection and the use of existing databases. Students will also be exposed to qualitative methodologies including ethnography, observation, content-analysis, and interviewing techniques.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101; CJBS 101; and MAT 105 or MAT 108 or MAT 141 or MAT 241 (or higher) or STA 250

5. Describe the nature of the revision:
   ● Revising the math prerequisites for CJBS 250 again.

6. Rationale for the proposed change(s):
   After several semesters offering the course with the new prerequisites, transfer students continue to experience problems registering seamlessly for CJBS 250. It is essential that transfer students take this upon arrival at John Jay as it begins a three-course sequence of required courses (250 » 300 » 415). With the proliferation of quantitative reasoning courses and the variety of other math courses coming from community colleges, transfer students are arriving with blanket elective credit in math that fulfills their Gen Ed requirements. John Jay
does not offer this variety in math offerings for Gen Ed. Quite often these students are even arriving with Associate Degrees (including those from the CUNY Justice Academy). Making these students go back to take college algebra seems unnecessarily burdensome and could delay their timely graduation. In addition, from a rough examination of students who did not perform well in CJBS 250 from the spring and fall 2016 semesters, math preparation did not seem to factor into student success in the course. Transfer student performance in CJBS 250 will be monitored. Academic Advisors are tracking students who transferred in Spring 2017 with MAT 1 blanket credit. John Jay students who enter as freshman will continue to be directed to take MAT 105 (or higher) to fulfill their Gen Ed requirements which will satisfy the prerequisites for CJBS 250 as well. This will enable students who change out of the CJBS to other social science majors to have the appropriate basic preparation to work towards taking statistics.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: n/a
   b. Revised course title: n/a
   c. Revised brief title: n/a
   d. Revised learning outcomes: n/a
   e. Revised assignments and activities related to revised outcomes: n/a
   f. Revised number of credits: n/a
   g. Revised number of hours: n/a
   h. Revised prerequisites: ENG 101; CJBS 101; and MAT 105 or MAT 108 or MAT 141 or MAT 241 (or higher) or STA 250 or MAT 1 (for transfer students)

8. Enrollment in past semesters: about 20 sections are offered every semester and all run essentially fully enrolled at 36 students per section.

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

This will only minimally effect the enrollment in the Mathematics and Computer Science department. This proposal was discussed with Prof. Doug Salane (Chair) and he supports this change for transfer students.

10. Date of Department or Program Curriculum Committee approval: February XX, 2017

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:
    Ric Curtis, Interim Chair, Law and Police Science

Pre
Course Revision Form

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

Date Submitted: Feb 6, 2017

1. Name of Department or Program: Department of Counseling

2. Contact information of proposer(s):

   Name(s): Katherine Stavrianopoulos
   Email(s): stavros@jjay.cuny.edu
   Phone number(s): 212-237-8146

3. Current number & title of course: CSL 150- Foundations of Human Services Counseling

4. Current course description:

   Foundations of Human Services Counseling provides an overview of the careers in human services and the skills, theories and techniques utilized by those who work in this field. The course focuses on how individuals, government and community systems interact with respect to fostering and resolving human problems. Students will acquire foundational helping skills while examining the struggles and demands human service providers are likely to experience. Self-understanding and self-reflection is emphasized as a vehicle for personal and professional growth. Students will examine the different strategies, and conceptual theories utilized in the human services counseling process. Emphasis is placed on the ethical, legal, multicultural, and gender issues that must be considered in all professional helping relationships.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101 and PSY 101

5. Describe the nature of the revision:

   CSL 150 is being revised to more closely align with the National Standards for Human Services Education, required for accreditation of the new major in Human Services and Community Justice - HSCJ. The revisions will include slightly revising the wording in the course description; changing the course pre-fix to CHS – Counseling and Human Services; and removing the pre-

Prepared for UCASC, March 3, 2017
requisites.

6. Rationale for the proposed change(s):

CSL 150 is a core course required within the Human Services minor and proposed Human Services and Community Justice (HSCJ) major. We are revising the wording of the course description to indicate more concise language and experiences consistent with the standards and specifications set by the Council for Standards in Human Service Education (CSHSE), which is the national accrediting body of human service academic programs. Also, revised core courses in the major will have a CHS pre-fix in alignment with the recent College Council approval to rename our department Counseling and Human Services. Lastly, we removed the course prerequisites to comply with CUNY policy recommending removal of hidden prerequisites and because the course is a 100 level that does not require ENG 101.

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

a. Revised course description:  (Strikethrough indicates text deleted; bold indicates text added)

   Foundations of Human Services Counseling. The course provides an overview of the careers in human services and explores the values and attitudes that promote understanding of human services ethics. The skills, theories and techniques utilized by those who work in this field. The course focuses on how individuals, government and community systems interact with respect to fostering and resolving human problems. Major emphasis is placed on students’ awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations through self-reflection and experiential exercises. Students will acquire foundational helping skills while examining the struggles and demands human service providers are likely to experience. Self-understanding and self-reflection is emphasized as a vehicle for personal and professional growth, knowledge and skills, including 10 hours of field education, utilized in the human services counseling process. Students will examine the different strategies, and conceptual theories utilized in the human services counseling process. Emphasis is placed on the ethical, legal, multicultural, and gender issues that must be considered in all professional helping relationships. They will have the opportunity to practice these skills through role-plays, and other peer exercises.

b. Revised course title: CHS 150 – Foundations of Human Services Counseling

c. Revised abbreviated title: N/A

d. Revised learning outcomes: N/A

e. Revised assignments and activities related to revised outcomes: N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: None
8. Enrollment in past semesters:
Fall semester – 3 sections of 36, 35, 35
Spring semester- 2 sections of 35, 35

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: 2/1/17

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

Cary Sanchez-Leguilinel, Ph.D. – Chair, Department of Counseling
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

Date Submitted: November 9, 2016

1. Name of Department or Program: Department of Counseling

2. Contact information of proposer(s):

   Name(s): Cary Sanchez-Leguelinel  
   Email(s): csanchez@jjay.cuny.edu  
   Phone number(s): 212.237.8147

3. Current number, title, and abbreviated title of course: CSL 210 – Peer Counseling Training

4. Current course description:

A practical survey of counseling approaches and techniques designed to provide skills in the academic and peer counseling of fellow students. Major emphasis is on examining assumptions about helping, building basic observational and communication skills, facilitating and examining various helping techniques. Participants will have an opportunity to learn and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion and contact with resource persons.

   a. Number of credits: 3

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

   c. Current prerequisites:

ENG 101, sophomore standing or above, a cumulative grade point average of at least 3.0, and an interview with the section instructor or permission of the section instructor

5. Describe the nature of the revision:

CSL 210 is being revised to more closely align with the National Standards for Human Services Education, required for accreditation of the new major in Human Services and Community Justice - HSCJ. Although the course content will remain the same, the description of the course will be changed slightly to more closely align with the Standards. The revisions will
include changing the course pre-fix to CHS – Counseling and Human Services; the title of the course – Advanced Interpersonal Counseling Skills; the course level – 310; and the pre-
requisites.

6. Rationale for the proposed change(s):

The new major in Human Services and Community Justice was developed with careful consideration to the National Standards set by the Council for Standards in Human Service Education – CSHSE, the national accrediting body of human service academic programs. An advanced interpersonal skills course is a fundamental requirement for all human service professionals. As such, CSL 210 will be a required course in the core component for the new HSCJ major.

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

   a. Revised course description:

   This course is an advanced practical survey of counseling approaches and techniques designed to provide skills in facilitating individual and group human services work. Major emphasis is on examining assumptions about helping, developing observational and communication skills, and facilitating and examining effective counseling techniques. Participants will have an opportunity to learn and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion and contact with resource persons, including a 15-hour field experience requirement.

   b. Revised course title: CHS 310 – Advanced Interpersonal Counseling Skills

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Adv Interpersonal Counsl Skill

   d. Revised learning outcomes:

Although the course curriculum content remains the same, CSHSE National Standards were utilized to inform the wording for the outcomes:


- Students will articulate the role and function of a human service professional.

- Students will practice direct service and intervention skills, through role-playing activities, necessary to become a human service professional.

- Students will acquire group facilitation skills and an understanding of the utilization of groups in human service settings.

- Students will reflect upon individual values, cultural biases, philosophies, personality, and style, and their impact on the provider and client populations.
• Students will articulate the ethical standards maintained by the National Organization for Human Services – Council for Standards in Human Service Education.

e. Revised assignments and activities related to revised outcomes:

Assignments for the current CSL 210 course are consistent with the guidelines for higher 300-level courses. CSH 310 will have a field experience component of 15 hours per semester, including a written analysis that will serve towards completion of the 350 hours fieldwork requirement for the HSCJ Major. The field component will be completed on JJC campus through our Peer Counseling Lab – Counseling Services – Wellness Center, where students will provide supervised community outreach services through tabling activities, workshop, and events.

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: ENG 201, CSL 150 Foundations of Human Services Counseling (will become CHS 150) or PSY 101 Introduction to Psychology

8. Enrollment in past semesters:  
   Fall semester – 2 sections of 20 students  
   Spring semester – 1 section of 24 students

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: November 9, 2016

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

   Cary Sanchez-Leguelinel, Ph.D. – Chair, Department of Counseling
CHS 310 - Advanced Interpersonal Counseling Skills
Course Syllabus

Professor: Cary Sanchez-Leguelinel, Ph.D.
Telephone: 212-237-8147
Office: 08.65.22 NB
Email: csanchez@jjay.cuny.edu

Course Description
This course is an advanced practical survey of counseling approaches and techniques designed to provide skills in facilitating individual and group human services work. Major emphasis is on examining assumptions about helping, developing observational and communication skills, and facilitating and examining effective counseling techniques. Participants will have an opportunity to learn and practice these skills in a variety of role-playing situations, lectures, experiential exercises, group discussion and contact with resource persons, including a 15-hour field experience requirement.

Course Objectives
- Students will articulate the role and function of a human service professional.
- Students will practice direct service and intervention skills, through role-playing activities, necessary to become a human service professional.
- Students will acquire group facilitation skills and an understanding of the utilization of groups in human service settings.
- Students will reflect upon individual values, cultural biases, philosophies, personality, and style, and their impact on the provider and client populations.
- Students will articulate the ethical standards maintained by the National Organization for Human Services – Council for Standards in Human Service Education.

Course Requirements
- Written Assignments:
  - Students will be required to hand-write weekly journals, as a self-reflection exercise designed to promote greater awareness and personal growth.
  - Reaction papers (a total of 10) will be written on specific human service-related topics throughout the semester. Reaction papers must be a minimum of 2 pages in length and formatted using APA Publication Manual, 6th edition.
  - A written analysis for the field experience will include reflections and self-assessment of the experience, as well as identification of areas for future professional development.
  - A 10-source annotated bibliography, focusing on the field of human services, will be submitted for the midterm assignment. Papers will be submitted through TURNITIN.com for review.
  - For the final paper, students will present a critical analysis of their direct service and intervention skills development in a 10 page paper review of their videotaped role-plays.

- Text Readings: Assignments are to be completed on time. Text readings should be completed before scheduled class. A total of 3 quizzes will be administered throughout the semester to assess integration and understanding of text reading assignments.

- Attendance: Attendance is a mandatory requirement of this course. Students are expected to attend every class. Students who are absent more than four times during the semester will receive a lower grade for class participation.

- Completing course requirements is very important, since final grades will be based upon student’s compliance with requirements.

Field Experience Requirement
Students will complete a total of 15 hours in partial fulfillment of the 350-hours field education experience required for the HSCJ major. The field component will be completed on JJC campus through the Peer Counseling Lab, where students will provide supervised community outreach services through tabling activities, workshops, and events. A written analysis of the experience will be completed, for inclusion in their Senior Seminar Portfolio.

Approved by UCASC, to College Council, March 23, 2017
Statement of John Jay 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 of the original source.

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

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

Source: John Jay College of Criminal Justice Undergraduate Bulletin

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

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p. 3.

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 all 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 all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Source: John Jay College of Criminal Justice Undergraduate Bulletin

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

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member

Approved by UCASC, to College Council, March 23, 2017
may change the grade to a letter grade. If the faculty member does not submit a change of grade, the incomplete grade automatically becomes the grade of FIN.

This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

**Resolving the Grade of Incomplete through Make-up Examinations**

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination. All makeup final examinations given after the completion of the semester are processed and administered by the faculty member who taught the course or by his or her academic department. Contact the instructor for details.

Source: *John Jay College of Criminal Justice Undergraduate Bulletin*

**Course Grading**

There will be one final grade assigned for the Peer Counseling Course. The grade will be determined based on the following criteria:

- Class Participation- 10%
- Field Experience- 10%
- Reaction Papers- 10%
- Journals- 10%
- Quizzes- 10%
- Midterm Assignment-25%
- Final Paper- 25%

**Course Prerequisites**

ENG 201, CSL 150 Foundations of Human Services Counseling (will become CHS 150) or PSY 101

**Required Text**


**Course Calendar**

*** Written Assignments: A journal entry is required for every week of the course calendar. ***

**Week 1**

Day 1: Course Overview and Review of the Syllabus.
Day 2: **Understanding the Human Services Provider Role**


*Invitation to Counseling Work, Chapter 1, pp.1-43*  
*Getting Started, Chapter 2, pp. 44-89*

**Week 2**

Day 3 and Day 4: **Council for Standards in Human Services Education and Ethical Considerations - * Reaction Paper 1 Due ***


*Developing Ethical and Cultural Competency, Chapter 11, pp. 336 – 361*
**Week 3**  
Day 5 and Day 6: *First Role-Playing Videotaping - * Reaction Paper 2 Due *

**Week 4**  
Day 7 and Day 8: *Establishing the Counseling Relationship - * Reaction Paper 3 Due *

Skills for Developing the Relationship, Chapter 3, pp. 90 – 122

**Week 5**  
Day 9 and Day 10: *Attending Behavior and Observation Skills - * QUIZ 1 *

Assessment, Goal Setting, and Action Planning, Chapter 5, pp. 159 – 189

**Week 6**  
Day 11 and Day 12: *Questioning Skills – Opening Communication - * Reaction Paper 4 Due *

Essential Action Skills, Chapter 6, pp. 190 – 224

**Week 7**  
Day 13 and Day 14: *Key Skills of Active Listening - * Reaction Paper 5 Due *

Skills for Ending, Chapter 8, pp. 249 – 271

**Week 8**  
Day 15 and Day 16: *Reflection of Feelings and Empathic Connections - * MIDTERM PAPER DUE *

Skills for Deepening the Relationship, Chapter 4, pp. 123 – 158

**Week 9**  
Day 17 and Day 18: *Second Role-Playing Videotaping - * Reaction Paper 6 Due *

**Week 10**  
Day 19 and Day 20: *Utilizing Counseling Skills in Group Work - * Quiz 2 *

Introduction to Group Work, Chapter 1, pp. 3-14

**Week 11**  
Day 21 and Day 22: *Basic Elements of Group Counseling - * Reaction Paper 7 Due *

Early Stages in the Development of a Group, Chapter 4, pp. 69 – 94

Approved by UCASC, to College Council, March 23, 2017
Week 12
Day 23 and Day 24: Final Stages of Group Counseling - * Reaction Paper 8 Due *


Week 13
Day 25 and Day 26: Developing Crisis Intervention Strategies and Resources for Referral - * Reaction Paper 9 Due *


Week 14
Day 27 and Day 28: Third Role-Playing Videotaping - * Reaction Paper 10 Due *

Week 15
Day 29: Importance of Provider Wellness and Self-Care - * Quiz 3 *


Final Examination Period - TBA

Semester review – Class will meet for a course wrap-up and reflections on the semester.

* Final Paper Due *      * 15 Journal Entries Due *

Please be advised that the syllabus is subject to change. Professor will inform students of changes to the syllabus.
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: January 17, 2017

1. Name of Department or Program: Department of Counseling

2. Contact information of proposer(s):

   Name(s): Cary Sanchez-Leguelinel, Ph.D.
   Email(s): csanchez@jjay.cuny.edu
   Phone number(s): 212.237.8147

3. Current number, title, and abbreviated title of course: CSL 211 – Peer Counseling Practicum

4. Current course description:

   This course provides a training experience in academic and peer counseling for John Jay undergraduate students. Students are required to work as peer counselors for a minimum of four hours per week under the supervision of a faculty member from the counseling department. Attendance at weekly seminars involving lectures, discussions, films, role playing and tapes is also required. In addition, students must submit a major research paper for the course.

   a. Number of credits: 3

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

   3 class hours plus 7 hours of weekly Peer Lab work required

   c. Current prerequisites: Prerequisites: ENG 101 and CSL 210

5. Describe the nature of the revision:

   The Peer Counseling Practicum – CSL 210 currently has a 96 hours practicum requirement and a course enrollment limit of 25 students. Although the course content and learning objectives
will remain the same, the course will now require 150 hours of practicum work. The revisions will also include changing the title of the course – Field Education in College Community Outreach; the course level – 311; and the pre-requisites.

6. Rationale for the proposed change(s):

The new major in Human Services and Community Justice was developed with careful consideration to the National Standards set by the Council for Standards in Human Service Education – CSHSE, the national accrediting body of human service academic programs. In accordance with CSHSE requirements, students must complete 350 field education hours to be eligible for professional credentialing in the field of Human Services. CSL 311 will be one of three courses in the Field Education I component for the HSCJ major and the only course where students can complete their 150 hours requirement in the Peer Counseling Lab – Wellness Center on JJC campus.

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

a. Revised course description:

This course provides a training experience in peer counseling and college community outreach for John Jay undergraduate students. Students are required to work as peer outreach counselors for a minimum of ten hours per week, totaling 150 hours, under the supervision of a faculty member from the Department of Counseling and Human Services. Attendance at weekly seminars involving lectures, discussions, films, and role-playing is also required. In addition, students must submit a self-assessment paper reflecting on their field education experience. This course can be used to fulfill the Field Education I Requirement for the Human Services and Community Justice major.

b. Revised course title: CSL 311 – Field Education in College Community Outreach

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): Field Ed in College Outreach

c. Revised learning outcomes:

Although the course curriculum content and learning outcomes remain the same, CSHSE National Standards were utilized to inform the wording for the outcomes: http://www.cshse.org/pdfs/Standards-Baccalaureate.pdf

- Students will demonstrate knowledge and skills for human service professionals, as articulated by the National Organization for Human Services.
- Student will practice outreach strategies and interventions in the College community.
- Students will reflect upon individual values, cultural biases, philosophies, personality, and style, and their impact on their work as peer outreach counselors.
- Students will integrate the ethical standards maintained by the National Organization for Human Services – Council for Standards in Human Service Education, in their field education experience.
e. Revised assignments and activities related to revised outcomes:

CSL 311 will have an increased field experience component from 98 hours to 150 hours per semester, necessary to satisfy the Field Experience I requirement for the Human Services and Community Justice major. The hours will be completed in partial fulfillment of the 350 hours field experience requirements for professional credentialing as a Human Services-Board Certified Practitioner, through the Center for Credentialing and Education of the National Organization for Human Services. Instead of a research paper, students will submit a self-assessment, reflection paper of their field education experience, including identifying areas for future professional development. The paper should be a minimum of 15 double-spaced pages, formatted using APA Publication Manual (6th edition) and will be included in the student’s Senior Portfolio.

f. Revised number of credits: No changes

g. Revised number of hours: 3 class hours plus 10 hours of weekly Peer Lab work.

h. Revised prerequisites: ENG 201 and CSL 210 (will become CHS 310)

8. Enrollment in past semesters: Fall semester – 2 sections of 20 students
   Spring semester – 1 section of 24 students

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)? No
   (reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

   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: February 1, 2017

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

   Cary Sanchez-Leguelinel, Associate Professor and Chair
CSL 311 – Field Education in College Community Outreach
Course Syllabus

Professor: Cary Sanchez-Leguelinel, Ph.D.
Telephone: 212-237-8147
Office: 08.65.22 NB
Email: csanchez@jjay.cuny.edu

Course Description
This course provides a training experience in peer counseling and college community outreach for John Jay undergraduate students. Students are required to work as peer outreach counselors for a minimum of ten hours per week, totaling 150 hours, under the supervision of a faculty member from the Department of Counseling and Human Services. Attendance at weekly seminars involving lectures, discussions, films, and role-playing is also required. In addition, students must submit a self-assessment paper reflecting on their field education experience. This course can be used to fulfill the Field Education I Requirement for the Human Services and Community Justice major.

Learning Objectives
- Students will demonstrate knowledge and skills for human service professionals, as articulated by the National Organization for Human Services.
- Student will practice outreach strategies and interventions in the College community.
- Students will reflect upon individual values, cultural biases, philosophies, personality, and style, and their impact on their work as peer outreach counselors.
- Students will integrate the ethical standards maintained by the National Organization for Human Services – Council for Standards in Human Service Education, in their field education experience.

Course Requirements
- Field Education Requirement: Students are expected to provide 10 hours of community outreach services for the 15 weeks of the semester. These hours are completed in fulfillment of the 150 hours requirement for the Field Education I component of the Human Services and Community Justice major.
- Confidentiality: In maintaining the ethical standards for human service professionals – in training, all information pertaining to the student’s work in the CSL 311 course and outreach work in the College community will be treated as confidential communication. This confidential communication will not be shared.
- Supervision Meeting: Students will participate in weekly supervision meetings where they will be expected to discuss their field education experiences.
- Midterm Project: Students will develop and present a community outreach event, related to the field of human services. The project includes coordinating the event logistics, promoting the event, and assessment.
- Written Assignments:
  - Students will be required to hand-write weekly journals focusing on their work providing community outreach services. The journals will serve as a self-reflection exercise designed to promote professional insight and personal growth.
  - Reaction papers (a total of 5) will be written, reflecting on ethical considerations for human service professionals. Reaction papers must be a minimum of 2 pages in length and formatted using APA Publication Manual, 6th edition.
  - A 20-minute transcription of the midterm event will be submitted, with a detailed analysis of the counseling strategies and interventions utilized to provide community outreach services.
  - For the final paper, students will present a self-assessment, reflection paper of their field education experience, including identifying areas for future professional development. The paper will be a minimum of 15 double-spaced pages and will be included in their Senior Portfolio.
- Text Readings: Assignments are to be completed on time. Text readings should be completed before scheduled class.
- Attendance: Attendance is a mandatory requirement of this course. Students are expected to attend every class.
Completing course requirements is very important, since final grades will be based upon student’s compliance with requirements.

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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 all 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 all students must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

Source: *John Jay College of Criminal Justice Undergraduate Bulletin*

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

If the course takes place during the fall semester or winter session, then the incomplete work is due by the student no later than the end of the third week of the following spring semester. If the course takes place during the spring semester or summer session, then the incomplete work is due no later than the end of the third week of the following fall semester. It is within the discretion of the faculty member to extend this deadline under extraordinary circumstances.

When completing the online Incomplete Grade Form, the faculty member agrees to grade the student’s outstanding coursework as specified on the form and to submit the student’s grade for the course any time from the date the
student submits the completed work until the end of that fall or spring semester. This policy should be included on undergraduate course syllabi. If the student does not successfully complete the missing work, the faculty member may change the grade to a letter grade. If the faculty member does not submit a change of grade, the incomplete grade automatically becomes the grade of FIN.

This policy does not apply to laboratory and studio courses, or to internship courses, for which neither the professor nor the department can reasonably accommodate a student’s missed lab or studio or internship work as described herein. The academic departments which offer such courses shall develop departmental policy for consideration by the College Council.

Degree candidates should be aware that an INC grade received during their last semester in courses required for graduation will result in the postponement of graduation.

Resolving the Grade of Incomplete through Make-up Examinations

The procedure outlined here is initiated when a student has received the grade of INC because of absence from a final examination. All makeup final examinations given after the completion of the semester are processed and administered by the faculty member who taught the course or by his or her academic department. Contact the instructor for details.

Source: John Jay College of Criminal Justice Undergraduate Bulletin

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<tr>
<th>Letter Grades</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
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<td>A Excellent</td>
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<td>93.0–100.0</td>
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Please Note: An F is not erased when the course is taken again and passed.

Source: John Jay College of Criminal Justice Undergraduate Bulletin

Course Grading

There will be one final grade assigned for the Peer Counseling Course. The grade will be determined based on the following criteria:

- Class Participation- 10%
- Community Outreach- 10%
- Lab Work- 10%
- Reaction Papers- 10%
- Journals- 10%
- Midterm Project- 25%
- Final Paper- 25%

Course Prerequisites

ENG 201 and CSL 210 (will become 310)
Required Texts


Course Calendar

*** Written Assignments: A journal entry is required for every week of the course calendar. ***

Week 1
Day 1: Course Overview and Review of the Syllabus.
Day 2: Peer Lab Orientation


Assessing your Readiness for Internship, Chapter 2, pp. 37-66.


Field Experience as Formative to Professional Identity, Chapter 1, pp. 1-23.

Week 2
Day 3: Ethical Considerations for College Community Outreach - *Reaction Paper 1 Due*
Day 4: Group Supervision Meeting


Understanding Ethical Perspectives in Internship, Chapter 5, pp. 141-158.


The Ethics of Practice: More Than Knowing - Being, Chapter 4, pp. 82-106.

Week 3
Day 5: Getting Connected to the John Jay College Community
Day 6: Group Supervision Meeting


Addressing Ethical Issues in Supervision, Chapter 6, pp. 159-190.


Growing Through Supervision, Chapter 6, pp. 134-162.

Week 4
Day 7: Exploring John Jay’s Student Resources and Support Services *Reaction Paper 2 Due*
Day 8: Group Supervision Meeting


Setting Up Your Human Service Internship, Chapter 3, pp. 67-100.


Reflecting on Practice, Chapter 5, pp. 107-133.
Week 5
Day 9: Overview of College Community Outreach Services
Day 10: Group Supervision Meeting

Engaging in Internship During the First Week or Two, Chapter 4, pp. 101-138.

Documentation and Record Keeping, Chapter 10, pp. 233-257.

Week 6
Day 11 and Day 12: Role-Playing Video Recordings *Reaction Paper 3 Due*

Week 7
Day 13: Essential Knowledge and Skills for Human Services Professionals
Day 14: Group Supervision Meeting

Participating in Supervision, Chapter 8, pp. 221-260.

Week 8
Day 15: College Community Outreach Events and Workshops *Reaction Paper 4 Due*
Day 16: Group Supervision Meeting

Working with Clients, Chapter 9, pp. 261-290.

Week 9
Day 17: Effective Counseling Strategies and Interventions for Outreach Services
Day 18: Group Supervision Meeting

Expanding Your Skills, Chapter 10, pp. 291-322.

Week 10
Day 19: Working with Diverse Client Populations – Cultural Competence *Reaction Paper 5 Due*
Day 20: Group Supervision Meeting

Developing a Multicultural Perspective in Internship, Chapter 7, pp. 191-220.

Multicultural Counseling in Practice, Chapter 7, pp. 163-190.

Week 11
Day 21: Tabling Outreach
Day 22: Group Supervision Meeting

Transition From Practice to Career, Chapter 13, pp. 315-341.
Week 12
Day 23 and Day 24: Role-Playing Video Recordings

Week 13
Day 25: Crisis Management Techniques * Midterm Transcription Due *
Day 26: Group Supervision Meeting

Transitions: Self as Counselor, Chapter 14, pp. 342-362.

Week 14
Day 27: Importance of Self-Awareness and Reflection
Day 28: Group Supervision Meeting

Termination and Closure, Chapter 11, pp. 258-281.

Week 15
Day 29: Human Services Professionals Wellness and Self-Care

Self-Care and Self-Protection - Necessary for All Counselors, Chapter 12, pp. 282-314.

Final Examination Period - TBA

Semester review – Class will meet for a course wrap-up and reflections on the semester.

* Final Paper Due * * 15 Journal Entries Due *

Please be advised that the syllabus is subject to change. Professor will inform students of changes to the syllabus.
John Jay College of Criminal Justice
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

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

Date Submitted: February, 2, 2107

1. Name of Department or Program: Department of Counseling and Human Services

2. Contact information of proposer(s):
   
   Name(s): Maat Lewis
   Email(s): malewis@jjay.cuny.edu
   Phone number(s): 212-237-8141

3. Current number, title, and abbreviated title of course: CSL 230 - Introduction to Case Management (Case Mgmt Human Serv)

4. Current course description:

The course introduces students to the practice of case management. Topics include the roles and functions of a case manager, organizational context, current models of case management, ethical and legal issues, professional development of the case manager, and approaches to assessment and service delivery. Students will have the opportunity to construct a client case file, which includes the development, implementation, and evaluation of a social-service treatment plan for a particular client or population.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101, CSL 150 and CSL 235

5. Describe the nature of the revision:

CSL 230 is being revised to more closely align with the National Standards for Human Services Education, required for accreditation of the new major in Human Services and Community
Justice - HSCJ. The revisions will include revising the wording in the course description; changing the title; changing the course pre-fix to CHS – Counseling and Human Services; and removing CSL 235 the pre-requisite.

6. Rationale for the proposed change(s):

CSL 230 is a core course required within the Human Services minor and proposed Human Services and Community Justice (HSCJ) major. We are revising the course title and wording of the course description to use language, terms (e.g., direct service, community and culture) and experiences consistent with the standards and specifications set by the Council for Standards in Human Service Education (CSHSE), which is the national accrediting body of human service academic programs. Also, revised core courses in the major will have a CHS pre-fix in alignment with the recent College Council approval to rename our department Counseling and Human Services. Lastly, we removed the CSL 235 course prerequisite to provide students’ with flexibility in the sequencing of courses given enrollment of fewer students in fall vs. spring in past semesters.

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

   a. Revised course description: (Strikethrough indicates text deleted; bold indicates text added)

      The course introduces students to the practice of case management, direct service with the opportunity to increase their self-awareness as sociocultural beings. Topics include the roles and functions of a culturally competent case manager, community organization contexts, current models of case management, engagement and intervention, ethical and legal issues, professional development of the case manager, human services professional, and approaches to assessment and service delivery from a cultural competence, social justice and community-based framework in the human services. Students will have 10 hours of field education and the opportunity to construct a client case file, which includes the development, implementation, and evaluation of a social-service treatment plan in the context of oppression, racism, marginalization, discrimination, socialization and equitable services and community praxis for a particular client or population.

   b. Revised course title: **CHS 230 – Culture, Direct Service & Community Practice**

   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **Cult Direct Svc & Comm Pr**

   d. Revised learning outcomes: N/A

   e. Revised assignments and activities related to revised outcomes: N/A

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

Prepared for UCASC, March 3, 2017
h. Revised prerequisites: ENG 101 and CHS (CSL) 150

8. Enrollment in past semesters:
   Fall semester – 1 section of 8 students
   Spring semester- 1 section of 29 students

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: 2/1/17

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

   Cary Sanchez-Leguelinel, Ph.D. – Chair, Department of Counseling
Course Revision Form

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

Date Submitted: February 3, 2017

1. Name of Department or Program: Department of Counseling

2. Contact information of proposer(s):

   Name(s): Dr. Ma’at Lewis  
   Email(s): malewis@jjay.cuny.edu  
   Phone number(s): 212-237-8141

3. Current number and title of course: CSL 233 Multicultural Issues in Human Services

4. Current course description:

   This course provides an interdisciplinary introduction to multicultural issues in human service helping professions. The central focus will be a critical evaluation of cultural competence on both individual and organizational levels in human service institutions. The impact of one's own level of cultural awareness and bias toward self and others will be examined within the context of how cultural, social, economic, political and historical factors influence these institutions. Additionally, the course will explore how various relevant terms, including multiculturalism, diversity, race, culture and ethnicity, have come to be defined and applied from diverse perspectives. Through the use of reflective writing, narrative analysis, discussion, and experiential teaching methods, the course will engage participants in development of cultural self-awareness, general knowledge about cultural groups and organizational cultural competence in the human service profession.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 101; PSY 101, and CSL 150, or permission of the instructor

5. Describe the nature of the revision (what are you changing?): The Pre-requisites are tweaked for the new major in Human Services and Community Justice.
6. Rationale for the proposed change(s):

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: 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 CSL 150 or PSY 101 or permission of the instructor**

8. Enrollment in past semesters: Usually 2 sections each semester with approximate total of 50.

9a. Will this course be offered as part of the new JJ General Education program (CUNY 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: 2/1/17

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Dr. Cary Sanchez, Chair, Counseling and Human Services Department
Course Revision Form

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

Date Submitted: February 2, 2017

1. Name of Department or Program: Department of Counseling and Human Services

2. Contact information of proposer(s):

   Name(s): Mickey C. Melendez, Ph.D.
   Email(s): mimelendez@jjay.cuny.edu
   Phone number(s): (212) 237-8101

3. Current number, title, and abbreviated title of course: CSL 235- Theories and Interventions in Human Services Counseling (Theo & Int HS CNSLG)

4. Current course description:

   This course provides an overview of the history, theory, and methodology of human service counseling. The course focuses on the theories and interventions that have become commonplace when working with individuals, families, groups and organizations within the human services realm. Students will be introduced to the principles of, risk and needs assessment, stress and emergency management, resource management, and individual and community advocacy in order to interface with government, private, and non-profit social service agencies. Case examples and excerpts will be used to illustrate the principles of human service intervention and to expose students to what professionals in the field may say, do, and think, when working with diverse client populations and organizations.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 0
   c. Current prerequisites: PSY 101, ENG 101, CSL 150 or permission of the instructor

5. Describe the nature of the revision:

   CSL 235 is being revised to more closely align with the National Standards for Human Services Education, required for accreditation of the new major in Human Services and Community
Justice - HSCJ. The revisions will include revising the wording in the course description; changing the course title; changing the course pre-fix to CHS – Counseling and Human Services; and changing the PSY 101 pre-requisite to an option instead of a requirement.

6. Rationale for the proposed change(s):

CSL 235 is a core course required within the Human Services minor and proposed Human Services and Community Justice (HSCJ) major. We are revising the wording of the course description to be more specific in stating the overview is on theories of assessment and interventions in human services and to indicate experiences (e.g., field education) and terms (e.g., communities, crisis, ethics) consistent with the language of the standards and specifications set by the Council for Standards in Human Service Education (CSHSE), which is the national accrediting body of human service academic programs. Also, revised core courses in the major will have a CHS pre-fix in alignment with the recent College Council approval to rename our department Counseling and Human Services. Lastly, we changed PSY 101 to become a prerequisite option instead of CHS 150 (formerly CSL 150) to comply with CUNY policy recommending removal of hidden prerequisites.

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

   a. Revised course description: (Strikethrough indicates text deleted; bold indicates text added)

This course provides an overview of the history, theory, and methodology of assessment and intervention in human services counseling. The course focuses on the relevant theories and interventions that have become commonplace when working with individuals, families, groups, organizations, and communities within the human services realm. Students will be introduced to the principles of, risk and needs assessment, stress crisis and emergency management, resource management, ethics, and individual and community advocacy in order to interface with government, private, and non-profit social service agencies. Case examples, excerpts and 10 hours of field education will be used to illustrate the principles of human service intervention and to expose students to what professionals in the field may say, do, and think, when working with diverse client populations and organizations.

   b. Revised course title: CHS 235 Theories of Assessment and Intervention in Human Services

   c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): Theor Assmt & Interv in HumSrv

   d. Revised learning outcomes: N/A

   e. Revised assignments and activities related to revised outcomes: N/A

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A
h. Revised prerequisites: **ENG 101, CSL 150 or PSY 101**

8. Enrollment in past semesters:
   - **Fall 2016 semester - 1 section, 36 students**
   - **Spring 2016 semester – 1 semester, 31 students**

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: 2/1/2017

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   - Cary Sanchez-Leguelinel, Ph.D. – Chair, Department of Counseling and Human Service
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

Date Submitted: February 6, 2017

1. Name of Department or Program: Department of Counseling and Human Services

2. Contact information of proposer(s):

   Name(s): Robert De Lucia  
   Email(s): Rdelucia@jjay.cuny.edu  
   Phone number(s): 212.237.8147

3. Current number, title, and abbreviated title of course: CSL 381/382– Field Work in Human Service (Fieldwork in Human Service)

4. Current course description:

This course is an applied fieldwork experience in community-based human service programs and agencies. This course is designed to provide students the opportunity to develop a practical understanding of the human service delivery system and its relevance to local, state and national social service policy. Students draw connections between theory and practice and actively participate and support efforts to assist individuals and programs that address populations in need. The practicum experience heightens student awareness of the skills required of an effective human service provider and affords them the opportunity to determine their appropriateness for the profession. Students will provide 8-10 hours per week of service and attend assigned supervision meetings throughout the semester. Assigned readings, fieldwork logs and a culminating research paper/project will be required.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201, CSL 235, minimum GPA of 2.5, and permission of the instructor

5. Describe the nature of the revision:
CSL 381/382 is being revised to more closely align with the National Standards for Human Services Education, required for accreditation of the new major in Human Services and Community Justice - HSCJ. The revisions will include revising the wording in the course description; changing the title - Field Education in Human Services; changing the course pre-fix to CHS – Counseling and Human Services; and replacing the prerequisite CSL 235 with CSL 210 (revised at Feb UCASC to CHS 310 Advanced Interpersonal Counseling Skills).

6. Rationale for the proposed change(s):

CSL 381/382 is a field experience course within the Human Services minor and required in the proposed Human Services and Community Justice (HSCJ) major. We are revising the course title and wording of the course description to use language and terms (e.g., field experience) consistent with the standards and specifications set by the Council for Standards in Human Service Education (CSHSE), which is the national accrediting body of human service academic programs. Also, the revised required field education courses in the major will have a CHS pre-fix in alignment with the recent College Council approval to rename our department Counseling and Human Services. Lastly, we replaced the CHS (CSL) 235 prerequisite with CHS 310 (formerly CSL 210) to provide sequencing of the courses based on appropriate skill development in light of the CSHSE standards.

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

   a. Revised course description:(Strikethrough indicates text deleted; bold indicates text added)

This course is an applied fieldwork experience in community-based human service programs and agencies. This Field education is designed to provide students an environment and context for the integration of knowledge, theory and skills learned in the classroom. Students the opportunity to develop a practical understanding of the human service delivery system and its relevance to local, state and national social service policy and practice. Under supervision, students provide direct client services in Students draw connections between theory and practice and actively participate and support efforts to assist individuals and community programs that address populations in need. The practicum experience heightens student awareness of the professional skills and ethical values intrinsic to the human services provider profession and affords them the opportunity to determine their appropriateness for the profession. Students will provide 8-10 hours per week of service and attend assigned supervision meetings throughout the semester. Assigned readings, field experience work logs and a culminating research paper/project will be required.

   b. Revised course title: CHS 381/382 – Field Education in Human Service I & II

   c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): CHS 381 Field Educ in Human Serv I, CHS 382 Field Educ in Human Serv II

   d. Revised learning outcomes: n/a

   e. Revised assignments and activities related to revised outcomes: n/a
f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: ENG 201, CHS 310 Advanced Interpersonal Counseling Skills and permission of the instructor

8. Enrollment in past semesters:
   Fall semester – 1 section of 20 students
   Spring semester – 1 section of 20 students

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: 2/1/17

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
   Cary Sanchez-Leguelinel, Ph.D. – Chair, Department of Counseling and Human Services
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>ECO 101</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Economics and Global Capitalism</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Economics</td>
</tr>
<tr>
<td>Discipline</td>
<td>Economics</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td>N/A</td>
</tr>
<tr>
<td>Sample Syllabus</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  ☐ a new course being proposed

CUNY COMMON CORE Location

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☒ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>☐ US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific World</td>
</tr>
</tbody>
</table>

Prepared for UCASC, March 3, 2017
### Learning Outcomes

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

### D. Individual and Society

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

<table>
<thead>
<tr>
<th>This learning outcome will be assessed by written assignments, presentations, and exams. Students will be asked to analyze current and historical events by gathering, interpreting, and assessing newspaper articles, empirical data, and textual evidence. Example: The Current Event Research assignment will require students to search for multiple articles from both traditional mainstream media and “new media”. The articles must discuss the same current event in economics. Students will then summarize the event, identify the different viewpoints of the articles and compare the articles’ usefulness.</th>
<th>● Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Evaluate evidence and arguments critically or analytically.</td>
<td></td>
</tr>
<tr>
<td>This learning outcome will be assessed by written assignments, presentations, and exams. Students will be asked to critically analyze current and historical events. Example: During the policy analysis project, students will be provided with (or will be required to search for) arguments advocating some new economic policy. In a written exercise, exam or class discussion of the policy students will critically evaluate the evidence and analyze the arguments for logical consistency.</td>
<td>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
<tr>
<td>This learning outcome will be assessed by written assignments, presentations, and exams. Students will be assessed on producing oral and/or written well-reasoned arguments. Example: Students will be given exam questions with a specified market and some external change to a determining factor of the market. The will write a paragraph beginning with statement predicting the</td>
<td></td>
</tr>
</tbody>
</table>

Prepared for UCASC, March 3, 2017
resulting change in market price and quantity. The body of the paragraph will explain the logic behind the prediction.

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

| This learning outcome is assessed by an exam. Students will be required to use both neoclassical and alternative theories to explain current and historical events. Example: Students will take exams where they identify and describe the core concepts of Economics and apply the methodologies of Economics. Exams may include multiple choice, matching, definitions or short answer questions. | Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
| Students will examine important events in economics and the impacts of economic growth from the perspective of individuals and social institutions. Attention will be given to the economic factors that mediate the interaction between the individual and society. These topics may be addressed through classroom discussion, research papers, or examinations. Example: writing assignment requiring students to write a paper analyzing daily life in a particular period of recent US or world history. The paper should describe the social class the individual belongs to and how this shapes the kind of work he/she performs, his/her own experiences, values, choices, and how the dominant ideology affects his or her behavior | Examine how an individual’s place in society affects experiences, values, or choices. |
| Students are required to analyze current economic phenomena in the context of contemporary society and their individual lives. Policy debates and social issues will be explored through the lens of economic concepts and methods. Example: writing assignment requiring students to write a paper analyzing and discussing the social impact (in terms of race, ethnicity, class, gender, sexual orientation, etc.) of economic phenomena on individuals and society. | Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making. |

● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

● Examine how an individual’s place in society affects experiences, values, or choices.

● Articulate and assess ethical views and their underlying premises.

● Articulate ethical uses of data and other information resources to respond to problems and questions.

● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
Economics 101 – Introduction to Economics and Global Capitalism
Course Syllabus

Semester, Time & Location
Instructors Name
Contact Hours, Office Location, Phone & Email

Course Description
This course introduces students to capitalism and its global influence. Students will learn, use and critique economic tools of analysis to explore a variety of social phenomena. Students will use real world examples to study issues from microeconomics, macroeconomics and political economy. 3 hours/3 credits

Prerequisites: None

Text:
In the course schedule below readings from this book are identified as “UC.”

Grading:
Policy Analysis Project 10%
Global Capitalism Project 10%
Comparative Ideology Project 10%
Consequences of Capitalism Project 10%
Economic Class Project 10%
Current Event Research (Writing Assignment) 10%
Market Analysis Exam (Midterm) 20%
Economic Concepts & Methods Exam (Final) 20%

Learning Outcomes:

● Gather, interpret, and assess information from a variety of sources and points of view.
● Evaluate evidence and arguments critically or analytically.
● Produce well-reasoned written or oral arguments using evidence to support conclusions
● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to,
anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

- Examine how an individual's place in society affects experiences, values, or choices.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Reading</th>
<th>Events, Assignments &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>UC Ch. 1 <em>Capitalism Shakes the World</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 2</td>
<td>Defining “Economics”</td>
<td>UC Chs. 2 &amp; 3 <em>People, Preferences, and Society &amp; A Three-Dimensional Approach to Economics</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Seminal Thinkers</td>
<td>UC Ch. 4 <em>Political Economy Past and Present</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 4</td>
<td>Capitalism</td>
<td>UC Chs. 5 &amp; 6 <em>The Surplus Product: Conflict and Change &amp; Capitalism as an Economic System</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 5</td>
<td>Exporting American Capitalism to the World</td>
<td>UC Chs: 7 <em>American Capitalism: Accumulation and Change</em></td>
<td>Current Event Research Paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 6</td>
<td>Supply &amp; Demand</td>
<td>UC Ch. 8 <em>Supply and Demand: How Markets Work</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 7</td>
<td>Market Systems</td>
<td>UC Chs. 9 &amp; 10 <em>Competition and Coordination: The Invisible Hand &amp; Capitalist Production and Profits</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 8</td>
<td>From Perfect Competition to Monopoly</td>
<td>UC Ch. 11 <em>Competition and Concentration</em></td>
<td><em>Market Analysis Exam</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 9</td>
<td>Labor Markets</td>
<td>UC Ch. 12 <em>Wages and Work</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 10</td>
<td>Innovation</td>
<td>UC Ch. 13 <em>Technology, Control, and Conflict in the Workplace</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>Poverty &amp; Inequality</td>
<td>UC Chs. 14 &amp; 15 <em>The Mosaic of Inequality &amp; Progress and Poverty on a World Scale</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 12</td>
<td>The Business Cycle</td>
<td>UC Ch. 16 <em>Aggregate Demand, Employment, and Unemployment</em></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 13</td>
<td>Unemployment &amp; Inflation</td>
<td>UC Chs. 17 &amp; 18 <em>The Dilemmas of Macroeconomic Policy &amp; Inflation</em></td>
<td><em>Comparative Ideology Project</em></td>
</tr>
</tbody>
</table>

Prepared for UCASC, March 3, 2017
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Political Realities</th>
<th>UC Ch. 19 <em>Government and the Economy</em></th>
<th>Policy Analysis Project</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Week 15</td>
<td>Conclusion: Globalization</td>
<td>UC Ch. 20 <em>The Future of Capitalism</em></td>
<td>Global Capitalism Project</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Lecture and Class Discussion</td>
</tr>
<tr>
<td>Final</td>
<td>Day, time &amp;</td>
<td>Economic Concepts &amp; Methods Exam</td>
<td></td>
</tr>
</tbody>
</table>

Course Schedule subject to change with prior notification of the instructor.

**College Policies**

Please see the College Bulletin’s Chapter on Academic Standards for the complete policies.

**Attendance Policy**

Students with excessive absences will receive reduced grades and face possible forced withdrawal from the class.

**Incomplete Grade Policy**

Incomplete grades will only be given in extreme circumstances and only to students who will be able to pass the course upon completion of the course requirements. An incomplete resolution contract between the student and instructor must be agreed to before the incomplete is given.

**Extra Work During the Semester Policy**

No extra work will be available to any student.

**American’s with Disabilities Act (ADA) Policies**

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

**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,* 123

Prepared for UCASC, March 3, 2017
http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards
The instructor reserves the right to use plagiarism detection software such as Turnitin.com and
Blackboard’s SafeAssign.

Let’s Have a Great Semester.
If you ever have a question, please ASK!
Amendment to Graduate Bulletin Concerning MPA Specializations for both MPA-IO and MPA-PPA

Date of CGS Approval: 2/16/2017

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017 Graduate Bulletin</td>
<td>Specialization and Elective Courses (Total Credits: 9)</td>
</tr>
</tbody>
</table>

**Specialization and Elective Courses**

A three-course specialization is required, along with two elective courses. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755 (Writing for Management) and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization. Dual specializations are permissible if the student has fulfilled the requirements of both specializations.

| Total Credit Hours: 15 |

**Free Electives (Total Credits: 6)**

Students must select two elective courses from any MPA offering.

**Rationale**

The proposed change does not alter the curriculum but rather makes clear that students must satisfy a 9-credit specialization requirement and a separate 6-credit free-elective requirement. This change will help clarify how classes count toward the degree for the purpose of assessing aid eligibility, particularly how students can complete two specializations within 42 credits.
PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date of CGS Approval: 2/16/17

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ned Benton</td>
<td><a href="mailto:nbenton@jjay.cuny.edu">nbenton@jjay.cuny.edu</a></td>
<td>212 237-8089</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MPA In Inspection and Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PAD 766</td>
</tr>
<tr>
<td>Course Title</td>
<td>Inspection and Oversight of Health Care Delivery</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course reviews the types of inspection and oversight provided in the health care delivery sector. Topics include various federal and state level oversight programs as well as the statutes and policies they use to guide their work as well as their work products. These programs include Medicare and Medicaid integrity programs, federal and state Offices of Inspectors General, the US Government Accountability Office, and Medicaid Fraud Control Units. In addition, the role of compliance and internal auditing programs will be reviewed.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>30 hours plus conferences</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>

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

This course is part of a proposal for a new specialization in the MPA in Inspection and Oversight which focuses on Health Care Delivery Oversight. The course presents an introduction to institutional methods of health care services oversight.
4. **Degree requirements satisfied by the course:**

Master of Public Administration in Inspection and Oversight Specialization required course.

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

   Yes ___X___  No ______

   If yes, please provide the following:
   
   I.  Semester(s) and Year(s):  Spring 2017  
   II. Teacher(s):  Loren Snell  
   III. Enrollment(s):  8  
   IV.  Prerequisite(s):  None

6. **Learning Outcomes:**

   a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

   Students will understand concepts and techniques for assessing, monitoring, regulating, auditing and investigating health care organizations and service providers.

   b. How do the course outcomes relate to the program’s outcomes?

   The above outcomes are included in the program assessment plan.

   c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

   This is defined in the assessment plan.

7. **Proposed texts and supplementary readings** (including ISBNs):

There is no text book that serves the goals of this class. Readings will be provided from chapters of relevant books, websites, scholarly articles, and reports from government agencies, not-for-profits, and think tanks.

**Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

8. **Identify and assess the adequacy of available library resources**

   a. **Databases**

   None

   b. **Books, Journals and eJournals**

   None not presently available in the online collection maintained by CUNY and the JJCCJ Library.
9. Identify recommended additional library resources

None

10. Estimate the cost of recommended additional library resources (For new courses and programs): None

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

None

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____ X______ No ______________

If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

Professors Kempf, Heredia, and Snell.

14. Other resources needed to offer this course:

None.

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

No conflict identified.

16. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
John Jay College of Criminal Justice  
524 59th Street  
New York, NY 10019

PAD 766  
Inspection and Oversight of Health Care Delivery  
Spring 2017  
15-week class, running Monday-Sunday

Professor Loren Snell  
Email: lsnell@jjay.cuny.edu or lfnsnell70@gmail.com  
Department: Public Management  
Office hours: By appointment

Syllabus

Course Description:

This course reviews the types of inspection and oversight provided in the health care delivery sector. Topics include various federal and state level oversight programs as well as the statutes and policies they use to guide their work as well as their work products. These programs include Medicare and Medicaid integrity programs, federal and state Offices of Inspector General, the US Government Accountability Office, and Medicaid Fraud Control Units. In addition, the role of compliance and internal auditing programs will be reviewed.

Learning Objectives:

Students will understand concepts and techniques for assessing, monitoring, regulating, auditing and investigating health care organizations and service providers.

Prerequisites:

None

Textbooks:

None. All documents are either provided on Blackboard, can be obtained from John Jay College’s Lloyd Sealy Library, or are available on the internet.

Grade:

Your course grade will be based upon the following:

Applied projects
- Yellow book paper - 15%
- Green book paper - 15%
Presentation
  • Job research (3 slides)- 15%

Paper
  • Final research paper - 35%

Participation
  • Discussion boards and other participation- 20%

Letter grades will be determined as follows:

- A 93.0-100.0
- A- 90.0-92.9
- B+ 87.1-89.9
- B  83.0-87.0
- B- 80.0-82.9
- C+ 77.1-79.9
- C  73.0-77.0
- C- 70.0-72.9
- F  70 and below

Course Assignments:

Yellow Book Project: For this project, you will be provided a fictional proposed audit, and you will be required to identify how you would approach the audit using GAGAS standards. Write a paper (reference list not included), double-spaced, 12 point font, regular 1 inch margins. More details will be provided on Blackboard.

Green Book Project: For this project, you will be provided a fictional proposed investigation, and you will be required to identify how you would approach the investigation using the Green Book standards. Write a paper (reference list not included), double-spaced, 12 point font, regular 1 inch margins. More details will be provided on Blackboard.

Job Research Assignment:
STEP 1: Pretend you are in the job market for a new job. Tips to break into the public sector can be found at this website: [http://icma.org/en/press/pm_magazine/article/106286](http://icma.org/en/press/pm_magazine/article/106286). One of those tips is to research the target employer. This article provides a list of methods to do so: [https://www.theguardian.com/careers/careers-blog/research-employers](https://www.theguardian.com/careers/careers-blog/research-employers). This assignment requires you to do the following:
  • Sign up for an agency on the Wiki associated with this assignment.
  • Research the agency you have chosen.
  • Create a narrated PowerPoint presentation that summarizes your analysis of this employer. Include a description of the nature of the organization and its work. Be sure to identify pros and cons of working there; come up with some questions you would like to ask to know more about the employer; and draw a conclusion about whether you would like to work there or not. The slide show should have a minimum of three slides.
STEP 2: Review each of your classmates’ presentations. Comment with your reaction or a question about the agency.

Final paper:
During the course of this semester, you have learned about a number of ways the issue of health care services fraud is addressed. Pick one of these methods or organizations and do more research. In no more than five pages, describe the method or organization that you chose. Assess: how are this method/organizations successful? How do they fail to help prevent fraud? What policy changes would you propose to help improve their performance? How likely would these policy changes be adopted? NOTE: The questions should not be answered one by one, but rather you should put together an analysis of the organizations using these questions as a guide.

Discussion boards:
Depending on the size of the class, you will be placed in discussion groups. Each week, I will post discussion questions. These questions/problems are designed to help you focus on the relevant parts of the reading. You will be required to answer the questions by Thursday at 11:59 PM, and then respond to at least two of your classmates’ posts by Sunday at 11:59 PM. Each post should be at least three sentences long, use proper grammar, and be substantive. “I agree” will not be considered substantive.

Please note: the purpose of discussion boards is to allow students to freely exchange ideas and reinforce the topics addressed in class. We can learn a lot from others’ experiences and points of view. However, it is important that we always remain respectful of one another’s viewpoints and positions and, when necessary, agree to disagree, respectfully. If you feel that the tone in the discussion boards is becoming uncivil or too dogmatic, please let me know so that I can address the problem.

Also note that while active and frequent participation is encouraged, cluttering a Discussion Board with inappropriate, irrelevant, or insignificant material will not earn additional points and may result in receiving less than full credit. Although frequency is not unimportant, content of the message is paramount. Please remember to cite all sources – when relevant – in order to avoid plagiarism.

Writing:
The standard for writing in this course is that of the professional workplace, and of a graduate degree program that prepares students for advanced scholarly work. Writing must be clear, straightforward, and correct in punctuation and use of language. Students should avoid jargon terms. A useful reference is Diana Hacker and Nancy Sommers’ book, *A Writer’s Reference, Seventh Edition*, which reviews basic writing skills and the correct method to cite different sources, such as books, journal articles, interviews, websites, and others.

American Psychological Association (APA) style citations are required for this course
Writing in the course should be American Psychological Association (APA) style. Information on APA style is provided by the Lloyd Sealy Library can be found at [http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197](http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197). Another excellent guide by Purdue University Online Writing Lab (OWL) is available at [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/).

Academic Integrity:
Academic misconduct, whether cheating or plagiarism, can result in a failing grade. Please note the following definitions from the John Jay College Graduate Bulletin.

*Cheating*
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take home assignment or examination
- Using notes during a closed book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers, or other technologies to retrieve or send information

**Plagiarism**

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult your instructors. The Lloyd Sealy Library also has free guides designed to help students with problems of documentation. See for example, [http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169192](http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169192). Finally, utilize the expertise of the free tutors at the John Jay College Writing Center located in Room 01.68 (New Building), 212 237-8569, or [http://jjcweb.jjay.cuny.edu/writing/homepage.htm](http://jjcweb.jjay.cuny.edu/writing/homepage.htm).

The plagiarism detection software, Turn-it-in, which can be found in Blackboard, will be used in this course.

**Other Important Course Policies:**

- **Amendments to this syllabus:** I reserve the right to amend this syllabus at any time. All efforts to notify students of any amendments will be made.
- **Deadlines:** The schedule below details deadlines for all work throughout the semester. These deadlines can also be found on Blackboard. If you know in advance that you will not be able to make a deadline, please contact the professor in advance to work out an alternative. **Otherwise, all late work will receive an automatic 10% reduction. Paper assignments that are a seven days late will receive an automatic 50% reduction. This is**
a significant penalty and can have severe consequences to your grade. Please pay close attention to deadlines accordingly.

- **Incomplete Grade Policy:** A grade of incomplete is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. In extraordinary circumstances and with the approval of the Dean of Graduate Studies or the Vice President for Enrollment Management, the time limit may be extended one additional year. Incompletes unresolved in the above-mentioned time period become permanent entries in students’ records as an Incomplete (no-credit) and may not be changed thereafter. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student’s enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Graduate Studies or the Vice President for Enrollment Management.

- **Americans with Disabilities Act (ADA) policy:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the New Building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. More information can be found at [http://www.jjay.cuny.edu/2023.php](http://www.jjay.cuny.edu/2023.php).

**Course Schedule and Content:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 (1/30-2/5)</td>
<td>Intro to class: overview of topic and activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduction to the issue of fraud in the health care sector</td>
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<tr>
<td></td>
<td></td>
<td>o The size of expenditures in health care</td>
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<td></td>
<td></td>
<td>o Estimates of the cost of fraud</td>
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<tr>
<td></td>
<td></td>
<td>• Introduce the course, syllabus, Blackboard site</td>
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<tr>
<td></td>
<td></td>
<td>• Introduce students to each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings: found on Blackboard</td>
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<tr>
<td></td>
<td></td>
<td><strong>Discussion Questions:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduce yourself</td>
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<tr>
<td></td>
<td></td>
<td>• What is your background in the health care sector? In the public sector?</td>
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<tr>
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<td>• How important do you think health care fraud is to the United States health care system? To you personally? Explain your answer.</td>
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<tr>
<td>1</td>
<td>2 (2/6-2/12)</td>
<td>Critiques of Oversight</td>
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<tr>
<td></td>
<td></td>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand some critiques to oversight of government, i.e., the typical approaches to trying to decrease fraud and manage government employee discretion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand difference between oversight and administration</td>
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<tr>
<td></td>
<td></td>
<td>Readings: Found on Blackboard</td>
</tr>
<tr>
<td>Day</td>
<td>Week (Dates)</td>
<td>Requirement</td>
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</tbody>
</table>
| 2   | 3 (2/13-2/19) | The Government Accountability Office | Objectives:  
- Understand the role the GAO plays in government oversight and healthcare oversight  
- Learn the importance and application of GAO’s fraud management framework.  
- Differentiate between the types of Congressional Oversight  
- Identify Congressional Oversight Committees on health care, and its roles, vs. GAO’s oversight  
Discussion questions: *(Pick one of the following questions to answer this week.)*  
- Identify and summarize the findings of a GAO report on Medicare, Medicaid, the Affordable Care Act or local Healthcare Administration. Describe the findings in detail and explain what changes, if any have been made to remedy the identified problems.  
- Identify a Congressional Hearing (House or Senate) on a nationwide Healthcare issue. Ask them to discuss the main points of the hearing, to identify the problem addressed and the proposed remedy to fix the problem.  
- Review the GAO’s high risk lists for the last 10 years. Ask them to identify high risk areas related to Healthcare Oversight. |
| 2   | 4 (2/20-2/26) | The Generally Accepted Government Auditing Standards (GAGAS), aka, the “Yellow Book” | Objectives:  
- Understand the purpose of the GAGAS standards  
- Apply the standards in a case study  
Readings: on Facebook  
**Yellow Book Project:** Due at the end of the week. |
| 3   | 5 (2/27-3/5)  | The Federal Offices of Inspectors General | Objectives:  
- Understand the federal OIG system, and the IG Act and its application to health care and government oversight  
Readings: on Blackboard  
Discussion Questions: |
3 | 6 (3/6-3/12) | Principles and Standards for Offices of Inspectors General, aka, the “Green Book”
---|---|---
Objectives: | | |
- Learn and apply OIG investigative standards (Greenbook)
- Compare and contrast the independence standards in the Yellow Book vs. the Green Book.
---|---|---
Readings: | On Blackboard
Green Book Project: Due at the end of the week.

4 | 7 (3/13-3/19) | Federal Enforcement
---|---|---
Objectives: | | |
- To understand the nature of federal regulatory and prosecutorial enforcement.
---|---|---
Readings: | On Blackboard
Discussion Question:
- Review the following priority of the US Attorney's Office: [https://www.justice.gov/usao/priority-areas/prescription-drug-abuse](https://www.justice.gov/usao/priority-areas/prescription-drug-abuse). Discuss how the US Attorney is working with other entities to combat prescription drug abuse. Furthermore, identify additional ideas that would enhance this effort.

4 | 8 (3/20-3/26) | State enforcement
---|---|---
Objectives: | | |
- To understand the nature of state-level regulatory and prosecutorial enforcement.
---|---|---
Readings: | On Blackboard
Discussion Question:
- Research and discuss the oversight of MFCUs by the OIG. Based on your research, is the oversight effective? Why or why not? Are there any recommendations you would make to enhance the oversight program?

5 | 9 (3/27-4/2) | The Healthcare Fraud Prevention and Enforcement Action Team (HEAT) Task Force and the US Department of Health and Human Services (HHS) Medicaid Integrity Program (MIP)
---|---|---
Objectives: | | |
- Learn about the HEAT Taskforce and its successes thus far
- Learn about the Medicare and Medicaid Integrity Program

**Readings:** On Blackboard

**Discussion questions:**
- You know about the successes of HEAT and MIP. Brainstorm, what are their limitations? What things, institutional, political or otherwise, might prevent them from being as effective as possible in reducing fraud in Medicare and Medicaid? Debate your classmates about their answers.

<table>
<thead>
<tr>
<th>5</th>
<th>10 (4/3-4/9)</th>
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</thead>
<tbody>
<tr>
<td><strong>Electronic payment systems and the Medicaid Management Information Systems (MMIS)</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>- Learn about healthcare payment systems, and in particular, understand what MMIS is</td>
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<tr>
<td>- Understand the potential use of MMIS to fight fraud as well as its vulnerabilities</td>
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<tr>
<td><strong>Readings:</strong> On Blackboard</td>
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<tr>
<td><strong>Discussion questions:</strong></td>
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<tr>
<td>- These materials expose vulnerabilities of electronic payment systems and suggest some things to fix the problems. If you were a state Medicaid director, which strategy would you prioritize and why? Which would be the second most important strategy, and why?</td>
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<tr>
<td>- <strong>Job research project due this week (Narrated slide presentation is due by Thursday at 11:59 PM, and the comments on each of your classmates’ presentations is due by Sunday at 11:59 PM)</strong></td>
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<tr>
<th>6</th>
<th>11 (4/19-4/23)</th>
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<tbody>
<tr>
<td><strong>Compliance and internal audit programs</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>- Learn what a healthcare compliance program is</td>
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<tr>
<td>- Learn about the role of internal audit for a healthcare provider</td>
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<tr>
<td>- Analyze the benefits and limitations of these integrity units</td>
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<tr>
<td><strong>Readings:</strong> On Blackboard</td>
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<tr>
<td><strong>Discussion questions:</strong></td>
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<tr>
<td>- Find a case in the news in which a healthcare provider entered into a corporate integrity agreement with HHS. Then find information about that provider on the HHS OIG website. How the provider fail to comply with the law? After reading the website’s materials, what is your diagnosis about why the breach of law occurred? How should a voluntary compliance program have caught the problem?</td>
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<tr>
<td>- Brainstorm why a provider with both a compliance program and an internal audit office still run into problems with fraud, waste, and abuse. In other words, what are the limitations in the roles of these offices? Debate the answer with your classmates.</td>
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<tr>
<th>6</th>
<th>12 (4/24-4/29)</th>
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<tbody>
<tr>
<td><strong>Qui tam/ False Claims/ Whistleblowers</strong></td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>- To understand the role of whistleblowers in managing fraud, waste and abuse in health care</td>
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<tr>
<td>Date</td>
<td>Readings</td>
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<tr>
<td>4/30</td>
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<td>7</td>
<td>13 (5/1-5/7)</td>
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<td>14 (5/8-5/14)</td>
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<td>8</td>
<td>15 (5/15-5/21)</td>
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PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate Graduate Program, this proposal should be submitted to the Office of Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: 
Date of Program Approval: 
Date of CGS Approval: 

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ned Benton</td>
<td><a href="mailto:nbenton@jjay.cuny.edu">nbenton@jjay.cuny.edu</a></td>
<td>212 237-8089</td>
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</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MPA In Inspection and Oversight</th>
</tr>
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<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PAD 767</td>
</tr>
<tr>
<td>Course Title</td>
<td>Analytical Methods in Health Care Auditing and Investigation</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course explores the methods of auditing and investigations specifically employed in oversight of public health care systems. Methods would include how to investigate large data systems, data mining, review of Medical records, and interviewing. Legal protections of medical records, as provided by the Healthcare Portability Act (HIPAA) are also addressed.</td>
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<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>PAD 715</td>
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<tr>
<td>Credits</td>
<td>3</td>
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<tr>
<td>Contact Hours (per week)</td>
<td>30 hours plus conferences</td>
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<tr>
<td>Lab Hours</td>
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3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course is part of a proposal for a new specialization in the MPA in Inspection and Oversight which focuses on Health Care Delivery Oversight. The course presents methods of auditing and investigation.

4. Degree requirements satisfied by the course:

Master of Public Administration in Inspection and Oversight methods elective.
5. **Has this course been taught on an experimental basis?**

Yes __X____ No ________

If yes, please provide the following:

I. Semester(s) and Year(s): Spring 2017
II. Teacher(s): Matthew Harris
III. Enrollment(s): 9
IV. Prerequisite(s): None

6. **Learning Outcomes:**
   
a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

Students will understand concepts and techniques for assessing, monitoring, regulating, auditing and investigating health care organizations and service providers.

  b. How do the course outcomes relate to the program’s outcomes?

The above outcomes are included in the program assessment plan.

  c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

This is defined in the assessment plan.

7. **Proposed texts and supplementary readings (including ISBNs):**


   3. Other documents, videos, and podcasts provided on Blackboard, provided from chapters of relevant books, websites, scholarly articles, and reports from government agencies, not-for-profits, and think tanks.

**Library resources for this course:** Please consult with a member of the Library faculty before completing the following sections of this question. Please provide the name of the Librarian consulted below.

8. **Identify and assess the adequacy of available library resources**

   a. **Databases**

   None

   b. **Books, Journals and eJournals**

   None not presently available in the online collection maintained by CUNY and the JJCCJ Library.
9. Identify recommended additional library resources

None

10. Estimate the cost of recommended additional library resources (For new courses and programs): None

11. Please list any specific bibliographic indices/databases to which students will be directed for this course.
   (Please check the list of databases licensed by the library before answering this question).

None

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

   Yes ____X______ No ______________

   If no, what resources will be needed? With whom have these resource needs been discussed?

13. Proposed instructors:

   Professors Kempf, Heredia, and Harris.

14. Other resources needed to offer this course:

   None.

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:

   No conflict identified.

16. Syllabus

   Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at: [OGS curriculum website]

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
John Jay College of Criminal Justice  
524 59th Street  
New York, NY 10019

PAD 767  
Analytical Methods in Health Care Auditing and Investigation  
Spring 2017  
15-week class, running Monday-Sunday

Professor Matthew Harris  
Email: mharris@jjay.cuny.edu or matthew.harris@faculty.umuc.edu  
Department: Public Management  
Office hours: By appointment

Syllabus

Course Description:

This course explores the methods of auditing and investigations specifically employed in oversight of public health care systems. Methods include how to investigate large data systems, data mining, review of Medical records, and interviewing. Legal protections of medical records, as provided by the Healthcare Portability Act (HIPAA) are also addressed.

Learning Objectives:

Students will understand concepts and techniques for assessing, monitoring, regulating, auditing and investigating health care organizations and service providers.

Prerequisites:

None

Textbooks:

   [NOTE: for qualified students, this text book is available from the Department]

   [NOTE: this textbook is not available from the Department and must be obtained by students on their own]

All other documents are either provided on Blackboard, can be obtained from John Jay College’s Lloyd Sealy Library, or are available on the internet.
Grade:

Your course grade will be based upon the following:

Papers
- Short paper #1- 20%
- Short Paper #2- 20%

Group project
- Case study- 30%

Participation
- Student’s overall contribution to weekly discussion boards - 30%

Letter grades will be determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100.0</td>
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<td>A-</td>
<td>90.0-92.9</td>
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<tr>
<td>B+</td>
<td>87.1-89.9</td>
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<tr>
<td>B</td>
<td>83.0-87.0</td>
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<tr>
<td>B-</td>
<td>80.0-82.9</td>
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<tr>
<td>C+</td>
<td>77.1-79.9</td>
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<tr>
<td>C</td>
<td>73.0-77.0</td>
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<tr>
<td>C-</td>
<td>70.0-72.9</td>
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<td>F</td>
<td>70 and below</td>
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Course Assignments:

Rubrics for three papers:

Short paper #1: (Due Week 5)

In this paper, you will explore (3) up-and-coming techniques of auditing and/or investigating healthcare fraud. For example, your paper can assess analytical and data mining techniques, risk/predictive modeling, risk assessment tools, statistical healthcare fraud detection techniques, double billing, etc., or other internal control issues related to fraud. You should be able to illustrate an understanding of how each tool is used to prevent and or detect fraud, the benefits and liabilities of each tool, and improvements to enhance the effectiveness of each tool.

Short paper #2: (Due Week 10)

In this paper, you will write about a case study of a health care provider fraud and abuse that has occurred in the last three years. Your case study should (1) identify the scheme(s) utilized by the provider, (2) identify analytical methods such as data analysis, modeling, data mining used to identify the fraud, (3) identify investigative method and techniques used to identify the fraud, (4) identify the state or federal violation i.e., False Claim Act, Stark Law, Anti-Kickback Law etc.

You should also answer the following questions:
Why wasn’t the fraud detected earlier?

What controls failed?

What red flags were missed?

What recommendation would you make to the investigator, auditor, or to the billing agency to ensure similar frauds could be avoided or caught earlier?

**Group project:** (introduced Week 12- Due Final Week)

An important project for the semester is a group project. The goal is that each person in the group will add their thoughts and analyses to develop a final document that analyzes a case study. These projects will be done in a wiki on Blackboard, which provides a way for students to contribute to and modify one document. Wikis also allow the instructor to see who contributed what to the final project. Thus, everyone should contribute, and no single person should feel responsible to complete the project. To help the process you will find a “group project contract,” on Blackboard in the module where the first group project will be assigned. Please read the contract carefully to understand the expectations place on you and your group as you complete the projects.

In this group project, students will discuss the investigative process from start to finish using the skills they have learned.

The group should:

- Discuss the allegation
- Conduct a preliminary investigation
- Analyze the data to show how the data supports the allegation
- Describe how this allegation could be used to data mine for other similar scenarios
- Identify and discuss appropriate investigative steps
- Discuss investigative steps what is expected to be found
- Discuss findings, determination of overpayment, and recommendations.

This project should present your findings to the professor. Graphs, tables and other additions are encouraged to support your case.

**Discussion boards:**

Each week, I will post discussion questions. These questions/problems are designed to help you focus on the relevant parts of the reading. **You will be required to answer the questions by Thursday at 11:59 PM, and then respond to at least two of your classmates’ posts by Sunday at 11:59 PM. Each post should be at least three sentences long, use proper grammar, and be substantive. “I agree” will not be considered substantive.**

Please note: the purpose of discussion boards is to allow students to freely exchange ideas and reinforce the topics addressed in class. We can learn a lot from others’ experiences and points of view. However, it is important that we always remain respectful of one another’s viewpoints and positions and, when necessary, agree to disagree, respectfully. If you feel that the tone in the discussion boards is becoming uncivil or too dogmatic, please let me know so that I can address the problem.
Also note that while active and frequent participation is encouraged, cluttering a Discussion Board with inappropriate, irrelevant, or insignificant material will not earn additional points and may result in receiving less than full credit. Although frequency is not unimportant, content of the message is paramount. Please remember to cite all sources – when relevant – in order to avoid plagiarism.

Discussion Rubric:

Writing:
The standard for writing in this course is that of the professional workplace, and of a graduate degree program that prepares students for advanced scholarly work. Writing must be clear, straightforward, and correct in punctuation and use of language. Students should avoid jargon terms. A useful reference is Diana Hacker and Nancy Sommers' book, A Writer's Reference, Seventh Edition, which reviews basic writing skills and the correct method to cite different sources, such as books, journal articles, interviews, websites, and others.

Writing in the course should be American Psychological Association (APA) style. Information on APA style is provided by the Lloyd Sealy Library can be found at http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197. Another excellent guide by Purdue University Online Writing Lab (OWL) is available at http://owl.english.purdue.edu/owl/.

Academic Integrity:

Academic misconduct, whether cheating or plagiarism, can result in a failing grade. Please note the following definitions from the John Jay College Graduate Bulletin.

Cheating

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take home assignment or examination
- Using notes during a closed book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers, or other technologies to retrieve or send information

Plagiarism
Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

Plagiarism
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult your instructors. The Lloyd Sealy Library also has free guides designed to help students with problems of documentation. See for example, [http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169192](http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169192). Finally, utilize the expertise of the free tutors at the John Jay College Writing Center located in Room 01.68 (New Building), 212 237-8569, or [http://jjcweb.jjay.cuny.edu/writing/homepage.htm](http://jjcweb.jjay.cuny.edu/writing/homepage.htm).

The plagiarism detection software, Turn-it-in, which can be found in Blackboard, will be used in this course.

Other Important Course Policies:
- **Amendments to this syllabus:** I reserve the right to amend this syllabus at any time. All efforts to notify students of any amendments will be made.
- **Deadlines:** The schedule below details deadlines for all work throughout the semester. These deadlines can also be found on Blackboard. **All late work will receive an automatic 10% reduction. Paper assignments that are seven days late will receive an automatic 50% reduction. This is a significant penalty and can have severe consequences to your grade. Please pay close attention to deadlines accordingly.** If you know in advance that a deadline will be difficult for you to meet, please contact the professor to discuss the issue.
- **Incomplete Grade Policy:** A grade of incomplete is given in lieu of a grade only in exceptional circumstances for students who have been doing satisfactory work and have been unable to complete course requirements. Students who receive an Incomplete must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. In extraordinary circumstances and with the approval of the Dean of Graduate Studies or the Vice President for Enrollment Management, the time limit may be extended one additional year. Incompletes unresolved in the above-mentioned time period become permanent entries in students’ records as an Incomplete (no-credit) and may not be changed thereafter. A maximum of three grades of Incomplete may be converted to regular grades during the course of a student’s enrollment in graduate studies at John Jay College. In rare circumstances, more than three grades of Incomplete may be converted to regular grades with the approval of the Dean of Graduate Studies or the Vice President for Enrollment Management.
- **Americans with Disabilities Act (ADA) policy:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the New Building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. More information can be found at [http://www.jjay.cuny.edu/2023.php](http://www.jjay.cuny.edu/2023.php).

Course Schedule and Content:
<table>
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<tr>
<th>Module</th>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>A</td>
<td>1</td>
<td>Intro to class: overview of topic and activities</td>
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Intro: The National Healthcare Anti Fraud Association (NHCAA) estimates that tens of billions of dollars are lost to healthcare fraud each year. While the loss is unable to be quantified exactly due to the nature of healthcare fraud, we can continue to fight it regardless through many different avenues and collaborations. Historically, the responses to healthcare fraud have been reactive rather than proactive; however, there has recently been a shift towards proactive techniques. Healthcare fraud schemes involve doctors, members, pharmacies, or collusion between all three. Keeping up with changing techniques and ever evolving schemes in an inherent part of the investigation game we, as investigators, play. All health insurance companies have Special Investigations Units (SIU) that work on combating healthcare fraud. SIUs work in collaboration with law enforcement agencies in order to assist in criminal investigations.

Objectives:
Students will learn:
- High level overview of healthcare fraud investigations
- How cases originate
- The difference between post pay vs. prepay/proactive vs. reactive

Concepts:
- High level overview of investigations
- Understand origination of cases
- Postpay Investigation
- Prepay Investigation

Readings:
- Other documents, videos and/or podcasts will be provided on Blackboard.

Discussion 1: Introduce yourself to the class. Find a case of healthcare fraud in the news and discuss how the case was discovered, what the investigation included, and what was the outcome.

| B      | 2    | Coding |

Intro: CPT coding and medical terminology is an inherent part of healthcare fraud investigations. Investigators will struggle without a basic understanding of how coding plays into the investigation and oversight of healthcare fraud. Every visit to a doctor and every procedure is coded with CPT or HCPCS codes prior to submitting the claims to the health insurance company. Based on the codes submitted, the health insurance company will either pay or deny the claim. Front end edits identify frequent coding issues and can deny up front. While these edits help combat some types of abusive or potentially fraudulent billing, they don’t catch everything by any means. Investigative teams use data analytics to identify spikes in billings of certain codes as well as patterns that could be indicative of fraud, waste, or abuse. As you learn about coding, try to think about what role this plays when gathering
evidence and data mining for potential suspect providers.

Objectives:
Students will learn:
- Basics of CPT Coding
- Basics of ICD10 Coding
- How modifiers affect payment
- How medical terminology is used in coding

Concepts:
- CPT Codes
- HCPCS Codes
- ICD10 Codes
- Modifiers
- Medical Terminology

Readings:
- Other documents, videos and/or podcasts will be provided on Blackboard.

Discussion question 2: Based on your understanding of CPT coding, how does this make investigations easier? More difficult?

Medical records

Intro: Last week, you learned all about coding. While you are not experts by any means, you should have a basic understanding of what coding is and how coding is used in investigations. Any code that is billed must have proper documentation in medical records. The first rule of thumb regarding medical records is if it’s not documented, it didn’t happen. During the course of a healthcare fraud investigation, most likely you will be requesting and reviewing medical records to determine if the records support the services billed. These medical records will be one type of evidence that you will be collecting. Typically, both law enforcement agencies and health care require medical records or lack thereof as a part of their case.

Objectives:
Students will learn:
- What a medical record should include
- How to audit a medical record

Concepts:
- Documentation standards
- Electronic Medical Record
- Personal Health Information (PHI)
- SOAP
- Clinical Reviews
- Cloning
Readings:
- Other documents, videos and/or podcasts will be provided on Blackboard.

Discussion Question 3: Research documentation standards for a particular specialty, e.g., home health, behavioral health, durable medical equipment, etc., and discuss how such standards might affect your investigation. (Using google look for state standards.)

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<th>4</th>
<th>Data Sources</th>
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<tr>
<td><strong>Intro:</strong></td>
<td>Luckily, we work in a time, where there is so much information available at our fingertips. When an investigator receives an allegation, the first step they should take is utilizing all the data that is readily available. This can be as simple as Googling a doctor’s name and reading online reviews, blogs, looking at Google street view. It never ceases to amaze me what we can find online. We can verify a doctor’s license and confirm if there have been any disciplinary actions taken. If an allegation is regarding a member, looking for public social media sites is a great first step. Most investigators, whether working for law enforcement or health insurers, have access to some sort of background check using vendors like LexisNexis or Clear. Investigators will also start to review the claims data this stage, so they can determine if the data supports the allegation. The most important thing to take away from this week is to utilize any and all resources that you can to enhance and support your investigation.</td>
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<tr>
<td><strong>Objective:</strong></td>
<td>Students will learn:</td>
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<td></td>
<td>- How to leverage free resources to supplement their investigation</td>
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<td>- Which resources are applicable to which types of cases</td>
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<tr>
<td>Concepts</td>
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Readings:
- Documents, videos and/or podcasts will be provided on Blackboard.

Discussion Question 4: Using Propublica Prescriber Check-up (found at [http://projects.propublica.org/checkup/](http://projects.propublica.org/checkup/)), identify a suspect provider in your state. Discuss why you chose this prescriber as suspect and conduct a preliminary investigation. (Also see provided worksheet for Week 4)

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<th>Developing an Investigative Plan</th>
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**Intro:** Once you have conducted a preliminary investigation, you should have a good idea of the suspect’s background. Based on this, investigators should map out steps that need to be taken throughout the course of the investigation. Each investigation is going to be a little bit different from another, so you’ll want to have a road map. The next steps will most likely include at least a combination of the things discussed in this section. All of these steps will result in documentation that can be used as evidence to be submitted with referrals to law enforcement. This evidence can also be used to take action internally within health insurance companies.

**Objectives:**

Students will learn:

- What steps they can take in an investigation
- What resources they will need for each step

**Concepts**

- SVRS (Rat-Stats)
- Selecting Sample Criteria
- Medical Record Request
- Medical Record Review
- Medical Records
- Prescription copies
- Invoices
- Verification of services
- Interviewing
- To be covered more in depth in another module

**Readings:**

- Other documents, videos and/or podcasts will be provided on Blackboard.

Discussion 5: Find a news article regarding a healthcare fraud case and discuss what steps you would have taken to investigate and why. What would you expect to find with each step based on the outcome of the case?

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**Intro:** Surveillance is a critical part of evidence gathering during your investigation. Surveillance is used to establish the existence of a violation or obtain probable cause for a search warrant. There are many ways surveillance is conducted. Commons types of surveillance include foot or vehicle surveillance, undercover work, use of informants and wiretaps. For the purpose of healthcare fraud investigations the two most commonly used methods include videotaping of persons who are faking or overstating work or accident related injuries and use of undercover patients to determine if healthcare providers may be engaging in fraudulent activity. These types of surveillance are challenging but often present the best evidence to prosecutors to help prosecute a healthcare fraud violation.
Some may consider monitoring a type of surveillance. In short, monitoring may include assessing billing anomalies, such as providers billing for procedures that did not occur or upcoding, charging for more expensive procedures when less expensive procedures were performed. This week we will discuss the importance of motoring and how an effective monitoring system can catch fraud in its infantile stages and reduce the impact to the organization administering the healthcare program.

Concepts:
- Health care claimant surveillance
- Tips- from neighbors, friends, enemies, via fraud detection anomalies.
- OWCP
- Undercover patients
- Evidence- Data and time stamping
- Surveillance includes eyes on, but also monitoring and anomaly detection.
- Monitoring Provider Activity – Did provider bill when on vacation? Did provider bill on days when office is closed?
- Managed Care
- Compliance Programs
- Self-Disclosure Programs

Readings:
Other documents, videos and/or podcasts will be provided on Blackboard.

Discussion Question 6: You are an investigator assigned to a healthcare fraud task force. You receive information that a provider has had a sudden increase in medical billings. What steps would you take to determine if the increases are legitimate or not.

Interviewing
Intro: Interviews are conducted in criminal cases for the purpose of gathering information from people who have or may have knowledge needed in the investigation. The information may come from a victim or from a person who has no other relationship to the criminal activity other than being where he or she was. Before conducting an interview, it is important to have a clear purpose and objective before interviewing the person. A good interviewer establishes rapport, carefully listens and documents or summarizes the interview using notes or audio recordings. The interviewer must have a flexible personality and must be able to convey empathy, sympathy, anger fear and joy at various times, as needed, but must always truly remain objective.

There is a distinction between and interview and an interrogation. Generally, interviews are reserved for fact gathering and interrogations are mostly conducted once a subject of an investigation has been identified. In criminal investigations, investigators are often required to read a subject his or her Miranda Rights if the interrogation is being conducted by law enforcement while the subject is in custody. In healthcare investigations, interviewing is of one of the most common method to obtain information from witnesses and victims.

It is critical to fully prepare yourself prior to conducting an interview or interrogation with a subject of your investigation as you may only get one shot at interviewing the subject. In week 7 we will discuss the benefits of honing your interviewing skills to ensure you are at your best when that critical interview time arises.
### Concepts:
- Asking the right questions
- Interviewing witnesses, doctors and patients
- Using patients to illicit information about providers
- Note taking/building rapport/
- Preparation- knowing the answers to the questions before you ask them.
- Know the laws and statutes you are pursuing – tailor questioning to illicit reposes to build your case.
- Difference between interview for information vs. interrogation

### Readings:
- Other documents, videos and/or podcasts will be provided on Blackboard.

### Discussion Question 7:
After watching the video on body language on Blackboard, identify a strategy to interview the doctor accused of writing the scripts.

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### E 8 Data Analytics, Pt. 1

**Intro:** When investigating healthcare fraud, the data is almost always in an Excel spreadsheet. Investigators will need to be extremely comfortable with data manipulation in Excel in order to conduct effective investigations. This week’s module will go over Excel basics to ensure everyone has foundational Excel skills. Once you master the basics, you’ll be prepared to learn more advanced skills in next week’s module.

**Objective:**
Students will learn:
- Basic data manipulation and how to use it in their fraud investigation

**Concepts:**
- Formatting Data, Numbers and tables
- Calculations
- Conditional Formatting

**Readings:**
- Documents, videos and/or podcasts will be provided on Blackboard.

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### E 9 Data Analytics, Pt. 2

**Intro:** This week’s module will explore more advanced techniques than last week. These techniques will allow you to manipulate the data in useful ways. Pivot tables can enhance evidence packages that are referred to law enforcement. Excel has endless possibilities when it comes to data manipulation, but the most difficult part is determining which tool to use when. At the end of this week, you should feel confident in analyzing case data for what your allegation requires.
Objective:
Students will learn:
- To analyze the data in an effective way once a provider is identified as suspect

Concepts:
- Data Analysis
- Pivot Tables
- Advanced Filtering
- Link analysis

Readings:
- Other documents, videos and/or podcasts will be provided on Blackboard.

Discussion Question 8: Identify anomaly indicators used in healthcare fraud detection.

Data Mining:
Intro: Big data is everywhere we look these days. Businesses are falling all over themselves to hire 'data scientists,' privacy advocates are concerned about personal data and control, and technologists and entrepreneurs scramble to find new ways to collect, control and monetize data. Data mining allows companies and governments to use the information you provide to reveal more than you think. The use of data mining in healthcare fraud investigations has improved the quality of these investigations and has made it somewhat harder for these fraudsters to hide. This week we discuss how mining is used to improve our investigations.

Concepts:
- Anomaly detection
- Algorithm creation
- Relational databases
- False positives
- Pattern recognition
- Alerts
- Tools: SAS/IDEA etc.
- Dashboards/text-mining

Readings:
- Documents, videos and/or podcasts will be provided on Blackboard.

**Discussions: Select one from below:**

Discussion Question 10a: Identify some common uses for data-mining in healthcare prevention and detection and in industry outside of healthcare. What are the main benefits in developing an effective data mining process?

Discussion Question 10b: A government agency has recently identified a spike in its medical
costs. Since 2014, the agency’s medical costs paid out for OWCP has increased over 600%. You are tasked with researching why the costs are rising dramatically. What steps do you take to start your analysis?

Subpoenas and Warrants

Intro: If you are a healthcare fraud investigator or plan on going into a career in healthcare oversight, you’ll need to pay special attention to this week’s reading and discussion. For some, the word subpoena may have a negative connotation. If you fall into this category, you’ll soon realize that a subpoena may be a bit friendlier than it sounds and will be of tremendous assistance to you in your healthcare fraud investigation. A subpoena is a request for the production of documents, or a request to appear in court or other legal proceeding. It is court-ordered command that essentially requires you to do something, such as testify or present information that may help support the facts that are at issue in a pending case. The term "subpoena" literally means "under penalty". A person who receives a subpoena but does not comply with its terms may be subject to civil or criminal penalties, such as fines, jail time, or both.

Subpoenas can often be requested administratively (IG subpoenas), or can be issued through the use of a Grand Jury (Grand Jury subpoena). Attorneys who practice law also have the authority to issue subpoenas. There are also HIPPA subpoenas, Civil demand letters, and target letters which often replicate subpoena language. Requests generally include: DNA samples, medical bills & insurance records, employee record or tax returns.

In healthcare investigations, we generally see subpoenas issued to produce medical records or records of medical billing. During the course of an investigation, search warrants may be issued in lieu of subpoenas. One reason investigators seek warrants is the element of surprise and evidence preservation. This week, we will discuss the importance of keeping both subpoenas and warrants in your toolbox and when to use them during your healthcare investigation.

CONCEPTS:

- Grand Jury Subpoenas
- IG Subpoenas
- HIPPA Subpoena
- Civil Investigative Demand
- Administrative
- Criminal Complaint
- Search Warrants
- Arrest Warrants
- Title 3 intercept
- Service of subpoena and warrants

Readings:

- Documents, videos and/or podcasts will be provided on Blackboard.

Discussion Question 11: Identify the types of subpoenas used to gain access to information in both a criminal and civil HCF investigation. At what stage in the investigative process should a subpoena be issued? Benefits of subpoena vs. warrants?
| G | 12 | Managing Evidence  
Intro: Once you get to the point of an investigation where you have accumulated large qualities of evidence you are generally in a good spot. However, managing voluminous data can become a challenge and if done improperly can harm your investigation. A key point to remember that in healthcare investigations, data is generally in document/paper form. Therefore, it is critical for investigators to be precise in the types of papers and documents they would like to seize during a search warrant. Yes! There can be such a thing as too much evidence.  
In more recent years, much of evidence obtained can been in an electronic form. It is always good that someone who is certified in computer forensic or electronic evidence handling is part of your team. Of course, ensuring that evidence is safely preserved, in a locked area where it cannot be manipulated or tainted is critical to the chain of custody. This week the reading cover proper procedures for handling evidence and even provides a case study where poor evidence handling harmed the prosecution’s case.  
Concepts:  
• Handling Evidence  
• Handling HIPPA documentation  
• Recording interviews  
• Data Storage  
• Original  
• Scanning/Photography/ Where to store large data  
• Prepare prior to Search Warrant  
• Billing records, patient records, EIN, identifiers  
• Minimization of seizure- identify most important documents  
• Chain of custody  
Readings:  
• Piper, C (2016) Chapter: Investigative Reports and Evidence”  
• Other readings, videos and/or podcasts on Blackboard  
Discussion 12: Discuss the importance of proper evidence handling and common mistakes made by investigators in Healthcare Fraud investigations. What are the results of mistakes? |
| G | 13 | Working with Prosecutors  
Intro: If you plan on your investigations turning into a potential criminal case, one of the first things you will want to do is contact a prosecutor. Investigators often fail to vet a case early on with prosecutors. Getting a prosecutor on-board early in an investigation can help investigators avoid pitfalls. Building these relationships and rapport early on an investigation can help a prosecutor obtain a comfort level with an investigator. Remember, a prosecutor has a lot of discretion and little things such as communication and comfort can go a long way in helping get your case prosecuted.  
Remember communication with your prosecutor is discoverable. Avoid putting details on your investigation in an email or text message. Always act like it’s 1990 again and pick up that phone to schedule a meeting. I think recent current events should have taught us about the pitfalls email can cause. This week you’ll learn the importance of your relationship with  

prosecutors and understand working as a team is the best way to ensure your case gets prosecuted.

Concepts:
- Collaboration with Prosecutors and other agencies.
- Importance of Task Force Environment
- Agents and Auditors Collaboration
- Full Discovery
- Use of electronic media for evidence preservation
- Brady/Giglio Disclosure
- Defense Attorney use of social media to discredit government witnesses

Readings:
- Documents, videos and/or podcasts will be provided on Blackboard.

Discussion questions: Please answer both questions:

Discussion 13: Discuss the importance of collaboration in Healthcare Fraud Investigations. After doing so, conduct your own research and describe an incident in state, federal or other jurisdiction where failed collaboration led to an acquittal to judicial action preventing the submission of evidence.

Discussion 13(b): You are the lead investigator working an investigation on Medicaid Fraud with a MFCU. One of the agents on the MFCU has made some social media posts about the judge’s decision to not allow a crucial piece of evidence. That same investigator also has made comments about the defendant post-trial and during trial. What do you do?

Introduction:

Trial Prep

Intro: Everyone in a fraud trial plays an important role. Those alleging wrongdoing, those accused of it, legal counsel and those adjudicating the dispute all are essential to the judicial process. And so are the technical specialists — fraud examiners, forensic accountants and others — who impartially dissect, interpret and explain the intricacies of complex schemes. As an investigator trial prep is likely the most important phases in your investigation. If you are not prepared, the results can be disastrous. Remember... the defense sees you as the enemy and will doing whatever it can to discredit and impeach your integrity. This week we will discuss the importance of trial prep and the pitfalls others didn’t see coming.

Concepts:
- Rehearse testimony
- Trial and Pre-Trial Pitfalls
- Prepare for cross examination
- Keep composure
- Ensure full discovery prior
- Expect the unexpected!

Readings:
- Documents, videos and/or podcasts will be provided on Blackboard.

Discussion Question 14: Discuss the main pitfalls in trial preparation. Specifically provide examples of common errors made by healthcare investigators and provide remedies of how
Wrapping up

Intro: Now that you have learned all investigative steps of a case, what do you do now? The next steps will be discussed this week from a private payer perspective. There are many actions that can be taken which do not involve law enforcement. It is important to know what the options are should a case not meet law enforcement thresholds. Many times, there is still a significant loss to a payer even if there is no criminal action taken, so the payer must exercise all of their options.

Objectives:
Students will learn:
- how to collect evidence to support their case and what to do with it.

Concepts
- Overpayment Recovery
- Demand Letter
- Extrapolation (Rat-Stats)
- Prepayment Review
- Termination
- With cause
- Without cause
- Provider Contract
- Member Lock-in
- Referrals to Law Enforcement
- Literature

Readings:
- Documents, videos and/or podcasts will be provided on Blackboard.

Discussion 15: Find an example of overpayment rules or regulations (state or federal) and discuss the impact that has on your case.
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies:
Date of Program Approval:
Date of CGS Approval:

1. Contact information of proposer(s):

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<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
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<tbody>
<tr>
<td>George Andreopoulos</td>
<td><a href="mailto:gandreopoulos@jjay.cuny.edu">gandreopoulos@jjay.cuny.edu</a></td>
<td>(212) 237-8190</td>
</tr>
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2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

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<td>International Crime and Justice</td>
<td>ICJ 703 International Criminal Law</td>
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<td>ICJ 703 International Law and World Order</td>
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| The course is an introduction to the study of international law and policy. It will address the evolution of the international legal process, and explore—through the use of a series of hypothetical and actual problems—the principal challenges to the present world order. In particular, the course will analyze and assess contending theories on the law/power dichotomy, the origins of international law, the structure of the international legal argument, and evaluate the relevance of the international legal lenses in | The course is an introduction to the study of international criminal law. It will survey the basic tenets of public international law and the evolution of the international legal process and explore-through the study of specific issues and incidents - the principal challenges facing the international community. It will then proceed to an examination of substantive international criminal law and of the fundamentals of international criminal responsibility and offer an overview of key features of the international criminal justice regime.
addressing problems in key issue areas, such as peace and human security, intervention, human rights and humanitarian action, and justice/accountability.

More specifically, it will examine the political and legal dimensions of the work of the International Criminal Court, of the ad hoc international tribunals - International Criminal Tribunal for the former Yugoslavia (ICTY) and International Criminal Tribunal for Rwanda (ICTR)- and of the hybrid tribunals, such as the Special Court for Sierra Leone, the Extraordinary Chambers in the Courts of Cambodia, and the Special Tribunal for Lebanon. The course will conclude with an assessment of the role of these mechanisms and corresponding processes in advancing accountability.

| Effective Term | Fall 2017 |

3. **Rationale for the proposed change(s):** While the course will still cover the basic tenets of international law/international legal process, it will place greater emphasis on substantive international criminal law, on the fundamentals of international criminal responsibility and offer a comprehensive overview of the international criminal justice regime. This emphasis is consistent with recent developments in our IC&J Program.

4. **Enrollment in past semesters:**

   - Spring 2017 – 8
   - Fall 2016 – 15
   - Spring 2016 – 0 (canceled)
   - Fall 2015 – 21

5. **Does this change affect other programs?**

   _X_ No  _____ Yes

   If yes, what consultation has taken place?
ICJ 703 International Criminal Law

Course Description
The course is an introduction to the study of international criminal law. It will survey the basic tenets of public international law and the evolution of the international legal process and explore through the study of specific issues and incidents - the principal challenges facing the international community. It will then proceed to an examination of substantive international criminal law and of the fundamentals of international criminal responsibility and offer an overview of key features of the international criminal justice regime. More specifically, it will examine the political and legal dimensions of the work of the International Criminal Court, of the ad hoc international tribunals - International Criminal Tribunal for the former Yugoslavia (ICTY) and International Criminal Tribunal for Rwanda (ICTR) - and of the hybrid tribunals, such as the Special Court for Sierra Leone, the Extraordinary Chambers in the Courts of Cambodia, and the Special Tribunal for Lebanon. The course will conclude with an assessment of the role of these mechanisms and corresponding processes in advancing accountability.

Learning objectives
By the end of this course, students should:

- Analyze and assess the operations of key international legal institutions, mechanisms, and processes
- Identify and apply major theories from international relations and law to explain major international legal developments
- Learn about international criminal law and major international organizations dealing with international crimes such as the International Criminal Court, the ad hoc international tribunals - International Criminal Tribunal for the former Yugoslavia (ICTY) and International Criminal Tribunal for Rwanda (ICTR) - and hybrid tribunals, such as the Special Court for Sierra Leone, the Extraordinary Chambers in the Courts of Cambodia, and the Special Tribunal for Lebanon.
- Integrate findings of significant international legal cases to contemporary international criminal justice problems
- Write an independent, theory-guided research paper on a significant international legal issue

Readings
The required materials for this course are: (1) Burns Weston, Richard Falk, and Hilary Charlesworth, *International Law and World Order. A Problem-Oriented Coursebook* (Fourth Edition, 2006) and (2) Burns Weston, Richard Falk, and Hilary Charlesworth, *Supplement of Basic Documents to International Law and World Order* (Fourth Edition, 2006). There will be no page assignments from the Supplement. The books are available at Akademos and a copy of each has been placed on reserve at the Sealy Library. Students must familiarize themselves with all the documents cited in the Coursebook readings which can be found in the Supplement. They must also familiarize themselves with the United Nations website ([www.un.org](http://www.un.org)) which will be of great help throughout the course. Additional materials are available online or will be posted on Blackboard.

Course requirements and regulations

Rev. Spring 2014
Office of Graduate Studies
There will be a mid-term (30% of the grade). In addition, students will submit an 18-20 page paper (40% of the grade) on a topic assigned by the instructor.

Students are expected to attend all classes: more than four absences will adversely affect your grade. Please note: Lectures will cover material not included in the assigned readings, so if you have many absences you will not perform well in the exam. If you are absent from class, it is your responsibility to contact a fellow student to get the notes from the class or classes that you missed. In addition, bear in mind that anyone with more than 6 absences (save in cases of serious medical or other emergencies for which the appropriate documentation will have to be provided) will fail the course. Make-up exams will be given only in emergency situations and provided that you have produced all the necessary evidence as per my request. Even then, there is no guarantee of a make-up exam; I will evaluate all the necessary information and decide accordingly.

Students are expected to read all the assigned material, so that they can be effective participants in class discussions. Class participation is 30% of the grade.

Students should familiarize themselves with the College’s regulations on plagiarism and cheating which can be accessed at: [http://www.jjay.cuny.edu/academicStandards/undergraduate.asp](http://www.jjay.cuny.edu/academicStandards/undergraduate.asp)

Any student caught in violation of these regulations will fail the class and will be reported to the Dean. We will have one guest speaker in class. Details will follow.

**USE OF BLACKBOARD**

This course will make extensive use of Blackboard for course management. Students should open their personal accounts as early as possible.

**1. Blackboard:** This course uses Blackboard, a Web-based course management system in which a password-protected site is created for our course. Blackboard will be used to distribute course materials, to communicate and collaborate online, to disseminate assignment instructions, to post grades, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at [https://bbhosted.cuny.edu/](https://bbhosted.cuny.edu/).

**2. SafeAssign:** In an effort to detect and prevent plagiarism, instructors will use a tool called SafeAssign within the Blackboard environment to compare a student’s work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. You will use SafeAssign to submit your assignments.

**ATTENDANCE**

Regular attendance is important, as good performance on the exams will require knowledge of material presented in classes, which is not always fully covered in the text. Hence, any absence will be likely to affect grades. Missing more than two week’s classes will result in a reduced grade. Also informed class participation is a key element of this course. You are expected to participate in class discussions in a frequent and constructive way. This will help you understand your readings and assimilate knowledge more efficiently. Readings will be assigned each week from the required books as well as supplementary materials. You must read all the assigned materials in due time and come to class ready to critically analyze and discuss them. You may be randomly selected to answer specific questions related to your weekly readings and/or current events.

Rev. Spring 2014
Office of Graduate Studies
JJC ACCOUNT

Only your official John Jay student e-mail address will be used for all course-related notifications. It is your responsibility to check your John Jay e-mail on a regular basis. If you do not check your John Jay e-mail regularly, please make sure that you have it forwarded to your preferred account (e.g., AOL, Hotmail, Gmail) so that you can receive and reply to class-related messages in a timely fashion.

ACCESSIBILITY SERVICES/ADA POLICY

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L.66.00 (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.

THE WRITING CENTER

The Writing Center (http://jjcweb.jjay.cuny.edu/writing/homepage.htm) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

ACADEMIC INTEGRITY

Cheating

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work
- Unauthorized collaboration on a take home assignment or examination
- Using notes during a closed book examination
- Taking an examination for another student, or asking or allowing another student to take an examination for you
- Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else’s work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots,
computers or other technologies to retrieve or send information

**Plagiarism**

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

**Schedule**

**Week I**

What is international law? What is criminal law? The evolution of the international legal process.


**Week II**

The concept of legalization. The sources of international law: treaties


**Week III**

The sources of international law: custom.


**Week IV**

The sources of international law: general principles of law, judicial decisions and the teachings of publicists, and other sources. Rethinking the role of the international legal process.

Week V

The application of international law.


Week VI

The application of international law (continued). Critical theoretical perspectives on international law


March 8: Research paper to be discussed in class (everyone MUST be present for this session).

Week VII

Critical theoretical perspectives (continued).


Week VIII

International Organizations: Agency and Law-making.


Mid-term Exam: Wednesday, March 22.

Week IX

Collective security and the international system. The Preventive Use of Force.

Week X

Humanitarian Intervention and the responsibility to protect.


Week XI

Terrorism, Counter-Terrorism and the rule of law.


Week XII

Problems in international law and world order. Socio-Political Justice.

International Law and World Order, pp. 487-538; Higgins, pp. 95-110.

Week XIII

Socio-Political Justice (continued).

International Law and World Order, pp. 538-605; Higgins, pp. 111-128.

Week XIV

Socio-Political Justice (continued).

Oral arguments in class.

Research paper due: Monday, May 22, by 4:00 p.m. Only acceptable form of submission is hard copy to be placed in my mailbox at the Political Science Department.