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VIII. Administrative Announcements – President Travis

IX. Announcements from the Faculty Senate – President Kaplowitz

X. Announcements from the Student Council – President Kabir
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
MINUTES OF THE COLLEGE COUNCIL
Wednesday, April 20, 2016

The College Council held its sixth meeting of the 2015-2016 academic year on Wednesday, April 20, 2016. The meeting was called to order at 1:52 p.m. and the following members were present: Andrea Balis*, Ellen Belcher, Warren Benton, Jane Bowers, Dara Byrne, Lynette Cook-Francis, Sven Dietrich, James DiGiovanna, Sandrine Dikambi, Artem Domashewski, Janice Dunham, Jennifer Dysart, Jay Gates, Lior Gideon, Jonathan Gray, John Gutierrez, Jay Hamilton, Karen Kaplowitz, Maria Kiriakova, Louis Kontos, Tom Kucharski, Anne Lopes, Yue Ma, Gerald Markowitz, Nancy Marshall, Roger McDonald, Mickey Melendez, Chuck Nemeth*, Naomi Nwosu, Katherine Outlaw, Antoan Peychev, Belinda Rincon, Kadeem Robinson, Raul Romero, Francis Sheehan, Raj Singh, Carmen Solis, Charles Stone, Robert Till, Jeremy Travis, Robert Troy, Arturo Urena, Charlotte Walker Said, Rebeca Weiss, Janet Winter, and Daniel Yaverbaum.


*Alternates.

I. Adoption of the Agenda

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

II. Minutes of the March 10, 2016 College Council

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B16)

A motion was made to adopt program revisions marked B1-B5 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt program revisions marked B1-B5:

B1. Proposal to Revise the BA in Criminal Justice
B2. Proposal to Revise the BA in Economics
B3. Proposal to Revise the BA in English
B4. Proposal to Revise the BA in Fire and Emergency Service
B5. Proposal to Revise the Minor in Spanish
The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked B6-B11 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked B6-B11:

B6. ART 2XX (233) Cultural History of Photography
B7. HON 1XX-1YY (181-182) Honors Colloquium I & II
B8. LLS 3XX (315) Research Methods in Latin American and Latina/o Studies
B9. LIT 2xx (241) Murder on Screen and Stage (CE)
B10. LIT 3XX (348) Native American Literature
B11. PHI 2XX (216) Ethics and Technology

The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B12-B18 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B12-B18:

B12. CJBS 250 Research Methods and Statistics in Criminal Justice
B13. HJS 410 Problems and Theories: Thesis Prospectus
B14. PSY/ANT/SOC 450 Major Works in Deviance
B15. SPA 330 Translating II
B16. SPA 333 Interpreting II
B17. SPA 337 Text Analysis
B18. SPA 340 Legal Interpreting

The motion was seconded and approved unanimously.

A motion was made to adopt Academic Standard marked “B19. Proposal to Revise the Policy on Graduation Requirements”. The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (attachments C1-C2)

A motion was made to adopt program revision marked “C1. Addition of Distance-Education-Delivery Format to the Advanced Certificate in Criminal Investigation”. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked “C2. Changes to Existing Graduate Courses: PSY 738, PSY 791, and PSY 781”. The motion was seconded and approved unanimously.

V. Revision to the General Education Subcommittee of UCASC (attachment D)

A motion was made to adopt the revision to the General Education Subcommittee of UCASC. The motion was seconded and passed unanimously.

VI. Proposal from the Committee on Honors, Prizes and Awards (attachment E)
A motion was made to adopt the proposal from the Committee on Honors, Prizes and Awards with the following correction: the correct the spelling of the recipient for the Distinguished Service Award is Jeffery White.

In Favor: 44  Oppose: 0  Abstention: 1

The motion was seconded and passed.

VII. Council Meeting Practices and Expectations: Report from the Executive Committee

The Executive Committee of the College Council and the College Council have been discussing the effectiveness, role, mission, and operating procedures of the College Council. Are we serving the college well? How can we organize activities to more effectively achieve the purposes of the College Council? The goal is to institute some changes by the end of the year and to continue to assess these changes and perhaps others next year.

The role of the College Council is critical to achieving the mission of the College and is the representative body of the College.

The College Council regularly brings together students, staff and faculty. In this sense, the College Council builds community. It is important to create connectivity and a sense of community within the College Council.

Comments from College Council members:

1. Alternates should attend meetings so they can actively participate in discussions before the College Council. Alternates have always been needed when the College Council votes on matters before it.
2. If all members attend meetings, alternates would not be required to attend the meetings. Nor would they be needed for votes. Thus attendance by members is critical.
3. When a member cannot attend the meeting he or she should notify the Secretary and tell the alternate to attend. If quorum appears to be at risk, the Secretary should alert the membership.
4. Under the Perez decision, the College Council must have at least 50% of the membership present in order to pass policies. The closer attendance is to quorum, votes must be unanimous.
5. Alternates should be encouraged to be present and fully engaged at meetings. It is not fair to alternates to come to every meeting, especially when they may not be needed for votes. There are other ways to improve attendance and voting records.
6. The College Council should revisit next year the changes implemented this year in connection with the College Council in order to assess if they make a difference in attendance. If they do, the issue of alternates is less pressing.

The Executive Committee will discuss the matters of attendance and alternates at the May meeting and bring this discussion back to the College Council at its May meeting.

The meeting was adjourned at 2:57 p.m.
BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Curriculum Proposal

CURRICULUM REVISION

2+2 Joint Degree AA in Criminal Justice/BS in Criminal Justice at John Jay College

1. Name of Department(s): SOCIAL SCIENCES, HUMAN SERVICES, AND CRIMINAL JUSTICE
2. Name of old curriculum: CRIMINAL JUSTICE
3. This course is being withdrawn: None
4. Name of new curriculum: No change in name
5. Reason for Name Change and/or Curriculum Change: UPDATE OF REQUIREMENTS FOR BETTER ALIGNMENT WITH JOHN JAY COLLEGE CJBS PROGRAM (See below)
6. Degree to be granted: Associate in Arts Degree
7. Estimated enrollment in curriculum (number of students estimated to begin per academic year): 800
8. Semester curriculum revision will first be effective: FALL 2016
9. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? _Yes_ X _No_. (If yes, attach an explanation.)
10. Number of courses added: 1 new course (CRJ 200 – Constitutional Law) and 1 course will become required instead of an option (CRJ 204 Criminal Justice in the Urban Environment)

Rationale. The Criminal Justice Program is requesting permission to incorporate a new course into the Criminal Justice Program: CRJ 200, Constitutional Law. This is a required course for Criminal Justice majors at John Jay College, our CUNY Justice Academy partner institution, and a relevant foundational course for subsequent CRJ courses. The faculty at John Jay have reviewed the new course proposal and syllabi and are satisfied it is equivalent to their course, LAW 203.

We also propose making CRJ 204, CRJ in the Urban Environment, mandatory to all of our majors, as the last course in the CRJ sequence. CRJ 204 (currently an option) satisfies the “Diversity Area” requirement at John Jay College. At BMCC, it will bring together previously acquired knowledge from the previous CRJ courses.

11. Number of courses dropped: 1 course will become optional instead of required (CRJ 203 – Criminal Law).

Rationale. We propose keeping CRJ 203 in the program but making it an option for students. Criminal Law is not a required course at John Jay but upon transferring, it can be counted in the Law and Courts Distribution area.

12. Number of course revisions required as part of this revision: None

Approved by UCASC, April 15, to College Council, May 10, 2016
From John Jay College Undergraduate Bulletin, 2015-16 with Changes:

Criminal Justice Joint Degree with Borough of Manhattan Community College (CUNY Justice Academy), Associate in Arts/Bachelor of Science

Credits required. 36

Prerequisites. POL 101, SOC 101

Advisor. Megan Massimiano (646.557.4849, mmassimiano@jjay.cuny.edu)

Additional information. Students who enrolled for the first time in the joint degree program in fall of 2016 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 from the Undergraduate Bulletin, 2015-16 at: http://www.jjay.cuny.edu/college-bulletins.

### PART ONE. Core Requirements

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<tr>
<th>Course</th>
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<td>CRJ 101</td>
<td>Introduction to Criminal Justice (taken at BMCC for CJBS 101)</td>
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<td>Criminology (taken at BMCC for SOC 203)</td>
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<td>COR 320</td>
<td>Race, Class and Gender in a Correctional Context</td>
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<tr>
<td>CJBS 250</td>
<td>Research Methods and Statistics for Criminal Justice</td>
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<tr>
<td>CJBS 300</td>
<td>Criminal Justice: Theory in Practice</td>
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<tr>
<td>CJBS 415</td>
<td>Capstone Seminar for BS in Criminal Justice</td>
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### PART TWO. Diversity

Required. Select one.

- CRJ 204 Criminal Justice and the Urban Environment (Option at BMCC)
- COR 320 Race, Class and Gender in a Correctional Context
- CRJ 420/SOC 420 Women and Crime
- LAW 313/POL 313 The Law and Politics of Race Relations
- LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization
- PSC 202 Police and Diversity
- PSC 325 Women in Policing

### PART THREE. Distribution Areas

Select three courses, one from each category A-C (at least two courses must be at the 300-level or above)

Category A. Police
Select one.
- CJBS 377 Internships for Criminal Justice, Law and Policing
CRJ 255 Computer Applications in Criminal Justice  
CRJ 321/PHI 321 Police Ethics  
CRJ 425 Seminar on major Works in Criminal Justice  
PSC 201 Police Organization and Administration  
PSC 207 The Investigative Function  
PSC 227 Police Training Programs: Goals, Content and Administration  
PSC 405 Organized Crime in America  
PSC 415 Seminar on Terrorism  

Category B. Law and Courts  
Select one.  
CJBS 377 Internships for Criminal Justice, Law and Policing  
CRJ 203 Criminal Law (Option Taken at BMCC for LAW 209)  
CRJ 322/PHI 322 Judicial and Correctional Ethics  
LAW 202 Law and Evidence  
LAW 206 The American Judiciary  
LAW 212 The Criminal Process and the Criminal Procedure Law  
LAW 259/POL 259 Comparative Criminal Justice Systems  
LAW 301 Jurisprudence  
LAW 310/PHI 310 Ethics and Law  
LAW 401 Problems of Constitutional Development  
LAW 420/PAD 420 Contemporary Administration and the Judiciary  

Category C. Corrections  
Select one.  
COR 201 The Law and Institutional Treatment  
COR 202 The Administration of Correctional Programs for Juveniles  
COR 230/PSC 230 Sex Offenders in the Criminal Justice System  
COR 282 Principles of Correctional Operations  
COR 303 Comparative Correction Systems  
COR 310 Fieldwork in Corrections  
COR 320 Race, Class and Gender in a Correctional Context  
COR 401 Evaluating Correctional Methods and Programs  
COR 402 Administration of Community-based Corrections Programs  
COR 415 Major Works in Corrections  
COR 430 Senior Seminar in Correctional Studies  
CRJ 322/PHI 322 Judicial and Correctional Ethics  

Note: Courses can only be used to satisfy one area in the major.  

Total: 36 credits
LaGuardia Community College
of the City University of New York
Department of Natural Sciences

Proposal

LAGCC/JJC Dual/ Joint Degree Program:
Associate in Science for Forensics at
LaGuardia Community College leading to the B.S. in
Forensic Science (John Jay College of Criminal Justice)

Division of Academic Affairs and Department of Natural Sciences
Dr. Burl Yearwood, Chairperson

Department of Sciences at John Jay College of Criminal Justice,
Dr. Lawrence Kobilinsky, Chairperson

Approved by

LaGuardia Community College's Senate Curriculum Committee:
Date of LaGCC College Governance Approval:

Name of John Jay Faculty Governance Body: JJC College Council
Date of JJC College Governance's Approval:

Dr. Paul Arcario
Provost and Senior Vice President
LaGuardia Community College

Dr. Jane Bowers
Provost and Senior Vice President for
John Jay College of Criminal Justice

Use this application for any new program below the doctoral level that does not lead to licensure
or preliminary or advanced study in one of the areas licensed by the State Education Department.
A. Name of institution: **LaGuardia Community College, CUNY**

Specify campus where program will be offered, if other than the main campus: NA

B. CEO or designee*

Name and title:

Signature and date:

**THE SIGNATURE OF THE INSTITUTIONAL REPRESENTATIVE INDICATES THE INSTITUTION’S COMMITMENT TO SUPPORT THE PROPOSED PROGRAM.**

C. Contact person, if different

Name and title: Dr. Ann Feibel, Associate Dean for Academic Affairs

Telephone: 718-482-5642

E-mail: afeibel@lagcc.cuny.edu

D. Proposed program title

LaGCC/JJC Dual/Joint Degree Program: A.S. in Science for Forensics (LaGCC) leading to the B.S. in Forensic Science (John Jay College of Criminal Justice)

E. Proposed degree or other award: Associate in Science (A.S.)

F. Proposed code: SCF

G. Total program credits: 60

*For CUNY, the Chancellor or designee; for SUNY, the Provost or designee. **THE CEO/CHANCELLOR/PROVOST SHOULD INFORM THIS DEPARTMENT IN WRITING WHEN THERE IS A CHANGE IN THE DESIGNATED PERSON.**
H. If the program will be offered jointly with another institution, name and address of the institution/branch below:

**John Jay College of Criminal Justice, 899 Tenth Avenue, New York, NY 10019**

IF THE OTHER INSTITUTION IS DEGREE-GRANTING, ATTACH A CONTRACT OR LETTER OF AGREEMENT SIGNED BY THAT INSTITUTION'S CEO. IF IT IS NON-DEGREE-GRANTING, REFER TO MEMORANDUM TO CHIEF EXECUTIVE OFFICERS. 94-04, CONTACT THIS OFFICE IF YOU WOULD LIKE TO RECEIVE A COPY.

I. If the program will lead to teacher certification as other than a classroom teacher, list the intended:

Certification title (s):

Certification type(s):

J. If specialized accreditation will be sought indicate:

Accrediting group:

Expected date of accreditation:

K. Anticipated enrollment:

Initial: 25  Maximum within first five years: 60

L. If this program will be offered in a special format, please specify:

(See Appendix I for definitions.)

M. If this program will be offered in an atypical schedule that may affect program financial aid eligibility, please describe:
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| Appendix XI                          | Agreement between LaGuardia Community College and John Jay College of Criminal Justice |
EXECUTIVE SUMMARY

LaGuardia Community College (LaGCC) proposes to add an Associate in Science for Forensics degree designed to interface with the B.S. in Forensics Science at John Jay College (JJC) of Criminal Justice. LaGCC has received a letter of support from JJC for LAGCC’s development of an A.S. degree in the Science of Forensics, leading to the B.S. in Forensic Science from John Jay College.

The new program at LaGCC is designed to target students considering a career in the Criminal Justice field, specifically, Forensic Sciences, especially since, according to the Bureau of Labor Statistics Handbook (2015-16 ed.), forensic laboratory technician positions are expected to increase by 6%, in both state and local governments, in the coming years. Surveys results of LaGCC students enrolled in STEM courses during the AY 2014-15, showed one-third of them were interested in Forensic Science studies, and of those, almost three-fourths indicated an interest in completing an Associate Degree in Forensic Science at LAGCC, if offered, and then transferring to JJC to complete a B.SC. We expect to enroll 60 students by the fifth year of offering the program. Existing faculty, facilities, and equipment will be sufficient to meet program needs for at least the next five years.

The Science for Forensics program as outlined in this proposal, will provide students with a solid academic background, contributing to LaGuardia’s strategic plan goals by raising academic quality and improving student success, as they transition to JJC. The new program will also serve to accomplish the College’s long-term mission by offering students career training and preparing them to become full participants in the economic and civic life of New York City. This articulation will promote student retention and success, by providing students continuous support by their advisement team at LaGuardia as well as by a John Jay advisement specialist assigned to support the entire network of 2 + 2 partnerships.
ABSTRACT

The projected Dual/Joint A.S. /B.S. degree program in the Science for Forensics at LaGuardia Community College (LaGCC) and Forensic Science at John Jay College (JJC) of Criminal Justice was initiated at LaGCC to establish a collaboration between the two institutions. This new partnership will increase student transfer due to the vast success of the Forensic Science program at JJC. The purpose of this partnership is to increase both the retention rate of all incoming freshmen at LaGCC and the number of transfer students from LaGCC to JJC. Our student surveys demonstrated an interest for the new program and for the growing demand of the Forensic Science field.

1. Purposes and goals

The Department of Natural Sciences at LaGuardia Community College (LaGCC) will initiate an A.S./B.S (2+2) partnership with John Jay College (JJC) in Fall 2016. Our diverse student body expressed an interest in becoming a part of the growing forensic science field and this joint program will address that need. This program will also encourage more minority students to embark in the field of forensic science. LaGCC will serve the purpose of assisting those students to achieve their goal in partnership with JJC. This program will contribute to LaGCC’s strategic planning to raise academic quality and improve student success. The Science for Forensics program will not only contribute to the growth and expansion of the Natural Sciences Department at LaGCC but will also serve to accomplish the College’s long-term mission by offering students career training in preparation to become full participants in the economic and civic life of New York City. The joint program between LaGCC and JJC will offer students an additional educational pathway leading to an exciting career in Forensic Science that will also enhance their critical thinking skills. The joint program between LaGCC and JJC will offer students an additional educational pathway that leads to exciting careers in Forensic Science and also enhances their critical thinking, reading and communication, all of which are essential skills for any career.

We believe that LaGCC students would be very interested and benefit from this field of study because the Forensic Science program at JJC is highly successful. LaGCC received a letter of support from JJC for LaGCC’s development of an A.S. degree in the Science for Forensics, leading to the B.S. in Forensic Science from JJC. Students completing all degree requirements and graduating from LaGCC will be able to transfer to the Forensic Science Program at JJC to earn a Bachelor of Science Degree. The proposed program will offer students an additional choice of a science major from the Natural Science Department at LaGCC. Strong student interest in science at LaGuardia has facilitated the development of new Biology and Environmental Science majors. The proposed Science for Forensics program will complement the existing science programs and appeal to students in the growing field of Forensics. Students moving on to the Forensic Science program at JJC will be able to choose from one of three concentrations: criminalistics, toxicology and molecular biology.

2. Need and Justification
The field of Forensic Science has advanced rapidly in the past decade with the increased application of Chemistry, Molecular Biology and Computer Science. For example, DNA matching and micro scale chemical experimentation have opened new horizons in the field of forensic science and criminalistics. The growing demand for trained and qualified personnel in this field is outlined in the Bureau of Labor Statistics Hand Book (2015-16 ed). This reports states that Forensic Science technician positions are expected to increase (by 6 % from 2012-2022\(^1\)) in both state and local governments. The joint degree program between LaGCC and JJC will help to fulfill that need. We demonstrated from our own survey conducted in Fall 2/spring 2015 that chemistry and biology students at LaGuardia showed an overwhelming interest in the proposed dual/joint program.

According to the Department of Sciences at JJC webpage\(^2\), students graduating from the B.S. program in Forensics Science “have moved on to positions at the level of federal and state investigators, crime laboratory specialists, medical examiners, drug enforcement agency and pharmaceutical scientists.” In addition, those students can also seek employment in the areas of DNA analysis, conducting tests on substances such as hair fiber, tissue, body fluids and perform other methods of chemical investigation to analyze physical evidence at crime scenes.

LAGCC has a diverse population of students from almost 154 countries. The varied nature of the LaGuardia student population provides an excellent source of potential diverse professionals. Currently, LaGuardia female graduates outnumber male graduates in the A.S. degree program in Liberal Arts and Sciences (Mathematics and Science). Students graduating from the proposed A.S. degree program at LaGuardia will have a strong foundation in STEM (science, technology, engineering and mathematics).

In an effort to meet the New York City and State’s workforce demands, several CUNY community colleges are in the process of establishing Associate Degree programs that will lead students directly into baccalaureate programs; in particular, several have joined a partnership with JJC to develop Associate Degree programs that seamlessly articulate with the B.S. in Forensic Science and the B.A. program in Criminal Justice. This program proposal is for an A.S. in Science for Forensics will allow for a smooth transfer of LaGCC graduates to the Forensic Science program at JJC.

\(^1\) http://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm
\(^2\) http://www.jjay.cuny.edu/about-forensic-science
3. Students

Student interest
A survey was conducted in Spring 2015 of LaGCC Chemistry and Biology students, to measure their interest in the proposed Science for Forensics Program. The survey showed moderate interest in the program among students in these areas. The survey was administered to all LaGuardia students enrolled in the core chemistry and biology courses for science majors.

The following is the summary from the Fall II/Spring I 2015 survey:

Out of the 417 students surveyed, 131 (31%) demonstrated an interest in a Forensic Science program. Of those students showing an interest in Forensic Science, 72% indicated they would be interested in completing the Associates Degree at LaGuardia; 71% indicated they would be very interested or interested in transferring to JJ. The majority of respondents wanted to further their studies after completing their Associates Degree, with 11% wanting to complete a Bachelor’s Degree, 41% a Master’s Degree and 35% a Doctoral Degree.

The new program seeks to recruit students from LaGuardia, especially females and minority students. Traditionally, minorities represent only a small portion of the high paying jobs in the scientific field. LaGuardia has a number of successful programs that encourages minority students to enter the STEM fields. These programs include the New York City Louis Stokes Alliance for Minority Participation in Science, Mathematics, Engineering and Technology (NYC-LSAMP), the Collegiate Science and Technology Entry Program (CSTEP), Intercollegiate Partnership (ICP) Summer Science Program between Barnard College and LaGuardia and the National Institute of Health’s Bridges to the Future research program. According to LaGuardia’s Office of Institutional Research and Assessment, for 2013, 42% of LaGuardia student population was Hispanic, 20% was Black, and 58% were female.

The Natural Sciences Department will work with the College’s Admissions and Marketing Offices to develop a recruitment plan for this major. It is also our intention to utilize the strong connections the College has established with the public and private high schools of Western Queens to introduce the Forensic Science program to high school seniors. The program will be publicized through the Office of Admissions and through direct recruiting by members of the Natural Sciences Department. We also intend to work closely with our articulation partners to identify students with a strong interest in Forensic Science who might be in need of the more supportive academic program of a Community College to improve their chances of success. Students will also be recruited from LaGuardia’s Liberal Arts: Math and Science major.

Anticipated enrollment and source

The proposed Associates of Science for Forensics program will build from the Liberal Arts: Math and Science A.S. degree. Over the past year, the Natural Sciences Department has developed two new science programs: Biology and Environmental Science. The proposed Science for Forensics program will offer students an alternative science major to explore and develop career opportunities. The projected enrollment is outlined in Table 1.
Table 1 – Projected Enrollment of students in Science for Forensics program at LAGCC

<table>
<thead>
<tr>
<th>Projected Headcount</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Part-time</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>35</strong></td>
<td><strong>45</strong></td>
<td><strong>60</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**Student support and advisement**

LaGuardia Community College has designed a team-based advisement model that incorporates professional advisors, faculty and peer mentors to support and guide students towards attainment of their career goals. The team model requires students who select Science for Forensics as their major, to meet with the advisement team for information about the major, course selection, program sequence, and resources to support completion of their associate degree.

The Admissions office schedules open house recruitment events where faculty and professional advisors provide information regarding the Science for Forensics program. As students’ progress throughout the program, advisors from the JJC of Criminal Justice will work with our students to transition to JJC as part of their Criminal Justice Academy. LaGuardia’s Transfer office will assist students with their application into the CUNY Justice Academy program at JJC.

LaGCC and JJC both embrace the proposal of a linkage between our two institutions that is more collaborative and strongly interactive than would be the case with a simple articulation agreement. In the spirit of that notion, and with an aim of adopting the quality of student experience that such a program should deliver, JJC plans to contribute to the student advisement and support process while students are studying at LaGCC. The support would come in two ways. The first would be provided by a John Jay advisement specialist assigned to support the entire network of 2 + 2 partnerships the College is creating with all six CUNY community colleges. This advisor would be available on the LaGuardia campus during regularly scheduled hours or via email, to answer questions about program curriculum across the full 120 credits, program events, scholarship opportunities, and about JJC itself. The second form of student support provided by JJC would come in the form of advisement and other student support modules incorporated into a partnership-focused website that would be accessible to all students enrolled in any of the programs within John Jay’s Educational Partnership Initiative.
4. Curriculum

In order to graduate with an Associate in Science degree from LaGuardia students must complete the First Year Seminar in Natural Sciences, NSF101 as well as 16 credits in the required core and 16 credits in the common core (see table below). Students transferring to JJC of Criminal Justice must also have completed one year of college level chemistry, one year of college level biology, one year of college level physics (calculus based), one year of college level organic chemistry, and one year of calculus.

General Education Courses

The General Education courses selected for the curriculum follow LaGuardia’s approved courses for the CUNY Common Core for an Associate in Science degree program, and articulate with General Education course requirements at JJC.

Major courses for the BS at John Jay

In addition to the required 60 credit program at LaGuardia, students will need to take a four-credit John Jay course, Chemistry 220, Quantitative Analysis in order to enter JJC as juniors. This course will be offered each summer at John Jay, as a bridge course into the B.S. in Forensic Science. In addition to these 4 credits, students will take fifteen (15) more credits in Chemistry and fourteen (14) credits in one of three tracks, Criminalistics, Toxicology, or Molecular Biology. An outline of curricular requirements for the proposed A.S. in Science for Forensics follows; all of the courses are already offered courses at LaGuardia:

Course Requirements to fulfill the joint degree program:

An outline of curricular requirements for the proposed A.S. in Science for Forensic program follows.

Students enrolled in the science of forensics program at LaGCC must:

- Have a GPA of 2.5 in the science major courses at the time of admission to JJC.
- Take the Quantitative Analysis course at JJC during the summer prior to the beginning of the junior year.
- Satisfy foundation science courses at LaGCC before entering the junior year of the forensic science major at JJC. Listed below are these courses:
  - One year of college-level, major’s Biology
  - One year of college-level, major’s Chemistry
  - One year of college-level, major’s Organic Chemistry
  - One year of college-level, major’s Physics w/ Calculus
  - One year of college-level, major’s Calculus
Courses required for Science for Forensics Program at LaGCC

Pathways Common Core: 30 credits
A. Required Core: 13 credits

English: 6 credits
ENG 101 English Composition I 3
(ENA 101 or ENC 101 depending on placement scores)
ENG 102 Writing through Literature 3

Mathematical and Quantitative Reasoning: 4 credits
MAT 201 Calculus I 4*

Life & Physical Sciences: 4 credits
SCB 201 Fundamentals of Biology I 4

B. Flexible Core: 16 credits
World Cultures and Global Issues
US Experience in its Diversity
Creative Expression
Individual and Society
Scientific World: SCC 201 & SCB 202

*Depending on placement, students are required to take MAT 115 College Algebra and
Trigonometry and MAT 200 Pre-Calculus as prerequisite courses for MAT 201.

Students are advised to select one Urban Study course to complete college requirement.

To complete the degree requirements from the Flexible Core, students are advised to select courses
from the recommend course selections listed in the program handbook.

Program Core: 30 credits
NSF 101 First Year Seminar for the Natural Sciences 2

Math: 4 credits
MAT 202 Calculus II 4

Science: 24 credits
SCC 202 Fundamentals of Chemistry II 4
SCC 251 Organic Chemistry I 5
SCC 252 Organic Chemistry II 5
SCP 231 General Physics I 4
SCP 232 General Physics II 4
SCF 211 Research for Forensic Science (Capstone Course) 2

Total: 60 credits


**Freshman & Sophomore course sequences at LaGuardia Community College (60 credits)**

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Credits</th>
<th>COURSE TITLE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSF 101 First Year Seminar NS (UE)</td>
<td>(2)</td>
<td>SCB 202 Fundamentals of Biology II</td>
<td>4</td>
</tr>
<tr>
<td>SCC 201 General Chemistry I</td>
<td>4</td>
<td>SCC 202 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>SCB 201 Fundamentals of Biology I</td>
<td>4</td>
<td>ENG 102 Writing through Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 English Comp I</td>
<td>3</td>
<td>MAT 201 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>3</td>
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</tbody>
</table>

  **Total Credits** 15  **Total** 15


<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Credits</th>
<th>COURSE TITLE</th>
<th>Credits</th>
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</thead>
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<tr>
<td>SCC 251 Organic Chemistry I</td>
<td>5</td>
<td>SCC Organic Chemistry II</td>
<td>5</td>
</tr>
<tr>
<td>SCP 231 General Physics I</td>
<td>4</td>
<td>SCP 232 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 202 Calculus II</td>
<td>4</td>
<td>SCF 211 Research for Forensic Science</td>
<td>2</td>
</tr>
<tr>
<td>SSA 101 Cultural Anthropology</td>
<td>3</td>
<td>SSN 187 Urban Sociology</td>
<td>3</td>
</tr>
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</table>

  **Total Credits** 16  **Total** 14

*Total credits to be taken at LaGuardia Community College: 60

*Only 16 credits from the Flexible Core will transfer to John Jay, for a total of 60 credits.

**ALL COURSES IN THIS CURRICULUM ARE LIBERAL ARTS AND SCIENCES COURSES**

**Requirements for Graduation**

LaGuardia has been working with John Jay in a partnership to create a Science for Forensics program at LaGuardia which allows LaGCC graduates to transfer into the Baccalaureate program in Forensic Science at John Jay College. LaGCC and JJC faculty in the disciplines of Mathematics, Physics, Biology, and Chemistry, have met to guarantee the curricular alignment of the required courses. The contents, rigor, literature, and other aspects of the courses have been comprehensively analyzed for uniformity and equivalency and it has been concluded that there is an excellent curricular alignment between the courses offered at both institutions. Further, it has been agreed that LaGuardia graduates must have a minimum 2.5 GPA in the required science and mathematics courses to proceed into the B.S. program in Forensic Science at John Jay, and correspondingly, that John Jay students seeking to continue to the junior year must meet this same standard.

The following general LaGuardia graduation requirements apply for the students in the proposed program:
• Students must complete all the credit and course requirements for a particular Associate degree.
• Students must attain a minimum cumulative Grade-Point Average (GPA) of 2.0 in all courses applicable toward a current degree; students in the proposed Science for Forensics program must have a 2.5 GPA in the required science and mathematics courses to proceed into the B.S. program in Forensic Science at John Jay.
• If students were placed in remedial courses they must pass the CUNY exit from Remediation exams.

Admission to the junior year in the Forensic Science at John Jay

Under the two plus two arrangement, students who complete the A.S. degree program in Science for Forensics and meet all the requirements will move seamlessly into the B.S. program in Forensic Science at John Jay. The total number of credits for the Baccalaureate Degree in Forensic Science at John Jay is 120. The following courses will be required beyond the A.S. in Science for Forensics, and will be taken at JJC:

Junior & Senior year course sequences at John Jay College of Criminal Justice (60 credits)

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHE 220 – Quantitative Analysis</td>
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<table>
<thead>
<tr>
<th>JUNIOR YEAR: FALL</th>
<th>JUNIOR YEAR: SPRING</th>
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<tbody>
<tr>
<td>COURSE TITLE</td>
<td>Credits</td>
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<tr>
<td>CHE 302 Physical Chemistry II</td>
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</tr>
<tr>
<td>CHE 320 Instrumental Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>College Option: Justice Core II</td>
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<tr>
<td>LAW 202 Law and Evidence</td>
<td>3</td>
</tr>
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</table>

Total Credits 13 Total Credits 14
Total Credits Summer, Fall and Spring terms 31
## SENIOR YEAR: FALL

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
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<td>Liberal Arts electives</td>
<td>5</td>
</tr>
<tr>
<td>MAT 301 Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Continue track of choice:**

- **either Criminalistics Track**
  - Select one from:
    - FOS 401 Forensic Science Laboratory Internship (3)**
    - or FOS 402 Undergraduate Research (3)**
    - FOS 415 Forensic Science Laboratory I (4)

- **or Toxicology Track**
  - Select one from:
    - FOS 401 Forensic Science Laboratory Internship (3)**
    - or FOS 402 Undergraduate Research (3)**
    - TOX 415 Forensic Pharmacology

- **or Molecular Biology Track**
  - Select one from:
    - FOS 401 Forensic Science Laboratory Internship (3)**
    - or FOS 402 Undergraduate Research (3)**
    - BIO 412 Molecular Biology I (4)

**Total Credits** 15

## SENIOR YEAR: SPRING

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts electives</td>
<td>10</td>
</tr>
</tbody>
</table>

**Continue track of choice:**

- **either Criminalistics Track**:
  - FOS 416 Forensic Science Laboratory II (4)

- **or Toxicology Track**:
  - TOX 416 Analytical Toxicology (4)

- **or Molecular Biology Track**:
  - BIO 413 Molecular Biology II (4)

**Total Credits** 14

**Total Credits Fall and Spring terms of Senior Year** 29

**TOTAL CREDITS TAKEN AT JOHN JAY** 60

### COST ASSESSMENT:

Existing facilities and equipment will be enough to meet program needs for at least 5 years. LaGuardia laboratories have been upgraded. A Carbon, Hydrogen, Nitrogen analyzer, two ultra-violet visible (UV-VIS) spectrometers, an infrared spectrometer, an ultra-high performance liquid chromatography (UHPLC) instrument, and a ultra-violet mass spectrometer (UV-MS) were acquired. A new teaching laboratory for the Environmental Science program was constructed. The equipment in these labs will also be used for the Forensic Science program. It is expected that this augmentation of lab facilities will be sufficient to handle the increase in enrollment projected for the Forensic Science program.
The Department of Natural Sciences has hired thirteen new faculty members including six Biology, four Chemistry, and three Physics faculty over the past two years who have diverse backgrounds. The new Forensic Science curriculum will be incorporated into their standard teaching workload without the need to hire new faculty.

1. Faculty

No new faculty lines will be required for the program. One new course will be offered as a result of this program: SCF211 Research for Forensic Science. All of the other required courses are being offered at LaGuardia on a regular basis. As the program grows, some additional adjunct sections may be required. The following professors are currently serving as full time professors in the Natural Sciences department.

Burl Yearwood, PhD, Profile

Dr. Burl Yearwood obtained his PhD degree in organometallic chemistry from Wayne State University in Detroit, Michigan. His research dealt with the preparation of precursors for the production of semi-conductors. Dr. Yearwood obtained his Bachelor of Science in chemistry from the University of Alabama. He conducted post-doctoral research at the University of Kentucky. His research looked at the synthesis and characterization of organotin compounds, and their use as biocidal agents in marine paints. Dr. Yearwood also investigated the formation and study of the tetrafluoroaluminate ion. Dr. Yearwood is currently the chairperson of the Natural Sciences Department at LaGuardia Community College (CUNY). He has taught Organic Chemistry, General Chemistry, and Introductory Chemistry at LaGuardia. Presently his research deals with the analysis of environmental toxins in Newtown Creek River, a Superfund site, in Long Island City.

Ana Lucia Fuentes, PhD, Profile

Dr. Fuentes received her PhD from the Faculty of Graduate Studies at the University of British Columbia, Canada. For her doctoral degree, Dr. Fuentes researched the molecular mechanisms behind viral movement in plants in the context of multiple virus infections. For the past twelve years, Dr. Fuentes has done research on modulation of the innate immune response by various pathogen-associated molecular patterns. Dr. Fuentes has taught Anatomy and Physiology, General Biology, Genetics, Cell Biology, Biochemistry and Evolution.

Janet Gonzalez, PhD, Profile

Dr. Gonzalez received her PhD from the CUNY Graduate School. Her PhD. research concentrated on using small organic molecules as a starting point for in silico and cellular approaches towards the development of small molecules and oligopeptides as transition-state analog inhibitors of blood serum coagulation factors and inhibitors beta-lactamase expressed by Mycobacterium tuberculosis. Dr. Gonzalez has taught Organic Chemistry, General Chemistry, and Introductory Chemistry and is currently the coordinator of the Organic Chemistry program at LaGuardia.

Dionne Miller, PhD, Profile
Dr. Miller received her PhD from the CUNY Graduate School. Her PhD research dealt with the optical properties of thin solid films using spectroscopic reflectometry and ellipsometry. She currently conducts research at LaGuardia looking at the optical properties of nanoshell thin films. Dr. Miller has taught General Chemistry and Introductory Chemistry at LaGuardia.

**Amit Aggarwal, PhD, Profile**

Amit Aggarwal received his Ph.D. in Chemistry from Hunter College and The Graduate Center of The City University of New York. His PhD dissertation focused on the study of catalytic and photophysics of porphyrinoid based materials. Dr. Aggarwal conducted his Postdoctoral Research in the Department of Biochemistry at Weill Cornell Medical College, New York. Dr. Aggarwal’s research focuses to synthesize new porphyrinoids by appending different groups at the meso/peripheral positions on the commercially available porphyrins, phthalocyanines, corroles and corrolazaines by using click chemistry. Porphyrins and related compounds, because of their strong absorption of the visible light, plays an important role for a wide variety of applications such as in photo storage devices, oxidation catalysts, photosensitizers for photodynamic therapy etc. The rich optoelectronic properties of these chromophores make them ideal building blocks for these applications. These building blocks will be used for the formation of their self-organized nanomaterials in solutions and then also adsorbing them on surfaces to investigate them for their robustness and catalytic activity for a variety of organic pollutants and also their photophysical properties for biomedical applications such as imaging agents and therapeutics.

**Jennifer Vance, PhD, Profile**

Jennifer Vance received her bachelors in chemistry from the University of California, at Irvine. Dr. Vance then obtained her masters from Harvard University, while working in organic chemistry. She taught high school chemistry for three years in Wellesley, Massachusetts. Dr. Vance went on to obtain her Ph.D. from the Graduate Center, CUNY, in Nanotechnology. She enjoys writing poetry and painting as hobbies. At LaGuardia, Dr. Vance and her students conduct research at Newtown Creek, which is a 3.5 mile river which empties into the East River. The river runs the boundary between the Queens and Brooklyn Burroughs. A thriving sight of industry, this river has been the location of much pollution for over a century. Battered by oil spills and oil seepage, raw sewage, trash carried by rain water, cement, animal fat, and a 15 meter sludge on the bottom of the riverbed, Newtown Creek is one of the most polluted waterways in the United States. Dr. Vance’s students monitor toxin levels for nitrate, phosphate, lead, copper, dissolved iron, and chromate.

**Charles Keller PhD, Profile**

Dr. Keller obtained his Bachelor’s degree in Biology and Psychology from the University of New Mexico in 1999. His PhD work was performed in the laboratory of Martin Chalfie at Columbia University where he studied the sense of touch, neuronal microtubule dynamics, and touch receptor neuron development in *Caenorhabditis elegans*. A three year break from graduate school allowed Dr. Keller to teach biology and human anatomy at Central New Mexico Community College and work for the New Mexico Department of Health where he used DNA technology to diagnose disease in commercial and wild animal populations. Dr. Keller returned to Columbia and obtained
Kevin J. Mark, PhD, Profile

Kevin Mark is an Assistant Professor of Chemistry in the Natural Sciences Department. He received his doctoral degree at the University of British Columbia in Vancouver, Canada. His research focus is on the investigation of proteins, their non-covalent complexes and modifications using mass spectrometry. He held a postdoctoral position at the Centre National de Recherche Scientifique in Orleans, France, and a Research Associate position at York College of CUNY in New York. Prior to joining LaGuardia, he was a substitute Assistant Professor at York College and a Visiting Assistant Professor at St. John’s University teaching undergraduate courses in general and analytical chemistry.

Allyson Anne Sheffield, PhD, Profile

Dr. Sheffield received a B.S. in Physics from New York University and a Ph.D. in Astronomy from the University of Virginia in Charlottesville, VA. Dr. Sheffield's doctoral thesis focused on the structure of the Milky Way galaxy by studying the motions and chemical abundances of old stars, from which we can infer the evolutionary history of the Milky Way. Dr. Sheffield continues research in this area and she regularly travels to observatories in Arizona and Chile to collect spectroscopic data of old giant stars. Recently, she has expanded her research to include RR Lyrae stars, enabling a more detailed understanding of the three-dimensional structure of the Milky Way.

Prior to joining the faculty at LaGuardia, Dr. Sheffield was a Visiting Professor in Physics and Astronomy at Vassar College in Poughkeepsie, NY, where she taught physics and astronomy courses at all levels. She carried out post-doctoral research as a Science Fellow at Columbia University from 2010-2014. At Columbia, Dr. Sheffield taught sections of the cross-disciplinary course Frontiers of Science – covering topics in neuroscience, biodiversity, Earth science, physics, astronomy, evolutionary biology, and biochemistry – while carrying out her research on the structure of the Milky Way.

Sunaina Singh, PhD, Profile

Professor Sunaina Singh received her Bachelors in Chemistry from Punjab University and a PhD in Organic Chemistry from the CUNY Graduate center. She was a research associate in Professor Ronald Koder’s Physics lab. Dr Singh’s research is on the synthesis of porphrins bearing hydrogen bonding motifs to form supramolecular architectures which can be used for solar energy harvation and energy channels for optical devices.

Tonya M. Hendrix, PhD, Profile
Dr. Tonya Hendrix is a Queens' native. She received her B.S. in Biochemistry from Spelman College and her Ph.D. in Biophysics from Johns Hopkins University where she characterized the unfolding of α-lactalbumin. Her post-doctoral training was done in the laboratory of Jerry Guyden at the City College of New York where she studied epithelial cells that reside in the thymus and their effect on the development of white blood cells. Dr. Hendrix's current research interest includes investigating the effects of antioxidants on the development of white blood cells.

Dr. Hendrix has served as an adjunct assistant professor in the Biology Department at the City College of New York and, prior to coming to LaGuardia, held a faculty position at Livingstone College in North Carolina. At LaGuardia, Dr. Hendrix teaches both semester of fundamentals of biology and principles of biology. She is also the director of the A&P Study Hall.

Dilrukshan Priyantha Wijesinghe, PhD, Profile

Priyantha Wijesinghe was born in Sri Lanka and had his early education in Sri Lanka and in England. Having developed an interest in natural history in his teens he had the good fortune to pursue this interest academically, completing his B.Sc. in Zoology (First Class Honours) at University College London (University of London) in 1983. While an undergraduate in zoology he became interested in insects, spiders and other terrestrial invertebrates, which led to a period of employment as a systematic entomologist in Sri Lanka and the opportunity to continue his studies on Sri Lankan spiders. He followed this with graduate studies at the City University of New York and the American Museum of Natural History and obtained his PhD for a systematic study of a group of spiders in 1997. Here at LaGuardia Community College, where he is an Associate Professor in Biology, Priyantha coordinates and teaches one of the courses that forms the general biology sequence and contributes to curriculum development. While continuing his interest in the systematics of spiders he is also engaged in compiling a database and taxonomic bibliography of the terrestrial invertebrates of Sri Lanka. In addition, he is interested in the natural history of New York City and the history of biodiversity exploration in South Asia.

2. Facilities and Equipment
All laboratories for the Biology, Physics and Chemistry courses are fully equipped to allow for completion of laboratory activities as described in course syllabi.

Teaching Laboratories in Biology and Environmental Sciences have recently been upgraded. Research laboratories are equipped with the following:

- Nikon SMZ1500 microscope
- Nikon Eclipse 80i fluorescent microscope
- Denville Scientific vortexer
- Stereo microscope
- Labnet rocker 35
- Summit freezer
- Eppendorf centrifuge
- C1000 thermal cycler
- Firstlight UV Illuminator
- Bio Doc-it TS Imaging System
- Zeiss Microscope Stemi DV4
- Denville Mini Mouse centrifuge
- Olympus BX50 microscope
- Lab Tek Tissue Tek II slide dryer
- Barnstead/ Thermolyne Rotomix type 48200
- Robinar high vacuum pump (Vacumaster)
- Premiere microscope
- Olympus dissection microscope
- Bausch & Lomb viewer
- Millipore DI unit: Milli-Q Integral 3
- Nuaire cell culture hood
- Micromaster Inverted microscope
- Thermoscientific microplate reader Multiskan
- Cell Bioscience Imagar system
- Fisher Scientific incubator
- PerkinElmer Liquid Chromatograph UHPLC
- Filmetrics thin-film analyzer
- PerkinElmer GCMS
- Microm HM 440E Microtome
- Tuttnauer autoclave
- Boekel incubator
- Spectroline fluorescence analysis cabinet
3. Library and Instructional Materials

4. Budget Tables

EVALUATION
At LaGCC, the progress of the program will be monitored by the Natural Sciences Department and the Office of Academic Affairs, with emphasis on enrollment patterns, retention and graduation rates. In addition, LaGCC and JJC are committed to the success of the program and will institute periodic joint assessments of the program to be coordinated through the Office of Academic Affairs at LaGuardia and the Office of Educational Partnerships at John Jay and involving the Offices of Institutional Research at both campuses. Information received from either College may result in the modification and revision of courses or curriculum (See Appendix V).

LaGuardia’s outcomes assessment plan is designed to assess institutional effectiveness in terms of learning and teaching and using the resultant data to improve our pedagogies and academic programs. The plan is designed to assess overall student achievement of the College’s general education core competencies (which include *Inquiry and Problem-Solving*, *Global Learning*, and *Integrative Learning*) which are expressed through three abilities: *Oral, Written, and Digital Communication* as well as each major’s programmatic competencies. In line with our commitment to the academic, career, and personal growth and development of every student, the assessment system will use a variety of assessment tools to evaluate the effectiveness of learning and teaching.

For the Periodic Program Review (PPR) process, each program, led by faculty members, conducts a self-study, with student learning outcomes – along with a review of major issues and concerns (e.g., curriculum, facilities, student enrollment, retention, and graduation). The self-study report is reviewed by the Provost and Senior Vice President for Academic Affairs. A site visit by an external evaluator, often from a faculty at a college that we articulate the program with, reviews the report. The PPR involves a five-year time period which incorporates a planning year, an active review year, and three years of implementation. Note that implementation is based on faculty members' recommendations which are data-driven findings, as uncovered through the PPR process, which are approved by the department chairperson and senior leaders within Academic Affairs.

*John Jay faculty and staff will be incorporated into this program review process, and LaGuardia faculty and staff will participate as requested in reviews of the program at John Jay College.*
APPENDICES

Appendix I  Major Course Descriptions from the LaGuardia Community College Catalog
Appendix II  Undergraduate Schedule (to be completed later)
Appendix III  Full-Time Faculty
Appendix IV  A Model for the Forensic Science Partnership Program at John Jay College, by Anthony Carpi, April 9, 2007
Appendix V  Faculty to be Hired
Appendix VI  Program Expenditures (New Resources) (to be added later)
Appendix VII  Projected Revenue (CUNY) (to be added later)
Appendix VIII  Supporting Materials for projected revenue table (CUNY) (to be added later)
Appendix IX  Supporting Materials (CUNY) (to be added later)
Appendix X  Letter of Support from President Jeremy Travis, John Jay College (to be added later)
Appendix XI  Agreement between LaGuardia Community College and John Jay College of Criminal Justice
Appendix I: Major Course descriptions from the
LaGuardia Community College Catalog

Program Core Course Descriptions:

First Year Seminar, NSF101
This course provides information about the College’s policies and procedures, assists students with
the process of self and career exploration and introduces educational and career planning. All new
students are required to register for New Student Seminar.

Fundamentals of Biology I, SCB201
This course is the first of an integrated two-semester laboratory-based sequence, stressing major
concepts of biology designed to assist the student in relating these concepts to the environment.
The scientific method of thinking and the experimental approach will be stressed. Among the
topics studied are: Cellular and molecular basis of life, heredity, and the evolution of life. This is
not part of SCB-201

Fundamentals of Biology II, SCB202
This course is the second of an integrated two-semester laboratory-based sequence, stressing major
concepts of biology designed to assist the student in relating these concepts to the environment.
The scientific method of thinking and the experimental approach will be stressed. Among the
topics studied are: Survey of the kingdoms, organismic anatomy and physiology with emphasis on
the human system. The principles of ecology and problems of population.

Calculus I, MAT201
This course is the first of a three-course sequence designed to provide students with an appreciation
of the usefulness and power of calculus. The course covers the fundamentals of the differential
calculus of elementary functions and includes an introduction to integral calculus. Among the
topics studied are limits, derivatives, applications of the derivative and integrals.

Calculus II, MAT202
This is a course designed to provide students with an appreciation of the usefulness and power of
calculus. Emphasis will be placed on the application of calculus to various disciplines. Among the
topics studied are the definite integral, area, formal integration, and applications of integration.

Fundamentals of Chemistry I, SCC201
This is the first of two-semester sequence covering the basic concepts of chemistry and their
historical development. The experimental nature of chemistry as well as the role of chemistry in
many aspects of daily life are stressed. Among the topics studied are: Atomic structure, chemical
bonding, and chemical reactivity, quantitative relationships in chemical reactions, thermochemistry, and gases.
Fundamentals of Chemistry II, SCC202
This is the second of two-semester sequence covering the basic concepts of chemistry and their historical development. The experimental nature of chemistry as well as the role of chemistry in many aspects of daily life are stressed. Among the topics studied are: Liquids, solids, solutions, acid-base theory, chemical kinetics, chemical equilibrium, chemical thermodynamics, electrochemistry, and nuclear chemistry.

Organic Chemistry I, SCC251
This course is the first of a two-semester sequence emphasizing the synthesis, structure, reactivity and mechanisms of reaction of organic compounds. Laboratory stresses synthesis, purification, separation and identification of compounds. SCC251: Aliphatic and aromatic hydrocarbons; stereochemistry.

Organic Chemistry II, SCC252
This course is the second of a two-semester sequence emphasizing the synthesis, structure, reactivity and mechanisms of reaction of organic compounds. Laboratory stresses synthesis, purification, separation and identification of compounds. SCC252: Alcohols, ethers, aldehydes, ketones, carboxylic acids, amines, heterocycles, biomolecules.

General Physics I, SCP231
This is the first part of a computer-based physics course intended for students who want to major in science, computer science or engineering. Computers will be used in the laboratory in conjunction with traditional equipment for problem solving, data collection, and analysis. Topics covered include vectors, Newton’s laws, equilibrium, rectilinear motion, two-dimensional motion, gravitation, Kepler’s laws, work and the work-energy theorem, rotational motion, simple harmonic motion, the physics of fluids, and heat. This is the first course in a two semester calculus-based physics sequence (SCP231-232).

General Physics II, SCP232
This is the second part of a computer-based physics course intended for students who want to major in science, computer science, or engineering. Computers will be used in the laboratory in conjunction with traditional equipment for problem solving, data collection, and analysis. Topics covered include waves, wave motion, light propagation, geometrical optics, interference and diffraction, electric field and potential, capacitance and dielectrics, magnetic fields and forces, direct and alternating current, Ohm’s law, and electromagnetic waves. This course is the second course in a two course sequence (SCP231-232).
Pathways General Education course recommendations:

Composition I: An Introduction to Expository Writing, ENG 101
In this course students focus on writing as a process to create correct, effective expository essays in response to culturally diverse sources. Students learn argumentation, fundamental research methods and documentation systems. Emphasis is placed on various methods of organization appropriate to the writer's purpose and audience. One contact hour a week focuses on improving basic skills deficiencies in writing. Admission to this course is based on college placement test scores. Open to new students only.

Composition II: Writing through Literature, ENG 102
This course is a continuation of English 101. Students will reinforce and extend their abilities to write correct, well-organized essays using various rhetorical strategies and stylistic techniques. Poetry and at least one other literary genre from among fiction, drama and the nonfiction essay will be studied. Students will be introduced to a variety of writing strategies used in composing interpretive and analytical essays. Writing assignments will include a critical research paper.

Public Speaking, HUC106
This course is designed to provide the student with a critical understanding of, and increased skill in, formal public speaking. In addition to examining oral rhetoric theory, students learn and practice skills in topic selection, research, organization, delivery and criticism of speeches.

Urban Sociology, SSN187
This course examines changing ideas about the city and the changing impact of the city on American lifestyles. With reference to New York City, the course explores the origins and the social structure of the city. It focuses on the relationship of class to family, gender, education, ethnicity, religion, politics, and economics. Visits to housing projects, community organizations, or service delivery agencies will familiarize the students with the issues of planning and change in the city.

Cultural Anthropology, SSA 101
This course examines the similarities and differences found in the various types of human cultures and societies. It acquaints students with the basic concepts that help explain differences and similarities. The role of culture and language in determining human behavior is examined as is the interrelationship of aspects of behavior (economics, politics, family, and religion) in different types of societies. Patterns of cultural change will also be discussed.
Appendix II: 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**

<table>
<thead>
<tr>
<th>Term:</th>
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<td>Credits:</td>
<td>Liberal Arts &amp; Sciences:</td>
<td>Major:</td>
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<tr>
<td>Cr: credits</td>
<td>LAS: liberal arts &amp; sciences</td>
<td>Maj: major requirement</td>
<td>New: new course</td>
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</table>
Appendix III: Full-Time Faculty

Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
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<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
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</tr>
</thead>
</table>
| Aggarwal, Amit | SCC 201  
SCC 202 | 50% | PhD Hunter College  
Graduate Center, CUNY | Dr. Aggarwal’s research focuses to synthesize new porphyrinoids by appending different groups at the meso/peripheral positions on the commercially available porphyrins, phthalocyanines, corroles and corrolazines by using click chemistry. |
| Miller, Dionne | SCC 201  
SCC 202 | 50% | PhD CUNY Graduate School | Dr Miller’s current research interests are in the optical properties of nanoshell thin films and how the elucidation of these properties will influence the design of applications involving these particular nanoparticles. Dr. Miller is currently the coordinator of the chemistry program and also serves as the coordinator for SCC201: Fundamentals of Chemistry I. She also has developed and teaches a hybrid online course for SCC201. |
| Singh, Sunaina | SCC 201  
SCC 202  
SCC 251  
SCC 252 | 35  
35 | PhD Hunter College  
Graduate Center, CUNY | Professor Sunaina Singh was a research associate in Professor Ronald Koder’s Physics lab. Dr Singh’s research is on the synthesis of porphyrins bearing hydrogen bonding motifs to form supramolecular architectures which can be used for solar... |
Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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</thead>
<tbody>
<tr>
<td>Keller, Charles</td>
<td>SCB 201</td>
<td>50%</td>
<td>PhD Columbia University, New York</td>
<td>Prior to his appointment at LaGuardia in September 2012, Dr. Keller taught introductory biology and human anatomy at Hostos Community College, Lander College for men, and LaGuardia as an adjunct professor. Dr. Keller is currently the Course Coordinator for SCB 201 (Fundamentals of Biology)</td>
</tr>
<tr>
<td>Mark, Kevin J</td>
<td>SCC 201</td>
<td>50%</td>
<td>PhD University of British Columbia, Vancouver, BC, Canada</td>
<td>Dr. Kevin Mark’s research focus is on the investigation of proteins, their non-covalent complexes and modifications using mass spectrometry. He held a postdoctoral position at the Centre National de Recherche Scientifique in Orleans, France, and a Research Associate position at York College of CUNY in New York. Prior to joining LaGuardia, he was a substitute Assistant Professor at York College and a Visiting Assistant Professor at St. John’s University teaching undergraduate courses in general and analytical chemistry</td>
</tr>
<tr>
<td>Fuentes, A. Lucia</td>
<td>SCB 201</td>
<td>50%</td>
<td></td>
<td>Before joining LaGuardia in spring 2013, Dr. Fuentes</td>
</tr>
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Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<tbody>
<tr>
<td>Sheffield, Allyson Anne</td>
<td>SCP 231 SCP 232</td>
<td>50%</td>
<td>PhD University of Virginia, Charlottesville, VA</td>
<td>Dr. Sheffield's doctoral thesis focused on the structure of the Milky Way galaxy. Dr. Sheffield continues research in this area and she regularly travels to observatories in Arizona and Chile to collect spectroscopic data of old giant stars. Prior to joining</td>
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<tr>
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<td></td>
<td>PhD University of British Columbia, Vancouver, BC, Canada</td>
<td>worked at Douglas College in British Columbia, where she taught and developed curriculum for courses in Anatomy and Physiology, General Biology, Cell Biology, Genetics, Microbiology, Evolution, and Biochemistry. She also served as representative of the Faculty of Science and Technology on Education Council. Previously, Dr. Fuentes received funding from the Canadian International Development Agency to develop and direct workshops for professors from the Universidad Agricola de Nicaragua, on molecular techniques for detection of plant viruses. Dr. Fuentes and her colleagues, has received several grants to perform research in mechanisms of modulation of innate immunity.</td>
</tr>
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</table>

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Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<tbody>
<tr>
<td>Wijesinghe, Dilrukshan Priyantha</td>
<td>SCB 201  SCB 202</td>
<td>50%</td>
<td>PhD City University of New York, NY</td>
<td>the faculty at LaGuardia, Dr. Sheffield was a Visiting Professor in Physics and Astronomy at Vassar College in Poughkeepsie, NY, where she taught physics and astronomy courses at all levels. She carried out post-doctoral research as a Science Fellow at Columbia University from 2010-2014. At Columbia, Dr. Sheffield taught sections of the cross-disciplinary course Frontiers of Science. After a period of employment in Sri Lanka as a systematic entomologist, during which he studied the spider fauna of Sri Lanka, Dr. Wijesinghe pursued graduate studies at the City University of New York and the American Museum of Natural History. Dr. Wijesinghe is the Coordinator of SCB 202, General Biology. He continues his interest in the systematics of spiders and other taxa, as well as the history of natural history exploration in South Asia, documentation of the fauna of Sri Lanka, and ecology and natural history in New York City.</td>
</tr>
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</table>
Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hendrix, Tonya Michelle</td>
<td>SCB 201, SCB 202</td>
<td>50%</td>
<td>PhD The Johns Hopkins University, Baltimore, MD</td>
<td>Dr. Tonya Hendrix doctoral worked involved the characterization of the unfolding of $\alpha$-lactalbumin. Her post-doctoral training was done in the laboratory of Jerry Guyden at the City College of New York where she studied epithelial cells that reside in the thymus and their effect on the development of white blood cells. Dr. Hendrix's current research interest includes investigating the effects of antioxidants on the development of white blood cells. Prior to coming to LaGuardia, Dr. Hendrix held a faculty position at Livingstone College in North Carolina.</td>
</tr>
<tr>
<td>Gonzalez, Janet</td>
<td>SCC 201, SCC 202, SCC 251, SCC 252</td>
<td>50%</td>
<td>PhD City University of NY</td>
<td>Dr. Gonzalez’s research involves the use of small organic molecules as a starting point for in silico and cellular approaches towards protein-ligand interactions concentrating on the serine protease, beta-lactamase expressed by Mycobacteriumtuberculosis. Dr. Gonzalez has extensive teaching experience and has taught at Lehman College, Bronx Community College</td>
</tr>
</tbody>
</table>
Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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</table>
| Yearwood, Burl | SCC 251  
SCC 252 | 50% | PhD Wayne State University in Detroit, Michigan | Dr. Burl Yearwood’s doctoral research dealt with the preparation of precursors for the production of semiconductors; he also investigated the type of compounds formed between organo-aluminum compounds and organic sulfur and selenium complexes. Dr. Yearwood conducted post-doctoral research at the University of Kentucky, where he worked on the formation and study of the tetrafluoroaluminate ion. Dr. Yearwood also looked at the synthesis and characterization of organotin compounds, and their as biocidal agents in marine paints. Dr. Yearwood is currently the chairperson of the Natural Sciences Department at LaGuardia Community College (CUNY). He has taught Organic Chemistry, General Chemistry, and Introductory Chemistry at LaGuardia. Presently his research deals with the analysis of |
Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

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<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Vance, Jennifer | SCC 201  
SCC 202 | 50% | PhD City University of NY | Dr. Vance’s doctoral research was in the area of Nanotechnology. At LaGuardia, Dr. Vance and her students conduct research at Newtown Creek, Dr. Vance’s students monitor toxin levels for nitrate, phosphate, lead, copper, dissolved iron, and chromate.  
Environmental toxins in Newtown Creek River, a Superfund site, in Long Island City. |

Introduction
In fall 2006, John Jay College embarked on a new Partnership initiatives to foster the articulation of students from area community colleges to baccalaureate programs at John Jay. The forensic science component of this initiative was launched with LaGuardia Community College and the Borough of Manhattan Community College as initial partner institutions. Over the course of the fall 2006 and spring 2007 semesters, personnel from the three partnering institutions held a series of meetings to discuss curriculum design, potential support services, and governance approval. As an outcome of these discussions, the individuals involved in this process (acknowledged in Appendix II of this document) have developed a series of recommendations for curricular alignment and standards maintenance in forensic science. This document summarizes the model 2+2 partnership program in forensic science.

Foundation Science Coursework
In order for students to seamlessly move into the junior year in forensic science at John Jay College they must have completed a series of foundation courses for science majors. Foundation courses that must be taken before a student is eligible to move into the junior year of the Forensic Science major include:
- One year of college-level, major’s Chemistry
- One year of college-level, major’s Biology
- One year of college-level, major’s Physics w/calculus
- One year of college-level, major’s Organic Chemistry
- One year of college-level, major’s Calculus
- One semester of college-level, major’s Quantitative Analysis. While Quantitative Analysis is required to ensure success in the junior year coursework, it is recognized that some community colleges may not have the facilities or personnel required to offer this course. Thus, in those cases in which students will not complete Quantitative Analysis at their original institution, it should be required that students take the course during their first two years at John Jay on permit from their home institution or during the summer at John Jay as a bridge to the junior year of the program.

General Education Coursework
Given the diversity of General Education (GenEd) requirements at various CUNY institutions, no specific requirements have been set for GenEd courses in the forensic science partnership program. Individual institutions should organize a set of GenEd requirements in consultation with the Director of Educational Partnerships at John Jay College. It is recommended that the GenEd course sequence emphasize written and oral communication skills as these are critical to the successful scientist.
Other Coursework

Forensic science students at John Jay College are guided to complete Law 202: Law and Evidence in their sophomore year. While it is not critical that all students have Law 202 before their junior year, it is recommended that students enrolled at partner institutions consider taking this course at John Jay during their first two years, or they should enroll in the course during the first semester that they are at John Jay College.

Curriculum – Foundation Science Courses

To assure that the curricular goals of the Foundation Science Courses at the partner institutions align with those at John Jay, a summary of key concepts taught in the five one-year foundation courses is included in Appendix I of this document. Courses taught at all partner institutions should cover all of these key topics.

Standards Maintenance

Course Standards: In order to assure that students at all institutions achieve similar levels of proficiency, course leaders in chemistry and organic chemistry agreed to implement the standardized proficiency exams created and maintained by the American Chemical Society in their respective courses. These exams will be implemented at the end of the full-year term in chemistry and organic chemistry as an optional, extra-credit bearing option for students. Average institutional scores on these exams can then be used to assure that standards are maintained at all institutions. Because no such standardized exams exist in biology, physics, or calculus, no comparable test will be implemented.

Program Standards: The faculty and course leaders agreed that students should be required to achieve an average grade point average in the Foundation Science Courses of a 2.5 or greater (on a 4.0 scale) to enter the junior of the forensic science program at John Jay. As such, it is recommended that John Jay College adopt a continuation standard for its students of 2.5 in the science major and the partnership program adopt an entry requirement of a 2.5 GPA in Foundation Courses for students moving from partner institutions to John Jay.

Other Activities

A successful partnership involves more than alignment of courses and curriculum. Given the specialized nature of forensic science, it is important that students at all institutions be advised properly and engage in activities that expose them to forensic science. It is therefore critical that all Partners orient student advisors to the goals of the program and work together to implement activities that might include: hosting seminars in the forensic sciences, circulating forensic science case readers to students in the first two-years of the programs, disseminating the activities of John Jay’s student group The Forensic Science Society to partner institutions, and more. These activities should be explored in more detail.
Key Concepts for the Five Foundation Courses Listed by Course

**College Chemistry**

- Types of Matter
- Measurements & Conversions
- Atomic Theory
- Compounds & Formulae
- Atomic Mass, Moles
- Mass Relationships & Equations
- Limiting Reactants & Yields
- Molarity, Simple Ionic Equations
- Double Replacement Reactions and
- Solution Stoichiometry
- Gases
- Electronic Structures
- Covalent Bonding
- Molecular Geometry
- Thermochemistry
- Liquids & Solids
- Solution Concentration
- Solubility, Colligative Properties
- Colligative Properties
- Kinetics
- Gaseous Equilibrium
- Acid-Base Theory
- Concepts of pH
- Weak Acids and Bases
- Salts
- Buffers
- Titration and Indicators
- Precipitation Reactions
- Precipitation Equilibria
- Reaction Spontaneity
- Redox Reactions
- Electrochemistry
- Hybridization of Orbitals
- Complex Ions
- Organic Chemistry
College Biology

I. CHEMICAL FOUNDATIONS OF BIOLOGY
   1. Properties of living systems
   2. Matter, atoms, elements, compounds, molecules, ions, periodic table
   3. Chemical bonds (covalent, ionic, hydrogen, van der Waals, hydrophobic interactions)
   4. Water (structure and properties), pH
   5. Carbon, functional groups (structure and function)
   6. Structure and function of macromolecules (carbohydrates, proteins and lipids are discussed in detail
      (nucleic acids introduced and discussed in detail in the genetics module)

II. CELL STRUCTURE & FUNCTION
   7. Structure and function of cells (emphasis on animal cells)
   8. Cell membrane structure and function, transport
   9. Cell communication (signal transduction)

III. ENERGETICS
   10. Matter and energy, 1st and 2nd laws of thermodynamics, free energy, exergonic and endergonic
       reactions, structure and function of ATP, enzymes
   11. Anabolic and catabolic pathways, redox reactions, chemiosmosis
   12. Cellular respiration (glycolysis, citric acid cycle, oxidative phosphorylation)
   13. Fermentation

IV. GENETICS
   14. Cell cycle, mitosis, meiosis
   15. Mendelian genetics (1st & 2nd laws, mono & dihybrid crosses, test crosses)
   16. Incomplete dominance, codominance, epistasis, polygenic inheritance
   17. Chromosomal basis of heredity, genetic recombination, linkage, chromosomal alterations and genetic disorders

V. MOLECULAR BIOLOGY
   18. Structure and function of DNA, DNA as the genetic material in cells (historical perspective:
       Griffiths, Hershey & Chase, Rosalind Franklin, Watson & Crick), DNA replication
       (Meselson & Stahl)
   19. Structure and function of mRNA and tRN
   20. Central dogma, genetic code
   21. Transcription
   22. Translation
   23. Mutations
   24. Eukaryotic genomes (chromatin structure) and regulation of gene expression

VI. MICROBIAL GENETICS
   25. Viral and bacterial genomes and reproductive cycles
   26. Gene transfer (transformation, transduction and conjugation) and genetic recombination in bacteria
   27. Gene expression in bacteria (lac and trp operons)

VII. DNA TECHNOLOGY
   28. Cloning, DNA libraries
   29. Techniques: RFLP, Southern blotting, PCR, DNA sequencing
   30. Applications (medical, pharmaceutical, forensic)

VIII. DEVELOPMENT
31. Fertilization (sea urchin & mammals)
32. Embryonic development (sea urchin, frog & birds): cleavage, gastrulation, organogenesis, pattern formation
33. Genetic basis of development: differentiation, cytoplasmic determinants, induction, pattern formation, cloning

IX. TISSUES & ORGAN SYSTEMS (emphasis on human)
34. Structure and function of tissues
35. Digestion: stages of food processing, structure and function of the digestive system
36. Circulation: vertebrate systems, structure and function of the human circulatory system (blood vessels, heart, blood)
37. Gas exchange: structure and function of the human respiratory system, respiratory pigments, transport of O₂ and CO₂
38. Nervous system: structure and function of neurons and glia, resting and action potentials, synaptic transmission
39. Sensory Systems: receptors, structure and function of the visual, auditory and vestibular systems
40. Motor Systems: structure and function of skeletal muscle, mechanism of contraction
41. Osmoregulation & Excretions: osmoregulation, structure and function of the excretory system
42. Animal Reproduction: structure and function of the male and female reproductive systems
43. Immune System: innate and acquired immunity, structure and function of lymphocytes, clonal selection, humoral and cell-mediated immunity
44. Hormones and Endocrine System: endocrine glands and hormones, glucose and calcium homeostasis, stress response

X. EVOLUTION
45. Darwin’s theory, natural selection, modern synthesis
46. Microevolution: Hardy-Weinberg theory, population genetics, variation, modes of selection
47. Macroevolution: biological species concept, reproductive barriers, speciation
48. Phylogeny and Systematics: phylogenetic history (fossil, morphological and molecular evidence)

XI. PLANTS - ANGIOSPERMS (comparison between monocot and dicots)
49. Structure and function of plant tissues and organs, primary and secondary growth
50. Water potential, transport in xylem and phloem sap
51. Reproduction: flower structure, genetic control of flower development, development of gametophytes, double fertilization, seed structure, development of fruits, seed germination
52. Structure and function of plant hormones, photoperiodism and control of flowering

XII. ECOLOGY
53. Population ecology: demography (life tables and survivorship curves), exponential and logistic growth models
54. Community ecology: interspecific interactions
55. Ecosystems: trophic levels, energy and nutrient dynamics
College Physics w/ Calculus

I. Motion in one, two, and three dimensions
   A. Kinematics
      1. Differential And Integral Analysis Of motion
      2. Graphical Analysis Of Motion
      3. Vector Nature Of Motion
   B. Dynamics
      1. Newtonian Mechanics
      2. Newton's Universal Gravitation Law
      3. Principle Of Superposition
      4. Work And Energy
      5. Linear Momentum
      6. Impulse And Collision
      7. Rotational Motion
   C. Fluids
      1. Pascal's Principle
      2. Archimedes' Principles
      3. Bernoulli's Equation

II. Mechanical Waves
   A. Simple Harmonic Motion
      1. Pendulums
      2. Damped Simple Harmonic Motion
      3. Forced Oscillations And Resonance
   B. Traveling Waves
      1. The Wave Equation
      2. The Principle Of Superposition For Waves
      3. Interference Of Waves
      4. Standing Waves And Resonance
      5. Sound Waves
      6. Intensity And Sound Levels
      7. The Doppler Effect

III. Electromagnetism
   A. Electric Charge
      1. Coulomb's Law
      2. Quantization Of Charge
      3. Conservation Of Charge
   B. Electric Fields
      1. Electric Fields Due To Discrete Charge Distributions
      2. Continuous Charge Distribution Electric Fields
      3. Gauss' Law
   C. Electric Potential
      1. Electric Potential Energy
      2. Calculating The Potential From The Field
      3. Calculating The Field From The Potential
   D. Direct Current Circuits
      1. Capacitance
2. Current And Resistance
3. Electromotive Force Devices
4. Kirchhoff's Rules
5. R C Circuits

E. Electromagnetic Oscillations and Alternating Current
   1. Alternating Current
   2. RLC Circuits
   3. Damped Oscillations In An RLC Circuit

IV. Electromagnetic Waves
   A. Polarization
      1. Snell's Law
      2. Birefringence And Doubly Refracting Crystals
      3. Chromatic Dispersion
      4. Brewster's Law
   B. Geometrical Optics
      1. Images From Mirrors
      2. Images From Thin Lenses
      3. Optical Instruments
   C. Physical Optics
      1. Interference Of Light Waves
      2. Coherence
      3. Intensity In Double Slit Interference
      4. Diffraction by A Double Slit
      5. Diffraction Gratings
      6. X-Ray Diffraction
College Organic Chemistry

- Atoms, molecules, bonding, polar and nonpolar molecules, intermolecular forces, solubilities, Lewis structures, preliminary ideas of resonance, arrow formalism, acids and bases. Introduction to orbitals, molecular orbital description of bonding, hybridization, structure of methane.
- Alkanes- conformational analysis, structural isomerism and nomenclature, alkyl groups.
- Alkenes- structure and bonding, nomenclature, E-Z notation, hydrogenation, relative stabilities. Alkynes- structure and bonding, relative stabilities, double and triple bonds in rings.
- Ring systems- strain, stereochemistry of cyclohexane, conformational analysis of cyclohexane and its substituted derivatives, bicyclic and polycyclic compounds.
- Additions to alkenes- mechanism of hydrogen halide additions, regiochemistry, resonance effects, carbocation stabilities, addition of other unsymmetrical reagents, hydroboration, dimerization and polymerization of alkenes.
- Carbocation rearrangements, addition of halogens to alkenes, oxymercuration, epoxidation and chemistry of oxiranes, ozonolysis, alkene oxidations with permanganate and osmium tetroxide, addition reactions of alkynes.
- Dienes and the allyl system, conjugation, introduction to the concept of aromaticity.
- Aromaticity - Benzene, Fused Ring Compounds, Other Aromatic Compounds, The Hückel Rule, Practice Problems.
- Spectroscopy - Mass Spectrometry, Ultraviolet-Visible Spectroscopy, Infrared Spectroscopy, Nuclear Magnetic Resonance Spectroscopy
- Stereoisomers Part I - Alkene Configurational Isomers, Cycloalkane Configurational Isomers, Conformational Isomers - Ethane, Butane, Cycloalkanes, Substituted Cyclohexanes.
- Stereoisomers Part II - Chirality & Symmetry - Symmetry Elements Enantiomorphism, Optical Activity, Configurational Nomenclature, Compounds Having Two or More Stereogenic Centers, Stereogenic Nitrogen, Fischer Projection Formulas, Achiral Diastereomers, Other Configurational Notations, Resolution, Conformational Enantiomorphism.
- Phenols - Ring Substitution of Phenols, Oxidation to Quinones.
• Ethers - Nomenclature – Preparation of Ethers, Reactions of Ethers, Acid Cleavage, Peroxide Formation, Epoxide Reactions.
• Thiols & Sulfides - Sulfur Analogs of Alcohols & Ethers.
• Reactions with Nitrous Acid, Reactions of Aryl Diazonium Intermediates, Elimination Reactions of Amines, Oxidation States of Nitrogen.
• Phosphorus Analogs of Amines.
• Physical Properties - Nomenclature, Reactions of Carboxylic Acid Derivatives, Acyl Group Substitution Mechanism, Reduction, Catalytic Reduction, Metal Hydride Reduction, Diborane Reduction, Reaction with Organometallic Reagents, The Claisen Condensation.
• Biochemicals : Carbohydrates, Lipids, Proteins and Amino Acids, Nucleic Acids
College Calculus

I. A preview of Calculus
   Functions and Models

II. Tangent and Velocity Problems
   The Limit of a Function
   Calculating Limits
   The Definition of a Limit
   Continuity
   Limits of Infinity, Horizontal Asymptotes
   Tangents, Velocities and other Rates of Change
   Derivatives
   The Derivative as a Function

III. Derivatives of Polynomials and Exponential Functions
   The Product and Quotient Rules
   Derivatives of Trigonometric Functions
   The Chain Rule
   Implicit Differentiation
   Higher Order Derivatives
   Derivatives of Logarithmic Functions
   Hyperbolic Functions
   Related Rates
   Linear Approximation and Differentials
   (Applied Project – Taylor Polynomials)

IV. Maximum and Minimum Values
   The Mean Value Theorem
   How the Derivative Affects the Shape of a Graph
   Intermediate Forms and L’Hopital’s Rule
   Summary of Curve Sketching
   Optimization Problems
   (Applied Project – The Shape of a Can)
   Newton’s Methods
   Antiderivatives

V. Areas and Distances

VI. Review of Differentiation and the Chain Rule

VII. Antiderivatives

VIII. Introduction to Differential Equations

IX. Fundamental theorem of Calculus

X. Integration: Initial Concepts

XI. Integration: Method of Substitution

XII. Integration and Area

XIII. Volumes

XIV. Integration: Other Applications

XV. Integration by Parts

XVI. Infinite Series
Personnel and Email Contact Information

<table>
<thead>
<tr>
<th>Personnel Type</th>
<th>John Jay College</th>
</tr>
</thead>
</table>
| Administrative | Interim Dean of Undergraduate Studies  
|                | Dara Byrne  
|                | dbyrne@jjay.cuny.edu |
| Lead Faculty  | Larry Kobilinsky  
|                | lkobilinsky@jjay.cuny.edu |
| Biology       | Jason Rauceo  
|                | jrauceo@jjay.cuny.edu |
| Calculus      | Doug Salane  
|                | dsalane@jjay.cuny.edu |
|               | Peter Shenkin  
|                | pshenkin@jjay.cuny.edu |
| Chemistry     | Francis Sheehan  
|                | fsheehan@jjay.cuny.edu |
| Organic       | Gloria Proni  
| Chemistry      | gproni@jjay.cuny.edu |
| Physics       | Daniel Yaverbaum  
|                | dyaverbaum@jjay.cuny.edu |
Appendix V: Faculty to be Hired (SED FORM)

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Appendix VI  Program Expenditures (New Resources)….

Appendix VII       Projected Revenue (CUNY)…………………………

Appendix VIII       Supporting Materials for projected revenue table (CUNY)

Appendix IX       Supporting Materials (CUNY)…………………

Appendix X: Letter of Support from President Jeremy Travis, John Jay College
Appendix XI: Agreement Between

LaGuardia Community College
And
John Jay College of Criminal Justice

For a Dual/Joint Associate in Science for Forensics (A.S.)
and
Bachelor of Science in Forensic Science (B.S.)

Agreement:

1. Each school agrees to work in concert as mutual and equal partners to develop and maintain a dual/joint program that will produce highly skilled forensic science professionals.

2. The curriculum of the dual/joint program will be assessed and evaluated by the two schools at least once every two years with the goal of keeping the program in line with the accreditation requirements and mission of each individual school.

3. Each school will be responsible for notifying the other of any curriculum changes – for example the removal or addition of courses and requisites - that may impact the dual/joint program.

4. Should a change in a Program's mission or accreditation requirements cause it to change its curriculum such that it conflicts with the curriculum of the dual/joint program and a mutual agreement cannot be made between the two schools, the last version of the curriculum of the joint program will be honored for a period of two years.

5. Both colleges may publicize the agreement in the appropriate college publications and bulletins.

This agreement is effective upon signature.

LaGuardia Community College

Dr. Paul Arcario
Provost and Senior Vice President for Academic Affairs

Dr. Burl Yearwood, Chairperson
Department of Natural Sciences

John Jay College of Criminal Justice

Dr. Jane Bowers
Provost and Senior Vice President for Academic Affairs

Dr. Lawrence Kobilinsky, Chairperson
Department of Sciences
QUEENSBOROUGH COMMUNITY COLLEGE
AND
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A DUAL ADMISSION / JOINT 2 + 2 PROGRAM IN

COMPUTER SCIENCE AND INFORMATION SECURITY (A.S. DEGREE PROGRAM)

AND

COMPUTER SCIENCE AND INFORMATION SECURITY (BS DEGREE PROGRAM)

EFFECTIVE JANUARY, 2017

SPONSORED BY
THE ENGINEERING TECHNOLOGY DEPARTMENT OF QUEENSBOROUGH COMMUNITY COLLEGE
AND

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE OF JOHN JAY COLLEGE OF CRIMINAL JUSTICE

CONTACTS:
PROFESSOR STUART ASSER, CHAIR
ENGINEERING TECHNOLOGY, QCC

DR. DOUGLAS SALANE, CHAIR
MATH AND COMPUTER SCIENCE, JJC

APPROVED BY:

__________________________
DR. PAUL MARCHESE
PROVOST AND VICE PRESIDENT
FOR ACADEMIC AFFAIRS, QCC

__________________________
DR. JANE BOWERS
PROVOST AND SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS
Abstract:

The Queensborough Community College (QCC) Department of Engineering Technology proposes an Associate in Science (A.S.) dual/joint degree program in Computer Science and Information Security with John Jay College of Criminal Justice (JJC). QCC students will enroll in its lower division program and upon graduation students will pursue a BS at JJC by enrolling in upper division courses at that institution. The lower division courses in computer science and information security are prerequisites for the upper division courses. In addition the curriculum will provide a solid foundation in general education with courses such as, but not limited to; English, Mathematics, and Social Science.

The field of Computer Science and Information Security provides a myriad of job opportunities and career paths. The education and training that will be jointly provided by both QCC and JJC will generate a sense of hope, purpose, and stability for the enrolled students. This is especially important in light of the current security environment of the country.

Purpose and Goals:

Queensborough Community College proposes to develop a dual/joint degree program with John Jay College of Criminal Justice in Computer Science and Information Security. The program will attract and allow students to complete their first two years of college at Queensborough and progress seamlessly to John Jay College of Criminal Justice to complete their bachelor’s degree. Furthermore the dual/joint degree program will offer increased educational opportunities for Hispanics, African Americans, Asians, Woman and other underrepresented minorities in the cybersecurity field.

Most community colleges and many independent technical institutes and proprietary schools offer an associate’s degree in computer science or a related information technology field. Employers usually look for people who have broad knowledge and experience related to computer systems and technologies, strong problem-solving and analytical skills, and good interpersonal skills. Courses in computer science and/or systems design offer good preparation for a job in computer occupations. The level of education and the type of training that employers require depend on their needs. One factor affecting these needs is changes in technology. Employers often scramble to find workers capable of implementing new technologies. Workers with formal education or experience in information security, for example, are in demand because of the growing need for their skills and services. Because jobs are better suited to the level of training provided by these programs, the dual/joint degree program will offer students the flexibility and training to fill a variety of jobs titles with growth potential.
Queensborough will use existing courses from its Internet and Information Technology Program and create two new courses to develop a new Associate in Science Program in Computer Science and Information Security, which will provide the fundamental knowledge required for cybersecurity. Queensborough Community College and John Jay College of Criminal Justice propose a dual admission/joint degree 2 + 2 program (A.S./B.S.) in Computer Science and Information Security that will help address the shortage of trained and qualified cybersecurity specialists in the New York City Metropolitan area. 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 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.

Need for Cybersecurity

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 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 those entering the 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. 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-

¹ According to the U.S. Bureau of Labor Statistics, growth in information security jobs is projected at 37% from 2012–2022, a rate two and one-half times faster than the average for all occupations: http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm.
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.

Queensborough Community College 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 Computer Science, 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 and significantly 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.

The new degree program will benefit from a workforce development 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--and numerous public sector cybersecurity employers. The curriculum is also consistent with the framework of the National Institute for Standards and Technology’s (NIST) National Initiative for Cybersecurity Education (NICE), which will increase our graduate’s marketability.

Internship and other experiential learning opportunities developed by the participating colleges and also by external partners will further prepare students for the workforce. The degree program also will make use of new and emerging technologies to optimally ready students 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.

Queensborough, as a CompTIA Authorized Academy Partner, will incorporate into this new program our existing training courses for industry certifications in A+ Certification, Network+ Certification, and Security+ Certification. CompTIA certification exams are an internationally recognized validation of foundation-level security skills and knowledge, and are used by organizations and security professionals around the globe. Computer Science and Information Security careers start with the right education, and research has
shown that certified employees have superior communication skills and are better able to understand new or complex technologies. Furthermore, Queensborough’s proven track record and involvement with high schools will help ensure the high enrollment and graduation rate required to meet the workforce demand for cybersecurity specialists in the New York City Metropolitan area.

Underrepresented Groups in the Computer Science and Information Security Workforce

The fields of computer science, programming, and information security have been growing in popularity for decades, due primarily to solid financial and professional prospects, and the incalculable effect of the digital revolution on every facet of our culture and society. However, the abundant opportunities in the world of computer science have, for the most part, been overlooked by underrepresented minority students, particularly those in the African-American, Hispanic, and Native American communities. The reasons for this problem are numerous and complex, as are its solutions.

The facts are indisputable and disheartening. The computer science education revolution has left our minority communities behind. Statistics on the subject painfully bear this out. For example, data from the National Science Foundation indicates that, although 36.4 percent of the resident population of the United States is non-white, only about 18 percent of all bachelor’s degrees in computer science in the U.S. go to non-white students. According to the Census Bureau, women make up 47 percent of the workforce, but only 27 percent work in computer related jobs. Blacks account for 11 percent of workers overall, but only 7 percent in the computer science industry. Hispanics make up 15 percent of the workforce and only 6 percent of computer jobs. And the problem appears to be getting worse.

There is no doubt that career opportunities for computer science graduates are plentiful. This is particularly true for underrepresented minority graduates, as employers continue to actively seek them out in an effort to diversify their workforce. The problem is convincing minority students to recognize these opportunities.

Queensborough is located in one of the most diverse counties in the United States and is one of the most diverse campuses in the nation. The college, with nearly 16,000 students, comprises nearly equal populations of African-Americans, Asians, Caucasians and Latinos, representing 143 nations of birth and 84 native languages. Committed equally to open-admission access for all learners and to academic excellence within an environment of diversity, Queensborough emphasizes the integration of academic and support services with a focused attention to pedagogy. Among the nearly 3,500 freshmen students enrolled annually, Hispanic students represent the largest group (31 percent), followed by Black student (25 percent), Asian students (22 percent) and Caucasian students (15 percent). The College offers Associate degree and
certificate programs that prepare students for careers and for transfer to Baccalaureate degree programs. The College offers a broad base of community-oriented activities including continuing education, on- and off-campus learning centers, and cultural and recreational events. The College provides a network of developmental education and student support services designed to enable its diverse students to succeed in their college studies. Students are provided opportunities for challenge, stimulation, and growth through advanced courses, special projects, appropriate academic advisement, and personal and career counseling. Several mentoring programs reinforce this campus climate and ensure retention and will encourage transfer of students to continue on for the B.S. in Computer Science and Information Security degree at John Jay.

Student Interest/Enrollment

The A.S. Program in Computer Science and Information Security is designed to attract students who have an interest in pursuing a career in computer science and who also wish to specialize in information security. There is a large untapped source of students in the Borough of Queens who can benefit from this type of program, especially in light of the excellent job outlook. QCC’s Marketing Department, Office of Admissions and the Engineering Technology Department will market the proposed program with an aggressive information campaign. The QCC Web site will be updated with webpages devoted to the program. The Web pages will include a curriculum outline, employment outlook information, a FAQ list and, if possible, testimonials from recent graduates of John Jay’s Bachelor of Science in Computer Science and Information Security. In addition, QCC will take every step necessary to ensure that every incoming student with an interest in a STEM career is made aware of the program. Every incoming freshman student will be given a flyer with a description of the program. Furthermore flyers will be distributed along with other recruitment materials to all New York City and Western Nassau High Schools through a comprehensive database which was created and is maintained by the Engineering Technology Department. A survey conducted in March 2016 among STEM students at QCC showed overwhelming interest in this dual/joint program. The survey was administered to QCC students enrolled in the engineering and engineering technology majors. The questionnaire included a description of the program along with a list of the freshman and sophomore year required course sequences at QCC (60 credits). The questionnaire asked students if they would be interested in the program. Out of 529 responses, 448 respondents expressed interest in the program (approximately 85%). We also expect the marketing of the program at both major recruitment functions and on the QCC Web site will result in an increase in transfer students to the college. Finally, we expect that this program will be popular among students currently enrolled at QCC and anticipate a slight shift of other majors to this program. According to recent figures from the Office of Institutional Research for Fall 2015 enrollment trends by curriculum, 2,070 students were enrolled in curricular programs (engineering, technology, computer science) from which to draw student interest for the cyber security program.
Projected Student Enrollment

<table>
<thead>
<tr>
<th></th>
<th>YEAR I</th>
<th></th>
<th>YEAR II</th>
<th></th>
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<th></th>
<th>YEAR IV</th>
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<tbody>
<tr>
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<td>P-T</td>
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<td>15</td>
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<td>30</td>
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<tr>
<td>Sub-totals</td>
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</tr>
</tbody>
</table>

Curriculum

The proposed Associate in Science degree in Computer Science and Information Security consists of courses that allow students to pursue further education and careers in Computer Science, Cybersecurity and Information Technology, as well as other software and computer networking related fields. The proposed program will allow students to enter the upper division baccalaureate program in Computer Science and Information Security at John Jay. The curriculum emphasizes basic computer science principles and provides a foundation in programming and cybersecurity as well as computer industry certifications. The program meets the general education requirements for the associate degree at QCC and also meets the general education requirements for the baccalaureate degree at John Jay.
QCC/JJ Dual/Joint Degree Program: A.S. in Computer Science & Information Security (QCC) and B.S. in Computer Science & Information Security (JJC)

<table>
<thead>
<tr>
<th>QCC A.S. Computer Science</th>
<th>CR.</th>
<th>JJC Equivalents</th>
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<td>Gen Ed: Required Core</td>
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<tr>
<td>EN 101 English Composition I</td>
<td>3</td>
<td>ENG 101 College Composition I</td>
<td>3</td>
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<tr>
<td>EN 102 English Composition II</td>
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<td>ENG 201 College Composition II</td>
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<tr>
<td>MA 119 College Algebra OR MA 440 Pre-calculus OR MA-441 Analytical Geometry &amp; Calculus I OR MA 260 Pre-calculus and Elements of Calculus for Business Students</td>
<td>3-4</td>
<td>MAT 105 College Algebra OR MAT 141 Pre-calculus OR MAT 241 Calculus I</td>
<td>3 or + 1 bl</td>
</tr>
<tr>
<td>Life and Physical Science</td>
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<td>Life and Physical Science</td>
<td>3 + 1 bl</td>
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<td><strong>Gen Ed: Flexible Core</strong></td>
<td></td>
<td><strong>Gen Ed: Flexible Core</strong></td>
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<tr>
<td>World Cultures &amp; Global Issues</td>
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<td>World Cultures &amp; Global Issues</td>
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<td>U.S. Experience in Its Diversity</td>
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<td>Individual &amp; Society</td>
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<td>6th Flexible Core Course</td>
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<td>6th Flexible Core Course</td>
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<tr>
<td><strong>General Education Subtotal</strong></td>
<td>30-32</td>
<td><strong>Subtotal toward JJ Gen. Ed.</strong></td>
<td>30-32</td>
</tr>
</tbody>
</table>

**Requirements for the Major**

| MA 440 Pre-Calculus | 4   | MAT 141 Pre-Calculus | 3 + 1 bl |
| MA 441 Analytical Geometry and Calculus I | 4   | MAT 241 Calculus I | 3 + 1 bl |
| MA 471 Introduction to Discrete Mathematics | 3   | MAT 204 Discrete Mathematics | 3 |
| ET 704 Networking Fundamentals I | 4   | CSCI 379 Computer Networking | 3 + 1 bl |
| ET 570 Creating Smartphone Apps | 3   | CSCI blanket (can be used towards Computer Sci Elective) | 3 |
| ET 575 Intro to C++ Programming Design and Implementation | 3   | CSCI 271 Intro to Computing & Programming | 3 |
| ET 580 Object Oriented Programming | 3   | CSCI 272 Object-Oriented Programming | 3 |
| ET 585 Computer Architecture | 3   | CSCI 274 Computer Architecture | 3 |
| **Subtotal toward Major** | 27  | **Subtotal toward Major** | 27 |

**Electives**

| Computer Sci/Security Elective ** | 3   | CSCI blanket | 3 |

**Total Credits Required for A.S.** 60

**Total Credits Accepted to JJ** 60

**Note:** *Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements. All students must complete two (2) WI designated classes to fulfill degree requirements.**

**Elective:** ET 725 Computer Network Security strongly recommended
### JUNIOR AND SENIOR YEAR – COURSES TO BE TAKEN AT JOHN JAY

<table>
<thead>
<tr>
<th>Course and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education (College Option) and other Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Justice Core II. Either Justice in Global Perspective OR Struggle for Justice and Equality in U.S.</td>
<td>3</td>
</tr>
<tr>
<td>Learning from the Past OR Communications</td>
<td>3</td>
</tr>
<tr>
<td><strong>PART ONE. Major Core Courses</strong></td>
<td></td>
</tr>
<tr>
<td>CSCI 360 Cryptography and Cryptanalysis</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 373 Advanced Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 374 Programming Languages</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 375 Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 377 Computer Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 411 Computer Security and Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 412 Network Security and Forensics</td>
<td>3</td>
</tr>
<tr>
<td><strong>PART TWO. Required Math Courses</strong></td>
<td></td>
</tr>
<tr>
<td>MAT 301 Probability and Statistics</td>
<td>3</td>
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<tr>
<td><strong>PART THREE. ELECTIVES</strong></td>
<td></td>
</tr>
<tr>
<td>Computer Science Elective (if not taken at QCC: CSCI 362 or 376 or 380)</td>
<td>0-3</td>
</tr>
<tr>
<td>Mathematics Elective (if not taken at QCC: MAT 242 or 310 or 351 or 371 or 380)</td>
<td>0-3</td>
</tr>
<tr>
<td><strong>PART FOUR. ETHICS</strong></td>
<td></td>
</tr>
<tr>
<td>PHI 216 Ethics and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td><strong>PART FIVE. CAPSTONE COURSES</strong></td>
<td></td>
</tr>
<tr>
<td>CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I &amp; II</td>
<td>6</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>33-39</td>
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<tr>
<td><strong>Electives</strong></td>
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</tr>
<tr>
<td><strong>TOTAL CREDITS AT JOHN JAY COLLEGE OF CRIMINAL JUSTICE</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

Total Degree credits for the Bachelor of Science in Computer Science & Information Security - 120

### Faculty

No additional full-time faculty will be needed for the proposed program in the first three years. Current QCC faculty members already teach the courses that represent the general and major requirements in the program. Additional adjunct faculty will be needed, however, for additional sections of courses required to run the program.

### Cost

There are minimal additional facilities or equipment costs associated with this program. QCC has state-of-the-art computer laboratories already equipped with hardware and software that will support this program. Normal ongoing computer and software updates would be made for the courses already being taught.
Additional References

The White House: FACT SHEET: Cybersecurity National Action Plan (CNAP)

The White House: The Comprehensive National Cybersecurity Initiative
https://www.whitehouse.gov/issues/foreign-policy/cybersecurity/national-initiative

Department Of Homeland Security: Join DHS Cybersecurity
https://www.dhs.gov/homeland-security-careers/dhs-cybersecurity

Forbes Magazine: One Million Cybersecurity Job Openings in 2016

Forbes Magazine: College Degrees with the Highest Starting Salaries
http://www.forbes.com/sites/susanadams/2013/04/15/college-degrees-with-the-highest-starting-salaries-3/#147b84077f0b

Computer Science Online: A Guide to Computer Science Careers
http://www.computerscienceonline.org/careers/

Computer Science Zone: The 50 Highest Paying Jobs in Computer Science
http://www.computersciencezone.org/50-highest-paying-jobs-computer-science/

Additional Computer Science and Information Resources

Codecademy: Interactive tool for learning how to program
https://www.codecademy.com/

MIT: Open Courseware – Online self-study courses in Computer Science
http://ocw.mit.edu/courses/electrical-engineering-and-computer-science/

Harvard: Intensive Introduction to Computer Science Open Learning Course
https://www.extension.harvard.edu/open-learning-initiative/intensive-introduction-computer-science

Stack Exchange: Computer Science Q&A for Students
http://cs.stackexchange.com/

Related Sites

Google Developer
https://developers.google.com/

Apple Developer
https://developer.apple.com/

Microsoft Developer
https://msdn.microsoft.com/en-us

Github: Collaborative programming for private and public projects
https://github.com/
Appendices

Appendix A:

COURSE DESCRIPTIONS FOR REQUIRED COURSES

ENGL-101 English Composition I: (1A) (formerly EN-101)
3 class hours 1 conference hour 3 credits Prerequisite: A score of 480 on the SAT, or 75% on the New York State English Regents, or a passing score on the CUNY/ACT Writing and Reading tests. Note: Credit will not be given to students who have successfully completed EN-103. Development of a process for producing intelligent essays that are clearly and effectively written; library work; 6,000 words of writing, both in formal themes written for evaluation and in informal writing such as the keeping of a journal. During the recitation hour, students review grammar and syntax, sentence structure, paragraph development and organization, and the formulation of thesis statements.

ENGL-102 English Composition II: Introduction to Literature: (1A) (formerly EN-102)
3 class hours 1 conference hour 3 credits Prerequisite: EN-101 Continued practice in writing combined with an introduction to literature: fiction, drama, and poetry. During the recitation hour, students review basic elements of writing and analytical and critical reading skills and research strategies.

MA-119 College Algebra: (1B)
3 class hours 1 recitation hour 3 credits Prerequisite: MA-10 or exempt from remedial mathematics or permission of Department Co-requisite: May be taken as a co-requisite to MA-121. A basic presentation of the fundamental concepts of college algebra, systems of linear equations, inequalities, linear, quadratic, exponential and logarithmic functions. During the recitation hour, students review properties of signed numbers, graphing of linear equations, basic geometric concepts, solution of linear equations, factoring algebraic expressions and its applications to rational expressions. A graphing calculator will be required.

MA-440 Pre-Calculus Mathematics: (1B)
3 class hours 2 recitation hours 4 credits Prerequisite: MA-119 and MA-121 with a C or better in both courses or MA-114 with a grade of C or better, or satisfactory score on the Mathematics Placement Test, Level II. Mathematical foundations necessary for the study of the calculus. An introduction to analytic geometry, and the elementary functions of analysis, including algebraic, trigonometric, logarithmic, and exponential functions. The use of the graphing calculator will be included.

MA-441 Analytic Geometry and Calculus I (1B)
4 class hours 1 recitation hour 4 credits Prerequisite: MA-440 (with a grade of C or better). Functions and graphs; derivative of algebraic and trigonometric functions with applications; indefinite and definite integrals with applications; the fundamental theorem of integral calculus; conic sections. Students will develop problem solving skills and construct mathematical models in the computer laboratory using software such as MAPLE, DERIVE, CONVERGE, and MATHCAD.

MA-471 Introduction to Discrete Mathematics
3 class hours 3 credits Prerequisite: MA-440 Concepts in set theory, functions, logic, proofs, elementary number theory, introduction to abstract algebra.

ET 570 Creating Smartphone Apps: (2E)
3 Class Hours 3 Credits
This course introduces the use and features of smartphones in modern life and how to create working applications. Students will create apps using existing modules and building blocks. No prior programming knowledge is necessary. After this initial experience, basics of the Java programming language will be introduced along with a minimum of XML programming to introduce the student to the needs of more advanced apps. Software development kits (SDK), along with the development environment will also be covered. In addition, students will have the opportunity to distribute apps into the Marketplace.

ET-575 Introduction to C++ Programming Design and Implementation (2E)

ET-575 Introduction to C++ Programming Design and Implementation (2E)
3 Class Hours 3 Credits
Prerequisite and/or corequisites: None
This foundation course provides a general understanding of the use and development of computer software applications in fields such as science, mathematics, and business using a high level computer language. The course will concentrate on assessing the practical requirements of a software package and developing applications in C++, which is a high level computer language that teaches the basic skills necessary for implementing it in a variety of real world applications. Topics include the analysis and use of concepts such as: primitive data types and their operators, basic I/O, control statements, decision making, looping, subprograms, arrays, strings and computer ethics. Each student will have a computer platform at his/her disposal from which he/she will design, develop, implement and test programs, while evaluating the interactions between a user and the computer.

ET-580 Object Oriented Programming
3 Class Hours 3 Credits
Prerequisite ET-575
This course covers object-oriented programming principles and techniques using C++. Topics include pointers, classes, overloading, data abstraction, information hiding, encapsulation, inheritance, polymorphism, file processing, templates, exceptions, container classes, and low-level language features.

ET-585 Computer Architecture
3 Class Hours 3 Credits
Prerequisite ET-575
The course covers the basic principles of computer organization, operation and performance. It also deals with embedded systems, peripheral devices, memory management, and processor family evolution patterns.

ET-704 Networking Fundamentals I
3 class hours 3 laboratory hours 4 credits Prerequisite and/or corequisites: None
This is an introductory level course that provides students with the basic terminology and skills needed to design, build and maintain small to medium networks. Topics include: OSI model; electronics and signals, collisions and collision domains, MAC addressing, LANs, structured cabling, cabling tools, Ethernet, network design and documentation, power supply issues, Internet Protocol addressing and subnetting, network protocols. This course is the first in a series of four courses designed to prepare students for taking the Cisco Certified Network Associate (CCNA) certification exam. Students are provided with classroom and laboratory experience in current and emerging networking technology.

ET-725 Computer Network Security
3 Class Hours 3 Credits
Prerequisite ET-704 or Department Permission
This course covers computer network security design and vulnerabilities. Topics include: Cryptography and encryption, denial-of-service attacks, firewalls and intrusion prevention systems, software and operating system [OS] security, legal and ethical aspects of cybercrime and computer crime.
Appendix B:

PROGRAM CONTENT AND REQUIREMENTS
<table>
<thead>
<tr>
<th>Course Number and Course Title*</th>
<th>No. of Credits</th>
<th>Is this a new course?</th>
<th>Is this a revised course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core 1A – ENGL-101, ENGL-102 English Composition I, II*</td>
<td>6</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Required Core 1B – MA 119, College Algebra or higher)* MA 121 Trigonometry (if required)</td>
<td>3-4</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Required Core 1C – Life &amp; Physical Science* One science laboratory course (STEM variant in common core satisfies this requirement): Applicable courses include BI-132, BI-171; CH-102, CH-111, CH-121, ET-842; PH-112.</td>
<td>3-4</td>
<td>No</td>
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<tr>
<td>Flexible Core 2A – World Cultures &amp; Global Issues*</td>
<td>3</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Flexible Core 2B – U.S. Experience in Its Diversity*</td>
<td>3</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Flexible Core 2C – Creative Expression *</td>
<td>3</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Flexible Core 2D – Individual &amp; Society</td>
<td>3</td>
<td>No</td>
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<tr>
<td>Flexible Core 2E – Scientific World *</td>
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<td>Flexible Core 2A, B, C, D, or E*</td>
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<td></td>
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<tr>
<td>MA-440 Pre-Calculus*</td>
<td>4</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>MA-441 Analytical Geometry and Calculus*</td>
<td>4</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>MA-471 Introduction to Discrete Mathematics*</td>
<td>3</td>
<td>No</td>
<td>No</td>
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<tr>
<td>ET-704 Networking Fundamentals I</td>
<td>4</td>
<td>No</td>
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<tr>
<td>ET-570 Creating Smartphone Apps</td>
<td>3</td>
<td>No</td>
<td>No</td>
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<tr>
<td>ET-575 Intro to C++ Programming Design and Implementation</td>
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<td>ET-580 Object Oriented Programming</td>
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<td>Yes</td>
<td>No</td>
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<tr>
<td>ET-585 Computer Architecture</td>
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<td>Major Requirements subtotal</td>
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<tr>
<td>List each free electives</td>
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<tr>
<td>Computer Science/Security Elective (Recommended: ET 725 Computer Network Security)**</td>
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<tr>
<td>Total credits</td>
<td>60</td>
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### Computer Science & Information Security A.S. / B.S.

**Dual/Joint Degree Program with John Jay College of Criminal Justice**

#### Common Core

<table>
<thead>
<tr>
<th>Core</th>
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<tr>
<td>REQUIRED CORE: I. A: English Composition I, II (Take ENGL 101 &amp; 102)</td>
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<tr>
<td>REQUIRED CORE: I. B: Mathematical &amp; Quantitative Reasoning (Required: MA 119 or higher)*</td>
<td>3-4</td>
</tr>
<tr>
<td>REQUIRED CORE: I. C: Life &amp; Physical Sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>FLEXIBLE CORE: II. A: World Cultures &amp; Global Issues (Select one course)</td>
<td>3</td>
</tr>
<tr>
<td>FLEXIBLE CORE: II. B: U.S. Experience in Its Diversity (Select one course)</td>
<td>3</td>
</tr>
<tr>
<td>FLEXIBLE CORE: II. C: Creative Expression (Select one course)</td>
<td>3</td>
</tr>
<tr>
<td>FLEXIBLE CORE: II. D: Individual &amp; Society (Select one course)</td>
<td>3</td>
</tr>
<tr>
<td>FLEXIBLE CORE: II. E: Scientific World (Select one course)</td>
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<tr>
<td>FLEXIBLE CORE: II: A, B, C, D or E (Select one course)</td>
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**Subtotal** 30-32

#### Major

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<th>Course</th>
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<td>MA 440 Pre-Calculus</td>
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<tr>
<td>MA 441 Analytical Geometry and Calculus I</td>
<td>4</td>
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<tr>
<td>MA 471 Introduction to Discrete Mathematics</td>
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<tr>
<td>ET 704 Networking Fundamentals I</td>
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<tr>
<td>ET 570 Creating Smartphone Apps</td>
<td>3</td>
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<tr>
<td>ET 575 Intro to C++ Programming Design and Implementation</td>
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<td>ET 580 Object Oriented Programming</td>
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<td>ET 585 Computer Architecture</td>
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**Subtotal** 27

#### Elective(s)

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**Total** 60-62

*Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.

All students must complete two (2) WI designated classes to fulfill degree requirements.

**Elective: ET 725 Computer Network Security strongly recommended.**
Appendix C:

PROGRAM SCHEDULING

FRESHMAN AND SOPHOMORE YEAR COURSE SEQUENCES AT QUEENSBOROUGH COMMUNITY COLLEGE (60 CREDITS)

<table>
<thead>
<tr>
<th>FRESHMAN YEAR: FALL</th>
<th>FRESHMAN YEAR: SPRING</th>
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<tbody>
<tr>
<td>COURSE TITLE</td>
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<tr>
<td>RC: EN 101 English Composition I</td>
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<td>RC: MA 119 or higher</td>
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<td>FC: Creative Expression</td>
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<tr>
<td>RC: Life &amp; Phys Sci</td>
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<tr>
<td>FC: U.S. Experience</td>
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<table>
<thead>
<tr>
<th>SOPHOMORE YEAR: FALL</th>
<th>SOPHOMORE YEAR: SPRING</th>
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<tr>
<td>COURSE TITLE</td>
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<tr>
<td>MA 441 Analytical Geo &amp; Calc I</td>
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<td>ET 580 Object Oriented Program</td>
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<tr>
<td>ET 585 Computer Architecture</td>
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</tr>
<tr>
<td>FC: World Cultures</td>
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<td>Total Credits</td>
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Total credits required for A.S. in Computer Science  

60-62
### Junior and Senior Year Course Sequences to be Taken at John Jay College of Criminal Justice (60 Credits) – Sample Program

#### Junior Year: Fall

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Credits</th>
<th>COURSE TITLE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Col Opt Justice in Global Perspective</td>
<td>3</td>
<td>Col Opt Learning fr Past or Com</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 373 Advanced Data Structures</td>
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<td>CSCI 375 Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAT 301 Probability &amp; Statistics</td>
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<td>CSCI 377 Computer Algorithms</td>
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<td>CSCI 374 Programming Languages</td>
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<td>MAT Mathematics Elective</td>
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**Total Credits**: 15

#### Junior Year: Spring

<table>
<thead>
<tr>
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<th>Credits</th>
<th>COURSE TITLE</th>
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</thead>
<tbody>
<tr>
<td>CSCI 411 Computer Security &amp; Forensics</td>
<td>3</td>
<td>CSCI 412 Network Security &amp; Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 400 Capstone Exp in Cybersecurity I</td>
<td>3</td>
<td>CSCI 401 Capstone Exp in Cybersecurity II</td>
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</tr>
<tr>
<td>PHI 3XX Ethics &amp; Info Technology</td>
<td>3</td>
<td>CSCI 360 Cryptography &amp; Cryptanalysis</td>
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<tr>
<td>Elective or Minor</td>
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<td>Elective or Minor</td>
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<td>Elective or Minor</td>
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</table>

**Total Credits**: 15

#### Senior Year: Fall

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
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<td>CSCI 411 Computer Security &amp; Forensics</td>
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<tr>
<td>CSCI 400 Capstone Exp in Cybersecurity I</td>
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<td>CSCI 401 Capstone Exp in Cybersecurity II</td>
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</tr>
<tr>
<td>PHI 3XX Ethics &amp; Info Technology</td>
<td>3</td>
<td>CSCI 360 Cryptography &amp; Cryptanalysis</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Minor</td>
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<td>Elective or Minor</td>
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<tr>
<td>Elective or Minor</td>
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<td>Elective or Minor</td>
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</tbody>
</table>

**Total Credits**: 15

#### Senior Year: Spring

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>Credits</th>
<th>COURSE TITLE</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSCI 411 Computer Security &amp; Forensics</td>
<td>3</td>
<td>CSCI 412 Network Security &amp; Forensics</td>
<td>3</td>
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<tr>
<td>CSCI 400 Capstone Exp in Cybersecurity I</td>
<td>3</td>
<td>CSCI 401 Capstone Exp in Cybersecurity II</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3XX Ethics &amp; Info Technology</td>
<td>3</td>
<td>CSCI 360 Cryptography &amp; Cryptanalysis</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Minor</td>
<td>3</td>
<td>Elective or Minor</td>
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<tr>
<td>Elective or Minor</td>
<td>3</td>
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</table>

**Total Credits**: 15

**Total Credits to be taken at John Jay College**: 60

**Total Credits for the Dual / Joint A.S. in Computer Science (QCC)/ B.S. in Computer Science & Information Security (JJC)**: 120
Appendix D:

FACULTY TEACHING ASSIGNMENTS
## Faculty Assignment

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Title of Position at Institution</th>
<th>Full-time (FT) or Adjunct (Adj.) at the Institution</th>
<th>Full-time (FT) or Part-time (PT) in the Program</th>
<th>If Part-time in the Program, Specify Other Course Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stuart Asser</td>
<td>Professor</td>
<td>Full-time</td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>Belle Birchfield</td>
<td>Professor</td>
<td>Full-time</td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>John Buoncora</td>
<td>Lecturer</td>
<td>Full-time</td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>Nathan Chao</td>
<td>Professor</td>
<td>Full-time</td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>Edward Davis</td>
<td>Assistant Prof.</td>
<td>Full-time</td>
<td>Full-time</td>
<td></td>
</tr>
<tr>
<td>Merinda Drini</td>
<td>Assistant Prof.</td>
<td>Full-time</td>
<td>Full-time</td>
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<tr>
<td>Marvin Gayle</td>
<td>Associate Prof.</td>
<td>Full-time</td>
<td>Full-time</td>
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<tr>
<td>Joseph Goldenberg</td>
<td>Associate Prof.</td>
<td>Full-time</td>
<td>Full-time</td>
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<tr>
<td>MD. Shahadat Hossain</td>
<td>Assistant Prof.</td>
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<td>Full-time</td>
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</tr>
<tr>
<td>Robert Kueper</td>
<td>Assistant Prof.</td>
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<td>Full-time</td>
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<tr>
<td>Danny Mangra</td>
<td>Associate Prof.</td>
<td>Full-time</td>
<td>Full-time</td>
<td></td>
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<tr>
<td>Mike Metaxas</td>
<td>Assistant Prof.</td>
<td>Full-time</td>
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<tr>
<td>Hamid Namdar</td>
<td>Associate Prof.</td>
<td>Full-time</td>
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<tr>
<td>Kee Park</td>
<td>Assistant Prof.</td>
<td>Full-time</td>
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<tr>
<td>Jeffrey Schwartz</td>
<td>Assistant Prof.</td>
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<tr>
<td>Dugwon Seo</td>
<td>Assistant Prof.</td>
<td>Full-time</td>
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<tr>
<td>Dimitrios Stroumbakis</td>
<td>Assistant Prof.</td>
<td>Full-time</td>
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<tr>
<td>Graig Weber</td>
<td>Associate Prof.</td>
<td>Full-time</td>
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<tr>
<td>Richard Yuster</td>
<td>Professor</td>
<td>Full-time</td>
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<tr>
<td>Kuaile Zhao</td>
<td>Assistant Prof.</td>
<td>Full-time</td>
<td>Full-time</td>
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<tr>
<th>Titles of Courses Taught Which Are Not Part of the Program</th>
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<td>Faculty Member</td>
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<tr>
<td>Leila Alvandi</td>
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<tr>
<td>Brian Banho</td>
<td>Lecturer</td>
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<tr>
<td>Edward Brumgnach</td>
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<tr>
<td>Brian Clark</td>
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<tr>
<td>Bing-Chuan Chiu</td>
<td>Lecturer</td>
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<tr>
<td>John Ducroiset</td>
<td>Lecturer</td>
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<tr>
<td>Omar Ellis</td>
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<tr>
<td>Pericles Emanuel</td>
<td>Professor</td>
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<tr>
<td>Walter Heinz</td>
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<tr>
<td>Tim Johnson</td>
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<tr>
<td>Michael Kozma</td>
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<td>Moshe Lachter</td>
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<tr>
<td>Ephraim Laifer</td>
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<tr>
<td>Michael Lawrence</td>
<td>Lecturer</td>
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<tr>
<td>John Leccese</td>
<td>Lecturer</td>
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<tr>
<td>Lin Lu</td>
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<tr>
<td>Robert Mazzella</td>
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<tr>
<td>Louis Nashelsky</td>
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<tr>
<td>Peter Novak</td>
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<tr>
<td>Vaughn Nystrom</td>
<td>Lecturer</td>
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<tr>
<td>Peter Paolino</td>
<td>Lecturer</td>
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<tr>
<td>Jerry Sitbon</td>
<td>Lecturer</td>
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<tr>
<td>Kimmon Stair</td>
<td>Lecturer</td>
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<tr>
<td>Joann Sun</td>
<td>Lecturer</td>
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<td>Course Title (a)</td>
<td>No. of Credits (b)</td>
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<p>| Andrei Szabo | Lecturer | Adjunct | PT |
| Brian Toyota | Lecturer | Adjunct | PT |
| Steven Trowbridge | Adjunct | PT |
| James Valentino | Adjunct | PT |
| Richard Victolo | Adjunct | PT |
| Huixin Wu | Adjunct | PT |</p>
<table>
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<tr>
<th>Course Title (a)</th>
<th>No. of Credit (b)</th>
<th>Faculty Member(s) Assigned to Each Course. (Use “D” to Specify Program Director) (c)</th>
<th>Highest Earned Degree &amp; Discipline, College or University (d)</th>
<th>Relevant Occupational Experience (c)</th>
<th>Relevant other experience (such as certification/ licensure) (f)</th>
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</table>
| ET 570 Creating Smartphone Apps | 3 | Richard Yuster  
Mike Metaxas  
Joann Sun  
Vaughn Nystrom | MSEE, 1967 NYU  
MSEE, Polytechnic U. of NY 1973  
MS Comp Sci, 1995, NYIT  
MBA, St. John’s University, 1976 | PE, State of NY  
PE, State of NY | |
| ET 580 Object Oriented Program | 3 | Nathan Chao  
Robert Kueper  
Mike Metaxas  
Michael Lawrence  
Vaughn Nystrom  
Marvin Gayle | Ph.D. EE 1975  
Cooper Union BSET, 1989  
ESC MSEE, Polytechnic U. of NY 1973  
USAF Acad. BS Eng. 1978  
MBA, St. John’s University, 1976  
MSEE, 1997 CCNY | PE, State of NY  
PE, State of NY  
PE, State of NY | |
| ET 585 Computer Architecture | 3 | Merlinda Drini  
Steven Trowbridge  
Joann Sun  
Michael Lawrence  
Vaughn Nystrom  
Omar Ellis | Ph.D. EE 2009 CCNY  
MA Computer Science, 2012  
MS Comp Sci, 1995, NYIT  
USAF Acad. BS Eng. 1978  
MBA, St. John’s University, 1976  
PE, State of NY  
PE, State of NY | |
| ET 585 Computer Architecture | 3 | Merlinda Drini  
Steven Trowbridge  
Belle Birchfield  
Jeffrey Schwartz  
Hamid Namdar | Ph.D. EE 2009 CCNY  
MA Computer Science, 2012  
Ph.D EE, Columbia 1995  
MSEE, 1993, MIT  
MSCSci, 1994, NYIT MSEE, 1967 NYU | PE, State of NY  
PE, State of NY  
PE, State of NY | |
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<th>Faculty Member(s) Assigned to Each Course. (Use “D” to Specify Program Director) (c)</th>
<th>Highest Earned Degree &amp; Discipline, College or University (d)</th>
<th>Relevant Occupational Experience (e)</th>
<th>Relevant other experience (such as certification/licensure) (f)</th>
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| ET 704 Network Fundamentals | 4 | Richard Yuster Mike Metaxas  
Merlinda Drini  
Danny Mangra  
Andrei Szabo  
Brian Toyota  
Kimmon Stair | MSEE, Polytechnic U. of NY 1973  
Ph.D. EE 2009 CCNY  
MSEE, Polytechnic U. of NY 2002  
MSEE, Polytechnic Inst. Bucharest 1977  
MBA, LIU 2010 | PE, State of NY |  |
| ET 725 Computer Network Security | 3 | Merlinda Drini  
Marvin Gayle  
Michael Lawrence  
Andrei Szabo | Ph.D. EE 2009 CCNY  
MSEE, 1997 CCNY  
USAF Acad. BS Eng. 1978  
MSEE, Polytechnic Inst. Bucharest 1977 | PE, State of NY |  |
FACULTY TO BE HIRED

Not applicable
Appendix E New Resources – to be added
Appendix F Projected Revenue – to be added
Appendix G Supporting Materials for Projected Revenue – to be added
Appendix H Five-year Financial Projections – to be added
Appendix I

STUDENT SURVEY
Student Interest Survey

Queensborough Community College (QCC) is planning to offer an Associate in Science (A.S) degree in Computer Science and Information Security. Computer security, also known as cybersecurity or IT security, is the protection of information systems from theft or damage to the hardware or software. The proposed degree program will be a jointly registered, dual admission program, with John Jay College of Criminal Justice’s Bachelor of Science in Computer Science and Information Security. On successful completion of the lower division at QCC, students will have a seamless transition to the upper division of the baccalaureate program at John Jay.

The following page lists the freshman and sophomore year course sequences at QCC (60 credits).

Circle Yes or No

Would you be interested in this program? Yes No
Sociology Department
DISPUTE RESOLUTION CERTIFICATE

The Dispute Resolution Certificate provides students with an opportunity to learn about the causes, complex dynamics, escalation, de-escalation, and constructive resolution of conflicts in a variety of contexts, from the interpersonal to the international levels. Students also gain knowledge and techniques necessary to facilitate, negotiate, and mediate a wide range of situations. The dispute resolution coursework will be invaluable for students in their personal lives, at work, and in graduate school, especially for those students who will enter professions like law, social work, business, etc., where sorting through conflicts is essential. The Certificate enhances a student’s undergraduate portfolio, regardless of major.

Learning objectives. Upon completion of the Dispute Resolution Certificate, the students will be able to:

- Recognize the causes of conflict
- Understand the dynamics, complexity and progression of conflict
- Think more critically about how to process conflict situations
- Utilize dispute resolution techniques and skills needed to intervene in a variety of contexts including facilitation, negotiation, and mediation
- Apply knowledge and skills during their internship experience.

Matriculated students who complete this certificate program receive a certificate in dispute resolution from John Jay College, authorized by the Board of Trustees of The City University of New York and the New York State Department of Education upon successful completion of coursework and a practicum.

Proposed Changes

Rationale: The Dispute Resolution Certificate’s curriculum is being revised to conform to other academic programs nationally and to respond to student’s requests. As a point of information, the Certificate’s current curriculum was developed in the early eighties when conflict resolution was still relatively new on college campuses and John Jay’s undergraduate program was breaking new ground with virtually no models to consult with. Since then, countless programs have been springing up on college campuses with a variety of curricula. The one thing that the contemporary programs have in common is fewer overall credit requirements. Our external evaluators have recommended that John Jay’s overall credits be reduced from 30 credits to no more than 21 credits. Additionally, our students have increasingly asked for additional conflict specific courses for Part One, and a broader list of Part Two electives from which to choose since many of the existing courses are not offered on a regular basis or are offered during times that do not fit into their schedules.

As a result of the aforementioned concerns, the proposed Dispute Resolution curriculum reflects the following changes:

1] Reduction of overall credits: the revised DR Certificate will require 21 credits [previously 30 credits were required]

() = Prerequisites, Gen-ED
[] = Course-levels
[2] Offer more clearly focused courses on the theory and practice of conflict resolution: For Part One, one course, SOC 383 Selected Topics in Dispute Resolution, will be added. This course will provide additional opportunities for dispute resolution students to strengthen their conceptual and practical understanding of conflict and its resolution. Previously Part One consisted of 9 credits; the revised Part One section will consist of 12 credits.

[3] Refresh the list of electives: For Part Two, the number of credits will be reduced to 9 credits [previously 21 credits were required]. Students will be able to choose conflict related courses from a wide range of relevant interdisciplinary courses offered by diverse departments. The extensive list will provide students with many options and should eliminate the need for substitutions.

When students cannot complete the internship the DR Certificate, they will still have the option to complete the DR Minor which draws its courses from the same list as the DR Certificate. The only difference is that the DR Certificate requires an additional course, the internship, Soc 381.

*****.

Credits Required: 21 Credits

Prerequisite: Sociology 101. This course fulfills the Flexible Core: Individual and Society area of the College’s general education requirements and is the prerequisite for Part One courses listed below. Individual courses in Part Two may have their own prerequisites. Students are advised to read carefully all course descriptions in this bulletin when planning their programs, and should consult with the program coordinator.

Coordinator: Professor Maria Volpe, Program Coordinator, Department of Sociology (212.237.8693, mvolpe@jjay.cuny.edu).

Advisor: socadvising@jjay.cuny.edu

PART ONE. REQUIRED COURSES

Subtotal: 12 Credits

SOC 206 Sociology of Conflict and Dispute Resolution
SOC 380 Sociology Laboratory in Dispute Resolution Skill Building
SOC 383 Selected Topics in Dispute Resolution
SOC 381 Internship in Dispute Resolution

PART TWO. ELECTIVES

Select Three

Subtotal: 9 Credits

AFR 110 Race and the Urban Community
AFR 121 Africana Communities in the U.S. (FC: US Exp.)

{ } = Prerequisites, Gen-ED
[] = Course-levels
AFR 125 Race and Ethnicity in America (FC: US Exp.)
AFR 129/PSY 129 The Psychology of the African American Experience
AFR 215 The Police and Urban Communities
AFR 227 Introduction to Community-based Approaches to Justice (AFR 123 or AFR 125)
AFR 229 Restoring Justice: Making Peace and Resolving Conflict
AFR 237 Institutional Racism (AFR 123 or AFR 110 or AFR 121 or SOC 101)
AFR 245 Psychology of the African American Family (AFR 123 or AFR 125)
AFR 248 Men: Masculinities in the United States
AFR 315 Practicing Community-based Justice in the Africana World (Jun. Stand. CO: Just. in Glob. Persp. [300])
AFR 317 Environmental Racism (CO: Just. in Glob. Persp. [300])
AFR 319 Self, Identity and Justice: Global Perspectives (CO: Just. in Glob. Persp. [300])
AFR 320 Perspectives on Justice in the Africana World (CO: Just. in Glob. Persp. [300])
AFR 322 Inequality and Wealth (SSC 325 or STA 250 plus SOC 101, ECO 101 AFR 123, AFR 125, or GEN 101)
AFR 347/PSY 347 Psychology of Oppression (PSY 101 or AFR 129/PSY 129; and PSY 221 or 200-level AFR course)
ANT 208 Urban Anthropology (FC: World Cul. and Glob. Iss.)
ANT 210/PSY 210 Sex and Culture (FC: Ind. and Soc.)
ANT 220 Language and Culture (ANT 101)
ANT 315 Systems of Law (ANT or LAW course)
ANT 330 American Cultural Pluralism and the Law
ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective (ANT 101)
ANT 345/PSY 345 Culture, Psychopathology and Healing (PSY 242)
ANT 347 Structural Violence and Social Suffering (ANT 101)
COM 115 Social Encounters: Understanding Interpersonal Communication (CO: Comm.)
COM 218 Managerial Communication (ENG 201, and SPE 113, COM 113, or ENG 201)
COM 250 Persuasion (ENG 101, SPE 113 or COM 113)
CRJ 321/PHI 321 Police Ethics (PHI 231 or permission of the section instructor)
CRJ 322/PHI 322 Judicial and Correctional Ethics (PHI 231 or permission of the section instructor)
CRJ 420 Women and Crime (SOC 101 & one of the following: CRJ 101, CJBS 101, PSC 101 or ICJ 101, or permission of the section instructor)
CSL 130 Effective Parenting
CSL 210 Peer Counseling Training (Soph. Stand., cumulative GPA over 3.0 and an interview with section instructor or permission of the section instructor)
CSL 211 Peer Counseling Practicum (CSL 210)
CSL 220 Leadership Skills (Soph. Stand)
CSL 230 Case Management in Human Services (CSL 150 and CSL 235)
CSL 233 Multicultural Issues in Human Services (PSY 101, and CSL 150 or permission of the instructor)
CSL 260 Gender and Work Life (FC: US Exp. in its Divers.)
CSL 342/PSY 342 Introduction to Counseling Psychology (PSY 242 and PSY 243)
GEN 205 Gender and Justice (GEN 101 or ANT/PSY/SOC 210)
GEN 333 Theories of Gender and Sexuality (GEN 205 or PHI 231)
HIS 323 History of Lynching and Collective Violence (Any 200-level HIS course)
GEN 356/HIS 356 Sexuality, Gender and Culture in Muslim Societies (HIS 204, HIS 205)
HIS 383 History of Terrorism (Any 200-level HIS course)
HJS 310 Comparative Perspectives on Justice (HJS 250 and Junior Standing)
ISP 122 “Those People”: Stereotypes in the USA (FC: US Exp. in its Divers.)

{} = Prerequisites, Gen-ED
{} = Course-levels
ISP 134 Alternate Worlds: Imagined, Created Broken (FC: Creat. Expr.)
ISP 145 Why Gender Matters? (FC: Ind. and Soc.)
ISP 211 Revolutions (FC: World Cul. and Glob. Iss.)
ISP 224 Constructions of Difference in the USA (FC: US Exp. in its Divers.)
ISP 236 Truth and Creativity: How We Create Meaning (FC: Creat. Expr.)
ISP 248 Getting Even: Forgiveness and Revenge for Individuals and Society (FC: Ind. and Soc.)
ISP 321 Moral, Legal, and Ethical Dilemmas that Shape the USA (Jun. Stand. CO: Strug. for Just. and Equal. in the US [300])
ISP 322 Making Waves: Troublemakers, Gadflies and Whistleblowers (Jun. Stand. CO: Just. in Glob. Persp. [300])
ISP 334 Sex, Gender, and Justice in Global Perspective (Jun. Stand. CO: Just. in Glob. Persp. [300])
ISP 335 Violence in the Pursuit of Justice (Jun. Stand. CO: Just. in Glob. Persp. [300])
ISP 336 Just Intentions: Global Humanitarianism (Jun. Stand. CO: Just. in Glob. Persp. [300])
LAW 206 The American Judiciary (Soph. Stand.)
LAW 301 Jurisprudence (LAW 203, GOV 230, or POL 301 and Jun. Stand.)
LAW 310 /PHI 310 Ethics and Law (PHI 231)
LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization (LAW 203)
LAW 370/PSY 370 Psychology and Law (PSY 101, PSY 221, and PSY 242 or PSY 242 or LAW 203)
LLS 124 Latina/os in the United States (FC: US Exp. in its Divers.)
LLS 220 Human Rights and Law in Latin America (Soph. Stand. or permission of the section instructor)
LLS 241 Latina/os and the City (Soph. Stand. or permission of the instructor. FC: US Exp. in its Divers.)
LLS 247 Growing up Latina/Latino (Soph. Stand. or permission of the instructor. FC: Ind. and Soc.)
LLS 255 The Latin American Woman in Global Society (FC: Ind. and Soc.)
LLS 265 Class, Race and Family in Latin American History (Soph. Stand., or permission of the section instructor)
LLS 322 Latino/a Struggles for Civil Rights and Social Justice (Jun. Stand.. CO: Strug. for Just. and Equal. in the US [300])
LLS 356 Terror and Transitional Justice in Latin America (Jun. Stand. or permission of the Instructor)
LWS 200 Introduction to Law and Society (POL 101 and SOC 101)
PAD 318 Decisions in Crises (PAD 140)
PAD 346 Human Resources Administration (PAD 140 or PAD 240)
PAD 348 Justice Planning and Policy Analysis (CRJ 101 or CJSBS 101, and PAD 241)
PAD 366 Workplace Investigations: Tools, Techniques and Issues (PAD 346)
PHI 105 Critical Thinking and Informal Logic
PHI 202 Philosophical Visions of American Pluralism (FC: US Exp)
PHI 204 Logic
PHI 205 Philosophy of Religion (Soph. Stand. or permission of instructor)
PHI 210 Ethical Theory (FC: Ind. and Soc.)
PHI 214 Environmental Ethics
PHI 302 Philosophical Issues of Rights (Any 200 level PHI course, and Jun. Stand.)

() = Prerequisites, Gen-ED
[] = Course-levels
PHI 302 Philosophical Issues of Rights (Any 200-level PHI course, and Jun. Stand. CO: Just. in Glob. Persp. [300])
POL 206 Urban Politics (GOV 101 or POL 101 or permission of the instructor)
POL 235 Judicial Processes and Politics (GOV 101 or POL 101 or permission of the instructor)
POL 237 Women and Politics (FC: Ind. and Soc.)
POL 246 Politics of Globalization and Inequality (FC: World Cul. and Glob. Iss.)
POL 305 Constitutional Rights and Liberties (POL 101 or GOV 101, Jun. Stand., or permission of the instructor)
Pol 313 The Law and Politics of Race Relations (GOV 101 or POL 101, and Jun. Stand. or permission of section instructor)
POL 316 The Politics of Rights (GOV 101 or POL 101 and Jun. Stand.)
POL 318 The Law and Politics of Sexual Orientation (GOV 101 or POL 101, and Jun. Stand. CO: Strug. for Just. and Equal. In the US [300])
POL 319 Gender and Law (GOV 101 or POL 101 and Jun. Stand.)
POL 320 International Human Rights (GOV 101 or POL 101 and Jun. Stand. REC: POL 259/GOV 259/LAW 259 or POL 260/GOV 260. CO: Just. in Glob. Persp. [300])
POL 362 Terrorism and International Relations (GOV 101 or POL 101. REC: GOV 260 or POL 260)
PSC 202 Police and Community Relations (PSC 101, CRJ 101, CJBS 101 or ICJ 101)
PSC 235 Women in Policing (PSC 101, CRJ 101, CJBS 101 or ICJ 101)
PSC 245 Community Policing (PSC 101, CRJ 101, CJBS 101 or ICJ 101)
PSY 180 Stress Management
PSY 200 Cognitive Psychology (PSY 101)
PSY 221 Social Psychology (PSY 101)
PSY 231 Developmental Psychology (PSY 101)
PSY 234 Psychology of Human Sexuality (PSY 101)
PSY 242 Abnormal Psychology (PSY 101)
PSY 255 Group Dynamics in Chemical Dependency Counseling PSY 110, ANT 110, PSY 266 or PSY 242)
PSY 320 Brain and Behavior (PSY 101, PSY 200 and STA 250)
PSY 324 Perception (PSY 200 and STA 250)
PSY 332 Psychology of Adolescence (PSY 101 and PSY 231)
PSY 333 Psychology of Gender (PSY 101 or instructor permission. PSY 311 or SSC 325)
PSY 336 Group Dynamics (PSY 101 and PSY 221)
PSY 339 Key Concepts in Psychotherapy (PSY 242, PSY 243 and at least Jun. Stand. or permission of instructor)
PSY 352 Multicultural Psychology (PSY 101 and STA 250)
PSY 353 Theories of Personality (PSY 101, PSY 242, STA 250)
PSY 375 Family Conflict and Family Court (PSY 101 and PSY 231)
SOC 201 Urban Sociology: The Study of City Life (SOC 101)
SOC 202/PSY 202 The Family: Change, Challenges and Crisis Intervention (SOC 101, PSY 101)
SOC 210/ANT 210/PSY 210 Sex and Culture (Soph. Stand. FC: Ind. and Soc.)
SOC 213/PSY 213 Race and Ethnic Relations (SOC 101, PSY 101 or ANT 101)
SOC 215 Social Control and Gender: Women in American Society (SOC 101, PSY 101 or ANT 101)
SOC 224/PSY 224/ANT 224/PHI 224 Death, Dying and Society: A Life Crises Management Issue (Intro to SOC, ANT, PHI or PSY)
SOC 227 Sociology of Mental Illness (SOC 101)
SOC 236/CRJ 236 Victimology (CRJ 101, CJBS 101 or ICJ 101)
SOC 251 Sociology of Human Rights (SOC 101)  
SOC 252 Environmental Sociology (SOC 101)  
SOC 282 Special Topics in Sociology (SOC 101 or permission of instructor)  
SOC 305 Sociology of Law (SOC 101, and Jun. Stand.)  
SOC 308 The Sociology of Violence (SOC 101 and Jun. Stand.)  
SOC 310/ANT 310/PSY 310 Culture and Personality (Jun. Stand. and ANT 101, PSY 101 or SOC 101)  
SOC 333 Gender Issues in International Criminal Justice (Jun. Stand. and SOC 101, CRJ 101, CJBS 101 or ICJ 101)  
SOC 343 Global Social Movements (SOC 101)  
SOC 350 Social Change (SOC 101)  
SOC 354 Gangs and Transnationalism (SOC 101)  
Various Departments: Fieldwork Practicum  

[ ] = Prerequisites, Gen-ED  
[ ] = Course-levels
3/22/16

Dear Kathy Killoran and Dean Byrne,

In accordance with the request made by Dr. Till, after consultation with your office, please change the Fire Science Minor Requirements to the following for the 2016-2017 academic year. The rationale is to bring the minor into compliance with the Guidelines for Minors approved by UCASC some time ago. It is also intended to align better with the Fire Science major courses as the curriculum was revised a few months ago. FIS 298 was removed from the major at that time so it is removed below as well. The number of courses is also expanded to give students more options for electives.

**From (all required):**

- FIS 101 Introduction to Fire Science
- FIS 106 Safety Engineering
- FIS 202 Fire Protection Systems
- FIS 230 Building Construction and Life Safety Systems I
- FIS 298 Science Foundations of Emergency Management Response
- FIS 330 Building Construction and Life Safety Systems II

Total: 18 cr.

**To:**

**PART ONE. Required Courses**
- FIS 101 Introduction to Fire Science
- FIS 106 Safety Engineering

Subtotal: 6 cr.

**PART TWO. Electives**

Choose 4
- FIS 104 Risk Management
- FIS 202 Fire Protection Systems
- FIS 205 Fire Department
- Hydraulics
- FIS 207 Water-Based Fire Suppression Systems (FIS 205)
- FIS 210 Fire Safety Administration
- FIS 230 Building Construction and Life Safety Systems I
- FIS 257 Fire Dynamics
- FIS 298 Science Foundations of Emergency Management Response

**FIS 319 Hazard Identification and Mitigation**
- FIS 330 Building Construction and Life Safety Systems II (FIS 230)

Subtotal: 12 cr.
To: Undergraduate Curriculum and Academic Standards Committee

From: Katie Gentile, Gender Studies Program Director

Re: Reorganizing electives for BA and Minor in Gender Studies

Date: March 21, 2016

This memo proposes to change the electives in the Gender Studies major and minor. These changes were unanimously approved by the Gender Studies Program Advisory Committee March 15, 2016.

Rationale for the changes

The Gender Studies major requires 5 electives and the minor requires 4. Our electives fit into one of three categories and students are expected to take one course from each category. With changing personnel in departments and the new General Education, a number of electives in categories A and B are not being offered as frequently. Category C classes are offered regularly. Thus for students to graduate on time with a major or minor, the program director has had to submit course substitutions. In order to address this situation, we are proposing to collapse categories A and B into one. Students will be expected to take at least 2 courses in each category for the Major, and at least 1 course in each of the 2 categories for the minor.

We are also moving ANT/ PSY/ SOC 210 and ISP 334 into the new category A.

We are adding ISP 334 to the minor list (it was already in the major electives (Category C) and should have been in the minor.

We are also adding HIS 323 History of Lynching and Collective Violence to the new Category A.

These new or moved electives are bolded and underlined below.

Category C will now be Category B.

Explanation of Proposed Changes

The revised list of electives for the major and minor are pasted below.

Approved by UCASC, April 15, to College Council, May 10, 2016
For UG Bulletin, 2016-17

GENDER STUDIES, BA

PART FIVE. GENDER STUDIES AREA ELECTIVES

Subtotal: 15

Students select five electives from Gender Studies-designated courses and may substitute a semester-long internship in a gender-related field or an approved Independent Study with a GS faculty (GEN 389 or 489) for one elective. To ensure that students are exposed to significant and significantly different approaches to thinking about gender and sexuality, students must take at least two one courses in each of the two categories:

Category A. Diversities and Cultural Representations of Genders and Sexualities

These courses focus on constructions of gender and sexuality internationally and among diverse communities and cultures in the United States. Some of these courses focus on the study of art, media, literature and cultural production both as sites of theoretical and political work about gender and sexuality and as sources of the construction and representation of gendered/sexed identities

Choose at least two.

AFR 248 Men: Masculinities in the United States

**ANT 210/ PSY 210/ SOC 210 Sex and Culture**

ART 222 Body Politics and Art in Global and Historical Perspectives
ART 224/AFR 224 African American Women in Art
COR 320 Race, Class and Gender in a Correctional Context
DRA 243 Black Female Sexuality in Film
DRA 245 Women in Theatre
GEN 356/ HIS 356 Sexuality, Gender and Culture in Muslim Societies

**HIS 323 History of Lynching and Collective Violence**

HIS 265/LLS 265 Class, Race, and Family in Latin American History
HIS 270 Marriage in Medieval Europe
HIS 375 Female Felons in the Premodern World

**ISP 334 Sex, Gender, and Justice in Global Perspective**

LIT 316 Gender and Identity in Literary Traditions
LLS 255 The Latin American Woman in Global Society
Category B. Cultural Representations of Genders and Sexualities (all courses moved to Category A.)
Select at least one.

ART 222 Body Politics and Art in Global and Historical Perspectives
ART 224/AFR 224 African American Women in Art
DRA 243 Black Female Sexuality in Film
DRA 245 Women in Theatre
GEN 333/PHI 333 Theories of Gender and Sexuality
LIT 316 Gender and Identity in Literature

Category B. C. Socio-Political and Economic Systems and Gender & Sexuality (moved from Cat. C)
These courses address the construction of gender and sexuality within the legal, economic and social structures of our society. They look at the very pragmatic ways that societies both reinforce and undermine gender and sexuality through their policies and social practices. Courses that satisfy this requirement will investigate historical or contemporary gender and sexuality within law, sociology, economics, government, criminology and psychology.

Choose at least two.

CRJ 420/SOC 420 Women and Crime
CSL 260 Gender and Work Life (was CSL 360)
ECO 327 Political Economy of Gender
PSC 235 Women in Policing
POL 237 Women and Politics
POL 318 The Law and Politics of Sexual Orientation
POL 319 Gender and the Law
PSY 333 Psychology of Gender
SOC 215 Social Control and Gender: Women in American Society
SOC 333 Gender Issues in International Criminal Justice

Students must consult with the Gender Studies Major Coordinator to ensure adequate coverage.
In addition to the regularly offered electives listed above, a number of unique electives that count toward the major will be offered each semester. The Director of the Gender Studies Program will compile a list each semester and disperse it amongst Gender Studies majors and minors.

Total: 36
PART ONE. Required Courses 6 cr.
GEN 101 Introduction to Gender Studies OR ISP 145 Why Gender Matters?
GEN 205 Gender and Justice

PART TWO. Electives 12 cr.
Choose four. Choose at least one course from each of the following areas.
At least one must be at the 300-level or above.

Category A. Diversities and Cultural Representations of Genders and Sexualities

These courses focus on constructions of gender and sexuality internationally and among diverse communities and cultures in the United States. Some of these courses focus on the study of art, media, literature and cultural production both as sites of theoretical and political work about gender and sexuality and as sources of the construction and representation of gendered/sexed identities.

Choose at least one.
AFR 248 Men: Masculinities in the United States
ANT 210/PSY 210/SOC 210 Sex and Culture
ART 222 Body Politics and Art in Global and Historical Perspectives
ART 224/AFR 224 African American Women in Art
COR 320 Race, Class and Gender in a Correctional Context
DRA 243 Black Female Sexuality in Film
DRA 245 Women in Theatre
GEN 255/BIO The Biology of Gender and Sexuality
GEN 356/HIS 356 Sexuality, Gender and Culture in Muslim Societies
GEN/PHI 333 Theories of Gender and Sexuality
HIS 265/LLS 265 Class, Race, and Family in Latin American History
HIS 270 Marriage in Medieval Europe
HIS 323 History of Lynching and Collective Violence
HIS/GEN 364 The History of Gender and Sexuality
HIS 375 Female Felons in the Premodern World

**ISP 334 Sex, Gender, and Justice in Global Perspective**

**LIT 316 Gender and Identity in Literary Traditions**

LLS 255 The Latin American Woman in Global Society

Category B. Cultural Representations of Genders and Sexualities (all courses moved to Category A.) Select at least one.

ART 222 Body Politics and Art in Global and Historical Perspectives
ART 224/AFR 224 African American Women in Art
DRA 243 Black Female Sexuality in Film
DRA 245 Women in Theatre
GEN 333/PHI 333 Theories of Gender and Sexuality
LIT 316 Gender and Identity in Literature

Category **B.** Socio-Political and Economic Systems and Gender & Sexuality

These courses address the construction of gender and sexuality within the legal, economic and social structures of our society. They look at the very pragmatic ways that societies both reinforce and undermine gender and sexuality through their policies and social practices. Courses that satisfy this requirement will investigate historical or contemporary gender and sexuality within law, sociology, economics, government, criminology and psychology.

Choose at least one.

ANT 210/PSY 210/SOC 210 Sex and Culture (moved to Category A.)
CRJ 420/SOC 420 Women and Crime
CSL 260 Gender and Work Life (was CSL 360)
ECO 327 Political Economy of Gender
**ISP 334 Sex, Gender and Justice in Global Perspective** (moved to Category A.)
POL 237 Women and Politics
POL 318 The Law and Politics of Sexual Orientation
POL 319 Gender and the Law
PSC 235 Women in Policing
PSY 333 Psychology of Gender
SOC 215 Social Control and Gender: Women in American Society
SOC 333 Gender Issues in International Criminal Justice
Students must consult with the Gender Studies Major Coordinator to ensure adequate coverage. In addition to the regularly offered electives listed above, a number of unique electives that count toward the major will be offered each semester. The Director of the Gender Studies Program will compile a list each semester and disperse it amongst Gender Studies majors and minors.

**Other information.** Students minoring in Gender Studies can receive 3 credits toward the minor if they do an internship in a gender-related field. See the Director for permission.

Total Credits: 18
From: George Andreopoulos, Coordinator, Minor in Human Rights Studies (HRS)

To: UCASC

Re: New Courses – Minor in Human Rights

Date: February 22, 2016

At its most recent meeting, the Governance Committee of the Human Rights Studies Program (HRS) unanimously voted in favor of replacing two courses in our Curriculum with two other courses.

More specifically, in Theme I we would like to replace POL 316 (Politics of Rights) with POL 319 (Gender and Law); and in Theme III we would like to replace SOC 275 (Political Imprisonment) with AFR 320 (Perspectives on Justice in the Africana World).

Rationale: To fulfill the requirements of the HRS Minor, students have to take the required course (POL 320) and at least one course from each of the three themes. Currently, POL 316 and SOC 275 are not being offered, either because the persons who have designed the courses no longer teach at John Jay, or have other teaching commitments. Over the last couple of years, students have had problems fulfilling the requirements because of the unavailability of these courses. We have asked the Sociology Department to provide us with a suitable replacement for SOC 275 and, once they do that, we will include it in our list of offerings.

The HRS Governance Committee requests that UCASC approve the proposed changes to our Curriculum.

Approved by UCASC, April 15, to College Council, May 10, 2016
Minor in Human Rights Studies

Description. The Human Rights Studies minor will introduce students to some of the key conceptual, ethical and methodological approaches to the study and practice of human rights. In particular, it will address key concepts, principles and norms, such as human dignity, non-discrimination, equality, due process, empowerment, human security, human development, and accountability; it will expose students to diverse disciplinary and methodological approaches to the study and practice of human rights from a domestic as well as an international perspective; it will familiarize students with the evolution of international human rights norms both in theory and practice, the latter through the study of pivotal events in the history of human rights, such as the anti-slavery and anti-slave trade campaign, the Civil Rights Movement, the Campaign Against Apartheid, the transnational movement spawned by the Helsinki Final Act, and, more recently the campaign to establish the International Criminal Court and the launching of the Millennium Development Goals; it will train students how to use the human rights framework in order to analyze and assess critical developments in key issue areas of global concern; and it will provide students with internship opportunities so as to hone their advocacy skills in addressing the challenges of an increasingly complex and interconnected world. This minor can be paired with several majors, including Gender Studies, Global History, Humanities and Justice, International Criminal Justice, and Political Science.

Learning Outcomes. Students will:

- Acquire a solid understanding of basic theories, concepts, principles, and norms in human rights.
- Become familiar with the contribution of different disciplines to our understanding of key human rights concepts, principles and norms, such as human dignity, equality, empowerment, non-discrimination, universality, human development, non-refoulement, prohibition of torture and universal jurisdiction.
- Become familiar with the key instruments (treaties, declarations, resolutions) in international human rights law.
- Use this framework in order to critically discuss developments in key issue areas such as peace and security, economic and social development, human protection and justice
- Acquire some basic skills in human rights advocacy (once the internship component is developed)

Rationale. The minor in Human Rights Studies will promote a dynamic and intellectually stimulating approach to the study of human rights (and criminal justice as a whole) from an international, cross-cultural, and comparative perspective. It will provide opportunities for students to apply critical theoretical concepts on and a thorough interdisciplinary understanding of pressing human right issues, related processes and challenges, as well as enable students to relate pressing legal, ethnic, race-related, religious, sexual, cultural, and ethical matters to a human rights framework. Moreover, courses in this minor can facilitate a more thorough understanding of the interconnections among international human rights law and international humanitarian law, as well as relevant prevention and control strategies pertaining to international and transnational crime.

Credits. 18
**Minor Coordinator.** Professor George Andreopoulos, Department of Political Science (212.237.8190, gandreopoulos@jjay.cuny.edu)

**Prerequisites:** POL 101 (or GOV 101) is a prerequisite for POL 320 International Human Rights, which is required in the minor. POL 101 fulfills the Flexible Core: U.S. Experience in its Diversity area of the College's general education requirements.

**Requirements.** The minor has one required course and 15 credits of electives clustered under the themes below. All students enrolled in the minor will have to take the required course and at least one course from each thematic area. A maximum of two courses can overlap with a student's major, other minor or program.

<table>
<thead>
<tr>
<th>PART ONE. REQUIRED COURSES</th>
<th>Subtotal: 3 credits</th>
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<tbody>
<tr>
<td>POL 320 International Human Rights</td>
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<table>
<thead>
<tr>
<th>PART TWO. ELECTIVES</th>
<th>Subtotal: 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select five, at least one from each theme</td>
<td></td>
</tr>
</tbody>
</table>

Theme I. Theories and Concepts
Select at least one

HJS 250 Justice in Western Traditions
HJS 310 Justice in the Non-Western Tradition
PHI 302 Philosophical Issues of Rights
POL 316 The Politics of Rights
**POL 319 Gender and Law**
SOC 251 Sociology of Human Rights

Theme II. Non-Discrimination/Empowerment
Select at least one

ART 224/AFR 224 African American Women in Art
LIT 315 American Literature and the Law
LLS 322 Latino/a Struggles for Civil Rights and Social Justice
POL 313/LAW 313 The Law and Politics of Race Relations
POL 318 The Law and Politics of Sexual Orientation
SOC 333 Gender Issues in International Criminal Justice

Theme III. Human Security/Access to Justice
Select at least one

**AFR 320 Perspectives on Justice in the Africana World**
LIT 342 Perspectives on Literature and Human Rights
LLS 220 Human Rights and Law in Latin America
LLS 343 Race and Citizenship in the Americas
SOC 275 Political Imprisonment

Total: 18 credits
To: Katherine Killoran, Executive Academic Director  
Dara Byrne, Associate Provost and Dean of Undergraduate Studies

From: Professors Adam Berlin, Jeffrey Heiman, Jay Walitalo

Re: Revision to the Writing Minor

Date: March 25, 2016

Introduction and Rationale

This proposal sets out the program-level changes to the Writing Minor and the rationale for the changes to make it the Creative Writing Minor.

John Jay College’s Writing Minor was first approved in 2009 and was part of the growth of the English department’s offerings as it developed its major. As of spring 2016, there are 50 students minoring in Writing.

We propose to revise the Writing Minor to reflect student interest in a creative writing concentration and to call the new minor the Creative Writing Minor. This revision will entail streamlining the program, focusing the gateway course (now English 212, Introduction to Creative Writing) on three genres, developing new creative writing courses (at the 200- and 300- levels), and updating the program’s learning objectives.

The re-defined Creative Writing Minor will no longer house professional-writing classes (business-, legal- and argument-writing). These courses were on the books and thriving long before the Writing Minor was developed. A few years into the new Writing Minor, it became clear that most of our students who identified themselves as writers were actually taking creative writing courses, indicating that the Minor’s original iteration was too loosely built around too many genres. With the narrower frame, the Minor becomes an accurate reflection of courses our students want to take. This narrowed focus of the new Minor is consistent with the curriculum in creative writing minors at colleges and universities around the country.

Expanded offerings in the minor (including advanced courses in Screenwriting, Poetry, Autobiography) will provide a wider range of capstone courses and better enable students to fulfill the 18-credit requirement.
We believe the revised minor meets the interests of students who identify themselves as creative writers. We already have the curricular infrastructure and faculty in place to support this program.

The first stage of this revision is now in place. English 218, The Writing Workshop (now English 212, Introduction to Creative Writing), the gateway course to the Minor, once included professional writing and journalism, which diluted the course and did not reflect student expectations. In this introductory course, students wanted to pursue creative writing only—fiction, poetry, personal narrative. English 212, Introduction to Creative Writing, is now the appropriate gateway to subsequent course offerings in the Minor and is consistent with the gateway course model in many creative writing minors around the country.

Students who want to take writing courses but do not want to focus solely on creative writing will be able to pursue their interests in the English Minor.

Proposed Changes in the Description, Learning Outcomes and Curriculum

1. Title:

Current Program Title: Writing Minor
Proposed Program Title: Creative Writing Minor

2. Minor Description:

Current Minor Description (in JJay Bulletin):
The Writing Minor allows students to practice the craft of writing in various forms and genres. In the minor, students will participate in a broad range of workshop–based courses, including poetry, fiction, creative nonfiction, journalism, legal writing and business writing. Some courses will focus on creating original, artistic work, and others will be geared toward preparing students for careers involving professional writing or for graduate study.

In the creative writing courses, students will master narrative forms and learn how to structure their own experiences into resonant fiction, creative nonfiction and poetry. In the journalism courses, students will learn how to gather appropriate information, ask pertinent questions and write hard news articles and features. In the academic and professional writing courses, students will practice original research, argumentation and advanced rhetorical strategies.

All courses will be conducted as workshops, so students will regularly present their writing for close review and critique by their professors and peers. This emphasis on close reading, as well as on writing, will strengthen their critical abilities. The Writing minor will allow students to
hone their writing skills and to find their own unique voices as they learn to negotiate the demands of specific audiences and genres.

**Revised Minor Description:**
In the Creative Writing Minor, students will practice the craft of writing in a workshop setting. Creative writing is distinguished from academic writing in its focus on emotional experience as the foundation for expression. In the areas of fiction, poetry, personal narrative, screenwriting and autobiography, students will use the close review and critique of the workshop format to produce truer and more effective writing.

In the gateway course, English 212, Introduction to Creative Writing, students will write in three principal genres – fiction, poetry, personal narrative – and learn to provide useful, craft-based critiques to help each writer get closer to the subject and theme of his/her work. English 212 will also help students identify the creative genre they wish to pursue; subsequent courses will require more intensive writing and critique. In 300-level courses, students will hone their narrative or poetic skills and share their work with experienced creative writers and readers.

Writing well empowers the writer and the reader. The Creative Writing Minor will help students find their unique voices, shape their experiences, and refine their literary presentations.

### 3. **Learning Objectives:**

**Current Learning Objectives for the Writing Minor**
In this program:

- Students will develop a critical vocabulary and learn to discuss and critique writing by identifying the strengths and weaknesses of both professional and student work.

- Students will advance their critical thinking skills by studying the choices (conscious and unconscious) that writers make.

- Students will practice making informed structural and stylistic choices in their own writing in several forms and genres, including: poetry, fiction, non-fiction, journalism, business and legal writing, and advanced expository writing.

- Students will learn that revision is the key to good writing by continually revising their work through a series of drafts, and moving toward finished, polished final versions.
• Students will develop their own writing voices and an awareness of the conventions of different genres and audiences.

Revised Learning Objectives for the Creative Writing Minor
In this program students will:

• form a critical vocabulary with which to discuss and critique writing by professional and student writers and distinguish the conscious choices creative writers make;

• implement critical thinking skills by using fundamental elements of each genre to create meaning in their original work;

• make informed structural and stylistic choices in their own writing in poetry, fiction and non-fiction;

• recognize by working through a series of drafts that revision is essential hard work in the creative process;

• refine their own writing voices through reading, peer critique and the habit of writing and revising; and

• develop an awareness of audience by presenting work in a public context, the workshop format.

Rationale: The current objectives must be updated for three reasons.

1. The Writing Minor is redefining itself as the Creative Writing Minor, which will house fiction, poetry and creative nonfiction.

2. The new objectives accurately reflect the needs and interests of our enrolled writing minors. Students who identify themselves as creative writers have expressed interest in an expanded set of course offerings that speak to their desires to produce original creative work.

3. Journalism now has its own minor, and practical writing courses, such as legal, business and advanced argument writing, do not fall under the creative banner.

4. Course Changes
Revised Curriculum:

The Creative Writing Minor requires 18 credits and is structured as follows:

Admission to the minor. Completion of English 201 with a minimum grade of B-, or permission of the Writing Minor Coordinator.

Requirements. Students must complete 18 credits (6 courses) in writing. Students may apply one three-credit literature elective (any 200 or 300 level LIT course), or one three-credit argument-writing class (ENG 255, ENG 316), or one three-credit grammar course (ENG 260) to satisfy the 18-credit requirement. A maximum of two courses may overlap with a student's major, other minor or program.

Part One. Required Courses  
Subtotal: 6 credits

ENG 212 Introduction to Creative Writing (formerly ENG 218)

Choose one 300-level seminar course

ENG 313 Advanced Fiction Writing  
**ENG 3xx Advanced Screenwriting**  
**ENG 3xx Advanced Poetry Writing**  
**ENG 3xx Autobiographical Writing**

Part Two. Writing Electives  
Subtotal: 12 credits

Select four.

ENG 215 Poetry Writing and Reading  
ENG 216 Fiction Writing  
ENG 221 Screenwriting  
ENG 245 Creative Nonfiction  
**ENG 270 Reading and Writing Literature for Young People**  
**ENG 313 Advanced Fiction Writing**  
**ENG 3xx Advanced Screenwriting**  
**ENG 3xx Advanced Poetry Writing**  
**ENG 3xx Autobiographical Writing**
Current Curriculum – Reflecting Changes
The existing Writing Minor requires 18 credits for completion and is structured as follows:

Admission to the minor. Completion of English 201 with a minimum grade of C+, or permission of the Writing Minor Coordinator.

Requirements. Students must complete 18 credits (6 courses) in writing. Students may apply one three-credit literature elective (any 200 or 300 level LIT course) in satisfying the 18 credits. A maximum of two courses can overlap with a student’s major, other minor or program.

Part One. Required Courses
Subtotal: 6 credits

ENG 218 The Writing Workshop (now ENG 212)

Choose one 300-level seminar course

ENG 313 Advanced Fiction Writing
ENG 316 Advanced Writing and Response: Theory and Practice (Prerequisite: ENG 255)

Part Two. Writing Electives
Subtotal: 12 credits

Select four.

ENG 215 Poetry Writing and Reading
ENG 216 Fiction Writing
ENG 221 Screenwriting
ENG 228/ANT 228 Introduction to Language
ENG 230 Journalism in the 21st Century
ENG 233 News Reporting and Writing
ENG 235 Writing for Management, Business and Public Administration
ENG 242 Contemporary Media in Everyday Life
ENG 245 Creative Nonfiction
ENG 250 Writing for Legal Studies
ENG 255 Argument Writing (Note: Students must have received at least a B+ or higher in ENG 101 and ENG 201 to take this course)
ENG 260 Grammar, Syntax, and Style: Writing for All Disciplines
ENG 313 Advanced Fiction Writing (Moves to Part One)
ENG 316 Advanced Argument Writing and Response: Theory and Practice (Prerequisite: ENG 255)
ENG 328/ANT 328 Forensic Linguistics
ENG 334 Intermediate News Reporting and Writing
ENG 336 Digital Journalism
ENG 350 Advanced Legal Writing: Advocacy and Oral Argument
Appendix I.

Assessment Information

Creative Writing is art, and art is a subjective report on experience. While metrics for creative writing can’t fully address the texture of the process and the product, instructors can evaluate the piece itself, the amount of work that goes into the piece, and the quality of peer critiques. The gateway course sets out the structural guidelines for each creative genre, provides the vocabulary for public critique, and highlights the importance of revision. Instructors’ assessments of the work are based on the mastery of these elements. The assessment criteria for upper-level classes are foundationally the same but become more rigorous.

Of fiction, we would ask:

- Does the writer employ structural elements of fiction (character, plot, dialogue, setting)?
- Does the story demonstrate the writer’s understanding of the arc of fiction (development, conflict, climax and resolution, theme)?
- Has the writer faced the hard emotions central to character?
- Is the prose original and consistent with voice?
- Has the work been carefully edited and revised?

Of poetry:

- Has the writer carefully considered the conventions of poetry (sound, meter, diction, imagery)?
- Is the writer in control of structure and meaning?
- Has cliché been avoided or consciously used?
- Are the poetic choices organic to the poem?
- Has the work been carefully edited and revised?

Of personal narrative:

- Are the elements of story-telling used effectively?
- Has the piece been structured to create meaning and drama?
- Does the writer grasp underlying implications of the subject?
- Does the writer demonstrate knowledge of the creative voice?
- Has the work been carefully edited and revised?
Of critical ability:
- Does the student/critic support observations with appropriate logic and textual evidence?
- Does the student employ critical vocabulary appropriate to each genre?
- Do the student’s written and oral comments provide specific direction to the writer’s revision process?
- Has the student been an active contributor to the workshop critiques?

Of revision:
- Has the writer advanced the work based on peer and instructor comments?
- Does the final draft show significant re-thinking and re-shaping?
- Does the writer show greater control of language?
- Has the writer submitted a clean final manuscript?

In all genres and at all levels, students are asked to revise their original work. It becomes quickly apparent which writers do little more than correct the obvious flaws, and which are willing to rethink their choices and struggle with emotion and structure and language, all essential to a thorough revision of a story, narrative or poem.

Last, written peer critiques, a major component of each class, are regularly collected and evaluated. Readers cannot simply like a piece or not; their comments need to show careful consideration of fundamentals of genre as well as aesthetic choices.

On the program level, students who finish a 300-level course should show mastery of the genre. Finished work should be the product of multiple revisions that incorporate comments of professor and peers and show the writer’s critique of his/her own work through careful writing choices. 300-level work will also show the writer’s broader appreciation of theme, ultimately the unifying element of creative writing.

A more comprehensive assessment of the program will become possible when we see students move from the gateway through the specialized courses to the capstone.
When completed, email the proposal form in one file attachment for UCASC consideration and scheduling to kkiloran@ijay.cuny.edu.

1. a. Department(s) or program(s) proposing this course: Sciences
   b. Name and contact information of proposer(s): Angelique Corthals acorthals@ijay.cuny.edu 212-557-4832

2. a. Title of the course Human Pathology
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Pathology
   c. Level of this course 100 Level 200 Level ___ 300 Level ___ 400 Level

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

This course will integrate the biological and anatomical concepts explored in previous biology courses by applying them to the study of human tissues in both normal and disease state. It is essential that students have a solid background in cell biology and a sufficient background in anatomy to enter this course. Students will be expected to have acquired intermediate study and research skills in biology and integrate them to this specialized topic as they will deepen their knowledge and the material will be more challenging than for 100 and 200 levels courses. Students will need to be proficient in using basic research tools and integrate them with the new sources of information that will be given in this course.

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

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.)

   John Jay College has just created a new major (Cell and Molecular Biology) and has put resources in pre-med counseling for student wishing to go to medical school after their degree at John Jay. A course in pathology would jump start their introduction to
clinical applications of biology as well as give our student a much needed edge over many other institutions with pre-med programs.

This course will integrate the biological and anatomical concepts explored in previous courses such as cell biology, molecular biology and anatomy and physiology by applying them to the specific area of pathology. It is a holistic course that ties in many of the disciplines of biology and allows the students to think critically about the underlying causes and mechanisms of diseases, rather than just as a set of symptoms. It will be invaluable to students going on to medical school, but also to biology students as well as students seeking a career in biomedical research or clinical laboratories. Furthermore, John Jay College will be the only college to offer this class in the CUNY system, and it fits in both our justice mission (approach to medical justice and ethics in medicine) as well as our criminal justice mission when coupled with the follow-up class in Introduction to Forensic Pathology (BIO 3XX).

4. **Course description** as it is to appear in the College Bulletin.

This course will provide a comprehensive introduction to human pathology with emphasis on mechanisms of disease and modern diagnostic technologies. Topics will include (1) General Mechanisms of Disease (Inflammation, Infection, Immune Injury, Host Response to Foreign Materials, Transplantation, Genetic Disorders and Neoplasia), (2) Pathology of Lipids, Enzymes and Molecular Transporters, (3) Pathology of Major Organ Systems, (4) Review of Diagnostic Tools from Invasive Surgical Pathology to Non-invasive Techniques such as Optical Spectroscopy, Functional Imaging, and Molecular Markers of Disease and (5) Ethics in Pathology (patients data, HIPAA regulation, Henrietta Lacks case study). The objectives of this course are achieved by a set of integrated lectures and laboratories, as well as a student-driven term project leading to a formal presentation on a medical, socioeconomic, or technological issue in human pathology.

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

   ENG 102, BIO 104

6. Number of:

   a. Class hours  6 (3 lecture, 3 lab)

   b. Lab hours  3

   c. Credits  4

7. Has this course been taught on an experimental basis?
   
   X No  Yes. If yes, then please provide:

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?
Reasoning and knowledge

- Students will be able to articulate the mechanisms, signs and symptoms, and analytical detection of diseases
- Students will understand the processes of disease etiology and pathogenesis according to each organ system
- Students will compare and contrast affected versus normal human tissue specimens.
- Students will formulate and document diagnostic opinions and data developed from analytical measurement of biological samples that are generated in the laboratory section of the course
- Students will discuss the ethical ramifications of clinical diagnoses, human samples as research material (mandatory reading: *The Immortal Life of Henrietta Lacks*) and pricing of healthcare related to diagnoses.

Practical skills

- Students will learn basic anatomical and surgical pathology techniques
- Students will learn techniques of histology and histoimmunochemistry as the two pillars of anatomical and surgical pathology

Communication

- Participate in discussions as well as written and oral expression of thoughts and opinions, such as case studies, written exams and oral presentation assignments

9. Will this course be part of any major(s), minor(s) or program(s)?
   - No
   - X Yes
   - Cell and Molecular Biology Major
   - Biology minor elective

10. Will this course be part of JJ’s general education program?
    - Yes
    - X No

11. How will you assess student learning?
    Learning will be assessed by the following:
    1.) In-class: Midterm and Final Exam
    2.) In-class: Weekly discussions, reading of scientific articles
    3.) Homework and in-class: Oral presentation and final case-based laboratory report

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

Approved by UCASC, April 15, to College Council, May 10, 2016
• Are there adequate resources in the library to support students’ work in the course
  Yes  X  No
• Will your students be expected to use any of the following library resources? Check all that apply.

13. Syllabus  (See Attached)

14. Date of Department curriculum committee approval ___March 9, 2016_____

15. Faculty - Who will be assigned to teach this course? Corthals, adjuncts instructors

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.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
  X  Not applicable  ___No  ___Yes.

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:
Larry Kobilinsky
Name of Chair giving approval, Proposer’s Department
Human Pathology (BIO 3XX):

Human Pathology

Instructor: Angelique Corthals, Ph.D.
Room: Room 05.61.08 NB
Email: acorthals@jjay.cuny.edu
Office hours: Monday-Wednesday: 1.15:00pm-2:45pm

<table>
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<tr>
<th>Lectures: Monday-Wednesday</th>
<th>Room:</th>
<th>Dr. Corthals</th>
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<tbody>
<tr>
<td>Lab: Monday-Wednesday</td>
<td>Room:</td>
<td>Dr. Corthals + TBA instructor</td>
</tr>
</tbody>
</table>

**Course description:** This course will provide a comprehensive introduction to human pathology with emphasis on mechanisms of disease and modern diagnostic technologies. Topics will include (1) General Mechanisms of Disease (Inflammation, Infection, Immune Injury, Host Response to Foreign Materials, Transplantation, Genetic Disorders and Neoplasia), (2) Pathology of Lipids, Enzymes and Molecular Transporters, (3) Pathology of Major Organ Systems, (4) Review of Diagnostic Tools from Invasive Surgical Pathology to Non-invasive Techniques such as Optical Spectroscopy, Functional Imaging, and Molecular Markers of Disease and (5) Ethics in Pathology (patients data, HIPAA regulation, Henrietta Lacks case study). The objectives of this course are achieved by a set of integrated lectures and laboratories, as well as a student-driven term project leading to a formal presentation on a medical, socioeconomic, or technological issue in human pathology.

**Learning Objectives of BIO3xx**

**Reasoning and Knowledge**
- Students will be able to articulate in depth the analytical detection, mechanisms, signs and symptoms of diseases
- Students will understand the processes of disease etiology and pathogenesis according to each organ system
- Students will compare and contrast affected versus normal human tissue specimens.
- Students will formulate and document diagnostic opinions and data developed from analytical measurement of biological samples that are generated in the laboratory section of the course
- Students will gain further understanding of the ethical ramifications of clinical diagnoses, human samples as research material (mandatory reading and discussion on The Immortal Life of Henrietta Lacks) and pricing of healthcare related to diagnoses, especially in the context of resource-limited countries or non-universal healthcare system (such as the USA).

**Practical skills**
- Students will learn basic anatomical and surgical pathology techniques
- Students will learn techniques of histology and histoimmunochemistry as the two pillars of anatomical and surgical pathology

**Required Texts:**

**Recommended Text**
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.
- SELF-PLAGIARISM = PLAGIARISM. If you cut and paste from your own previous work/papers, it is considered plagiarism as well, and you will be graded accordingly (with a 0 for that assignment).
- It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.
- This course will use SafeAssign for all written assignments. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

Blackboard:

- Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly.
- Furthermore, students are responsible for checking their John Jay e-mail account regularly for important announcements.
- Contact DoIT, not your Bio instructor, for help with e-mail or Blackboard.
- Unless there is a verifiable outage, no blackboard excuses (I could not load it; I could not download, a gremlin appeared in my computer, etc etc) will be accepted for failure to submit an assignment on the due day and time.

Grades: The grade is a composite of in-class exams, lab quizzes; lab skills, and a final oral presentation. In addition, the instructor will assign points, from 0-5, for each student based on the quality and quantity of their in-class participation. As bonus points, these are not guaranteed to any student, and purely at the discretion of the instructor. The chart here (→) shows the breakdown of the composition of the course grade.

Grading will not be curved.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>93.0 and above</td>
<td>80%</td>
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<td>90.0 - 92.9</td>
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<td>87.0 - 89.9</td>
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<td>60.0 - 62.9</td>
<td>5%</td>
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<tr>
<td>below 60.0</td>
<td>0%</td>
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</table>

Grading Scale: The grading scale here (←) is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale here (←) will then be strictly used. This means that a 72.949% is a “C-” and a 72.950% is a “C.” These calculations are done by the computer so there are no judgment calls or “leniency.”
You must check Blackboard and your John Jay E-mail account regularly.
You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.

NO EXCUSES

Important Policies

Course Attendance: You are required to attend the lectures and laboratories. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. You will not be permitted to sign the attendance sheet after the class has been dismissed. You will be allowed three absences with no required documentation. However, beginning with the fourth undocumented absence, your final course grade will be penalized by two points (2%) for each undocumented absence. Arrivals later than five minutes after the start of class will count as a one-half absence. A participation grade will also be assigned, as described above.

Class Protocol: All electronic devices, except for laptop computers, must be turned off in class. Recording is not permitted except with the specific permission of the Accessibility office.

CUNY John Jay College expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people.

Exams (100 points each): There will be two in-class exams: a midterm, and a final. The midterm will cover the first half of the course and occur as scheduled in the syllabus. The final exam will cover the second half of the course and take place during the time allotted by the College-wide final exam schedule. These exams will be a combination of multiple-choice and essay questions covering the assigned readings and the lecture material. The two exams will each form 20% of the course grade.

Exams attendance:
- Late arrival at an exam of more than 20 mins is considered an unexcused absence, and will therefore result in an F for that exam.
- Bathroom breaks are not allowed during the exams.
- There are NO make-up exam for the Final exam. If you have a valid excuse, you will be given an incomplete grade. If no excuse, you will be given an F for the final.

Attendance at all exams is mandatory. The only acceptable excuses for missing a test are (1) verifiable illness; (2) verifiable family emergency (documented). Absentees must provide paper documentation of absences to the instructor. To be acceptable, an excuse must be issued on official letterhead (for example, a physician’s office), must state that you were unable to attend class on the date of the missed test and why, and must be verifiable, by phone, by the instructor. No other excuses will be considered valid. Except in cases of protracted illness or disability, excuses must be submitted within one week of the missed test. In no case will an excuse for any test, except the final exam, be accepted after the last day of classes.

EXCUSES:
Please note that the ONLY acceptable excuses for missing a class are
- a verifiable illness
- a verifiable family emergency
- (in the case of documented student athletes only) a university-sponsored sports event.

If you miss an attendance day or an exam for any unexcused reason, you will not be allowed to take a make-up exam.
Lab Quizzes (5 points each): There will be several quizzes *at the instructor’s discretion* that relates to the material taught in lectures, class exercises and the specific reading assignments indicated on the schedule.

General quizzes and in-lab exercises will not be announced, but students should expect that each laboratory session will have a quiz and/or graded class exercise. Therefore excessive unexcused absences at lab will result in a fail grade.

The lowest quiz grade will be dropped. The quizzes will form **20% of your final grade**.

Attendance at the quizzes is mandatory and follows the same protocol as the exam (see above) if you are absent. Lateness in more than 10 minutes will result in being counted as absent, and thus a 0 for that quiz.

Laboratory Skills and Final Lab Report: For this, the students will be evaluated in their general laboratory histological and pathological skills. Preparation of tissue slides, as well as microscopic reading of tissue slides will be evaluated by exercises at every laboratory session. Students will produce a case-based final laboratory report (minimum 4000 words). Students will use cases seen in the lab or cases they have identified from a primary source (from the *New England Journal of Medicine*, for example) and combine them to an in-depth research using tools such as SCOPUS, PubMed and Google Scholar. Links to all three databases are available through Blackboard. Innovative approaches (eg: approaching practitioners; multidisciplinary and multi-technical approaches to solving a specific case, etc.) to researching the case will be among the criteria used to assess the report. The laboratory skills and reports account for **50%** of the final grade (25% skills, 25% report).

Group presentation: You will be asked to give a group powerpoint presentation of 15 minutes in lab. There will be 6 groups of 4 students per group set at the beginning of the semester. The presentation overall topic will be decided in **Week 4**. Each member of the group will then choose a subtopic from the overall subject of the group presentation on **Week 5** (i.e. Overall topic = Pancreatic Cancer; subtopics = 1. diagnoses; 2. Mechanism; 3. etc.). The group will then present a coherent and well-structured powerpoint presentation (so plan it as a group beforehand!!) on **Week 12**. Individual members of the group will be graded, with extra points offered to each for well-structured and cohesive group work (or points taken away if the latter is not evident at the time of the presentation). The group presentation is worth **10%** of your total grade. Topics will emphasize broad and multi-disciplinary issues such as (but not limited to):

- Inter- and intra-observer variability: how certain are pathological diagnoses?
- Real-time diagnostic techniques: can machines make clinically acceptable diagnostic decisions?
- What is the optimal screening strategy for dysplasia in Barrett's esophagus or ulcerative colitis?
- "Roundness factor" and other non-intuitive morphological features: is there a role for machines and robotics in routine diagnostic pathology?
- What is "normal"?
- Race and Gender in pathology diagnoses: environment, socio-economics and statistics – what is "normal" and when are there *a-priori* biases in diagnoses and treatment?
- Cost-effectiveness in the laboratory: should we examine hernia sacs or calcified heart valves?
- Pathologists in the media: how are pathologists portrayed in the public media? Has the media portrayal of the pathologists been detrimental or beneficial to the practice of pathology?
- Marketing of novel diagnostic technologies: can novel diagnostic technologies use traditional pathology as the gold standard, but at the same time aspire to become the gold standard?
- How are laboratory reference ranges established in adults? How would you establish reference ranges for common blood analytes in infants and toddlers? How would you establish reference ranges for uncommon analytes in infants and toddlers?

Approved by UCASC, April 15, to College Council, May 10, 2016

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Course Reading List

Required Texts (student purchase, unless library has e-book):


Recommended Text:


Important References in Human Pathology (suggested readings)

**General Pathology**

- Anderson, JR *Muir’s Textbook Of Pathology* Arnold (London) 0-7131-4357-6
- Damjanov, I, Rubin, E *Pathology* (3rd Ed 1998) Lippincott (Philadelphia)
- Ham, AW *Corriveau DH Histology* Lippincott (Philadelphia) 0-397-52089
- Hill, RB *La Via, MF editors Principles Of Pathobiology* Oxford University press (Oxford)
- Reynolds, GJ *Lymphoid Tissue*
- Taussig, RJ *Processes In Pathology And Microbiology* Blackwell Scientific Publications (Oxford)
- Underwood, JCE *Introduction To Biopsy Interpretation And Surgical Pathology* Springer-Verlag

**Histology**

- Krstic, RV *Illustrated Encyclopedia Of Human Histology* Springer-Verlag 0-387-13142-6

**Immunohistochemistry**

- Bullock, GR & Petrusz, P *Techniques In Immunocytochemistry II* (1983) Academic Press 0.12.140402.1
- Bullock, GR & Petrusz, P *Techniques In Immunocytochemistry IV* (1989) Academic Press 0.12.140407.2
• Jasani, B & Schmid, KW Immunohistochemistry In Diagnostic Histopathology Churchill Livingstone (Edinburgh) 0-443-04018-4 Polak, JM &Van Noorden, S Immunocytochemistry: Practical Applications In Pathology And Biology
• Polak, JM &Van Noorden, S Introduction To Immunocytochemistry (2nd Ed 1997) Bois Scienti c Publishers Royal Microscopical Society 1 85996 086 3
• True LD Atlas of Diagnostic Immunohistopathology Lippincott Gower 0 397 44658 6

General Topics
• Baker, FJ Silverton, RE & Pallister CJ Introduction To Medical Laboratory Technology (7th Ed 1998) Butterworth Heinmann 0 7506 2190 7 Graham, PB Autoradiography For Biologists
• Paul, J Cell And Tissue Culture
• Watson, JV Introduction To Flow Cytometry (1st Ed 1991) Cambridge University Press 0521 38061 8
• Wolfe Medical Atlases; General Pathology, Forensic Pathology, Histology, Neuropathology, Pathology Of Lymph Nodes Bracegirdle, B Modern PhotoMACROgraphy Microscopy handbook 31 (1st Ed 1995) Bois Scienti c Publishers 1 872748 49X
• Bracegirdle, B Modern PhotoMICROgraphy Microscopy handbook 33 (1st Ed 1995) Bois Scienti c Publishers 1 85996 09 01 Journals

Journals
• Archives of Pathology & Laboratory Medicine
• Human Pathology British Journal of Biomedical Science American Journal of Clinical Pathology
• Histopathology
• Journal of Clinical Pathology
• Journal of Pathology
• Journal of Histochemistry & Cytochemistry

Databases
• SCOPUS: http://guides.lib.jjay.cuny.edu/c.php?g=288319&p=1922565
• John Jay Library Forensic Science Database: http://guides.lib.jjay.cuny.edu/forensicscience
• Google Scholar: https://scholar.google.com/
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Academic calendar note</th>
<th>Lecture Topic</th>
<th>Lab Topic</th>
<th>Readings</th>
<th>TO DO</th>
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<tr>
<td>WEEK 1</td>
<td>Monday</td>
<td></td>
<td>Cells and Tissues Part I</td>
<td>Lab 1. Introduction to Histology - Part I + exercise on using scholarly databases and open-source citation manager Mendeley</td>
<td>Chapter 1: Pathologic Basis of Diseases pp. 1-29</td>
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<td>WEEK 2</td>
<td>Monday</td>
<td></td>
<td>Cells and Tissues - Part II</td>
<td>Lab 2. Introduction to Histology - Part II</td>
<td>Chapter 3: Pathologic Basis of Diseases pp. 75-99</td>
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<td>WEEK 4</td>
<td>Monday</td>
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<td>Organ System Pathology: The Heart</td>
<td>Lab 5. The Heart</td>
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<td>WEEK 5</td>
<td>Monday</td>
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<td>Organ System Pathology: Kidneys and Blood Vessels PART I</td>
<td>Lab 6_I. Kidneys and Blood Vessels PART I</td>
<td>Journal Article TBA</td>
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<td>Wednesday</td>
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<td>WEEK 6</td>
<td>Monday</td>
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<td>Organ System Pathology: Kidneys and Blood Vessels PART II</td>
<td>Lab 6_II. Organ System Pathology: Kidneys and Blood Vessels PART II</td>
<td>Journal Article TBA</td>
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<td>WEEK 7</td>
<td>Monday</td>
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<td>Organ System Pathology: Lungs</td>
<td>Lab 7. Lungs and Liver PART I</td>
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<td>WEEK 8</td>
<td>Monday</td>
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<td>Organ System Pathology: The Gastrointestinal Tract PART I</td>
<td>Lab 8_I. The Gastrointestinal Tract PART I</td>
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<td>Midterm Exam</td>
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<td>Week</td>
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<td>Lecture Topic</td>
<td>Lab Topic</td>
<td>Readings</td>
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<td>WEEK 9</td>
<td>Monday</td>
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<td>Organ System Pathology: The Gastrointestinal Tract PART II</td>
<td>Lab 8. i. The Gastrointestinal Tract PART II</td>
<td>Journal Article TBA</td>
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<td>WEEK 10</td>
<td>Monday</td>
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<td>Organ System: Reproductive Organs</td>
<td>Lab 9: reproductive organ</td>
<td>Henrietta Lacks: Chapter 3: Diagnoses and Treatment</td>
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<td>WEEK 12</td>
<td>Monday</td>
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<td>The Nervous System</td>
<td>Lab 11. The Nervous System</td>
<td>Journal Article TBA</td>
<td>Group presentation</td>
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<td>Wednesday</td>
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<td>WEEK 13</td>
<td>Monday</td>
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<td>Ethics in Anatomical and Surgical Pathology - Ethics of human biological samples</td>
<td>Lab discussion: Ethics in Anatomical and Surgical Pathology Lab discussion - Race and Gender in pathology diagnoses: what is “normal” and when do a-priori biases happen in diagnoses?</td>
<td>Henrietta Lacks: all chapters</td>
<td>Final lab report due</td>
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<td>WEEK 14</td>
<td>Monday</td>
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<td>Clinical Laboratories</td>
<td>New, enhanced virtual Autopsy</td>
<td>Site visit at Mount Sinai Pathology Dept</td>
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<td>Final Exams Week</td>
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<td>Final Exam TBD</td>
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JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  
Date Submitted: March 7, 2016  

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

1. a. Department(s) or program(s) proposing this course: Sciences
       b. Name and contact information of proposer(s):
          Angelique Corthals
          acorthals@jjay.cuny.edu
          212-557-4832

2. a. Title of the course Forensic Pathology
       b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Forensic Pathology
       c. Level of this course  _100 Level _200 Level _X_ 300 Level _400 Level

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

This course is the forensic complement of Human Pathology (BIOxxx) for students wishing to focus their basic knowledge of pathology to a specific sub-category of the field involved in the criminal justice system. Students will acquire a basic knowledge of pathology and histopathology techniques to integrate them to this specialized topic. Students will need to be proficient in using basic research techniques in pathology and integrate them with the new sources of information that will be given in this course. Laboratory skills will be assessed continuously, and students will be asked to provide a case-based final laboratory reports, developed with minimal input from the faculty. Finally students will do a group presentation on a topic of forensic pathology, where they will be required to approach their chosen subject at both the scientific and ethical levels.

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

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.)

John Jay College has just created a new major (Cell and Molecular Biology) and has put resources in pre-med counseling for student wishing to go to medical school (and

Approved by UCASC, April 15, to College Council, May 10, 2016
other health professions) after their degree at John Jay. A course in forensic pathology would jump start their introduction to the criminal justice side of pathology, as well as give our student a much needed edge over many other institutions with pre-med programs.

This course will integrate the biological and anatomical concepts explored in previous the introduction to pathology course. It is a follow-up course that combines aspects of basic pathology and forensic science, and it will allow the students to think critically about the underlying causes and mechanisms of specific trauma. It will be invaluable to biology students going on to medical school, but also to forensic science major students (criminalistics, toxicology and molecular biology) as they will gain a deeper understanding of the process of autopsy and trauma analyses at an introductory medical level within the context of the criminal justice system. This course would also be invaluable to students seeking a career in biomedical research or clinical laboratories. Furthermore, John Jay College will be the only college to offer this class in the CUNY system, and it fits in both our justice mission (approach to medical justice and ethics in forensic medicine) as well as our criminal justice mission (presentation of data to a court, chain of custody during an autopsy etc.)

4. **Course description** as it is to appear in the College Bulletin.

This course will provide a comprehensive introduction to forensic pathology, a subcategory of pathology linked to criminal justice. The goal of this class is to provide a basic working knowledge for the interpretation of medical facts and the circumstances surrounding unexplained or violent deaths. Topics will include (1) Craniocerebral and vertebrospinal trauma and sudden neurological death, (2) Asphyxia and thermal injuries, (3) Penetrating trauma (firearm, sharp force), (4) Blunt trauma, and (5) Autopsy and Ethics linked to the practice of forensic pathology in the criminal justice system. The objectives of this course are achieved by a set of integrated lectures and laboratories, as well as a student-driven term project leading to a formal presentation and written report on a specific case in forensic pathology or a specific protocol related to the practice of forensic pathology.

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

ENG 201, BIO 104

6. Number of:
   a. Class hours 6 (3 lecture, 3 lab)
   b. Lab hours 3
   c. Credits 4

7. Has this course been taught on an **experimental basis**?
   X No  _____ Yes. If yes, then please provide:

Approved by UCASC, April 15, to College Council, May 10, 2016
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?

**Reasoning and knowledge**
- Students will be able to articulate the mechanisms, signs and symptoms and analytical detection of trauma
- Students will understand how to investigate and determine violent/unexplained deaths
- Students will compare and contrast affected versus normal human tissue specimens
- Students will formulate and document diagnostic opinions and data developed from analytical measurement of biological samples that are generated in the laboratory section of the course
- Students will gain further understanding of the ethical ramifications of diagnoses, statement of cause and manner of death, and the effect of testimonies in the criminal justice context, including study-cases in non-democratic countries.

**Practical skills**
- Students will learn basic forensic pathology techniques
- Students will attend an autopsy at Stony Brook University School of Medicine

**Communication**
- Participate in discussions as well as written and oral expression of thoughts and opinions, such as case studies, written exams, final written report and oral presentation assignments

9. Will this course be part of any major(s), minor(s) or program(s)?
   
   - X Yes
   - Cell and Molecular Biology major
   - Biology minor

10. Will this course be part of JJ’s general education program?
    
    - X No
    - X Yes

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

    **Learning will be assessed by the following:**
    1.) In-class: Midterm and Final Exam
    2.) In-class: Weekly discussions, reading of scientific articles
    3.) Homework and in-class: Oral presentation and final case-based laboratory report

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

   - X Yes
   - No

   - If yes, please state the librarian’s name ____ Ellen Sexton____

Approved by UCASC, April 15, to College Council, May 10, 2016
Are there adequate resources in the library to support students’ work in the course
Yes X No

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

13. Syllabus  (See Attached)

14. Date of Department curriculum committee approval ____March 9 2016____

15. Faculty - Who will be assigned to teach this course? Corthals, adjunct/lab instructor

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.

17. Did you consult with department(s) or program(s) offering similar or related courses or majors?
   X Not applicable ____No ____Yes.

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:
   Larry Kobilinsky
   Chair, Sciences Department
Forensic Pathology (BIO 3XX):

Forensic Pathology

Instructor: Angelique Corthals, Ph.D.
Room: Room 05.61.08 NB
Email: acorthals@jjay.cuny.edu
Office hours: Monday-Wednesday: 1.15:00pm-2:45pm

<table>
<thead>
<tr>
<th>Lectures: Monday - Wednesday</th>
<th>Dr. Corthals</th>
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<tbody>
<tr>
<td>Labs: Monday-Wednesday</td>
<td>Dr. Corthals + lab instructor</td>
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Course description: This course will provide a comprehensive introduction to forensic pathology, a subcategory of pathology linked to criminal justice. The goal of this class is to provide a basic working knowledge for the interpretation of medical facts and the circumstances surrounding unexplained or violent deaths. Topics will include (1) Craniocerebral and vertebrospinal trauma and sudden neurological death, (2) Asphyxia and thermal injuries, (3) Penetrating trauma (firearm, sharp force), (4) Blunt trauma, and (5) Autopsy and Ethics linked to the practice of forensic pathology in the criminal justice system. The objectives of this course are achieved by a set of integrated lectures and laboratories, as well as a student-driven term project leading to a formal presentation and written report on a specific case in forensic pathology or a specific protocol related to the practice of forensic pathology.

Learning Objectives of BIO3xx

Reasoning and Knowledge
- Students will be able to articulate in depth the analytical detection, mechanisms, signs and symptoms of trauma
- Students will understand how to investigate and determine violent/unexplained deaths
- Students will compare and contrast affected versus normal human tissue specimens
- Students will formulate and document diagnostic opinions and data developed from analytical measurement of biological samples that are generated in the laboratory section of the course
- Students will gain further understanding of the ethical ramifications of diagnoses, statement of cause and manner of death, and the effect of testimonies in the criminal justice context, including study-cases in non-democratic countries.

Practical skills
- Students will master basic forensic pathology techniques
- Students will attend an autopsy at Stony Brook University School of Medicine

Required Texts:
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.
- SELF-PLAGIARISM = PLAGIARISM. If you cut and paste from your own previous work/papers, it is considered plagiarism as well, and you will be graded accordingly (with a 0 for that assignment).
- It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.
- This course will use SafeAssign for all written assignments. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

Blackboard:

- Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly.
- Furthermore, students are responsible for checking their John Jay e-mail account regularly for important announcements.
- Contact DoIT, not your Bio instructor, for help with e-mail or Blackboard.
- Unless there is a verifiable outage, no blackboard excuses (I could not load it; I could not download, a gremlin appeared in my computer, etc etc) will be accepted for failure to submit an assignment of the due day and time.

Grades: The grade is a composite of in-class exams, lab quizzes; lab skills, and a final oral presentation. In addition, the instructor will assign points, from 0-5, for each student based on the quality and quantity of their in-class participation. As bonus points, these are not guaranteed to any student, and purely at the discretion of the instructor. The chart here (→) shows the breakdown of the composition of the course grade.

Grading will not be curved.

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<th>93.0 and above</th>
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<td>90.0 - 92.9</td>
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<td>87.0 - 89.9</td>
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<td>73.0 - 76.9</td>
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<td>60.0 - 62.9</td>
<td>D-</td>
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<tr>
<td>below 60.0</td>
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Grading Scale: The grading scale here (←) is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale here (←) will then be strictly used. This means that a 72.949% is a “C-” and a 72.950% is a “C.” These calculations are done by the computer so there are no judgment calls or “leniency.”
**You must check Blackboard and your John Jay E-mail account regularly.**
You are responsible for any and all course information, assignments, announcements, and communication that occurs through Blackboard and/or your email account. **NO EXCUSES**

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**Important Policies**

**Course Content Warning:**
Forensic Pathology contains images that may be disturbing to some, including (but not restricted to) images of victims of violent crime, genocides, traffic accidents, and natural/mass disasters. Students who are sensitive to this material are advised to not take the course. Should students attending the class feel disturbed by the material, they should immediately warn the professor and will be directed to the counseling services available at John Jay College (http://www.jjay.cuny.edu/counseling).

**Course Attendance:** You are required to attend the lectures and laboratories. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. You will not be permitted to sign the attendance sheet after the class has been dismissed. You will be allowed three absences with no required documentation. However, beginning with the fourth undocumented absence, your final course grade will be penalized by two points (2%) for each undocumented absence. Arrivals later than five minutes after the start of class will count as a one-half absence. A participation grade will also be assigned, as described above.

**Class Protocol:** All electronic devices, except for laptop computers, must be turned off in class. Recording is not permitted except with the specific permission of the DSS office.

CUNY John Jay College expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people.

**Exams (100 points each):** There will be two in-class exams: a midterm, and a final. The midterm will cover the first half of the course and occur as scheduled in the syllabus. The final exam will cover the second half of the course and take place during the time allotted by the College-wide final exam schedule. These exams will be a combination of multiple-choice and essay questions covering the assigned readings and the lecture material. The two exams will each form 20% of the course grade.

**Exams attendance:**
- Late arrival at an exam of more than 20 mins is considered an unexcused absence, and will therefore result in an F for that exam.
- Bathroom breaks are not allowed during the exams.
- There are NO make-up exam for the Final exam. If you have a valid excuse, you will be given an incomplete grade. If no excuse, you will be given an F for the final.

**Attendance at all exams is mandatory.** The only acceptable excuses for missing a test are (1) verifiable illness; (2) verifiable family emergency (documented). Absentees must provide paper documentation of absences to the instructor. To be acceptable, an excuse must be issued on official letterhead (for example, a physician’s office), must state that you were unable to attend class on the date of the missed test and why, and must be verifiable, by phone, by the instructor. No other excuses will be considered valid. Except in cases of protracted illness or disability, excuses must be submitted within one week of the missed test. In no case will an excuse for any test, except the final exam, be accepted after the last day of classes.

**EXCUSES:**
Please note that the ONLY acceptable excuses for missing a class are
- a verifiable illness

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If you miss an attendance day or an exam for any unexcused reason, you will not be allowed to take a make-up exam.

**Lab Quizzes (5 points each):** There will be several quizzes *at the instructor’s discretion* that relates to the material taught in lectures, class exercises and the specific reading assignments indicated on the schedule.

General quizzes and in-lab exercises will not be announced, but students should expect that each laboratory session will have a quiz and/or graded class exercise. Therefore excessive unexcused absences at lab will result in a fail grade.

The lowest quiz grade will be dropped. The quizzes will form 20% of your final grade.

**Laboratory Skills and Final Research Report:** For this, the students will be evaluated in their general laboratory histological and pathological skills. Preparation of tissue slides, as well as microscopic reading of tissue slides will be evaluated by exercises at every laboratory session. Students will produce a case-based final research report (minimum 4000 words), Students will use cases seen in the lab or cases they have identified from a primary source (from the *New England Journal of Medicine*, for example) and combine them to an in-depth research using tools such as SCOPUS, PubMed and Google Scholar. Innovative approaches (eg: approaching practitioners; multidisciplinary and multi-technical approaches to solving a specific case, etc.) to researching the case will be among the criteria used to assess the report. The laboratory skills account for 50% of the grade (25% for the skills; 25% for the report).

**Group presentation:** You will be asked to give a group powerpoint presentation of 15 minutes in lab. There will be 6 groups of 4 students per group set at the beginning of the semester. The presentation overall topic will be decided in Week 4. Each member of the group will then choose a subtopic from the overall subject of the group presentation on Week 5 (i.e. Overall topic = Pancreatic Cancer; subtopics = 1. diagnoses; 2. Mechanism; 3. etc.). The group will then present a coherent and well-structured powerpoint presentation (so plan it as a group beforehand!!) on Week 14. Individual members of the group will be graded, with extra points offered to each for well-structured and cohesive group work (or points taken away if the latter is not evident at the time of the presentation). The group presentation is worth 10% of your total grade. Topics will emphasize broad and multi-disciplinary issues such as (but not limited to):

- Inter- and intra-observer variability: how certain are pathological diagnoses?
- Real-time diagnostic techniques: can machines make clinically acceptable diagnostic decisions?
- What is the optimal screening strategy for dysplasia in Barrett's esophagus or ulcerative colitis?
- "Roundness factor" and other non-intuitive morphological features: is there a role for machines and robotics in routine diagnostic pathology?
- Ethics in forensic pathology: what is "normal" and when do gender and race a-priori biases happen in diagnoses?
- Pathologists in the media: how are pathologists portrayed in the public media? Has the media portrayal of the pathologists been detrimental or beneficial to the practice of pathology?
- Marketing of novel diagnostic technologies: can novel diagnostic technologies use traditional pathology as the gold standard, but at the same time aspire to become the gold standard?
- How are laboratory reference ranges established in adults? How would you establish reference ranges for common blood analytes in infants and toddlers? How would you establish reference ranges for uncommon analytes in infants and toddlers?
Course Reading List

Required Texts (student purchase, unless library has e-book):
Required Texts:

Important References in Forensic Pathology (suggested readings)

Forensic Pathology
- Budowle: Microbial Forensics. By Bruce Budowle, 2010
- Byard: Sudden Death in the Young. By Roger Byard, 2010 (3rd ed)
- Comstock: Diagnostic Pathology: Fetal Histology. By Dr. Jessica M. Comstock, Dr. Larissa V. Furtado and Dr. Staci Bryson, 2013 (1st ed)
- Corrigan: Essential Forensic Pathology. By Gilbert Corrigan 2012 (1st ed), 248 pages, $100 list
- Rutty: Essentials of Autopsy PracticeBy Guy Rutty, 2014 (1st ed)
- Telepchak: Forensic and Clinical Applications of Solid Phase Extraction. By Michael Telepchak, 2010 (1st ed)

Journals
- Archives of Pathology & Laboratory Medicine
- Human Pathology British Journal of Biomedical Science American Journal of Clinical Pathology
- Histopathology
- Journal of Clinical Pathology
- Journal of Pathology
- Journal of Histochemistry & Cytochemistry

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Databases
- SCOPUS: http://guides.lib.jjay.cuny.edu/c.php?g=288319&p=1922565
- John Jay Library Forensic Science Database: http://guides.lib.jjay.cuny.edu/forensicscience
- Google Scholar: https://scholar.google.com/
## Schedule FALL 20XX

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Academic calendar note</th>
<th>Lecture Topic</th>
<th>Lab Topic</th>
<th>Readings</th>
<th>TO DO</th>
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</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Monday</td>
<td></td>
<td>Introduction</td>
<td>Lab 1. Introduction to forensic pathology + exercise on using scholarly databases and open-source citation manager Mendeley</td>
<td>Forensic Pathology Textbook - Chapter 1 – pp. 1-19</td>
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<td>Monday</td>
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<td>Pathology in the context of the justice system: step I inquest, Exhumation, types of death and taphonomy</td>
<td>Lab 2. Inquest, exhumation and taphonomy</td>
<td>Forensic Pathology Textbook - Chapter 2 – pp. 21-41</td>
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<td>Monday</td>
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<td>Mechanical injuries or wounds</td>
<td>Lab 4. Tissue Architecture and Mechanisms of trauma – Penetrating trauma: sharp force</td>
<td>Forensic Pathology Textbook - Chapter 7 – pp. 211-228</td>
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<td>Monday</td>
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<td>Mechanical injuries or wounds</td>
<td>Lab 5. Tissue Architecture and Mechanisms of trauma – blunt trauma I</td>
<td>Forensic Pathology Textbook - Chapter 4 – pp. 92-116</td>
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<td>WEEK 8</td>
<td>Monday</td>
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<td>Injuries due to physical agents and their medico-legal importance; cold, heat, electricity and lightning, explosions and radioactive substances.</td>
<td>Lab 8: Injuries due to physical agents and their medico-legal importance; cold, heat, electricity and lightning, explosions and radioactive substances.</td>
<td>Forensic Pathology Textbook - Chapter 13-17 – pp. 367 - 432</td>
<td>Midterm Exam</td>
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<td>Week</td>
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<td>Academic calendar note</td>
<td>Lecture Topic</td>
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<td>Readings</td>
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<td>WEEK 9</td>
<td>Monday</td>
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<td>Asphyxial deaths and deaths due to starvation</td>
<td>Lab 9: Asphyxial deaths and deaths due to starvation</td>
<td>Forensic Pathology Textbook - Chapter 8 – pp. 230-275</td>
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<td>Wednesday</td>
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<td>WEEK 10</td>
<td>Monday</td>
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<td>Autopsies</td>
<td>Lab 10. autopsy</td>
<td>Journal Article TBA</td>
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<td>WEEK 11</td>
<td>Monday</td>
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<td>Biological fluids</td>
<td>Lab 11: DNA STRs</td>
<td>Journal Article TBA</td>
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<td>WEEK 12</td>
<td>Monday</td>
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<td>Medical jurisprudence</td>
<td>Lab 12: professional conduct, Etiquette and Ethics in medical practice</td>
<td>Journal Article TBA</td>
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<td>WEEK 13</td>
<td>Monday</td>
<td></td>
<td>Medical jurisprudence &amp; medical Negligence</td>
<td>Lab 13. Medical Negligence and Ethics</td>
<td>Journal Article TBA</td>
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<td>Wednesday</td>
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<td>WEEK 14</td>
<td>Monday</td>
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<td>Court procedures</td>
<td>Lab 14. Case-based court testimony</td>
<td>Journal Article TBA</td>
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<td>Wednesday</td>
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<tr>
<td>WEEK 15</td>
<td>Monday</td>
<td></td>
<td>Court procedures</td>
<td>Lab 15: mock testimony</td>
<td>Court Report TBA</td>
<td>Final Research report due Group presentation</td>
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<td>Final Exams Week</td>
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<td>BIO Final Exam TBD</td>
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</tbody>
</table>
1. a. **Department(s) or program(s)** proposing this course: Counseling

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

      Email address(es): stavros@jjay.cuny.edu
      Phone number(s): 212.23.8146

2. a. **Title of the course**: Families: Stress, Resiliency, and Support Systems

   b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): **FAMILIES & SUPPORT SYSTEMS**

   c. **Level** of this course: 100 Level _X_ 200 Level ___ 300 Level ___ 400 Level

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

   The course is offered at the 200 level because CSL 150 is a pre-requisite. The course adheres to writing across the curriculum guidelines as the students have three written assignments totaling approximately 10 pages.

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

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.)

   Family is the fundamental unit in contemporary society. Its stability and resiliency have a direct impact on its family members, as well as societal systems including but not limited to; schools, government, medical, social service and criminal justice organizations. Conversely, changing economic, social, political, institutional and cultural norms can greatly influence the well-being of family life. Professionals working in the field of human service who understand these unique forces are best able to advocate and support those most disadvantaged during their developmental life cycle, especially in their moments of stress and crisis.

   As the Department of Counseling moves toward submission of a Human Service and Justice Major, developing curricular that enhances future service professional’s ability to assist

Approved by UCASC, April 15, to College Council, May 10, 2016
families experiencing stress and crises is vital. Providing students with the opportunity to examine the effects of stress and crisis in diverse family systems, while examining the resources, strengths and strategies employed to help them cope more effectively, enhances their ability to promote and provide competent and compassionate care in their future roles as helping professionals.

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

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

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

ENG 101 and CSL 150 course

6. Number of:
   a. Class hours __3___
   b. Lab hours __0___
   c. Credits __3___

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

   ____ No  ___X___ Yes. If yes, then please provide:
   a. Semester(s) and year(s): Spring 2014 & Spring 2015
   b. Teacher(s): Katherine Stavrianopoulos
   c. Enrollment(s):
   d. Prerequisites(s): ENG 101 and any CSL course

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?

   - Identify nature and origin of family issues that produce stress and crisis in families.
   - Apply family stress theory and evaluate how existing family stressors, perceptions and resources impact the family’s ability to cope.
• Evaluate community support systems designed to assist families in need.
• Discuss implications for families who do not have equal rights to receive accommodations from community support systems and resources.

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

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

Human Service minor. Please note that the course is intended to also be part of a planned Human Service major, which the department is currently developing.

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

11. How will you assess student learning?

    Students will be assessed using two exams (15% each), a final examination (20%) and three assignments (15%, 15% and 20% respectively). In addition, at the conclusion of each chapter, students will be administered a short multiple choice or short answer quiz to assess their knowledge/understanding of the topic readings. The quiz will not have any bearing on their grade but will serve as a “check point” for students. Answers will be reviewed in class.

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

    Yes__X____ No____

    • If yes, please state the librarian’s name Marta Bladek
    • Are there adequate resources in the library to support students’ work in the course
      Yes____X____ No____

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

      The library catalog, CUNY+ __X__
      ➢ EBSCOhost Academic Search Complete __X__
      ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
      ➢ LexisNexis Universe ____
      ➢ Criminal Justice Abstracts ____
      ➢ PsycINFO __X__
      ➢ Sociological Abstracts ____
      ➢ JSTOR __X__
13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval __Feb. 2, 2016__

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

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?

   ___No

   ___X__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.
   This course seems similar to Soc 202- The Family: Change, Challenges and Crisis taught by Prof. Lotz in Sociology. The proposed course is different in that it explores issues that cause stress/crisis in western world families and examines how those working in the human service field can support them.

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

   ___Not applicable

   ___No

   ___X__Yes. If yes, give a short summary of the consultation process and results.
   Emailed Prof. Lotz and provided copy of course syllabus. He responded that although there is some overlap between the courses it is not excessive and that his course “does not deal with stress or community support systems that assist in coping”.

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

   ___X__No

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

19. **Approvals**: Cary Sanchez, Chair, Department of Counseling
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
524 West 59th Street  
New York, NY 10019  

CSL 299  
Families: Stress, Resiliency & Support Systems  

Professor Stavrianopoulos  
Counseling Department 8.65.20  
212-2378146  
stavros@jjay.cuny.edu  

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

Note: Feelings and thoughts are very likely to come up for you as they relate to your family of  
origin. If you notice this, you are encouraged to seek counseling from the Counseling Center  
located at L.68.00 NB.  

Learning Objectives  
1. Identify nature and origin of family issues that produce stress and crisis in families.  
2. Apply family stress theory and evaluate how existing family stressors, perceptions and  
resources impact the family’s ability to cope.  
3. Evaluate community support systems designed to assist families in need.  
4. Discuss implications for families who do not have equal rights to receive  
accommodations from community support systems and resources.  

Required Text  

Other Readings  
Other readings can be accessed on the Internet, library e-reserve, or blackboard as indicated on  
syllabus or announced in class. Check Blackboard daily for announcements, assignments, and  
handouts.
Assessments and Grade Percentages:
Assignment 1: Family Interview 15%
Assignment 2: Community Resources: 15%
Assignment 3: Final Paper: 20%
Exam 1: 15%
Exam 2: 15%
Final Exam: 20%

GRADES: Your grade is based on the assessment tools above. Grades are defined as follows:
A Indicates EXCELLENCE in all aspects;
B is considered GOOD, above average
C is considered FAIR, satisfactory, average;
D is considered POOR, below average;
F is FAILING, unacceptable work.
INC: Incomplete Grade requests are granted in extreme, documented circumstances only.
All incomplete materials must be submitted within 30 days of the end of the semester.

ASSIGNMENTS
REQUIRED READING: The class schedule, below, tells you what pages of the class reader to read before class.

Examinations and Final Exam: The examinations will assure that you have a basic understanding of the course material as discussed in class. Each examination will consist of 50 multiple choice questions and two essay questions that will require you to demonstrate that you can apply fundamental concepts of the course.

Assignment 1: Family Interview: We will utilize the family interview as an assessment tool for gathering information, identifying generational patterns and evaluating needs and resources in families. For the first part of this assignment, prepare a family interview with questions based on family stress theory concepts. For the second part, choose a family member to interview preferably from your own family of origin. This assignment will lead you to think about your family’s life in the presence of a stressor (e.g. illness) or time of transition. Focus on your family’s story. Who are its members? What challenges did your family encounter? How did they manage? What are your family’s perceptions about education, counseling or receiving help? What are your family’s sources of strength and resilience? What kind of support was sought or
not? What was helpful or not? Did the family adapt, or go into crisis? How? This section should incorporate information from the person(s) you interviewed as well as information from your class readings.

Finally, for the third part of the assignment, you will reflect on what you have learned about yourself, how were you impacted as a result of doing this assignment? Make sure that you include your interview notes, and references (Approximately 3 pages).

**Assignment 2: Community Resources:** This assignment will make you aware of what community resources are available for families in the New York City area and how the process of obtaining services unfolds. In addition, it will help you understand what it is like for a family to access community services and the barriers they might encounter. Choose a community service that provides senior care programs, counseling, drug rehabilitation, health care, immigration advocacy services, youth programs etc. You must visit the agency in person. I will provide you with an assignment letter that you will present upon your visit.

In the first part of your assignment describe the visit. Provide basic information about the community service/program (e.g. name, location). Who do they serve? What is the fee structure? Who provides client services (interns, licensed professionals, paid staff, volunteers)? How does a client access services? Ask about the intake or referral process. Obtain a systematic description of what a client would go through to obtain services. Find out how the agency adapts its services to meet the needs of the people it serves. Is the agency structured differently than it might be if it served members of other cultures/ethnic background/ social background? Do staff members adapt their communications to fit the cultures they serve? Does the agency gather data to determine the effectiveness of their services? If so, what data do they have and what does it say about their efficacy?

In the second part of your paper you will reflect on your visit and critique the service/program you visited. What do you think of the program’s mission, policies, and services? What are the strengths of this program? When might you refer someone for the services provided by this agency? What barriers might that person need to overcome to access the services? How do they adapt their services to meet the needs of the group they serve? If they make specific accommodations, do they make sense in light of what you have read or learned about this group? Are there other accommodations you might suggest? (Approximately 3 pages).

**Assignment 3: Final research paper:** Select a specific family stressor (e.g. mental illness, substance abuse etc.) or life transition (immigration, death of a spouse etc.) you would like to explore further. What does the research reveal about this topic? How might the stressor impact the family system? What would need to occur for the family to adapt rather than go into crisis? What resources or community services would you recommend to help support the family? Paper should be approximately 5 pages in length.
Student Responsibilities, Policies, and Resources

Americans with Disabilities Act Policy: Students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor. (Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p. 3; http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf).

Attendance: Students are expected to attend all class meetings as scheduled. There will not be automatic penalizations for absences, but if you are not in class, you will lose opportunities to gain participation credit and will find it difficult to succeed in the course as a whole.

Plagiarism and Academic Integrity: 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 Undergraduate Bulletin, p. 36).

Class Schedule

I. THEORETICAL FOUNDATIONS

1.1 Introduction
Review of course requirements & syllabus

1.2 Diverse Family Structures
Definitions and characteristics of families
Who is in your family?
Go to blackboard to view video clip: What makes a family?

2.1 Families coping with change

2.2 Family Stress Theory

II. INTERNAL FAMILY STRESSORS

3.1 Separation and Divorce (pp. 139-156)

3.2 …and the Aftermath

4.1 Blended Families: Starting Over (pp. 161-174)

4.2 Childhood and Adolescent Stress

Assignment #1 DUE

5.1 Intimate Partner Violence (pp.223-241)

5.2 Guest speaker: Jessica Greenfield, LCSW

6.1 Child Maltreatment: Neglect & Abuse (pp. 223-241)


6.2 Physical & Mental Illness and Children (pp.293-305)


7.1 Caring for Elders with Disabilities


7.2 Coping with Alcohol & Substance Abuse (pp.317-329)


8.1 Death, Dying & Grief in Families- How does it vary? (pp. 360 -375)

8.2 Sudden loss (suicide, homicide, accident, heart attack & stroke) and children’s grief

Assignment #2 DUE

9.1 LGBQ- Parent Families (pp. 95-111)


9.2 Adoption and Foster Care by Gay and Lesbian Parents

Guest speaker: Benjamin Seaman, LCSW
III. EXTERNAL FAMILY STRESSORS

10.1 Adaptation among Immigrant & Refugee Families (pp.179-195)


10.2 The Impact of Military Deployment on Partner Relationships & Children (pp. 203-215)


11.1 Race as a stressor in families


11.2 The Impact of Economic Distress and Homelessness (pp. 342-353)


12.1 School & Community Mass Violence (pp.270-282)

IV. STRATEGIES TO ENHANCE FAMILY RESILIENCE

12.2 Resilience after Disaster


13.1 Family Resilience


Assignment #3 DUE

14.1 Family Resilience and impact on Coping


14.2 Reflections & Review for Exam

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

New Course Proposal Form  

Date Submitted __4/18/15__

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

1. a. Department(s) or program(s) proposing this course ___English___________

b. Name and contact information of proposer(s) ___Jay Paul Gates_________

   Email address(es) __jgates@jjay.cuny.edu___________
   Phone number(s) __4406________________

2. a. Title of the course ___Language and Justice_______________________

b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst) ___________ Language and Justice _________

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 is an introductory course. It has been designed to mesh with the process of skills acquisition in ENG 101. This course is aimed at introducing students to some fundamental and practical ideas about how language operates and is used to create, categorize, or delimit ideas. Students will engage with the ideas through a number of low-stakes writing assignments that are scaffolded to get them to think about their understanding of their own language and how it affects their thought. They will also apply several basic concepts to analyses of language used in public discourse, particularly as represented by print news media. They will also engage with language as it is used to make political claims. Students will also undertake projects that provide them with models for how to pursue their own interests, especially as related to justice, through the rest of their studies and beyond.

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

Approved by UCASC, April 15, to College Council, May 10, 2016
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

This course encourages students to identify an issue of justice and to think about how the language used around that issue shapes how people think about it. The course will also help students understand their own language usage to more effectively frame people’s understanding of the issue. Thus students will be learning about how language works in society, how language affects perception (e.g. through cognitive frames), how language is and can be used in politics or in organizations, and how they may best shape their language to have the effects they want to have on an audience (e.g. how to make their language performative, how to make it do things). Students will also identify ways for them to engage directly with their selected issue of justice and bring the skills that they develop in the class to bear on it. Examples may include developing projects with campus clubs, the College Office of Community Outreach and Service Learning, or other campus- or community-based initiatives.

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.)

Fundamental to identity is language—the languages we speak, the language we use to describe ourselves, the language others apply to us. However, identity can be contested through choices of language. The language that we use shapes our thought and thus affects our attitudes toward the pursuit of justice. In this course we will unpack a number of justice-related issues and explore the ways that language gets used to do things in society, both to shape and to reflect how we think and how we respond to issues. You will go from this course into the rest of your college education with an ear attuned to how people deliver information to affect how you think and a sense of how to shape your language to advocate for justice.

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

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

7. Has this course been taught on an **experimental basis**?
   
   ___x___ No          _____ Yes. If yes, then please provide:

Approved by UCASC, April 15, to College Council, May 10, 2016
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?

In this course students will:
- Describe one’s own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

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

   __x__ No  __   Yes

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

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

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

Approved by UCASC, April 15, to College Council, May 10, 2016
College Option:

| Justice core 100-level: Justice & the Individual | x |
| Justice core 300-level: Struggle for Justice & Equality in U.S. |
| Justice core 300-level: Justice in Global Perspective |
| Learning from the Past |
| Communication |

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

This course encourages students to identify an issue of justice that they are interested in and to think not only about how the language used around that issue shapes how people think about it, but how students can craft their language to more effectively frame people’s understanding of the issue. Thus students will be learning about how language works on the brain, how language works in society, how language is and can be used in politics, and how they may best shape their language to have the effects they want to have on an audience. Students will also identify ways for them to engage directly with their selected issue of justice and bring the skills that they develop in the class to bear on it. Examples may include developing projects with campus clubs, the College Office of Community Outreach and Service Learning, or other campus- or community-based initiatives.

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

- Every semester __x__
- Number of sections: ___1___
- Fall semesters only _____
- Number of sections: ______
- Spring semesters only _____
- Number of sections: ______

11. How will you assess student learning?

Short papers, analytical papers, reflective papers, in-class participation

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___Marta Bladek___
- 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.
Possibly

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval: Dec, 2015

15. Faculty - Who will be assigned to teach this course? Jay Paul Gates, Mark McBeth, Tara Pauliny

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: Allison Pease, Chair, Department of English
## John Jay General Education College Option
### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Eng 1XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Language and Justice</td>
</tr>
<tr>
<td>Department or Program</td>
<td>English</td>
</tr>
<tr>
<td>Discipline</td>
<td>English</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
</tr>
<tr>
<td>Co-requisites</td>
<td></td>
</tr>
<tr>
<td>Course Description</td>
<td>Fundamental to identity is language—the languages we speak, the language we use to describe ourselves, the language others apply to us. However, identity can be contested through choices of language. The language that we use shapes our thought and thus affects our attitudes toward the pursuit of justice. In this course we will unpack a number of justice-related issues and explore the ways that language gets used to do things in society, both to shape and to reflect how we think and how we respond to issues. You will go from this course into the rest of your college education with an ear attuned to how people deliver information to affect how you think and a sense of how to shape your language to advocate for justice.</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
- [x] a new course being proposed

### John Jay College Option Location

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

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

## Learning Outcomes

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

### I. Justice Core I Freshman Year Seminars: Justice and the Individual

Justice Core First Year seminar courses are designed to support student’s academic success by helping them to transition to the college environment and academic expectations; specifically:

Please explain how your course meets each of these 5 learning outcomes

Students will:

<table>
<thead>
<tr>
<th>Students will identify an issue of justice that they are interested in. They will examine the cognitive frames used to address that issue, the language used to discuss that issue, their cognitive framing of the issue, and the language they use to address that issue. See prep assignments 1–4 in model syllabus.</th>
<th>• Describe one’s own relationship to significant issues of justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify and critically examine argumentative texts on issues of contested justice. They will provide analysis of the texts and propose alternative cognitive and linguistic approaches to addressing the issue. See argumentative analysis in model syllabus.</td>
<td>• Identify problems and propose solutions through evidence-based inquiry</td>
</tr>
<tr>
<td>Students will engage with the language and perspectives of the authors concerning matters such as race, ethnicity, nationality, sex, gender, sexuality, and class that they read. They will then reflect on the language that they use when it comes to such matters. Reflection and discussion will be collaborative within class, guided by Amie MacDonald’s (2002) discussion of epistemic privilege. See</td>
<td>• Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds</td>
</tr>
</tbody>
</table>
Prep assignments 6–9 in model syllabus.

| Assignments will be scaffolded to guide students through the process of different models of cognitive, linguistic, and rhetorical analysis. Assignments will require students to examine their own developing thought processes by later assignments requiring active engagement with or reflection on earlier ones. See model syllabus. | **•** Demonstrate effective planning and reflection to accomplish specific course outcomes |
| Students will be required to make use of the Writing Center and will be encouraged to seek out opportunities to engage with issues of justice that they are interested in, including identifying academic and non-academic plans for their John Jay career. See final reflection in model syllabus. | **•** Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth |
John Jay Justice Core
Justice and the Individual

Language and Justice
Eng 1XX
MW 9:25–10:40

Professor J. P. Gates
Office: NB 07.63.35
Office hours: W 11:00–12:00
Email: jgates@jjay.cuny.edu
Phone: 646.557.4406

Course Description
Fundamental to identity is language—the languages we speak, the language we use to describe ourselves, the language others apply to us. However, identity can be contested through choices of language. The language that we use shapes our thought and thus affects our attitudes toward the pursuit of justice. In this course we will unpack a number of justice-related issues and explore the ways that language gets used to do things in society, both to shape and to reflect how we think and how we respond to issues. You will go from this course into the rest of your college education with an ear attuned to how people deliver information to affect how you think and a sense of how to shape your language to advocate for justice.

Required Texts

Texts Available on Blackboard
Elizabeth Armstrong, “‘Good Girls”: Gender, Social Class, and Slut Discourse on Campus’
J. L. Austin, ‘Lecture I’
J. L. Austin, ‘Lecture IX’
Kamau Braithwaite, ‘Nation Language’
Suresh Canagarajah, *Translingual Practice: Global Englishes and Cosmopolitan Relations*
James Gee, ‘Discourses and Literacies’
George Lakoff, ‘Preface’ and ‘Categories and Cognitive Models’
George Lakoff, ‘The Mind and Politics’
Laurel Richardson, ‘Gender Stereotyping in the English Language’
Zadie Smith, ‘Speaking in Tongues’
Jose Antonio Vargas, ‘My Life as an Undocumented Immigrant’

Policies
Attendance: You may be absent up to 4 times without penalty beyond lowering your participation grade.

Learning Objectives
- Describe one’s own relationship to significant issues of justice (prep assignments 1–3)
- Identify problems and propose solutions through evidence-based inquiry (argumentative analysis)
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds (prep assignments 5, 6, 7, 8, 9 require reflection on this and will feed into class discussions)
- Demonstrate effective planning and reflection to accomplish specific course outcomes (assignments are scaffolded to accomplish this as well as to help students set educational goals for themselves going forward)
- Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth (Writing Center requirement, SASP-organized activities, prep assignments 1–4, final reflection)

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory papers</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Argumentative analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Final reflection</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Center tutorials</td>
<td>10%</td>
</tr>
</tbody>
</table>

Writing Center Requirement ([http://jjcweb.jjay.cuny.edu/writing/homepage.htm](http://jjcweb.jjay.cuny.edu/writing/homepage.htm))

Students must attend at least 2 Writing Center tutorials relating to work for this class and return signed confirmation slips to the professor to demonstrate attendance. Tutorials may be used for brain-storming, thesis formation, organizing and structuring ideas, revision strategies, conceptual and sentence-level skills, and documentation. Students may attend for extra credit additional tutorial sessions or workshops relevant to this course (I will post a list of these on Blackboard). Every tutorial session after the 2 required will earn 2 extra-credit points on the final grade; every workshop will earn 1 extra-credit point on the final grade.

Week 1

1) **Introduction: Relationships Between Language and Society: What is ‘Justice’?**

2) **Sociolinguistics**
   
   *Reading*: Trudgill, pp. 1–22
   
   *Due*: Prep 1

   Please identify a current social or political issue that you feel significantly affects you personally and your experience of justice (you may glance ahead in the syllabus for thematic ideas if you are stuck on this). First, list 5–10 words or brief phrases that you think particularly express the issue as you see it. Then, in no more than 2 pages, explain why you think this issue is important, how it relates to you personally, and how you would define ‘getting justice’ or ‘doing justice’ in relation to this issue.

Week 2

1) **Mind and Language**

   *Reading*: Lakoff, ‘Preface’ and ‘Categories and Cognitive Models’
Due: Prep 2

Consider Lakoff’s argument regarding categories and how they shape thought. Then, in no more than 2 pages, define ‘justice’, identify the categories you associate with justice, and explain whether you think the definition of justice that you offered is sufficient, whether it addresses all of the categories you have listed, whether the definition you supplied is limited by the categories you have listed.

Week 3
1) Language and Context
   Reading: Trudgill, pp. 81–104
   Due: Prep 3

   Return to your first prep assignment. Look at your list of 10 words or brief phrases. In no more than 3 pages, using Lakoff’s discussion of cognitive framing, explain how your vocabulary has framed the perspective you put forward, and then discuss whether the cognitive frame that you presented in the list is also present in your explanation of the importance of the issue. Do not write in general statements. Quote your first prep assignment as evidence of your claims and discuss details of those quotations in support of your explanations.

Week 4
1) How to Do Things With Words
   Reading: J. L. Austin, ‘Lecture I’

   2) Language Acts
      Reading: J. L. Austin, ‘Lecture IX’
      Due: Prep 4

   J. L. Austin argued that we use language not only to assert claims, but to do things. Return to your third prep assignment in which you examined how the language you used framed the perspective you put forward. In no more than 3 pages, identify potential language acts in your discussion. Suggest which of Austin’s categories of language acts your examples fall into. If your language asserts claims but does not do anything, suggest how you could make your language more performative (i.e. how to make your language do something) and, emphasizing performative utterances, you could promote greater justice in the issue you are concerned with. Do not write in general statements. Quote your third prep assignment as evidence of your claims and discuss details of those quotations in support of your explanations.

Week 5
1) Language and Social Interaction
   Reading: Trudgill, pp. 105–18

   2) Solidarity and Politeness
      Reading: Wardaugh, ‘Solidarity and Politeness’

Week 6
1) Discourse
Reading: Gee, ‘Discourses and Literacies’

Week 8
1) Language and Sex
   Reading: Trudgill, pp. 61–80

2) Defining Vocabulary
   Reading: Richardson, ‘Gender Stereotyping in the English Language’
   Due: Prep 6

Looking at examples from 6 propositions or categories, Richardson concludes that ‘the use of language perpetuates the stereotypes for both genders and limits the options available for self-definition’ (121). However, Richardson published this piece in 1981. In no more than 3 pages, respond to her analysis and whether or not it is still valid. Consider whether her 6 propositions are relevant some 35 years on, whether new categories should be added, others modified or eliminated. Be specific in your examples and critiques. If you reject one of her examples, consider whether there is a comparable example that works better and state what it is and why it is or is not comparable. Although you may use examples of language that you or those around you use, finding examples in print is even better.

Week 9
1) Language and Social Class
   Reading: Trudgill, pp. 23–42

2) Seeing (through) the Other
   Reading: Armstrong, ““Good Girls”: Gender, Social Class, and Slut Discourse on Campus’
   Due: Prep 7

Armstrong’s study suggests that multiple discourses can operate at once and in tandem. Her particular study shows a tendency to conflate negative categories and then apply the language of one to the other, regardless of whether that language represents reality or addresses facts. However, her discussion does not suggest that there is any particular agenda of those in her study and possibly little more than a policing of the boundaries of social status. In no more than 3 pages, compare Armstrong’s findings with Richardson’s conclusions. Discuss whether you think they reach similar conclusions, whether Armstrong pushes Richardson’s in a new or productive direction, whether the language that Armstrong sees in play represents a limitation of perception or whether limited perception drives the language she describes being used.

Week 10
1) Code Switching
   Reading: Wardaugh, ‘Choosing a Code’
   Due: Prep 5

In no more than 2 pages identify at least 2 linguistic codes that you use, where you use them, when, and with whom. Give examples of language that you use in each of the linguistic codes you identify (words,
phrases, syntax, tone). Explain what conditions affect your choice of code in a context. Give examples of contexts and their possible conditions. Explain what conditions might allow you to shift from one code to another in a single context. Try to consider how conscious you are of the codes you use in context and whether you think about which codes to use when.

2) **Reading**: Smith, ‘Speaking in Tongues’

Week 11
1) Language and Ethnicity  
   **Reading**: Trudgill, pp. 42–60

2) Language and Nation  
   **Reading**: Trudgill, pp. 119–46

Week 12
1) Who Belongs: Migrants, Immigrants, and Illegals  
   **Reading**: Vargas, ‘My Life as an Undocumented Immigrant’  
   **Due**: Prep 8

Regardless of your political persuasion, Vargas is an engaging story-teller and intelligent rhetorician. Putting aside any political response, in no more than 3 pages, identify the political (or social or ethical) claims that he is making and examine the language that he uses to advance them. Which language stands out and how does it modulate response? Pay particular attention to language of inclusion and exclusion. Do not speak in generalizations. Quote language that you think is important and explain what effects that language has and why.

2) Who Belongs: Migrants, Immigrants, and Illegals  
   **Due**: Prep 9

Feere takes a strong position in relation to the language of immigration, advocating for a language of law. Putting aside any political response, in no more than 3 pages, identify the political (or social or ethical) claims that he is making and examine the language that he uses to advance them. Which language stands out and how does it modulate response? Pay particular attention to language of inclusion and exclusion. You may find it useful to compare Feere’s arguments and language with those of Vargas. Do not speak in generalizations. Quote language that you think is important and explain what effects that language has and why.

Week 13
1) Owning the Language  
   **Reading**: Canagarajah, Translingual Practice: Global Englishes and Cosmopolitan Relations

2) Being in the Language
Reading: Braithwaite, ‘Nation Language’

Week 14

1) Language and Humanity
   Reading: Trudgill, pp. 185–204

2) Wrap up
   Due: Argumentative analysis

Choose an argumentative text that addresses language concerning an issue of contested justice. In 2–3 pages, describe how the text cognitively and rhetorically frames and performs its discussion. Then in 2–3 pages, respond to the performance and explain the validity of the case made. You may use no more than one source that we have read for the class (the library resources that you have learned about in your Eng 101 course will be useful to you here). It will be beneficial to your analysis if you find sources from different political positions. In 2–3 pages, make an argument for how the issue could be cognitively and rhetorically framed to advance justice on the issue. Be sure to define ‘justice’ as you use it.

Due during exam: Final reflection

In a structured essay with a thesis, evidence, and analysis, discuss how you have come to understand the relationship between justice and language and how language may be deployed to bring about greater justice on an issue that you are concerned with. Identify how you can engage with that issue of justice in your time at John Jay, both in your studies and as an organizer or activist. You may find resources through the Office of Community Outreach and Service Learning (http://www.jjay.cuny.edu/community-outreach-and-service-learning-0) and any number of student organizations (http://www.jjay.cuny.edu/student-organizations). Be specific and give examples. Please keep this to no more than 5 pages.
New Course Proposal Form

Date Submitted: 1/12/16

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

1. a. Department(s) or program(s) proposing this course: Interdisciplinary Studies
   
   b. Name and contact information of proposer(s): Richard Haw
      Email address(es) rhaw@jjay.cuny.edu
      Phone number(s): 212-237-8076

2. a. Title of the course: You Are What You Eat: Food and Culture in the US
   
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Food and Culture
   
   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:
The readings and assignments are consonant with a freshman course. The emphasis on self-reflection and effective planning, not to mention such foundational academic skills as reading comprehension, thesis development and evaluation of evidence, will prepare students for more challenging college work.

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

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

This course satisfies the “US Experience and its Diversity” requirement of our Gen Ed’s flexible core. This course will emphasize the ways that food—foodstuffs, food ways, and food culture—can illuminate and transform our understanding of US society. Food is one of the primary ways we measure, catalogue, discuss, demarcate and identify the US identity and the US experience, and especially the diversity of that experience. This course will introduce students to these ideas, realities and concepts through a variety of creative and critical texts and experiences that provide perspectives on food culture in the US. The course with encourage students to analyze, question and critique the role food plays in their own lives as well as the life of New York and of the nation. It will also offer them a series of challenging perspectives from which to understand how food is a significant nexus for ideas about race, gender, ethnicity and class. The context of the course will be national and the orientation of

Approved by UCASC, April 15, to College Council, May 10, 2016

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the materials and discussions will be comparative. These qualities are at the heart of what John Jay College, with its commitment to studying justice in the broadest sense, stands for.

4. **Course description** as it is to appear in the College Bulletin.

A famous chef once wrote, “Show me what you eat, and I’ll tell you who you are.” This class will investigate the social, political, economic and personal meanings of food across different US cultures and time periods, exploring the many ways food reflects and shapes the cultural landscape of the US. Students will look at food culture and identity in the arts, humanities, and social sciences, and across racial, ethnic, class and religious lines. Students will also use New York as a laboratory for their own culinary explorations.

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

   None

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

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

   No         X Yes. If yes, then please provide:
   a. Semester(s) and year(s): **Fall 2012**
   b. Teacher(s): **Susannah Crowder**
   c. Enrollment(s): **28**
   d. Prerequisites(s): **none**

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

   In written and oral assignments students will:
   1. **Gather, interpret, and assess information from a variety of sources and points of view about the role of food and food culture in the shaping of American ideas about identity.**
   2. **Evaluate evidence and arguments about the effect of food on racial/ethnic identity.**
   3. **Produce well-reasoned written or oral arguments using evidence to support arguments about the effects of food upon class, gender or racial/ethnic identity.**
4. Identify and apply fundamental concepts and methods of basic ethnographic research.
5. Analyze and explain the impact of food on US culture from multiple perspectives.
6. Analyze and discuss how race, ethnicity, class, and gender are all determining factors in the formation of food ways and food culture in contemporary U.S. society.

9. Will this course be part of any major(s), minor(s) or program(s)?
   ____ No    X Yes
   If yes, Indicate major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)

   Interdisciplinary Studies Program
   Minor in Interdisciplinary Studies

10. Will this course be part of JJ’s general education program?
    No _____ Yes    X If yes, please indicate the area:

Flexible Core:

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

Please explain why and how this course fits into the selected area:

This course satisfies the “US Experience in Its Diversity” requirement of the Flexible Core in CUNY’s new General Ed program because it explores how food can be understood as one of the primary modes through which we encounter, absorb, reason with and understand US cultural diversity. In addition, this course treats the idea and practice of food as itself a profoundly national issue, worthy of study and reflection. This course introduces students to a variety of texts that consider food culture and food ways in the humanities and social sciences and invites them to both critique and consider their implications for both minority and mainstream US culture. As such it is fully consonant with the letter and spirit of the flexible core, in addition to John Jay’s mission.

11. How will you assess student learning?
Assessment in all ISP courses is both formative and summative. During the semester, instructors in team-taught courses meet weekly to evaluate student responses to in-class activities and performance on written assignments (including the norming of student papers) and adjustments are made as necessary. At the end of the semester summative assessment is accomplished through mapping students’ performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence; using relevant evidence from
readings to support an argument; engagement in class discussion and other class activities; and making and defending an oral argument.

Learning Outcome 1 (gather, interpret, and assess information from a variety of sources and points of view about the role of food and food culture in the shaping of American ideas about identity) will be assessed via the following:

Students will keep a journal in which they record and reflect how food is depicted and dealt with in print and broadcast media, especially as it relates to the creation or sustaining of different American identities. Journals will be assessed with a rubric that measures the thoroughness and accuracy of written contributions.

Learning Outcome 2 (evaluate evidence and arguments about the effect of food on racial/ethnic identity) will be assessed via the following:

Students will write a series of short response papers in which they summarize the main thesis and supporting evidence in a key secondary text (Andrew Warnes’s *Hunger Overcome?*, Sherrie Inness’s “‘Unnatural, Unclean, and Filthy’: Chinese-American Cooking Literature Confronting Racism in the 1950s” and Doris Friedensohn’s “Chapulines, Mole, and Pozole: Mexican Cuisines and Gringa Imagination”) and conclude with an evaluation of the text’s strengths, weaknesses and persuasiveness. These short papers will be evaluated using a rubric that measures students’ achievement in identifying the main thesis and its supporting evidence, and the sophistication of the students’ evaluation.

Learning Outcome 3 (produce well-reasoned written or oral arguments using evidence to support arguments about the effects of food upon class, gender or racial/ethnic identity) will be assessed via the following:

Students will be required to formulate and defend their own arguments about the effects of food on American identity (principally Afro-, Mexican-, Jewish-, German-, Italian- and Chinese-American, in the sample syllabus). They will be required to draw on at least three separate texts they have read and studied during the semester. This will be assessed using a rubric that measures the clarity of the thesis and the choice and appropriateness of the textual evidence. Students will compare and contrast two patterns of migration with specific reference to culture, class, and ethnicity cited in support of the thesis.

Learning Outcome 4 (identify and apply fundamental concepts and methods of basic ethnographic research) will be assessed via the following:

Students will use the tools of ethnographic research during a field trip to a restaurant in a specific New York neighborhood. They will present their findings during a short presentation the following week. This will be assessed using a rubric that measures the depth, breadth and accuracy of the students’ fieldwork and their engagement with both the food and the people they encounter.
Learning Outcome 5 (analyze and explain the impact of food on US culture from multiple perspectives) will be assessed via the following:

In their reading, in-class writing, and class activities, students will examine the interaction between traditionally ethnic (or regional) food culture and “mainstream” American culture and society. In the sample syllabus they will, for example, look at how Mexican or Chinese food has been adopted and assimilated and implications of such a cultural move. This will be assessed using a rubric that measures the students’ ability to describe and compare the impact of ethnic food cultures on US society.

Learning Outcome 6 (analyze and discuss how race, ethnicity, class, and gender are all determining factors in the formation of food ways and food culture in contemporary U.S. society) will be assessed via the following:

Students will compare and contrast two different US food cultures with specific reference to culture, class, gender and ethnicity. This will be assessed using a rubric that measures the students’ ability to describe and compare the context and ramifications of at least two separate ethnic, racial or gender groups with specific reference to their specific food ways.

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

   No ___ Yes XX If yes, please state the librarian’s name: Kathleen Collins

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

   Yes XX No________

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

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

13. Syllabus – see attached

14. Date of Department curriculum committee approval: January 12, 2016

15. Faculty - Who will be assigned to teach this course?
Full-time and experienced and qualified part-time regular ISP faculty.

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

   XX  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?

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

We consulted with Robert Garot who teaches a 300-level course on Food Justice in Sociology. He thought our course was really interesting and very different from his, although also that there might be a way scaffold or link our 100 level class with his 300 level class for students interested in food issues.

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

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

19. Approvals:

   **Richard Haw**
   Chair, Interdisciplinary Studies Department
CUNY Common Core
Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</td>
<td>ISP 1XX</td>
</tr>
<tr>
<td>Course Title</td>
<td>You Are What You Eat: Food and Culture in the US</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Interdisciplinary</td>
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<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>A famous chef once wrote, “Show me what you eat, and I'll tell you who you are.” This class will investigate the social, political, economic and personal meanings of food across different US cultures and time periods, exploring the many ways food reflects and shapes the cultural landscape of the US. Students will look at food culture and identity in the arts, humanities, and social sciences, and across racial, ethnic, class and religious lines. Students will also use New York as a laboratory for their own culinary explorations.</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></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  X a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)
<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ English Composition</td>
<td>☐ World Cultures and Global Issues</td>
</tr>
<tr>
<td>☐ Mathematical and Quantitative Reasoning</td>
<td>☐ Individual and Society</td>
</tr>
<tr>
<td>☐ Life and Physical Sciences</td>
<td>X US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>☐ Scientific</td>
</tr>
<tr>
<td></td>
<td>☐ Creative Expression</td>
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</tbody>
</table>

**Learning Outcomes**

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

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**B. U.S. Experience in its Diversity**

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

- **Gather, interpret, and assess information from a variety of sources and points of view.**
  
  (Gather, interpret, and assess information from a variety of sources and points of view about the role of food and food culture in the shaping of American ideas about identity) Students will keep a journal in which they record and reflect how food is depicted and dealt with in print and broadcast media, especially as it relates to the creation or sustaining of different American identities. Journals will be assessed with a rubric that measures the thoroughness and accuracy of written contributions.

- **Evaluate evidence and arguments critically or analytically.**
  
  (Evaluate evidence and arguments about the effect of food on racial/ethnic identity) Students will write a series of short response papers in which they summarize the main thesis and supporting evidence in a key secondary text (Andrew Warnes’s *Hunger Overcome?*, Sherrie Inness’s “Unnatural, Unclean, and Filthy: Chinese-American Cooking Literature Confronting Racism in the 1950s” and Doris Friedensohn’s “Chapulines, Mole, and Pozole: Mexican Cuisines and Gringa Imagination”) and conclude with an evaluation of the text’s strengths, weaknesses and persuasiveness. These short papers will be evaluated using a
rubric that measures students’ achievement in identifying the main thesis and its supporting evidence, and the sophistication of the students’ evaluation.

<table>
<thead>
<tr>
<th>Produce well-reasoned written or oral arguments using evidence to support arguments about the effects of food upon class, gender or racial/ethnic identity</th>
<th>Produce well-reasoned written or oral arguments using evidence to support conclusions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be required to formulate and defend their own arguments about the effects of food on American identity (principally Afro-, Mexican-, Jewish-, German-, Italian- and Chinese-American, in the sample syllabus). They will be required to draw on at least three separate texts they have read and studied during the semester. This will be assessed using a rubric that measures the clarity of the thesis and the choice and appropriateness of the textual evidence. Students will compare and contrast two patterns of migration with specific reference to culture, class, and ethnicity cited in support of the thesis.</td>
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</table>

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

<table>
<thead>
<tr>
<th>Identify and apply fundamental concepts and methods of basic ethnographic research</th>
<th>Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</th>
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</thead>
<tbody>
<tr>
<td>Students will use the tools of ethnographic research during a field trip to a restaurant in a specific New York neighborhood. They will present their findings during a short presentation the following week. This will be assessed using a rubric that measures the depth, breadth and accuracy of the students’ fieldwork and their engagement with both the food and the people they encounter.</td>
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</table>

<table>
<thead>
<tr>
<th>Analyze and explain the impact of food on US culture from multiple perspectives</th>
<th>Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In their reading, in-class writing, and class activities, students will examine the interaction between traditionally ethnic (or regional) food culture and “mainstream” American culture and society. They will, for example, look at how Mexican or Chinese food has been adopted and assimilated and implications of such a cultural move. This will be assessed using a rubric that measures</td>
<td></td>
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<tr>
<td>the students’ ability to describe and compare the impact of ethnic food cultures on US society.</td>
<td>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
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<tr>
<td></td>
<td>• Explain and evaluate the role of the United States in international relations.</td>
</tr>
<tr>
<td></td>
<td>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</td>
</tr>
<tr>
<td>(Analyze and discuss how race, ethnicity, class, and gender are all determining factors in the formation of food ways and food culture in contemporary U.S. society) Students will compare and contrast two different US food cultures with specific reference to culture, class, gender and ethnicity. This will be assessed using a rubric that measures the students’ ability to describe and compare the context and ramifications of at least two separate ethnic, racial or gender groups with specific reference to their specific food ways.</td>
<td>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</td>
</tr>
</tbody>
</table>
John Jay College of Criminal Justice

Richard Haw and Susannah Crowder

ISP 1XX: You Are What you Eat: Food and Culture in the US

Faculty

Richard Haw
Email: rhaw@jjay.cuny.edu
Office: 06.65.04 New Building
Phone: 212-237-8076
Office Hours: Weds 3pm-5

Susannah Crowder
Email: scrowder@jjay.cuny.edu
Office: 06.65.09 New Building
Phone: 212-237-8456
Office hours: Weds 1:30-2:30

Course Description:

A famous chef once wrote, “Show me what you eat, and I’ll tell you who you are.” This class will investigate the social, political and personal meanings of food across different US cultures and time periods, exploring the many ways food reflects and shapes the cultural landscape of the US. Students will look at food culture and identity in the arts, humanities, and social sciences, and across racial, ethnic and religious lines. Students will also use New York as a laboratory for their own culinary explorations.

Course Goals and Objectives:

Students will:
• Gather, interpret, and assess information from a variety of sources and points of view about the role of food and food culture in the shaping of American ideas about identity.
• Evaluate evidence and arguments about the effect of food on racial/ethnic identity.
• Produce well-reasoned written or oral arguments using evidence to support arguments about the effects of food upon class, gender or racial/ethnic identity.
• Identify and apply fundamental concepts and methods of basic ethnographic research.
• Analyze and explain the impact of food on US culture from multiple perspectives.
• Analyze and discuss how race, ethnicity, class, and gender are all determining factors in the formation of food ways and food culture in contemporary U.S. society.

Required Reading:


In addition, the following readings are required and available on the course blackboard site. They must be printed out and brought to class on the assigned day. An eReader is an acceptable substitute; a phone is not. Unless otherwise noted, all readings are primary sources.

Mark Kurlansky The Food of a Younger Land, pages 1-22, 55-56, 203-212
Frederick Douglass Opie, *Hog and Hominy: Soul Food from Africa to America* (2008), pages 83-100
Sherrie Inness, “‘Unnatural, Unclean, and Filthy’: Chinese-American Cooking Literature Confronting Racism in the 1950s,” in *Secret Ingredients: Race, Class and Gender at the Dinner Table* (2006), pages 39-60
Mary Douglas, “Deciphering a Meal” *Daedalus* (1972), pages 232-258
Jeffrey Pilcher, *Que vivan los tamales!: Food and the Making of Mexican Identity* (1998), pages 123-143
Gustavo Arellano, “How Did Mexican Food Get into Our Supermarkets” and “How Did Salsa Become America’s Top Selling Condiment,” all in *Taco USA*, pages 71-85, 175-194
Betty Friedan, “The Happy Housewife” from *The Feminine Mystique* (1963), pages 33-68

**Schedule:**

The following are the readings to be completed by the indicated class period. As the course relies on classroom participation rather than lectures, it is essential to do the readings, bring the readings to class and come to class on time.

**Week 1**

**Introduction: Food and Culture**

**Week 2**

**Overview: Food in America**

**Reading:** Mark Kurlansky *The Food of a Younger Land*, pages 1-22, 55-56, 203-212

Approved by UCASC, April 15, to College Council, May 10, 2016

The Place of Food in the Afro-American Experience

**Week 3**
**Race and Privation**
Reading: Richard Wright, *Black Boy (American Hunger)* (1945), pages 37-69
***First short response paper due: Andrew Warnes, *Hunger Overcome***

**Week 4**
**Class Structures in the North and South**
Reading: Richard Wright, *Black Boy (American Hunger)* (1945), pages 247-284

**Week 5**
**The Celebration of Diaspora**
Frederick Douglass Opie, *Hog and Hominy: Soul Food from Africa to America* (2008), pages. 83-100
***First paper due: Food and the Afro-American Experience***

Food and Culture in Immigrant New York

**Week 6**
**The Irish in the Nineteenth Century**

**Week 7**
**Italians at the Turn of the Century**

**Week 8**
**Chinatown in the Twentieth Century**
Reading: Sherrie Inness, “‘Unnatural, Unclean, and Filthy’: Chinese-American Cooking Literature Confronting Racism in the 1950s,” in *Secret Ingredients: Race, Class and Gender at the Dinner Table* (2006), pages 39-60
***Second short response paper due: Sherrie Inness, “Unnatural, Unclean, and Filthy”***

Intermission: Exploring Food and Culture in New York

**Week 9**
**Student Travel: New Food Experiences in New York**
Class will not meet this week. Instead, students will be asked to visit (in pairs) a specific culinary location in New York City and to partake of a meal. Please follow the instructions on the assignment sheet to guide your explorations. All students are expected to give a short presentation about their experiences in week 10.

Reading: Mary Douglas, “Deciphering a Meal” Daedalus (1972), pages 232-258

Week 10 Student Presentations
All students will give a presentation about the culinary journeys.

The Politics of Mexican Cuisine

Week 11 Mexican Stereotypes
Jeffrey Pilcher, Que vivan los tamales!: Food and the Making of Mexican Identity (1998), pages 123-143

***Third short response paper due: Doris Friedensohn, “Chapulines, Mole, and Pozole”***

Week 12 The Triumph of Mexican Food
Reading: Gustavo Arellano, “How Did Mexican Food Get into Our Supermarkets” and “How Did Salsa Become America’s Top Selling Condiment,” all in Taco USA, pages 71-85, 175-194; Kimberley Decker, “Crossing Borders: Designing for the Hispanic Demographic,” (2004), pages 1-14

Food and Gender

Week 13 The Happy Housewife?
Reading: Betty Friedan, “The Happy Housewife” from The Feminine Mystique (1963), pages 33-68
Watching: Selected clips from I Love Lucy (1954) and Julia Child, The French Chef (1964)
Looking: Selected food and kitchen advertisements from the 1950s and 1960s.

Week 14 Reclaiming the Kitchen

***Final paper due: Food and Identity***

Week 15 Wrap Up: Individual Conferences

***Student food journals are due***
Course Requirements:
Responsibility for all reading and writing assignments will lie with the student. Please consult your syllabus at all times.

1) You must attend class having completed all reading assignments. You will also be expected to engage fully in class discussions. Classes will be run as discussions not lectures. **The quality of your class participation will affect your final grade.**

2) **Papers:** Papers should be typed in 12 point font, double-spaced and with appropriate 1 inch margins. Papers should reflect serious thought and engagement with the issues raised in the assigned reading. Students are encouraged to use personal reflection, current events and extra-course materials; likewise they are encouraged to compare and contrast previous assigned reading in their response papers with an eye to developing an ongoing dialogue about the course. Be sure to keep a copy of every paper turned it. Late papers will be marked down. Excessively late papers will not be accepted. Papers cannot be sent in by email or fax, they should be handed in at the beginning of class on the appropriate date.

3) **Academic Integrity:** Plagiarism is the presentation of somebody else’s ideas as your own; this includes material downloaded from the internet without citation. Plagiarism and cheating are extremely serious violations of academic behavior. In all written work, you must clearly indicate (using quotation marks and citations) when you are quoting or paraphrasing. **Plagiarism and cheating will result in a final course grade of D- and/or disciplinary action.** If you are unsure of what constitutes plagiarism, please consult with your professors. See John Jay statement on plagiarism below:

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

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

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

“Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.” **From the John Jay College Bulletin.**

4) **Writing Tutors:** Students are encouraged to consult the Writing Center if they are experiencing difficulties planning or writing their assignments. **Always remember: the communication of your ideas is wholly dependent on the clarity of your writing.** To make an appointment please visit the Writing Center (room 1.68NB) or call 212-237-8569.
5) **Vocabulary**: Students are expected to look up any words they are unfamiliar with. **Vocabulary building is an important part of any college course.** You may be tested on your understanding of the vocabulary in the assigned texts during quizzes.

6) **Problems**: If you have any difficulties with the course—big or small—please consult with either Richard Haw or Susannah Crowder.

**Grading**

Final grades will be calculated on the following metric:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three response papers</td>
<td>30%</td>
</tr>
<tr>
<td>Two analytic papers</td>
<td>30%</td>
</tr>
<tr>
<td>Student Travel Report / Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper: Food and Gender</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A, A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>B, B-</td>
<td>Good</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>

**Class Decorum**

**Attendance**: Students are allowed only two absences. **Three absences** will lead to automatic course failure.

**Lateness**: You must make it to class on time. **Three late arrivals count as one absence**. If you are more than 30 minutes late, you will be marked absent.

Also, if you are late to class, enter quietly and **do not let the door slam**.

Students with a documented, ongoing serious health issue—which may affect their attendance—should speak with their professor and the program counselor.

**Class Conduct**:

***General Rule: Please be considerate to your fellow students; do not disrupt class***

**Absolutely no cell phone use in class**. All electronic devices must be turned off during class. If you do not comply with this mandate you will be asked to leave the class and marked absent.

**Absolutely** no text messaging in class. Texting in class will lower your final grade.

**No eating in class.**

**No disruptive behavior in class**. This includes personal discussions or cross-talking.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: October 1, 2015

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

1. a. Department(s) or program(s) proposing this course: Interdisciplinary Studies
   b. Name and contact information of proposer(s): Susannah Crowder and Katie Gentile
      Email address(s): kgentile@jjay.cuny.edu; scrowder@jjay.cuny.edu
      Phone number(s) 212-237-8110

2. a. Title of the course: Ways of Knowing: Interdisciplinary Perspectives on the Past
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Interdisc Perspectives on the Past
   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:

Assignments and readings for this course will be engaging and do not presume prior historical or methodological knowledge. The emphasis on foundational academic skills such as reading, writing, thesis development, and the use (and evaluation) of evidence will prepare students for more challenging college work. And further, the emphasis the course places on doing interdisciplinary—rather than strictly disciplinary—work (ie drawing from and integrating different branches of knowledge) will also help prepare students for the work demanded by the college's numerous interdisciplinary majors and for the challenges of working in today's complex, modern economy.

d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ISP 1xx (101)

Approved by UCASC, April 15, to College Council, May 10, 2016
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

The course will focus on ideas and movements globally and will stress the connections between the ways in which different disciplines represent and analyze them. Providing students with the intellectual tools to create meaningful links between the past and the present is a key component of educating for justice, and therefore fully consistent with John Jay’s intellectual focus. This course will create those important links by examining different disciplinary representations of influential ideas and movements through time. Through an in-depth engagement with different branches of knowledge and different sources, students will be able to identify some of the ways ideologies and social practices shape our histories and the present.

The sample syllabus for this particular course links the past and the present through our changing understandings and representations of shellshock and PTSD. Starting with WWI, the course examines the categorization of shellshock and the ways race, class, gender and sexuality impacted the treatment of soldiers. Using biography, poetry, psychiatric reports, fiction and history texts, students will trace the cultural representations of shellshock and PTSD through the 20th Century. Shellshock and PTSD are interesting sites of inquiry because of the ways gender, race, and class are central to how we have conceptualized them. PTSD’s organs are primarily linked with war and only later is PTSD considered to be a legitimate diagnosis and descriptor for other forms of trauma, such as gender, class, or race based systemic violence. As the course examines the ways gender, race, class and sexualities impact PTSD diagnoses, students will link past and present conceptualizations of trauma and the ways it is shaped by political and cultural ideologies.

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 takes a broad and interdisciplinary approach to the study of the past. Students in this class will explore a single historical theme or event, investigating how it came about and how it evolved over time. They will engage with and draw from multiple voices, texts and disciplines in order to examine how different branches of knowledge respond to and grapple with new ideas and situations. Topics will vary across sections depending on the expertise of the professor, but may include: social, political and cultural revolutions; war; gender and sexuality; civil rights; criminal justice; technological innovation, or new scientific discoveries.

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

   **ENG 101**
6. Number of:
   a. Class hours  3
   b. Lab hours
   c. Credits  3

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

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

   Students will:

   1. Students will demonstrate knowledge of a formative historical event or movement and the historical, artistic, scientific, and/or cultural contexts from which it emerged. For this syllabus, students will demonstrate knowledge of the concept of shellshock and PTSD and the historical, artistic, scientific, and/or cultural contexts from which it emerged.

   2. Students will analyze the significance of a historical event or movement through frequent writing, media, and creative assignments. In this syllabus students will analyze the significance of shellshock and PTSD through frequent writing assignments, different forms of media, and creative assignments;

   3. Students will assemble, differentiate and analyze multiple perspectives on a formative historical event or movement by reading primary and secondary sources. For this syllabus students will analyze multiple perspectives on shellshock and PTSD. They will compare and contrast different forms of sources such as memoir, poetry, medical research, visual art, psychological studies and fictional narratives to assess and integrate different accounts of PTSD.

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

   _____No .......... X Yes

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

   **Proposed Minor in Interdisciplinary Studies**
10. Will this course be part of JJ’s general education program? (remember to complete the CUNY Common Core Form if part of Required or Flexible Core)

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

John Jay College Option: Learning from the Past

Please explain why and how this course fits into the selected area:

This course satisfies the “Learning from the Past” requirement of John Jay’s College Option. The emphasis in this course on how interdisciplinary enquiry can illuminate and transform our understanding of significant events and movements in the past are fully consistent with course’s stated learning outcomes (1. “demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences” ; 2. “analyze the significance of major developments in U.S. and World History” ; 3. “differentiate multiple perspectives on the same subject” ) and the mission of John Jay College, with its strong tradition of inter- and multi-disciplinary programs of study. In like measure, the stress the course places on using multiple voices, sources and disciplinary approaches in an effort to understand a significant event or movement in history fits well with John Jay’s commitment to studying the past in its different meanings and contexts. Students will learn to engage with, evaluate, compare and synthesize multiple different sources from the present and past. They will be introduced to intellectual work that relies on multiple forms of source material.

The attached sample syllabus satisfies the requirements for the “Learning from the Past” category of General Education courses at John Jay College by focusing on different and evolving representations of a historical phenomenon: shellshock, and its role in shaping the contemporary debate around PTSD.

11. How will you assess student learning?

Assessment in all ISP courses is both formative and summative. During the semester, students are evaluated weekly on the basis of their responses to in-class activities and performance on weekly low- and high-stakes writing assignments. At the end of the semester, summative assessment is accomplished through mapping student performance on the ISP assessment rubric, which specifies criteria such as: formulating a thesis sentence, using relevant evidence from reading readings to support an argument, informed contribution to class discussion and other class activities, and making and defending oral arguments.
Learning Outcome 1, “demonstrate knowledge of a formative historical event or movement and the historical, artistic, scientific, and/or cultural contexts from which it emerged”:

Orally and in writing, students will demonstrate knowledge of the ways in which social phenomena are shaped by cultural context. In the sample syllabus, students will describe and evaluate the complex psychological and cultural field from which ideas of shellshock emerged and the ways in which the diagnosis shifted throughout the 20th Century.

Learning Outcome 2 “analyze the significance of a major development in U.S. and World History through frequent writing, media, and creative assignments”:

Each section of this class will cover a major historical theme or event from a variety of disciplinary perspectives. In the sample syllabus, students will analyze the significance of cultural constructions of shell shock and how such understandings have shaped how we currently understand post traumatic response.

Learning Outcome 3 “differentiate multiple perspectives on a historical event through a variety of interdisciplinary primary and secondary sources”:

Students will read, discuss and compare and contrast different disciplinary (and interdisciplinary) perspectives—ranging from the arts and humanities to law and politics to the social and natural sciences—on a historical event or theme. In the sample syllabus, students will read and integrate literature, psychology, medical texts and historical analyses as part of their final project, an examination of the contemporary debate about PTSD and its historical contexts and lineage.

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

No ____ Yes X If yes, please state the librarian’s name Ellen Belcher

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

Yes X No________

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

- The library catalog, CUNY+ X
- EBSCOhost Academic Search Complete X
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
- LexisNexis Universe X
- Criminal Justice Abstracts ____
- PsycINFO ____
- Sociological Abstracts ____
- JSTOR X
- SCOPUS ____
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](http://www.jjay.cuny.edu/ModelSyllabus.pdf). See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

14. **Date of Department curriculum committee approval:** November 1, 2015

15. **Faculty** - Who will be assigned to teach this course? Full-time and experienced and qualified part-time ISP faculty

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

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

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

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

   We consulted with Joshua Clegg in the Psychology department. Professor Clegg is an expert in the history of Psychology and teaches a 300-level course on the subject. He wrote: “I read through it; you can give the course/syllabus my stamp of approval. This is a much better version of the class than I could have produced. I know a little about this topic and I saw in the syllabus every reading and idea that I might have suggested, in addition to a great deal of really thoughtful and enriching material that I had no idea about. This syllabus looks to me like an expert on the topic prepared it and I doubt any generalist (in history or psychology) could improve upon it.”

   We also consulted with the History department whose curriculum committee discussed this proposal at length and sent on much valuable feedback. We have incorporated their suggestions into this proposal.

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:

Richard Haw
Chair, Proposer's Department
### John Jay General Education College Option

#### Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>ISP 1XX (101)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Ways of Knowing: Interdisciplinary Perspectives on the Past</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>Department of Interdisciplinary Studies</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>ENG 101</td>
</tr>
<tr>
<td></td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>This course takes a broad and interdisciplinary approach to the study of the past. Students in this class will explore a single historical theme or event, investigating how it came about and how it evolved over time. They will engage with and draw from multiple voices, texts and disciplines in order to examine how different branches of knowledge respond to and grapple with new ideas and situations. Topics will vary across sections depending on the expertise of the professor, but may include: social, political and cultural revolutions; war; gender and sexuality; civil rights; criminal justice; technological innovation, or new scientific discoveries.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

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

#### John Jay College Option Location

Please check below the area of the College Option for which the course is being submitted.

(Select only one.)

- [ ] Justice Core
  - [ ] Justice & the Individual (100-level)  
  - [ ] Struggle for Justice &  
  - X [ ] Learning from the Past
- [ ] Communication
### Learning Outcomes

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

#### I. **Learning from the Past** - Please explain how your course meets these learning outcomes

**Students will:**

<table>
<thead>
<tr>
<th>Inequality in U.S. (300-level)</th>
<th>Justice in Global Perspective (300-level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orally and in writing, students will demonstrate knowledge of the ways in which social phenomena are shaped by cultural context. In the sample syllabus, students will describe and evaluate the complex psychological and cultural field from which ideas of shellshock emerged and the ways in which the diagnosis shifted throughout the 20th Century. (See the reflection papers due for weeks 4 and 13)</strong></td>
<td><strong>Demonstrate knowledge of a formative historical event or movement and the historical, artistic, scientific, and/or cultural contexts from which it emerged</strong></td>
</tr>
<tr>
<td><strong>Each section of this class will cover a major historical theme or event from a variety of disciplinary perspectives. In the sample syllabus, students will analyze the significance of cultural constructions of shell shock and how such understandings have shaped how we currently understand post traumatic response. (See the reflection paper due week 8)</strong></td>
<td><strong>Analyze the significance of a major development in U.S. and World History through frequent writing, media, and creative assignments.</strong></td>
</tr>
<tr>
<td><strong>Students will read, discuss and compare and contrast different disciplinary (and interdisciplinary) perspectives—ranging from the arts and humanities to law and</strong></td>
<td><strong>Differentiate multiple perspectives on the same subject</strong></td>
</tr>
</tbody>
</table>
politics to the social and natural sciences—on a historical event or theme. In the sample syllabus, students will read and integrate fiction, poetry, medical texts and historical analyses as part of their final project, an examination of the contemporary debate about PTSD and its historical contexts and lineage. (See the final project and presentation due week 15)
ISP 101 Ways of Knowing: Interdisciplinary Perspectives on the Past
From Shellshock to PTSD: Engaging Multiple Sources to Learn from the Past

Faculty
Katie Gentile       Susannah Crowder
Email: kgentile@jjay.cuny.edu     Email: scrowder@jjay.cuny.edu
Office: 06.65.08 New Building     Office: 06.65.02 New Building
Phone: 212-237-8110      Phone: 212-237-8456

COURSE DESCRIPTION:

Today many people connect the symptoms of post-traumatic stress disorder with the experiences of war but this connection was not always so clear. This course begins discussing the identification of shellshock during WWI and follows the psychological and medical establishment’s use of the diagnosis of trauma as it shifts throughout the 20th Century. Using interdisciplinary forms of data (including psychiatric reports from 1912 to the present), poetry, fiction, and sociology, the class will examine the ways politics and culture impact what we consider to be trauma and what we consider to be shellshock or PTSD.

Course Goals and Objectives

Students will:
1. demonstrate knowledge of a formative historical event or movement and the historical, artistic, scientific, and/or cultural contexts from which it emerged;
2. analyze the significance of a major development in U.S. and World History through frequent writing, media, and creative assignments;
3. differentiate multiple perspectives on a historical event through a variety of interdisciplinary primary and secondary sources.

REQUIREMENTS:

Books:

All other readings available online. All readings are to be done before class. Students must bring readings to class for discussion, quizzes and in class writing assignments.

Other readings:
Sassoon, S. (1917) Survivors. http://www.oucs.ox.ac.uk/ww1lit/education/tutorials/intro/sassoon one web page

Additional readings and helpful resources for the final projects can be located at the Association for Interdisciplinary Studies: http://www.units.miamioh.edu/aisorg/index.shtml

Course Structure & Assignments:
This course will involve lectures, group discussions, writing assignments/activities, and a final paper and multimedia presentation. It is expected that students will attend all classes and arrive prepared, having read the assignments. All written assignments are due at the beginning of class. If you are late for class your assignment will be counted as late. Email attachments will not be accepted. All assignments will be reduced 1/3 of a grade for each day it is late (for instance from a C to a C- if it is not handed in at the beginning of class).

ALL MOBILE AND ELECTRONIC DEVICES MUST BE SILENCED DURING CLASS. If you intend to use a computer or similar device to take notes during class you must send copies of your notes to me after each class.

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.

Plagiarism
Plagiarism and cheating are violations of CUNY’s policy on academic integrity. By registering for this course, you are promising to abide by all the requirements stated in this policy. From the Undergraduate Bulletin: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards).

Attendance: 2 absences in a semester will result in a reduction of your grade. Excused absences with documentation are still absences. 3 absences equals a failing grade in the course. 3 late arrivals or leaving class more than 15 minutes early equals one absence.

Participation: People have different levels of comfort speaking in class. Participation in this class can include answering questions, active engagement with discussion, as well as handing in very thoughtful papers.

Grading: A student’s final grade will be based on the following:
30%: Reflection papers
15%: Draft proposal with sources
15%: Final Research Paper
10%: Group Presentation
30%: Participation (including class discussion and in-class writing)

Academic Difficulty: If you do not understand the material please make an appointment with me as soon as you can. I will do my very best to help you. Please do not wait until the semester’s end before you seek assistance.

Classroom Civility: Each student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, interrupt the class by coming late, engage in loud or distracting behaviors, use cell phones in class, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class. Breaches of classroom civility will reflect poorly on your participation grade. Under extreme circumstances you will be asked to drop the class.

Writing Tutor
Students are encouraged to consult the Writing Center or the Interdisciplinary Studies writing tutor if they are experiencing difficulties planning or writing their assignments. For information email your instructor or the ISP Administrator, Ms. Acuna: 212-237-8460, pacuna@jjay.cuny.edu.

CLASS OUTLINE

WEEK 1 – Introduction to shellshock as a diagnosis and a pattern of behaviors
Review of Syllabus and Assignments
Read in class: “From shellshock to PTSD – a historical perspective” http://www.las.illinois.edu/news/2009/ptsd/ (1 page)

WEEK 2 – The context of WWI and shellshock

WEEK 3 – The context of WWI and shellshock continued
Reading: Howard, The First World War: A Very Short Introduction pgs 68-113
Looking: maps of trenches, https://theworldwar.org/explore/exhibitions/online-exhibitions/war-art

WEEK 4 - Psychology/psychiatry “creates” and describes shell shock

ASSIGNMENT REFLECTION PAPER #1 – Reflect on the cultural contexts of WWI and the ways it contributed to the emergence of shellshock. Use quotes directly from the readings. Do you see any similarities to our current day situation of PTSD and returning veterans? All reflection papers should be not more than 3 double spaced pages.

WEEK 5 – Using the methods of autobiography and poetry to describe experience and shell shock
Reading: Siegfried Sassoon, “Survivors” (poem, biography and analysis: http://www.oucs.ox.ac.uk/ww1lit/education/tutorials/intro/sassoon)
Wilfred Owen, “Disabled” (poem, biography and analysis: http://www.oucs.ox.ac.uk/ww1lit/education/tutorials/intro/owen)

WEEK 6 – Examining the history of the category we call “trauma”
Reading: Morris, The Evil Hours, pgs 60-102

WEEK 7 How the concept of war trauma changed from WWI to Vietnam
Reading: Morris, The Evil Hours, pgs 132-166
WEEK 8 – Domestic forms of violence and PTSD – can there be war trauma without an identified war?

ASSIGNMENT REFLECTION PAPER #2: Find a current article from the news about PTSD (could be on returning vets or other forms of trauma). How is it described? How is the cultural reception to PTSD different from that of shell shock? Reflect on the words used to describe it from the readings and in the more recent news. What are your thoughts about how cultural representations of traumatic response have or have not shifted over time? In particular think about how gender, race, and class impact our understandings and stereotypes about strength and vulnerability.

WEEK 9 - COMMON DAY EXPERIENCE
WWII and Holocaust trauma – How does war trauma impact the descendants? Is there a biological impact of trauma that can be inherited?

ASSIGNMENT DUE: One page outline for final project due. Include sources from at least 3 different disciplines representing both the humanities and social sciences.

WEEK 10 - When is trauma considered to be hysteria and when is it PTSD? How the gender, class and ethnicity of the traumatized person can impact their diagnosis

WEEK 11 – The “hidden” everyday reinforcement of PTSD

WEEK 12 – Historical Fiction capturing the psychiatric birth of shellshock and PTSD
Reading: Barker, Regeneration chapters 1-5

WEEK 13 – COMMON DAY EXPERIENCE Watch in class - “Mind Zone: Therapists behind the front lines”
Reading: Barker, Regeneration Chapters 6-10

ASSIGNMENT REFLECTION PAPER #3: Describe each character’s approach to war and duty to country. How do they enact these ideals? Describe the class and gender differences. Describe how Pryor uses women and sex. What do you think Barker is saying about violence, humanity, and the impact of being wounded?

WEEK 14 - Intergenerational trauma – Exploring the intersections of race, class, sexuality, and war
Reading: Barker, Regeneration Chapters 11-13

WEEK 15 – FINAL PROJECTS AND PRESENTATIONS
The final project is a paper that will include some form of multimedia presentation. For the paper, students will identify a form of PTSD in contemporary culture, describe its historical and psychological lineage and assemble

Approved by UCASC, April 15, to College Council, May 10, 2016
representations of the topic from personal narrative, fiction, poetry, visual art, or/and music. A proposal is due week 9.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: October 12, 2014

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

1. a. **Department(s) or program(s) proposing this course:** English
   
b. **Name** and contact information of proposer(s): Jay Gates
      
      Email address: jgates@jjay.cuny.edu
      Phone number: (646) 557-4406

   a. **Title of the course:** Justice and Heroism

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

   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:

   Students can take this course at the same time as ENG 101 and so the course assumes no prior foundation for the study of literature at the college level. The course is aimed at helping students to acquire a set of skills or tactics to approach and critically analyze stories and how they frame ideas of justice for an audience—what stories do, how they do those things, why, and their effects on contemporary audiences. To this end, the course takes as its theme ‘heroism’ and asks students to think about what values heroic stories convey, how they frame issues of justice, and how they open audiences to cultural and ethical reflection and discussion.

   Although there is a good deal of writing for the course, the assignments are overwhelmingly low stakes and are intended mostly to give students chances to practice. Thus this is an introductory-level course and is appropriate for the 100 level.

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

2. **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.)

Approved by UCASC, April 15, to College Council, May 10, 2016
This course follows a practical approach to teaching students to transition from high school-level reading practices to college-level reading practices by introducing them to a reading process that they can apply to any narrative context. It is an innovative approach to studying the relationship between narrative and issues of justice. Adapting elements of analysis taken from the study of various narrative traditions, the course explores how stories operate to explore issues of justice by embedding itself in tradition and then opening the tradition itself to debate. By giving students the opportunity to explore different narrative engagements with justice from a range of societies, students can deal with issues of tradition and innovation, can learn to read for the concerns of texts that are expressed for societies not their own, and can then reflect on the concerns of that society as expressed in a text. Moreover, this course can be adapted to suit the interests of various instructors.

3. **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.)

The stories we tell define us; the stories we tell about our heroes tell us about our own sense of justice and the way the world is supposed to work. This course will explore how heroes in a range of stories model an ethic of justice and make demands on their audience to pursue that justice. In particular, the course will consider the ways that narrative frames justice and the place of the hero and the anti-hero in advancing and bringing about justice.

4. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): None

5. Number of:
   a. Class hours __3__
   b. Lab hours _____
   c. Credits __3__

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

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

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

   ● Describe one’s own relationship to significant issues of justice
   ● Identify problems and propose solutions through evidence-based inquiry

Approved by UCASC, April 15, to College Council, May 10, 2016
• Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
• Demonstrate effective planning and reflection to accomplish specific course outcomes
• Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

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

  _X_ No  _____ Yes

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

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

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

  College Option:

  | Justice core 100-level: Justice & the Individual | x |
  | Justice core 300-level: Struggle for Justice & Equality in U.S. | |
  | Justice core 300-level: Justice in Global Perspective | |
  | Learning from the Past | |
  | Communication | |

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

  This course engages students in thinking about how stories affect our conceptions of justice, how we relate to narrative traditions, and how we use narrative to question, challenge, and reshape tradition in support of justice. Students must reflect on their own emotional responses to the stories’ representation of justice and heroism, examine how the stories brought about those emotional responses, and critically engage with any changes in their initial responses after identifying the ways that the stories framed the issues of justice and elicited the emotional response.

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

  Every semester _X_  Number of sections: _1_
  Fall semesters only _____  Number of sections: _____
  Spring semesters only _____  Number of sections: _____

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

Regular low-stakes writing assignments in response to course readings; analytical essays; exams

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

   Yes _X_  No ___

   But a brief subject search of the CUNY+ catalogue for John Jay shows more than adequate sources for a course at this level.

   If yes, please state the librarian’s name _____ Marta Bladek _______________________

   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. N/A

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 12/2/15

15. **Faculty** - Who will be assigned to teach this course? Jay Gates, Toy Tung, Jonathan Gray

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: Allison Pease, Chair, English Department

Approved by UCASC, April 15, to College Council, May 10, 2016
**John Jay General Education College Option**  
**Course Submission Form**

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix &amp; Number</strong></td>
<td>LIT 1XX</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Justice and Heroism</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>The stories we tell define us; the stories we tell about our heroes tell us about our own sense of justice and the way the world is supposed to work. This course will explore how heroes in a range of stories model an ethic of justice and make demands on their audience to pursue that justice. In particular, the course will consider the ways that narrative frames justice and the place of the hero and the anti-hero in advancing and bringing about justice.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

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

**John Jay College Option Location**

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

- ☑ Justice Core  
  - ☑ Justice & the Individual (100-level)  
  - ☐ Struggle for Justice & Inequality in U.S. (300-level)  
  - ☐ Justice in Global Perspective (300-level)  
  - ☐ Learning from the Past  
  - ☐ Communication
### Learning Outcomes

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

<table>
<thead>
<tr>
<th>I. Justice Core I Freshman Year Seminars: Justice and the Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please explain how your course meets each of these 5 learning outcomes</td>
</tr>
<tr>
<td>Justice Core First Year seminar courses are designed to support student’s academic success by helping them to transition to the college environment and academic expectations; specifically:</td>
</tr>
<tr>
<td>Students will explore issues of justice such as colonialism, gender, race, rape, religion, sex, vengeance, and war across a range of texts. Students will identify and analyze the texts’ narrative approaches and reflect on how those approaches shape their responses to the issues of justice. See tactical development and argumentative analysis assignments in model syllabus.</td>
</tr>
<tr>
<td>Students will identify the narrative methods by which texts frame issues and manipulate audience’s responses. They will critically analyze those methods and reflect on the ethical consequences of their effects on defining justice in relation to an issue. See tactical development and argumentative analysis assignments in model syllabus.</td>
</tr>
<tr>
<td>Students will reflect on their own responses to texts’ framing of issues of justice and consider the effect of their response from multiple contextual and cultural perspectives. See especially tactic development papers 6–10 in model syllabus. Students will also engage in dialogue with their classmates concerning the multiple perspectives under discussion.</td>
</tr>
<tr>
<td>Through a set of scaffolded assignments, students will acquire and practice discrete analytical skills, and develop a process of critical analysis of narrative. See model syllabus for examples of how scaffolded assignments may require students to reflect on their earlier thinking and analytical processes.</td>
</tr>
<tr>
<td>Students will be required to make use of the Writing Center. Students will also participate in activities organized by staff from the Student Academic Success program like “Acts for Justice” and students will meet with their peer success coach at least once during the semester.</td>
</tr>
</tbody>
</table>
Course Description
The stories we tell define us; the stories we tell about our heroes tell us about our own sense of justice and the way the world is supposed to work. This course will explore how heroes in a range of stories model an ethic of justice and make demands on their audience to pursue that justice. In particular, the course will consider the ways that narrative frames justice and the place of the hero and the anti-hero in advancing and bringing about justice.

In this particular iteration of the course, we will apply Harold Scheub’s five-part method of analysis to four texts from different periods and cultures to unpack how narratives shape our emotional responses, how story acts as a space for cultural discussion, and how stories can shape our understandings of justice.

Required Texts

Texts on Blackboard
*Saga of Gisli Sursson*

Learning Objectives
- Describe one’s own relationship to significant issues of justice (tactical development papers, analytical papers 1–4)
- Identify problems and propose solutions through evidence-based inquiry (analytical papers)
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds (analytical papers and classroom discussion)
- Demonstrate effective planning and reflection to accomplish specific course outcomes (assignments are scaffolded to accomplish this as well as to help students recognize how stories build to elicit emotional, often at the expense of rational, responses; Writing Center requirement)
- Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth (Writing Center requirement)
Grading
Participation 20%
Reflection and tactic development papers 30%
Presentation 10%
Analytical papers 30%
Writing Center tutorials 10%

Writing Center Requirement (http://jjcweb.jjay.cuny.edu/writing/homepage.htm)
Students must attend at least 2 Writing Center tutorials relating to work for this class and return signed confirmation slips to the professor to demonstrate attendance. Tutorials may be used for brain-storming, thesis formation, organizing and structuring ideas, revision strategies, conceptual and sentence-level skills, and documentation. Students may attend for extra credit additional tutorial sessions or workshops relevant to this course (I will post a list of these on Blackboard). Every tutorial session after the 2 required will earn 2 extra-credit points on the final grade; every workshop will earn 1 extra-credit point on the final grade.

Attendance:
You may miss up to 4 classes without penalty beyond losing participation points.

Students with Disabilities
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 NB (212-237-8041). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

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

Plagiarism:
Plagiarism and cheating are violations of CUNY’s policy on academic integrity:

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. Paraphrasing, summarizing, 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. (http://www1.cuny.edu/portal Ur/content/2004/policies/image/policy.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also MLA Handbook, 7th ed., 2.

1) Introduction: Story and Justice

Emotion
2) Story

Reading: Scheub, Story, pp. 3–17

Due: Tactic development 1

Scheub argues, “Historians routinely take the events of the past and give them a new gloss, recasting the stories again and again. So it is that heroic stories are revised, retold, and yesterday’s heroism becomes a distinctly unheroic kind of villainy today. History is a story that is never wholly told, never entirely true, but always at least partially true, always true at least in its parts: the events keep sliding around as each storyteller, each historian, rearranges the incidents, reinterprets, retells, and meaning alters—often slightly, sometimes more dramatically, with audiences providing a necessary set of contemporary emotional reactions” (3). Given his argument that the meaning of the events of a narrative change over time and depend on audience, it is reasonable to think that our definitions of core concepts like heroism and justice also change. In no more than two pages, define ‘heroism’; elaborate what you consider to be the major elements that define heroism; explain what connection you consider heroism to have to justice; explain whether you think that the terms you have set up have changed over time or would differ in a different cultural context.

3) Image

Reading:
- Scheub, Story, pp. 21–9
- Miller, “Honor,” 300

Due: Tactic development 2

Scheub argues, “The separate image cannot be dissociated from the tradition; when one image is evoked verbally by the artist, an entire network of images is called forth. A single image summons up aspects of the entire tradition, and a sequence of images composing a single performance evokes the full force of the ancient tradition” (23). Although Scheub is discussing the images evoked in oral performance, it can be supposed that images described in print or depicted visually would follow a similar pattern. Miller’s text is a graphic novel divided into thematic units that define the heroic ethos of the world. In no more than two pages, identify images that you think

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evoke the sense of ‘honor’ that is the theme of this chapter; describe what in the images conveys a sense of ‘honor’; explain how you understand what ‘honor’ means in this text and the society it depicts. Do not generalize. Make an argument; quote the text in support of the argument or describe images that support it; explain how the quotations and images support your argument.

4) Narrative

Reading:
- Scheub, *Story*, pp. 47–51
- Miller, “Duty,” *300*

Due: Tactic development 3

According to Scheub, “Story involves a series of ‘fictional events’; it has to do with ‘the lived experiences of historical actors,’ giving structure to cultural experience. Plot is ‘the dynamic shaping force of the narrative discourse.’ It is plot that ‘makes events into a story,’ involving its layered organization. Narrative, as the term is used here, involves such plotting of events, a movement from conflict to resolution” (47). In no more than two pages, identify the events that are plotted in this chapter that you consider create a narrative (moving from conflict to resolution) that helps us understand “duty,” the theme of the chapter. Explain how the conflict that is part of the plot leads us to understand ‘duty’ and the expectations that the society holds for the individual. If there are different expectations for different individuals in the society, explain where you see that. Do not generalize. Make an argument; quote the text in support of the argument or describe images that support it; explain how the quotations and images support your argument.

5) Rhythm

Reading:
- Scheub, *Story*, pp. 94–100
- Miller, “Glory,” *300*

Due: Tactic development 4

According to Scheub, “Rhythm—the artistic repetition and manipulation of images and image sets—is the instrument whereby the message is remembered and communicated; rhythm forms the grid against which the work of art is produced, and is itself a part of that work: the message is revealed, but it is a message composed largely of emotion” (94). Review the four chapters of *300* to this point and identify one or more images that you see repeated (perhaps not exactly, but recognizably). In no more than two pages, describe the images, how they develop over the course of the chapters, and how they reveal a message. Consider how the repetition and development affect how quickly or slowly the audience is able to perceive the message and explain what emotional effect this rhythm has, i.e. how do you respond to the message? Do not generalize. Make an argument; quote the text in support of the argument or describe images that support it; explain how the quotations and images support your argument.

6) Trope

Reading:
- Scheub, *Story*, pp. 126–31
- Miller, “Combat,” *300*

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According to Scheub, “During the course of the performance, images are shorn of traditional meanings at the same time that those traditional meanings are exploited. The story becomes a trope laboratory, in which images and their organization are undermined, pillaged of their normal connotations, worked into novel arrangements” (131). In this formulation, a story gives us traditional meanings and then complicates or tears them away. We are invited to think about our responses to traditional and conventional meaning. Examine the major themes of the five chapters of 300 and consider how their traditional meanings are presented then complicated. In no more than two pages, explain how one of the themes is problematized through conflict, how the text affects your emotional response to that theme, and how the resolution leads you to understand the theme at the end (it may reinforce the traditional meaning or challenge it). Do not generalize. Make an argument; quote the text in support of the argument or describe images that support it; explain how the quotations and images support your argument.

7) The Story Told

Reading:
- Scheub, *Story*, pp. 131–44
- Miller, “Victory,” 300

8) Presentations and Discussion: The Justice of Heroism

Due: Analytical Paper (~1500–1750 words)

Choose a theme underlying the heroism portrayed in Frank Miller’s graphic novel 300. Applying the tactics you have practiced, describe the text’s message regarding that theme and explain how it is conveyed. How does the text’s use of that theme support a message regarding just or unjust actions taken? Discuss the response to that theme that the text evoked from you and your feelings about that response after having critically analyzed the narrative techniques used. Are you comfortable with your initial emotional response to the theme and its relationship to justice? Did you have a different perspective on the text’s message after critically examining its narrative techniques? Do not generalize. Make an argument; quote the film in support of your argument and describe relevant scenes that support your argument; explain how the quotations and scenes support your argument.

Violence

9) Story

Reading:
- *Things Fall Apart*, chs. 1–3

10) Story

Reading:
- *Things Fall Apart*, chs. 4–6

Due: Tactic development 6

Scheub argues, “Historians routinely take the events of the past and give them a new gloss, recasting the stories again and again. So it is that heroic stories are revised, retold, and yesterday’s heroism becomes a distinctly
unheroic kind of villainy today. History is a story that is never wholly told, never entirely true, but always at least partially true, always true at least in its parts: the events keep sliding around as each storyteller, each historian, rearranges the incidents, reinterprets, retells, and meaning alters—often slightly, sometimes more dramatically, with audiences providing a necessary set of contemporary emotional reactions” (3). Given his argument that the meaning of the events of a narrative change over time and depend on audience, it is reasonable to think that our definitions of core concepts also change. Achebe’s novel narrates several cultural conflicts and shifts. He shows a culture reflecting on its tradition and debating its future. However, it is distinctly a debate, one that Achebe may or may not take a side in. Identify elements or characters whose perspectives provide us with an understanding of the cultural debate and, in no more than two pages, explain how these elements or characters affect our emotional response. Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

11) Image

_Reading:_
- *Things Fall Apart*, chs. 7–9

_Due:_ Tactic development 7

Scheub argues, “The separate image cannot be dissociated from the tradition; when one image is evoked verbally by the artist, an entire network of images is called forth. A single image summons up aspects of the entire traditions, and a sequence of images composing a single performance evokes the full force of the ancient tradition” (23). Although Scheub is discussing the images evoked in oral performance, it can be supposed that images described in print or depicted visually would follow a similar pattern. Achebe’s text is a novel that represents not only a conflict between a culture with a deeply embedded heroic ethos and Christian missionary efforts, but also a culture that appears to be re-defining its own values. In no more than two pages, identify images that you think evoke the sense of the traditional heroic ethos; describe what in the images conveys a sense of the heroic; explain how you understand what the elements of heroism are in this text and the society it depicts; also identify any images that you think challenge the traditional heroic ethos or suggest the culture’s discomfort with or shift away from it.

12) Narrative

_Reading:_
- *Things Fall Apart*, chs. 10–13

_Due:_ Tactic development 8

According to Scheub, “Story involves a series of ‘fictional events’; it has to do with ‘the lived experiences of historical actors,’ giving structure to cultural experience. Plot is ‘the dynamic shaping force of the narrative discourse.’ It is plot that ‘makes events into a story,’ involving its layered organization. Narrative, as the term is used here, involves such plotting of events, a movement from conflict to resolution” (47). Building on your examination of images in your previous tactic development paper, discuss in no more than two pages how the conflict regarding the heroic ethos that the images raised are plotted into a narrative and make suggestions about the kinds of resolutions possible. Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

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13
13) Narrative, continued

*Reading:*
  - *Things Fall Apart*, chs. 14–17

14) Rhythm

*Reading:*
  - *Things Fall Apart*, chs. 18–20

*Due: Tactic development 9*

According to Scheub, “Rhythm—the artistic repetition and manipulation of images and image sets—is the instrument whereby the message is remembered and communicated; rhythm forms the grid against which the work of art is produced, and is itself a part of that work: the message is revealed, but it is a message composed largely of emotion” (94). If narrative offers movement from conflict to resolution, rhythm should play a large role in the message the novel conveys to its audience (there may be more than one). Return to your previous two tactic development papers and consider in no more than two pages how the “repetition and manipulation of images and image sets” and their plotting within the novel affect the rhythm. What effect does the rhythm have? Does it guide you toward a conclusion or understanding? How? Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

15) Trope

*Reading:*
  - *Things Fall Apart*, chs. 21–24

*Due: Tactic development 10*

According to Scheub, “During the course of the performance, images are shorn of traditional meanings at the same time that those traditional meanings are exploited. The story becomes a trope laboratory, in which images and their organization are undermined, pillaged of their normal connotations, worked into novel arrangements” (131). In this formulation, a story gives us traditional meanings and then complicates or tears them away. We are invited to think about our responses to traditional and conventional meaning. In no more than two pages, discuss how the novel opens up discussion of the relationship between heroism and justice. Are they compatible? Who benefits from the traditional relationship between them? Is there an alternate formulation of the relationship? Who would benefit from such a relationship? Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

16) The Story Told

*Reading:*
  - *Things Fall Apart*

17) Presentations and Discussion: What Makes a Hero Just

*Due: Analytical Paper (~1500–1750 words)*

Choose a quandary about heroism in support of justice posed by Chinua Achebe’s *Things Fall Apart*. Applying the tactics you have practiced, describe the novel’s message regarding that quandary and explain how it is...
conveyed in the novel. Discuss the response the novel seems to pose (if any), the response it evoked from you, and explain how it led you to understand that response as the most just (if, indeed it is). Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

Outlaw
18) Image
Reading:

- *Saga of Gisli Sursson*, pp. 496–527

Due: Tactic development 11

Scheub argues, “The separate image cannot be dissociated from the tradition; when one image is evoked verbally by the artist, an entire network of images is called forth. A single image summons up aspects of the entire tradition, and a sequence of images composing a single performance evokes the full force of the ancient tradition” (23). In the saga, there are a number of images of law being insufficient to ensure justice, consequently requiring a heroic individual to defend justice. Choose at least one of these images and, in no more than two pages, discuss how it evokes aspects of the larger tradition and the relationship among law, justice, and heroism. What is the effect of that choice of image on the audience’s perception of that traditional relationship? Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

19) Narrative
Reading:

- *Saga of Gisli Sursson*, pp. 527–557

Due: Tactic development 12

According to Scheub, “Story involves a series of ‘fictional events’; it has to do with ‘the lived experiences of historical actors,’ giving structure to cultural experience. Plot is ‘the dynamic shaping force of the narrative discourse.’ It is plot that ‘makes events into a story,’ involving its layered organization. Narrative, as the term is used here, involves such plotting of events, a movement from conflict to resolution” (47). The saga clearly plots events that resemble one another and in so doing gives us models for conflict and resolution. It makes us look backward and forward at the same time, guiding us through the narrative to judgments about events. In no more than two pages, discuss how a pair of events, especially a pair of heroic events in the face of some violation, helps us to arrive at a conclusion about the role of heroic action in cultural experience. Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

20) Rhythm
Review:

- *Saga of Gisli Sursson*

Due: Tactic development 13

According to Scheub, “Rhythm—the artistic repetition and manipulation of images and image sets—is the instrument whereby the message is remembered and communicated; rhythm forms the grid against which the work of art is produced, and is itself a part of that work: the message is revealed, but it is a message composed largely of emotion” (94). If narrative offers movement from conflict to resolution, rhythm should play a large role...
in the message the saga conveys to its audience (there may be more than one). Return to your previous two tactic development papers and consider in no more than two pages how the ‘repetition and manipulation of images and image sets’ and their plotting within the saga affect the rhythm. What effect does the rhythm have? Does it guide you toward a conclusion or understanding? How? Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

21) Trope
Review:
- Saga of Gisli Sursson
Due: Tactic development 14

According to Scheub, “During the course of the performance, images are shorn of traditional meanings at the same time that those traditional meanings are exploited. The story becomes a trope laboratory, in which images and their organization are undermined, pillaged of their normal connotations, worked into novel arrangements” (131). In this formulation, a story gives us traditional meanings and then complicates or tears them away. We are invited to think about our responses to traditional and conventional meaning. In this particular saga, nearly all of the conventions we expect are overturned. Violence is secret rather than public; vengeance can never fully satisfy because the violence was secret; siblings fight one another; gender roles are contested; the hero is an outlaw. In no more than two pages, consider some element of tradition that you see undermined and explain how you think that affects our perception of some aspect of justice. Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

Vengeance
22) Image
Reading:
- Death and the Maiden, Act I
Due: Tactic development 15

Scheub argues, “The separate image cannot be dissociated from the tradition; when one image is evoked verbally by the artist, an entire network of images is called forth. A single image summons up aspects of the entire tradition, and a sequence of images composing a single performance evokes the full force of the ancient tradition” (23). This text is one with a range of images, doubtful images, and potentially mistaken identity. These images raise questions about the possibility of ensuring that justice is done, consequently requiring a heroic individual to defend justice. Choose at least one of these images and, in no more than two pages, discuss how it evokes aspects of the larger tradition and the relationship among law, justice, and heroism. What is the effect of that choice of image on the audience’s perception of that traditional relationship? Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

23) Narrative
Reading:
- Death and the Maiden, Act II
Due: Tactic development 16

Approved by UCASC, April 15, to College Council, May 10, 2016
16
According to Scheub, “Story involves a series of ‘fictional events’; it has to do with ‘the lived experiences of historical actors,’ giving structure to cultural experience. Plot is ‘the dynamic shaping force of the narrative discourse.’ It is plot that ‘makes events into a story,’ involving its layered organization. Narrative, as the term is used here, involves such plotting of events, a movement from conflict to resolution” (47). The play clearly plots events that resemble one another and in so doing gives us models for conflict and resolution. It makes us look backward and forward at the same time, guiding us through the narrative to judgments about events. In no more than two pages, discuss how a pair of events, especially a pair of heroic events in the face of some violation, help us to arrive at a conclusion about the role of heroic action in cultural experience. Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

24) Rhythm
Reading:
●  Death and the Maiden, Act III
Due: Tactic development 17

According to Scheub, “Rhythm—the artistic repetition and manipulation of images and image sets—is the instrument whereby the message is remembered and communicated; rhythm forms the grid against which the work of art is produced, and is itself a part of that work: the message is revealed, but it is a message composed largely of emotion” (94). If narrative offers movement from conflict to resolution, rhythm should play a large role in the message the saga conveys to its audience (there may be more than one). Return to your previous two tactic development papers and consider, in no more than two pages, how the “repetition and manipulation of images and image sets” and their plotting within the text affect the rhythm. What effect does the rhythm have? Does it guide you toward a conclusion or understanding? How? Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

25) Trope
Review:
●  Death and the Maiden
Due: Tactic development 18

According to Scheub, “During the course of the performance, images are shorn of traditional meanings at the same time that those traditional meanings are exploited. The story becomes a trope laboratory, in which images and their organization are undermined, pillaged of their normal connotations, worked into novel arrangements” (131). In this formulation, a story gives us traditional meanings and then complicates or tears them away. We are invited to think about our responses to traditional and conventional meaning. This text opens up a number of questions about just behavior in the face of prior injustice. In no more than two pages, consider some aspect of the conflict between justice and injustice that is raised by the complication of traditional meaning. What questions does this disruption of meaning raise? Does it lead to answers? To answers different from what the tradition would have expected? What is the effect of the disruption of tradition? Do not generalize. Make an argument; quote the text in support of the argument; explain how the quotations support your argument.

26) The Story Told

Approved by UCASC, April 15, to College Council, May 10, 2016
27) Presentations and Discussion: Just Vengeance

Due: Analytical Paper (~1500–1750 words)

The Saga of Gisli Sursson and Death and the Maiden are, at their core, interested in the possibility of vengeance achieving justice. They consider vengeance responding to a number of possible violations. They suggest, on the one hand, that vengeance can set matters to rights. They suggest, on the other hand, that vengeance can never be sufficient to achieve resolution and will only lead to further violence. However, the question underlying both texts’ conclusions is whether vengeance itself, even heroic vengeance, is a just response to violation. Choose one of the two texts and explore how the text associates vengeance, respectively, with heroism and with justice. Applying the tactics you have practiced, describe the text’s message regarding those associations and explain how it is conveyed in the text. Discuss the response the text evoked from you, and explain how it led you to understand that response as the most just (if, indeed it is). Are you at all uncomfortable with the relationships between vengeance, heroism, and justice as the text presents them?

28) A Story of Justice?

Due: Reflection

Heroism, Justice, and the Stories We Tell. In this course we have explored justice and the ways that it is framed for us by narrative. In particular, we have considered the place of the hero in advancing and bringing about justice. In a structured essay with a thesis, evidence, and analysis, discuss how you have come to understand the relationship between justice, heroism, and story. You may want to consider how the reading process and tactics of analysis that you have practiced have affected your perception of stories more broadly.

29) Final Wrap Up
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted: April 1, 2016

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

1. a. **Department(s) or program(s)** proposing this course: Latin American and Latina/o Studies  
   b. **Name** and contact information of proposer: José Luis Morin  
      Email address: jmorin@jjay.cuny.edu  
      Phone number: x 6481

2. a. **Title of the course**: Senior Seminar in Latin American & Latina/o Studies: Issues of Justice and Injustice  
   b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): Sr Sem Lat Am & Latino Studies  
   c. **Level** of this course  
      ______ 100 Level  ______ 200 Level  ______ 300 Level  ___X___ 400 Level  
      
      Please provide a brief rationale for why the course is at the level:

This course is designed as a senior seminar for the new LLS B.A. degree program of study, as found in the proposal approved by the BOT (part 5 of the requirements). It is a 400-level course designed to serve as a capstone course in which students can demonstrate their ability to synthesize knowledge, central themes, and critical skills acquired in the major. It is a course to be taken as the student is about to complete the degree program of study but after having taken the curriculum's 300-level research methods course in Latin American and Latina/o Studies.

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

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

This senior seminar satisfies the "Capstone Experience" requirement found in part 5 of the B.A. degree in Latin American and Latina/o Studies (LLS). This course and the degree's curriculum were part of the proposal for the degree, as approved by the CUNY Board of Trustees. The senior seminar requires students to complete an original research project through which they can demonstrate their competence in synthesizing the knowledge, central themes, and critical skills acquired in the major. As described in the approved proposal for the B.A. degree in Latin American and Latina/o Studies, questions of justice and injustice are central throughout the major. Therefore student research projects in this senior seminar will be grounded the themes of justice and injustice as it relates to the study of

Approved by UCASC, April 15, to College Council, May 10, 2016
Latin America and U.S. Latina/os. Students are expected to have previously taken the requisite foundational courses, including the major’s research methods course.

This 400-level Senior Seminar capstone course lends itself to be taught by our full-time faculty drawn from a variety of disciplinary backgrounds. This course follows in sequence the department’s 300-level research methods course, which will have exposed students to the range of methodologies and data sources used by researchers of Latin America and U.S. Latina/os. The research proposal that students will be required to produce in the research methods course will carry over into the 400-level senior seminar. It is in the seminar where students will complete their research, analysis, and writing.

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

In this senior seminar, students will engage in an original research project that synthesizes the knowledge, central themes, and critical skills acquired in the major. Research projects will explore diverse topics in Latin America and Latina/o studies, focusing on the recurring themes of justice and injustice found throughout the major. Students will demonstrate familiarity with relevant literature in the field; competence in research, research methods and forms of analysis; proficiency in written, oral, and critical thinking skills; and command of key concepts in the discipline.

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

   ENG 201, and LLS 315 (Research Methods in Latin American and Latina/o Studies)

6. Number of:
   a. Class hours __3__
   b. Lab hours __________
   c. Credits __3__

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

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

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

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

   Through this course, students will:

   1. Develop and complete a research project examining a topic in Latin America and Latina/o studies in relation to questions of justice and injustice;
2. Critically evaluate the existing literature in the student’s area of research;
3. Collect and analyze data;
4. Discuss and analyze relevant literature in the field and show command of key concepts in the discipline through their research projects;
5. Demonstrate competence in forms of analysis and in written, oral, and critical thinking.

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

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

   B.A. degree in Latin American and Latina/o Studies. This course satisfies part 5 of the degree requirements: Capstone Experience.

10a. Will this course be part of JJ’s general education program?
    No _X__ Yes _____

11. How will you assess student learning?

   This course will be integrated into the LLS Department’s current assessment plan and assessed using the B.A. degree’s learning outcomes and rubrics.

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

   This proposal was forwarded to Robin Davis, the department’s liaison for review and consultation on April 8, 2016.

The Library has done an excellent job of placing all the research resources for Latin American and Latina/o Studies in one database accessible through the Library’s website. See below.

   • If yes, please state the librarian’s name __Robin Davis ____________________________
   • Are there adequate resources in the library to support students’ work in the course
     Yes _X__ No_____  
   • Will your students be expected to use any of the following library resources? Check all that apply.
     ➢ The library catalog, CUNY+ _X__  ➢ LexisNexis Universe _X__
     ➢ EBSCOhost Academic Search Complete _____  ➢ Criminal Justice Abstracts _X__
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _X__  ➢ PsycINFO _X__
     ➢ Sociological Abstracts _X__  ➢ JSTOR _X__
Approved by UCASC, April 15, to College Council, May 10, 2016

SCOPUS  X  
Other (please name)  X  
John Jay Library Latin American and Latina/o Studies Database

13. Syllabus - Please see the attached document.

14. Date of Department curriculum committee approval: March 30, 2016

15. Faculty - Who will be assigned to teach this course?
Full-time tenured and tenure-track professors slated to teach this course included Professors Luis Barrios, John Gutiérrez, Isabel Martinez, Brian Montes, José Luis Morín, Suzanne Oboler, Lisandro Pérez, Belinda Rincón, and Jodie Roure.

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

This course is a capstone specifically designed for the Latin American and Latina/o Studies B.A. degree program, as approved of by CUNY’s Board of Trustees. There is no other course taught at the college that is comparable.

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:

Lisandro Pérez
Chair, Latin American and Latina/o Studies Department

José Luis Morín
Major Coordinator

http://guides.lib.jjay.cuny.edu/latinamericanstudies
SAMPLE SYLLABUS

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
LATIN AMERICAN AND LATINA/O STUDIES DEPARTMENT

LLS 4XX (Section __)
Seminar on Latin American & Latina/o Studies:
Issues of Justice and Injustice
Mondays/Wednesdays: Period ___ (___ to ___ a.m./p.m.), Room:_____

Professor_____________ E-Mail:_____________
Office hours: ____, __ to ___ a.m./p.m.

COURSE DESCRIPTION:

In this senior seminar, students will engage in an original research project that synthesizes the knowledge, central themes, and critical skills acquired in the major. Research projects will explore diverse topics in Latin America and Latina/o studies, focusing on the recurring themes of justice and injustice found throughout the major. Student will demonstrate familiarity with relevant literature in the field; competence in research, research methods and forms of analysis; proficiency in written, oral, and critical thinking skills; and command of key concepts in the discipline.

LEARNING OUTCOMES:

In this course, students will:

1. Develop and complete a research project examining a topic in Latin America and Latina/o studies in relation to questions of justice and injustice;
2. Critically evaluate the existing literature in the student’s area of research;
3. Collect and analyze data;
4. Discuss and analyze relevant literature in the field and show command of key concepts in the discipline through their research projects;
5. Demonstrate competence in forms of analysis; written, oral, and critical thinking skills.

REQUIRED TEXTS AND READINGS


- Other required readings as noted on this syllabus will be posted on e-Reserve accessible online through the John Jay Library website (http://www.lib.jjay.cuny.edu/) or on BlackBoard. (See bibliography of readings in this syllabus.)

COURSE REQUIREMENTS AND GRADING:

1. Research Topic 5% of final grade
2. Research Proposal 5%
3. Annotated bibliography 10%
4. Literature Review 15%
5. Class presentations  10%
6. Participation and progress reports  10%
7. Final research paper  45%

Final research papers will be on a topic in Latin American and Latina/o studies related to the theme of justice and injustice. The final paper will consist of a 20-25 pages typewritten, research paper on a topic submitted to the professor for approval.

COURSE READINGS AND ASSIGNMENTS:

WEEK 1  Introductions and overview: Topics related to justice and injustice in Latin American and Latina/o studies

_U.S. Latina/o research topics_  
- Delgado & Stefancic, pp. 11-29

_Research topics on Latin America_  
- Morín, Chapter 2

_Review of library and online resources_  

WEEK 2  Discussion on research questions and proposals

- Denzin, N.K., Lincoln, Y.S., Smith, L.T. (select chapters)
- Frankfort-Nachmias, Nachmias, & DeWaard (select chapters)

_Due: Research topic_

WEEK 3  Literature review in Latin American and Latina/o studies

_Country-specific research_  
_Ecuador:_  
- de la Torre & Striffler, selected readings on global currents

_Cuba:_  
- Brenner, Jiménez, Kirk and LeoGrande, select readings on social change

_Thematic research projects_  
_Race and racialization:_  

_Environmental justice research in Latin America:_  
- Sundberg, pp. 25-47

WEEK 4  Literature review in Latin American and Latina/o studies (continued)

_Specific populations_  
_Indigenous peoples:_  
- Smith, L.T. (selected chapters)
Human Rights Research

Human Rights and gender violence:
- Merry, Chapter 3

Due: Research Proposal

WEEK 5
Research related to law and justice in Latin American and Latina/o studies

U.S and international legal standards and processes for seeking justice
- Soltero, 133-185
- Cardenas, Chapter 3
- Davis, Chapter 3

WEEK 6
Discussion: Data sources and specialized collections in Latin American and Latina/o studies

- Latin American Network Information Center (LANIC), “Archives,”
  http://lanic.utexas.edu/la/region/archives/

Due: Annotated Bibliography

WEEK 7
Discussion of data, methodology and analysis in Latin American and Latina/o studies

Testimonios
- Beverley, Chapter 4.

WEEK 8
Discussion of analyses of specialized problems and issues in Latin American and Latina/o studies

Immigration
- Delgado & Stefancic, pp. 123-161

Due: Preliminary Literature Review

WEEK 9
Student in-class progress reports & continuing discussion of analyses of specialized problems and issues in Latin American and Latina/o studies

LGBTQ rights in Latin America
- Encarnación, pp. 104-118

WEEK 10
Student in-class progress reports & continuing discussion of analyses of specialized problems and issues in Latin American and Latina/o studies

Social and political movements
- Castellanos, Nájera & Aldama, Part III

Due: Full Literature Review
WEEK 11  Discussion on oral presentations: History and culture


WEEK 12  Discussion on oral presentations: Quantitative and qualitative data

Quantitative analyses of homicides in Latina/o communities
- Martínez, 127-145.

Qualitative analyses
- Archdiocese of Guatemala, 126-177

Due: Rough Draft of preliminary analysis/findings

WEEK 13  Student research presentations—including discussions and critiques

WEEK 14  Student research presentations—including discussions and critiques

WEEK 15  Final student research presentations and discussion on final papers

FINAL RESEARCH PAPER DUE:
Week of Final Exams

BIBLIOGRAPHY:


**THE FOLLOWING POLICIES APPLY TO THIS COURSE:**

1. **College Policy on Academic Integrity:** Please note that College and University policies on academic integrity, including but not limited to policies on cheating, plagiarism, internet plagiarism, and obtaining unfair advantage, and falsification of records and official documents, will be strictly enforced. It is expected that all students will be familiar with college and university policies on academic integrity. See John Jay College of Criminal Justice Undergraduate Bulletin, [http://www.jjay.cuny.edu/academics/654.php](http://www.jjay.cuny.edu/academics/654.php)

**Plagiarism:** Plagiarism is the presentation of someone’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. Paraphrasing, summarizing, 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 to help students with problems of documentation.

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

**Americans with Disabilities Act (ADA)**

“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 L66.00 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

[http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted: Feb 4, 2016  

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

1. a. Department(s) or program(s) proposing this course: Sciences  
   b. Name and contact information of proposer(s): Marta Concheiro-Guisan  
      mconcheiro-guisan@jjay.cuny.edu  
      212-237-8492  

2. a. Title of the course _Principles of Forensic Toxicology_  
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Forensic Toxicology  
   c. Level of this course ___ 100 Level ___ 200 Level ___ 300 Level ___ 400 Level  

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

Forensic toxicology combines chemical and biological concepts to analyze drugs in biological materials and to interpret those results. This course requires an understanding of biology and chemistry, acquired at the 100 and 200-level courses (BIO 103/104, CHE 201/202). The students will learn the main principles of forensic toxicology and they will understand the role of the toxicologist in the courtroom. They will improve their oral and writing skills by selecting a specific area of interest within the field of forensic toxicology and presenting their findings in an oral presentation in the class and in a report. Student’s performance will be evaluated throughout the semester by in-class discussions and quizzes, a written report, oral presentation, midterm and final exam designed at the 300-level.  

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

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.)  

John Jay College is developing a new Toxicology major and this course will serve to introduce the forensic aspects of toxicology to the students. Toxicology is an evolving science that is continuously expanding and assimilating knowledge and techniques from biology, chemistry, mathematics and physics. Among the different fields of toxicology (environmental toxicology, clinical toxicology, mechanistic toxicology, etc.), forensic toxicology is one of the most important, with direct applications in research and professional laboratories. An introduction to forensic toxicology in the Toxicology Major is a key course to provide a well-rounded toxicological education. This course will integrate the toxicological, chemical and biological
concepts previously explored in other courses, and apply them to the specific area of forensic toxicology.

This proposed course is related to but different from other toxicology courses of the Toxicology and Forensic Science Majors. In the Toxicology major, TOX 313 Toxicology of Environmental and Industrial Agents explores basic concepts in Toxicology (lethal dose, toxicity mechanism); but it is focused on the study of environmental and industrial poisons and toxins. The proposed course will instead focus on the medico-legal aspects of toxicology.

The Forensic Science major has a specialization in toxicology. At the 400-level, students do a required two-course sequence that focuses on forensic aspects of toxicology with laboratory (TOX 415 “Forensic Pharmacology” and TOX 416 “Analytical Toxicology”). This new course is a shortened and simplified version for toxicology majors who may want to take it to fulfill an elective in the major. Additionally, it is only a lecture course.

4. **Course description** as it is to appear in the College Bulletin.

This course is an overview of the main principles and fields of forensic toxicology. The course covers the measurement of alcohol, licit and illicit drugs and other toxic substances in biological specimens and the interpretation of such results in a medico-legal context. Students will learn the pharmacological aspects of medicines and prevalent drugs of abuse, how they are analyzed in the laboratory and how to interpret the results in episodes of impairment, intoxication and/or death. Key ethical elements involved in chain of custody, documentation of all laboratory procedures and patient confidentiality are emphasized. This is a lecture only course.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 201; and BIO 355, CHE 315, TOX 313; or permission of the department.

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:

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?

Reasoning, students will be able to:

- Articulate in depth the methodologies of analytical/forensic detection, mechanisms of toxicity, signs and symptoms of drug use and abuse.
- Differentiate various specimen types with regard to the information that can be obtained and limitations of different biological specimens analyzed.
- Explain and show comprehension of how issues of social justice converge with forensic toxicology and its applications.

Knowledge, students will be able to:

Approved by UCASC, April 15, to College Council, May 10, 2016
Understand the basics of toxicant absorption, distribution, metabolism and excretion, and pharmacodynamic effects.

Understand the different steps of drug analysis in biological samples.

Understand the ethical issues of accuracy and assay validity, chain of custody, maintenance of laboratory procedure documentations, and data confidentiality.

Practical skills, students will be able to:

- Formulate critical opinions in forensic toxicology cases.
- Demonstrate the conduct and behavior, both in and out of the class, consistent with relevant published professional code of behavior and ethics.

Communication, students will be able to:

- Participate in discussions as well as written and oral expression of thoughts and opinions, such as case studies, written exams and oral presentation assignments

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

   Yes [X] No ___

   New BS in Toxicology, elective area.

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

    Yes [X] No ___

    If yes, please indicate the area:

11. How will you assess student learning?

    Learning will be assessed by the following:
    1.) In-class: Quizzes, Midterm and Final Exams
    2.) Homework and in-class: Written report and oral presentation

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.

13. Syllabus (See Attached)

14. Date of Department curriculum committee approval ______January 24, 2016

15. Faculty - Who will be assigned to teach this course? Cheng, Concheiro-Guisan, Hoffman, Stripp

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?

Approved by UCASC, April 15, to College Council, May 10, 2016
__ No  __X__ Yes.

A complete explanation is included in the course rational (section 3).

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
   ___ Not applicable  ___ No  __X__ Yes.

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:
Lawrence Kobilinsky
Chair, Sciences Department
Principles of Forensic Toxicology
TOX 3xx

Professor/Instructor: Marta Concheiro, Ph.D.
Room: 5.66.02 NB (Office)
Tel: (212) 237-8492
Email: mconcheiro-guisan@jjay.cuny.edu
Office hours: By appointment

Course Description

This course is an overview of the main principles and fields of forensic toxicology. The course covers the measurement of alcohol, licit and illicit drugs and other toxic substances in biological specimens and the interpretation of such results in a medico-legal context. Students will learn the pharmacological aspects of medicines and prevalent drugs of abuse, how they are analyzed in the laboratory and how to interpret the results in episodes of impairment, intoxication and/or death. Key ethical elements involved in chain of custody, documentation of all laboratory procedures and patient confidentiality are emphasized. This is a lecture only course.

Learning Objectives

Reasoning, students will be able to:

- Articulate in depth the methodologies of analytical/forensic detection, mechanisms of toxicity, signs and symptoms of drug use and abuse.
- Differentiate various specimen types with regard to the information that can be obtained and limitations of different biological specimens analyzed.
- Explain and show comprehension of how issues of social justice converge with forensic toxicology and its applications.

Knowledge, students will be able to:

- Understand the basics of toxicant absorption, distribution, metabolism and excretion, and pharmacodynamic effects.
- Understand the different steps of drug analysis in biological samples.
- Understand the ethical issues of accuracy and assay validity, chain of custody, maintenance of laboratory procedure documentations, and data confidentiality.

Practical skills, students will be able to:
• Formulate critical opinions in forensic toxicology cases.
• Demonstrate the conduct and behavior, both in and out of the class, consistent with relevant published professional code of behavior and ethics.

Communication, students will be able to:
• Participate in discussions as well as written and oral expression of thoughts and opinions, such as case studies, written exams and oral presentation assignments

Course pre-requisites: ENG 102/201, CHE 201/202, BIO 103/104.
Course co-requisites: CHE 315, BIO 355, TOX 313

Required Textbook:

Suggested References (available in the Library):

Grades
The grade is based upon scores of the weekly quizzes (11 quizzes, 22%), oral presentation (14%), written report (14%) and 2 exams (25% each).

Written Report & Oral presentation (14% each):
1) Select an article from an appropriate journal or text. Some possible journal choices include the Journal of Analytical Toxicology, Journal of Forensic Sciences and Forensic Science International. Use the Library Guide for Forensic Science (http://guides.lib.jjay.cuny.edu/forensicscience). The article should describe a poisoning, a drug overdose, or some drug interaction and the human toxicity associated with it. The report has to include the following sections: introduction, case description, discussion and conclusion. The word limit is 2500 words. The report must be fully referenced and cite published studies in the peer reviewed scientific literature.
2) Have the article topic cleared by professor.
3) Written report is due before the Midterm (Week 7).
3) Presentations will be in the class before the Final (Week 13).
4) Plan your presentation to be 10 minutes long with ~5 minutes for questions.
5) Use Powerpoint presentation software. Email your presentation to the professor by 9 pm on the day before the presentation.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0 and above</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.0 – 89.9</td>
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<tr>
<td>B</td>
<td>83.0 – 86.9</td>
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<tr>
<td>B-</td>
<td>80.0 – 82.9</td>
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<tr>
<td>C+</td>
<td>77.0 – 79.9</td>
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<tr>
<td>C</td>
<td>73.0 – 76.9</td>
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<tr>
<td>C-</td>
<td>70.0 – 72.9</td>
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<td>D+</td>
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<td>D</td>
<td>63.0 – 66.9</td>
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<td>D-</td>
<td>60.0 – 62.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 60.0</td>
</tr>
</tbody>
</table>

**Grading Scale:** The grading scale is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale will then be strictly used. This means that a 72.949% is a “C-“ and a 72.950% is a “C.” The computer does these calculations so there are no judgment calls or “leniency.”

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

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

**Statement of the College Policy on Plagiarism**

- Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

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

- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has free guides designed to help students with problems of documentation.

- This course will use turnitin.com for the paper. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.
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.”

Blackboard
Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, students are responsible for checking their John Jay e-mail account regularly for important announcements. Contact DoIT, not your instructor, for help with e-mail or Blackboard.

Course Attendance
You are required to attend the class sessions. Weekly quizzes will be performed in class and these will be part of your final grade. You will be allowed two (2) absences with no required documentation. However, beginning with the third undocumented absence, your final course grade will be penalized by 5 percentage points (5%) for each undocumented absence. Arrivals later than twenty minutes after the start of class will count as a one-half absence.

Lecture Schedule
Week 1: Pharmacokinetics and pharmacodynamics
Basic concepts of pharmacokinetics and pharmacodynamics; Drug absorption, distribution, metabolism and excretion; Drug concentration and pharmacological response
Quiz: Pharmacokinetic and pharmacodynamics
Reading: Levine, pp. 47-66.
Week 2: Alcohol
Classification of alcohols; Production of alcoholic beverages; Fate of ethanol in the body; Effects of ethanol; Blood and urine alcohol analysis; Legal and regulatory aspects
Quiz: Alcohol
Reading: Levine, pp. 157-172
Week 3: Opioids
Chemistry and mechanism of action; Use and effects; Pharmacokinetics; Specific opioids; Interpretation of analytical results in medico-legal context
Quiz: Opioids
Reading: Levine, pp. 17-206
Week 4: Cocaine and amphetamines

Pharmacology; Pharmacokinetics; Specific amphetamines; Bioanalytical methods; Interpretation of analytical results in medico-legal context

**Quiz:** Cocaine and amphetamines

**Reading:** Levine, pp.207-228

Week 5: Cannabis

Chemistry; Effects; Driving impairment; Development of tolerance; Pharmacokinetics; Analysis of biological samples; Interpretation of analytical results in medico-legal context

**Quiz:** Cannabis

**Reading:** Levine, pp. 229-244

Week 6: Benzodiazepines

Chemistry and use; Pharmacology; Individual benzodiazepines; Analysis of biological samples; Interpretation of analytical results in medico-legal context

**Quiz:** Benzodiazepines

Week 7: **Review for the Midterm & Midterm**

**Reports Due**

Week 8: Biological specimens in forensic toxicology

Description, sample collection, storage conditions and window of detection of blood, urine, hair, oral fluid, sweat, tissues (liver, kidney, lungs) and vitreous humor; Ethical elements involved in chain of custody and confidentiality

**Quiz:** Biological specimens

**Reading:** Levine, pp.67-78

Week 9: Analytical methods in forensic toxicology I

Specimen preparation (hair washing and decontamination); Solid phase extraction; Liquid-liquid extraction; Protein precipitation

**Quiz:** Analytical methods

Reading: TBD

Week 10: Analytical methods in forensic toxicology II

Immunoassays; Spectrophotometry; Chromatography; Mass Spectrometry; Ethical elements involved in maintenance of documentations of all laboratory procedures

**Quiz:** Analytical methods

**Reading:** Levine, 79-156

Week 11: Postmortem forensic toxicology
Types of postmortem forensic toxicology cases; Death investigation; Specimen acquisition; Analytical methods; Interpretation of postmortem results; Report; Postmortem case reports

Quiz: Postmortem

Reading: Levine, pp. 3-14

Week 12: Human performance toxicology

Driving under the influence of drugs; Drug facilitated crimes; Specimen acquisition; Analytical methods; Interpretation of the analytical results; Report; Human performance case reports

Quiz: Human performance

Reading: Levine, pp. 15-30

Week 13: Oral presentations

Week 14: Review for the Final

Week 15: Final Exam
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

Date Submitted: March 22, 2016

1. Name of Department or Program: Department of Sciences

2. Contact information of proposer(s):
   Name(s): Lawrence Kobilinsky
   Email(s): ikobilinsky@jjay.cuny.edu
   Phone number(s): 212-237-8884

3. Current number, title, and abbreviated title of course: CHE 100: Preparation for General Chemistry

4. Current course description:
   A course in chemistry to prepare students for the level of work covered in CHE 103-104. Instruction will be given in the fundamental concepts of chemistry. The course provides the requisite skills needed to solve problems. Open to students who have not had high school chemistry or students recommended by the department.
   Note: This course is graded on a Pass/Fail basis.
   a. Number of credits: 1
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites or co-requisites: MAT 105 or MAT 141 or MAT 241 or above.
   Note: Students are allowed to take CHE 100 at the same time as these MAT courses.
   See J Express for assistance in Registering.

5. Describe the nature of the revision:
   1.) Modify the course description.
   2.) Change the course grading scheme to Credit/No Credit (CR/NC).

6. Rationale for the proposed change(s):
   1. Revision of the course description is needed in order to ensure that all students (as well as faculty and advising staff) are clear about the purpose of the course and which students should take it. The content and focus of the course have not changed. Rather, we wish to more fully describe the nature and purpose of the course.

   2. A key aspect of the new science admissions requirements is CHE 100 (a preparatory course) as a pre-requisite or co-requisite for students who have placed into MAT 105 but are not yet ready for CHE 101. This course is for science interested students who have not met the entrance requirements for a science major. Students can take a series of introductory courses to qualify for admission. We can't make MAT a co-requisite officially because CUNYFirst will not allow students to drop CHE 100 without also dropping the MAT course. So we chose to add a note in the bulletin instead. These are incoming freshman so advisors will be assisting them in registering anyway.

   3. Lastly, we also wish to change the course to the grading basis of Credit/No Credit (CR/NC). This is in keeping with one of the key aspects of how our Admissions Standards proposal treats incoming students. Currently, students who do not yet have the skills needed to succeed in chemistry are at great risk of suffering harm to their GPAs when they attempt courses in the science majors that they are not prepared to take. While some students do develop the needed skills and succeed in introductory chemistry, those who don't, often leave the science major with Ds or Fs on their transcript. This can

Approved by UCASC, April 15, to College Council, May 10, 2016

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permanently drag down a student’s GPA. By switching the CHE100 preparatory course to Credit/No Credit (CR/NC), there will be no impact on GPA whatsoever. Students who fail the course will not be allowed to begin CHE 101, but they will not suffer from a poor GPA. In a sense, a CHE100 course becomes a no-risk opportunity for students to attempt development of the necessary skills for success in CHE101. At the same time, because the course is only one credit, students in danger of failing will simply not receive credit for the course.

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

   Chemistry 100 is a preparatory course for students wishing to major or minor in a science discipline (forensic science, biology, toxicology or chemistry, i.e. all majors and minors offered by the Department of Sciences), but are not eligible for direct entry into a science major. This course covers the basic skills necessary to succeed in general chemistry including mastery of chemistry problem solving, arithmetic and algebra as applied in chemistry and biology, strategies for learning and studying science material, critical thinking and analysis, and science writing. Students who pass this course are eligible to take Chemistry 101.

   Note: This course is graded on a Credit/No Credit (CR/NC) basis

   b. Revised course title: N/A
   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:
      - Pre-requisite: Mat 105, 141, 241 or higher; and
      - Restricted to student group code of pre-science
      - Please note: Students are allowed to take CHE 100 at the same time as any of these MAT courses depending on placement. See J Express or Academic Advising Center for assistance in Registering

   i. Revised grading scheme: Change course to Credit/No Credit (CR/NC) grading scheme.

8. Enrollment in past semesters: In Fall 2015, 49 students took CHE 100.

9a. Will this course be offered as part of the new JJ General Education program
    No  XX  Yes ______ If yes, please indicate the area:  

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

11. Date of Department or Program Curriculum Committee approval: March, 2016

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Kobilinsky – Chair, Department of Sciences; Coordinator, Forensic Science (FOS) major;
    Lents – Coordinator, Biology Minor; Coordinator, Cell and Molecular Biology (CMB) major;
    Sheehan – Coordinator, Introductory Chemistry courses

Approved by UCASC, April 15, to College Council, May 10, 2016
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 Form.

Date Submitted: February 8, 2016

1. Name of Department or Program: ECONOMICS

2. Contact information of proposer(s):

   Name(s): Catherine P. Mulder, Jay Hamilton
   Email(s): cmulder@jjay.cuny.edu, jhamilton@jjay.cuny.edu
   Phone number(s): x1309

3. Current number, title, and abbreviated title of course: Political Economy, ECO 213

4. Current course description:

   This course critically evaluates the capitalist economic system from contrasting theoretical perspectives. The successes and failures of capitalism will be critiqued and analyzed with emphasis on capitalism’s effects on class, gender, race and the environment. The course explores topics such as economic crises, unemployment, poverty, exploitation, alienation, and economic democracy. Particular attention will be given to the works of Adam Smith, Karl Marx, Thorstein Veblen, and modern political economists.

   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 ECO 101 or ECO 120 or ECO 125

5. Describe the nature of the revision: Adding prerequisite of ECO 105 Understanding U. S. Economic Data

6. Rationale for the proposed change(s):

   We found that students were delaying taking the required ECO 105 class until after completion of this class and others. In order to ensure that scaffolding classes is consistent and a primary concern in our curriculum, and that also students are prepared to successfully complete their 2-400 level required classes.

Approved by UCASC, April 15, to College Council, May 10, 2016

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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 abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A
d. Revised learning outcomes: N/A
e. Revised assignments and activities related to the revised learning outcomes: N/A
f. Revised number of credits: NA
g. Revised number of hours: NA
h. Revised prerequisites: ENG 101, and ECO 101 or ECO 120 or ECO 125, and ECO 105

8. Enrollment in past semesters: approximately 40

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: February 5, 2016

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

   Catherine P. Mulder, Economics Major Coordinator
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

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Date Submitted: February 8, 2016

1. Name of Department or Program: ECONOMICS

2. Contact information of proposer(s):

   Name(s): Catherine P. Mulder, Jay Hamilton
   Email(s): cmulder@jjay.cuny.edu, jhamilton@jjay.cuny.edu
   Phone number(s): x1309

3. Current number, title, and abbreviated title of course: Intermediate Macroeconomics, ECO 220

4. Current course description:

   This course builds on basic economic principles to examine the economy as a whole. Students will learn and critique economic models from differing theoretical perspectives. Issues such as income/wealth, employment/unemployment, general price levels, the U.S.'s relationship to the global economy, and current events are analyzed and discussed. Students will learn about sustainable economic growth, recessions/depressions, fiscal and monetary policies, capital and labor markets, and international trade/finance.

   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 ECO 101 or ECO 120

5. Describe the nature of the revision: Adding Prerequisite of ECO 105 Understanding U.S. Economic Data

6. Rationale for the proposed change(s):

   We found that students were delaying taking the required 105 class until after completion of this class and others. In order to ensure that scaffolding classes is consistent and a primary concern in our curriculum, and that also students are prepared to successfully complete their 2-400 level required classes.

Approved by UCASC, April 15, to College Council, May 10, 2016
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 abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A  
   d. Revised learning outcomes: N/A  
   e. Revised assignments and activities related to the revised learning outcomes: N/A  
   f. Revised number of credits: NA  
   g. Revised number of hours: NA  
   h. Revised prerequisites: ENG 101, and ECO 101 or ECO 120, and ECO 105

8. Enrollment in past semesters: approximately 40

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: February 5, 2016

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

   Catherine P. Mulder  
   Major Coordinator
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 Form.

Date Submitted: February 8, 2016

1. Name of Department or Program: ECONOMICS

2. Contact information of proposer(s):
   Name(s): Catherine P. Mulder, Jay Hamilton
   Email(s): cmulder@jjay.cuny.edu, jhamilton@jjay.cuny.edu
   Phone number(s): x1309

3. Current number, title, and abbreviated title of course: Intermediate Microeconomics, ECO 225

4. Current course description:

   This course builds on basic economic principles to examine how individuals, households, groups, and businesses make decisions to allocate scarce resources. Topics often addressed are: consumer/producer decisions; competition; monopolies and the concentration of capital; income distribution; labor markets; discrimination; social and criminal theft; profit distribution; the environment; and public goods. These topics are studied from a variety of theoretical perspectives including study of their associated policy prescriptions.

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

   c. Current prerequisites: ENG 101, ECO 101 or ECO 125

5. Describe the nature of the revision: Adding Prerequisite of ECO 105 Understanding U.S. Economic Data

6. Rationale for the proposed change(s):
   We found that students were delaying taking the required 105 class until after completion of this class and others. In order to ensure that scaffolding classes is consistent and a primary concern in our curriculum, and that also students are prepared to successfully complete their 2-400 level required classes.

Approved by UCASC, April 15, to College Council, May 10, 2016
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 abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A
   d. Revised learning outcomes: N/A
   e. Revised assignments and activities related to the revised learning outcomes: N/A
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: ENG 101, and ECO 101 or ECO 125, and ECO 105

8. Enrollment in past semesters: approximately 40

9a. Will this course be offered as part of the new JJ General Education program (Common Core or College Option)?
   (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 5, 2016

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

   Catherine P. Mulder
   Major Coordinator
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: March 14, 2016

1. Name of Department or Program: English

2. Contact information of proposer(s):
   Name(s):    Alexa Capeloto & Lyell Davies
   Email(s):    acapeloto@jjay.cuny.edu  ldavies@jjay.cuny.edu
   Phone number(s):  646-557-4546

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)

   ENG 261: Video Production Basics

4. Current course description:

   ENG261 Video Production Basics
   This pre-professional course teaches the fundamentals of video production. Students will learn practical techniques for story development, develop skills in camera operation and sound recording, and become proficient in computer-based editing on Final Cut Pro software. Workshop sessions focus on hands-on experience with the equipment, the analysis of clips from award-winning films, and the application of knowledge and creativity to individual and group video projects. The ethical implications of the choices made when producing videos are explored.

   a. Number of credits: 4 credits

   b. Number of class hours: 4 hours (3 lecture, 1 lab).

   c. Current prerequisites: ENG 101, and SPE 113 or COM 113

Approved by UCASC, April 7, to College Council, May 10, 2016
5. Describe the nature of the revision:

1) Removing SPE 113 and COM 113 as pre-reqs.
2) Renaming the course “Digital Video Production.”
3) Revising the course description.
4) Revising the learning outcomes.

6. Rationale for the proposed change(s):

1) ENG 261: Video Production Basics migrated from the Department of Communications and Theatre Arts to the English Department to become part of the Journalism Minor, which itself is being revised as a minor in Digital Media and Journalism. For the current iteration of ENG 261, SPE 113 and COM 113 were pre-requisites to ensure that students possessed basic oral communication skills in keeping with the larger learning outcomes of the department, and in line with the performative aspects of the course, which encompassed fiction and nonfiction video-making. In its future home within Digital Media and Journalism, where connections among writing, research, and visual and moving-image nonfiction media are at the fore, ENG 261 will be sufficiently served by ENG 101 and its focus on written communication skills.

2) To meet the needs of the new Digital Media and Journalism minor, ENG 261 is being revised to bring a new focus to digital and nonfiction aspects of video production; hence the changes to the name, course description and learning outcomes.

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

a. Revised course description:

This course is an introduction to digital video making. Students will learn the practical techniques needed for the making of professional quality videos, including cinematography, sound, lighting, and video editing. In hands-on workshops and individual and group assignments, students will master a variety of genres and styles of nonfiction video making, create their own high-quality videos, and examine how award-winning and popular videos are made.

b. Revised course title: **ENG 261 Digital Video Production**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **Video Production**

d. Revised learning outcomes:

In this course students will:

Research skills: Use a range of digital video making approaches and genres to examine, document, creatively interpret, advocate for, or challenge aspects of the social and cultural world around us.

Approved by UCASC, April 7, to College Council, May 10, 2016
Analytical skills: Apply media literacy principles to an understanding of how a variety of genres of nonfiction media communicate a message to viewers to influence their knowledge, opinions, or emotions.

Knowledge acquisition: Apply technical and process-based media making knowledge, such as camera operation, sound recording, interviewing, and video editing, to the production of professional quality nonfiction media.

Create a moving image research project: Create professional quality digital videos that engage viewers and communicate an intended message. Gain proficiency in the hands-on and process-based skills needed for successful video making from pre-production to post-production and distribution. Collaborate with peers while applying professional workplace practices and standards to the completion of shared projects.

e. Revised assignments and activities related to revised outcomes:

Future offerings of the course will stress the production of nonfiction videos, including the making of documentary videos, electronic new reports, and digital storytelling. In the past, ENG 261 encompassed nonfiction media making activities, but also included scene analysis and scene staging assignments that are appropriate to the making of fiction works. The course is being revised to delete these now-redundant assignments.

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: ENG 101


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: March 10, 2016

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

   Allison Pease
   Chair, English Department

Approved by UCASC, April 7, to College Council, May 10, 2016
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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 Form.

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

Date Submitted: March 1, 2016

1. Name of Department or Program: English

2. Contact information of proposer(s):
   
   Name(s): Jay Gates
   Email(s): jgates@jjay.cuny.edu
   Phone number(s): (646) 557-4406

3. Current number, title, and abbreviated title of course: LIT 130; King Arthur: Culture, Society, and Tradition; King Arthur

4. Current course description:

   Most people know the King Arthur story—the sword in the stone, the Knights of the Round Table, Merlin the magician, Lancelot, Guinevere—or we think we know it. Different times have needed different Arthurs and have refashioned him to address the needs of the society. Did you know Arthur was a Roman general? Did you know that Merlin was the child of a nun and an incubus? How about that the Lancelot and Guinevere affair was made up and introduced for a very important female audience? In this course we will explore several different Arthurs, what they represent about the values of a society, the expectations they present for the individual living in it, and how to read stories within a larger tradition.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101 (pre- or corequisite)

5. Describe the nature of the revision:

Pre
6. Rationale for the proposed change(s):
Upon further reflection, proposers feel this new course is better suited to the Learning from the Past category because it situates Arthurian texts within their historical contexts and involves multiple perspectives on the same subject. Also, because enrollment for literature courses in the Individual and Society category tends to be low, the King Arthur course will have broader appeal to the student body in the Learning from the Past category for which enrollment for LIT courses is higher. As indicated on the College Option Course Submission form, the course fulfills the learning objectives for Learning from the Past without any need for changing the design or assignments.

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 abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): n/a

d. Revised learning outcomes:

Students will:
● Demonstrate knowledge of formative events, ideas or works in connection with Arthurian texts.
● Analyze the significance of major developments in history related to such texts.
● Differentiate multiple perspectives on the same subject.
● Distinguish between description and analysis as primary methods of reading.
● Apply description and analysis as primary methods of reading.
● Examine a text’s place within a tradition.

e. Revised assignments and activities related to revised outcomes:

Please see the following assignments in the attached syllabus that reflect the revised outcomes:
● Demonstrate knowledge of formative events, ideas or works in connection with Arthurian texts (assignments for days 6, 7, 10, 11, 18, 19, 20)
● Analyze the significance of major developments in history related to such texts. (assignments for days 20, 21, 22, 23, 24, 27, 28).
● Differentiate multiple perspectives on the same subject (see scaffolding across all assignments).
● Distinguish between description and analysis as primary methods of reading (progression across all written assignments and class discussions).
● Apply description and analysis as primary methods of reading (progression across all written assignments and class discussions).
Approved by UCASC, April 15, to College Council, May 10, 2016

- Examine a text's place within a tradition (assignments for days 6, 10, 11, 14, 18, 19, 24, 27, 28).

  f. Revised number of credits: n/a
  
g. Revised number of hours: n/a
  
h. Revised prerequisites: n/a

8. Enrollment in past semesters: n/a (new course, approved by the College Council June 29, 2015)

9. Does this change affect any other departments?

   ___X  No   _____Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: January 1, 2016

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Allison Pease
# John Jay General Education College Option

## Course Submission Form

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>LIT 130</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>King Arthur: Culture, Society, and Tradition</td>
</tr>
<tr>
<td><strong>Department or Program</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td>Literature</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>(ENG 101 required for 200-level, ENG 201 required for 300 &amp; 400-level courses)</td>
</tr>
<tr>
<td><strong>Co-requisites</strong></td>
<td>English 101</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>Most people know the King Arthur story—the sword in the stone, the Knights of the Round Table, Merlin the magician, Lancelot, Guinevere—or we think we know it. Different times have needed different Arthurs and have refashioned him to address the needs of the society. Did you know Arthur was a Roman general? Did you know that Merlin was the child of a nun and an incubus? How about that the Lancelot and Guinevere affair was made up and introduced for a very important female audience? In this course we will explore several different Arthurs, what they represent about the values of a society, the expectations they present for the individual living in it, and how to read stories within a larger tradition.</td>
</tr>
<tr>
<td><strong>Sample Syllabus</strong></td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

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

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

### John Jay College Option Location

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

- [ ] Justice Core
  - [x] Learning from the Past
  - [ ] Communication
  - [ ] Justice & the Individual (100-level)
  - [ ] Struggle for Justice & Inequality in U.S. (300-level)
  - [ ] Justice in Global Perspective (300-level)

### Learning Outcomes

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

I. **Learning from the Past** - Please explain how your course meets these learning outcomes
Students will:

<table>
<thead>
<tr>
<th>Texts will be presented in relation to and as they participated in major historical contexts and events such as Roman Britain, the <em>adventus Saxonum</em>, the Norman Conquest, the rise of courtly culture (Chrétien de Troyes and Eleanor of Aquitaine), the Renaissance and Reformation (Spenser), Victorian idealism (Tennyson), American innovation (Twain), etc.</th>
<th>Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will describe the differences between texts within a common tradition and then examine how those divergences highlight what the text does, comment on earlier portions of the tradition, or modify the tradition going forward. They will also posit in papers and discussion how such changes may indicate the historical and social concerns that texts were addressing. For an example of a progression from description to analysis that does this, see the preparatory assignment for day 10 and the full paper assigned for day 11 in the appended syllabus.</td>
<td></td>
</tr>
<tr>
<td>Students will make textually based arguments and support them with critical literary analysis. For examples, see the paper assignments for days 11 and 28 in the appended syllabus.</td>
<td></td>
</tr>
<tr>
<td>Students will apply the methods of literary studies, cultural studies, and narrative theory to analysis of texts. They will use these approaches to understand how narrative addresses social concerns in context and how to examine texts for their social concerns.</td>
<td>Analyze the significance of major developments in U.S. and World History.</td>
</tr>
<tr>
<td>Students will engage with developments in the Arthur story as they pertain to historical context. Looking at the representations of Arthur in different roles and in different cultural and historical moments from a range of perspectives will require students to examine the effects of story and story-telling in periods of social change (e.g. the <em>adventus Saxonum</em>, the Reformation). For examples of this, see the structure of the syllabus as it is divided according to national and historical context.</td>
<td>Differentiate multiple perspectives on the same subject</td>
</tr>
<tr>
<td>Through consideration of related characters, students will engage with how individuals' perspectives are affected and shaped by historical events. For an example of a progression from description to analysis that does this, see the preparatory assignments for days 2 and 4 in the appended syllabus.</td>
<td></td>
</tr>
<tr>
<td>Students will analyze a range of narratives from within a common tradition. They will engage with perspectives of characters such as kings, knights, ladies, authorities, and villains. This will allow students to think about the different perspectives individuals may have held within their society. Students will also have to think about how stories and traditions are modified to address social concerns in cultural, historical, or other contexts. For an example of a progression from description to analysis that does this, see the preparatory assignments for days 7 and 8 in the</td>
<td></td>
</tr>
</tbody>
</table>
Students will apply the methods of literary studies, cultural studies, and narrative theory to analysis of texts. They will use these approaches to understand how narrative addresses social concerns in context and how to examine texts for their social concerns.

Students will engage with ethical claims made by narratives in how they represent Arthur and his court. Students will engage with ethical decisions made by characters and the foundational logic of those decisions. Students will, in turn, have to examine their own responses and assumptions to those representations. For an example of a progression from description to analysis that does this, see the preparatory assignments for days 20–24. For students' responses to their own ethical decisions in relation to a text and the Arthurian tradition, see the preparatory assignment for day 27 in the appended syllabus.
SAMPLE SYLLABUS

King Arthur: Culture, Society, and Tradition
Lit 130, Section 000
Classroom: XXX

Professor Jay Paul Gates
Office: NB 07.63.35
Phone: 646.557.4406
Email: jgates@jjay.cuny.edu
Office Hours: W 12:00–1:00, or by appointment

Course Description
Most people know the King Arthur story—the sword in the stone, the knights of the Round Table, Merlin the magician, Lancelot, Guinevere—or we think we know it. Different times have needed different Arthurs and have refashioned him to address the needs of the society. Did you know Arthur was a Roman general? Did you know that Merlin was the child of a nun and an incubus? How about that the Lancelot and Guinevere affair was made up and introduced for a very important female audience? In this course we will explore several different Arthurs, what they represent about the values of a society, the expectations they present for the individual living in it, and how to read stories within a larger tradition.

Learning and Performance Objectives
For purposes of the general education category of Learning from the Past, students will
● Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences (assignments for days 6, 7, 10, 11, 18, 19, 20)
● Analyze the significance of major developments in U.S. and World History (assignments for days 20, 21, 22, 23, 24, 27, 28).
● Differentiate multiple perspectives on the same subject (see scaffolding across all assignments).

For purposes of this class, students will
● Distinguish between description and analysis as primary methods of reading (progression across all written assignments and class discussions).
● Apply description and analysis as primary methods of reading (progression across all written assignments and class discussions).
● Examine a text’s place within a tradition (assignments for days 6, 10, 11, 14, 18, 19, 24, 27, 28).

Required Texts

Grading
Participation 20%
Preparatory assignments 20%
Paper 1 20%
Paper 2 20%
Midterm exam 10%
Final Exam 10%

Attendance:
Because I value participation, I expect you to be present and punctual. Attendance is your responsibility and there is no such thing as an ‘excused absence.’ You may miss up to 4 classes without penalty beyond losing participation points.
Students with Disabilities
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 NB (212-237-8041). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

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

Plagiarism:
Plagiarism and cheating are violations of CUNY’s policy on academic integrity:

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. Paraphrasing, summarizing, 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. (http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also MLA Handbook, 7th ed., 2.

1) Introduction: Text, Tradition, Interrogation

Roman Britain: The Welsh Arthur
2) Arthurian Deeds
Reading: Culhwch and Olwen in RA, pp. 28–57
Due: Prep paper

Description: Character. Choose one character from the reading and, in no more than 2 pages, describe him or her. Describe the character’s attributes including appearance, social status, concerns, goals, attitude (how does the character treat others?). Give concrete examples and quote from the text where it will help make clear your description.

3) Arthur in Latin
Reading: Arthur in Geoffrey of Monmouth in RA, pp. 58–87
Due: Prep paper

Description: Context. In no more than 2 pages, describe the context for the events of the reading. Where do the events take place geographically? When do the events narrated take place? Who is involved in events (individuals or whole peoples)? Is there a dominant culture? Are there peoples or cultures in conflict? Are there notable features to the context, e.g. is this a fictional world or a real and recognizable one? Give concrete Pre

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The Adventus Saxonum
4) Arthur the Destroyer of Saxons
Reading: Arthur in Geoffrey of Monmouth in RA, pp. 58–87

Due: Prep paper

Analysis: Character motivation. Up to this point you have simply identified features of texts and described them. However, to move toward analysis—reading the text for meaning—we need to think about why things are happening, why characters do the things they do. Select one or two characters and, in no more than 2 pages, explain their motivation for a particular action or set of actions. Try not to read too much into the character’s back-story. Instead, focus on the evidence the text provides and extrapolate from textual clues, e.g. what is the the cultural context, what conflicts does a character face, what does a character have to gain or lose from their actions? How do you know what has motivated the character to these actions? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

The Norman Conquest: The French Arthur
5) Arthur’s origins
Reading: Wace, Roman de Brut (Merlin Episodes) in RA, pp. 88–99

Due: Prep paper

Description: Context. In no more than 2 pages, describe the context for the events of the reading. Where do the events take place geographically? When do the events narrated take place? Who is involved in events (individuals or whole peoples)? Is there a dominant culture? Are there peoples or cultures in conflict? Are there notable features to the context, e.g. is this a fictional world or a real and recognizable one? Give concrete examples and quote from the text where it will help make clear your description.

6) Arthur’s Origins
Reading: Wace, Roman de Brut (The Birth and Rise of Arthur) in RA, pp. 88–99

Due: Prep paper

Description: Tradition and novelty. With this text, we can see a tradition developing around Arthurian narratives. On the one hand, tradition implies consistency and conservation. On the other, with the move to a new culture and a new language, the narratives focus on new things, emphasize different elements, concern themselves with different matters. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. Give concrete examples of both by quoting passages from the text.

The Rise of Courtly Culture
7) Arthur Acquires Chivalry
Reading: Marie de France, Lanval in RA, pp. 294–95 and 298–314

Due: Prep paper

Description: Social values. Moving from one culture and language to another also implies that new social values will be inserted into the Arthurian tradition. In no more than 2 pages, describe which social values you see in the text. These may include matters such as gender expectations on individuals, gender relations, social class, and/or religion. Give concrete examples and quote from the text where it will help make clear your description.

8) Enter Lancelot
Reading: Chrétien de Troyes, Lancelot or The Knight of the Cart in RA, pp. 112–45

Due: Prep paper
Analysis: Values and motivation. What were the benefits and costs of the values the text presented for the characters? What lesson should a contemporary audience take away from the narrative (contemporary means the audience that the narrative was written for, not a modern audience)? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

9) Questing for the Queen
   Reading: Chrétien de Troyes, *Lancelot or The Knight of the Cart* in RA, pp. 145–80
   NO WRITTEN WORK DUE

10) A Different Kind of Quest
    Reading: *The Quest for the Holy Grail* in RA, pp. 207–14
    Due: Prep paper

Description: Tradition and novelty. With this text, we can see a tradition developing around Arthurian narratives. On the one hand, tradition implies consistency and conservation. On the other, with the move to a new culture and a new language, the narratives focus on new things, emphasize different elements, concern themselves with different matters. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. How does the tradition seem to be shifting? Give concrete examples of both by quoting passages from the text.

11) The Collapse of the Court
    Due: Paper 1

Analytical Paper: As we have read a number of texts in a developing Arthurian tradition, we have seen the introduction of new social values and social concerns. Characters have responded to different motivations across the texts. Choose one main text and focus on no more than 2 characters. In 5 pages (~1,500 words) make an argument about how the characters respond to social/cultural motivations and whether their responses are fundamentally driven by adherence to the narrative Arthurian tradition or if the Arthurian tradition is being adapted to suit the concerns of the contemporary audience. Give concrete examples by quoting passages and explaining how those passages support your argument.

12) In-class midterm exam

The Alliterative Revival: The English Arthur
13) Enter Gawain

Description: Character. Choose one character from the reading and, in no more than 2 pages, describe him or her. Describe the character’s attributes including appearance, social status, concerns, goals, attitude (how does the character treat others?). Give concrete examples and quote from the text where it will help make clear your description.

14) Heads Will Roll
    Reading: *Sir Gawain and the Green Knight*, fitt 1 in RA
    Due: Prep paper

Description: Character. Does this Gawain agree with the other Gawain we encountered in *The Rise of Gawain*? Identify attributes that they share in common and those that they do not. Give concrete examples and quote from the text where it will help make clear your description.

15) Bulls, Boars, and Wodewos
    Pre
Description: Character and symbolism—reading for foreshadowing. Often, we can anticipate later events by recognizing character attributes and symbols that are supposed to be descriptive of a character’s state. Describe the symbols that are attached to Gawain and make some guesses about the kinds of things that could happen in relation to them later in the text. Give concrete examples and quote from the text where it will help make clear your description.

16) The Green Chapel

Reading: Sir Gawain and the Green Knight, fitts 2–3 in RA

Analysis: Reliability of symbolism and ambiguity of interpretation. Having read the whole of the text now, how accurate were your guesses about how events would play out? Did you find that the symbolism surrounding Gawain was reliable? Explain how it was or was not. What effects did the symbolism early in the text have on your interpretation at the end? Give concrete examples, quote from the text, and explain how the quotations support your interpretation of the text.

17) Arthur the Giant Killer

Reading: The Alliterative Morte Arthure in RA, pp. 501–41

Description: Character anticipation—reading for foreshadowing. Describe elements that you think suggest how things might play out later in the narrative. Obvious examples of these might include prophecies or dreams. Less obvious examples may involve crimes that must be punished, characters’ statements about their intent, and various kinds of symbolism or metaphor. Although you do not need to identify all of the possible foreshadowing you may see, try to explain why you recognize at least one or two examples as foreshadowing and what you think they indicate.

18) Arthur’s Beginnings

Reading: Sir Thomas Malory, Le Morte Darthur (The Sword in the Stone) in RA, pp. 542–52

Description: Reading within/against traditions. With this text, we can again see a tradition developing around Arthurian narratives and the active use of and engagement with earlier texts. In no more than 2 pages, describe what is new and what seems to be retained from the earlier stories you have read. How does the tradition seem to be shifting? Does Malory’s Arthur agree more with that of the French material or the English material? Give concrete examples of both by quoting passages from the text.

19) Arthur’s End

Reading: Sir Thomas Malory, Le Morte Darthur (The Death of Arthur) in RA, pp. 542–52

Analysis: Which tradition should we read Malory as participating in? Why? How does that affect how we interpret Malory’s Arthur? In no more than 2 pages, discuss which tradition Malory relies on or borrows from more and what the effects of that are on interpreting the text. Give concrete examples by quoting the text and explain how they support your claims.

Idealism and Medievalism: The Victorian Arthur

20) A Victorian Obsession


Description: What does Tennyson tell us his goals are?

21) Love Interests

Reading: Tennyson, ‘Merlin and Vivien’, pp. 142–68
Description: Character. Choose one or two characters from the reading and, in no more than 2 pages, describe him or her. Describe the character’s attributes including appearance, social status, concerns, goals, attitude (how does the character treat others?). Give concrete examples and quote from the text where it will help make clear your description. N.b. Tennyson pairs male and female characters.

22) What Would the Victorians Say?
Reading: Tennyson, ‘Lancelot and Elaine’, pp. 168–206

Analysis: Character pairs and individual character motivation. Since Tennyson pairs his male and female characters, it is reasonable to assume that their characteristics complement or contradict one another. Taking into account the characteristics of Lancelot and Elaine, discuss in no more than 2 pages how pairing them affects our interpretation of the circumstances of their narrative.

23) Redirected Efforts

Description: Tennyson’s values. Moving from one culture and language to another also implies that new social values will be inserted into the Arthurian tradition. In no more than 2 pages, describe which social values you see as new or particular to Tennyson in the text. These may include matters such as gender expectations of individuals, gender relations, social class, and/or religion. Give concrete examples and quote from the text where it will help make clear your description.

24) The Queen Stands Alone

Analysis: Is there a Victorian Arthur with Victorian values? What were the benefits and costs of the values the text presented for the characters? What lesson should a contemporary audience take away from the narrative (contemporary means the audience that the narrative was written for, not a modern audience)? Give concrete examples and quote from the text. Then be sure to explain how the quotations act as evidence of the motivations you see.

Archeological Fictions: The Modern Arthur
25) Screening: King Arthur

26) Screening: King Arthur

27) The ‘Archeology’ of Arthur

Description: Modern Arthur. What are the concerns of the Arthur of the film? Are his concerns reminiscent of our modern concerns in some way? Is he especially historical in some sense? Is he romanticized in some sense? In no more than 2 pages, describe the character and any characteristics that you think speak to modern concerns. Do you find yourself addressed in this text? What lessons do you take away from the text about your own role and ethical decisions in society? Be sure to quote the text in support of your claims.

28) Conclusions: The end of ‘The Once and Future King’?

Final Paper
We have seen many different Arthurs in very different worlds. We have seen Arthur as general, as giant-killer, as host to the chivalric ideal, as degenerate. We have seen him defending against invaders and conquering abroad, existing in magical and natural worlds. Choose at least two of the types of Arthur that we have discussed over the course of the semester and, in 5 pages (~1,500 words), make an argument about how those particularly mark out the concerns of the historical contexts and societies that produced them. Consider how
those two Arthurs speak to one another across the tradition and how we can better understand each by reading him against the other. Try to avoid writing a compare/contrast essay and think, instead, about how the two are in dialogue.

Final exam TBA
MEMORANDUM

To: Academic Standards Subcommittee
   Undergraduate Curriculum and Academic Standards Committee

From: Robert Troy, Vice President, Enrollment Management

Re: Proposed Revision to Second Chance Policy

Date: March 15, 2016

Background:

The existing Second Chance Policy for Justice Academy (2014-2015 John Jay College Undergraduate Bulletin, page 30) was approved by the College Council on December 13, 2010. The current policy applies only to students who left John Jay College either on academic probation or as the result of an academic dismissal and then transferred to a Justice Academy Program at a CUNY community college. In the past five years, the College has had 55 students gain readmission under this Policy.

The existing policy is limited to Justice Academy students. This proposal opens the policy to all former John Jay College students who had academic difficulty and is therefore not limited to the Justice Academy majors of forensic science, forensic accounting, and criminal justice.

Numerous senior college and universities have “Academic Fresh Start”, “Second Chance”, or “Forgiveness” policies including many public institutions of higher education similar to John Jay. Examples of other institutions with these types of policies are: Brooklyn and Lehman College (CUNY), the University at Buffalo (SUNY) and SUNY Oswego, Rutgers University – Newark, Western Connecticut State University, Penn State University, Appalachian State University, Illinois State University, Purdue University, Kansas State University, University of Memphis, Murray State University (KY), University of Arizona, Colorado State University, the University of New Mexico, and many others.

Approved by UCASC, April 15, to College Council, May 10, 2016
New Mexico, and many others.

The details of these programs vary from institution to institution in terms of the length of time a student must be away before being considered for readmission (See Table I). However, all of the institutions afford forgiveness for a student to return to their home institution and begin with a new grade point average. Without such a policy at John Jay College, many students seeking to readmit must be told they are better off attending another institution because, mathematically, they will not be able to raise their initial GPA to be in good academic standing.

Proposed Policy:

John Jay College of Criminal Justice recognizes a student’s progress toward an undergraduate degree may often be interrupted for a variety of reasons. This Second Chance Policy applies to former John Jay students and allows individuals in the following situations to request permission to be readmitted to the College and begin with a new grade point average.

After a minimum absence of at least three (3) consecutive years, students who have been dismissed for academic reasons (other than academic dishonesty), or who have voluntarily “stopped-out” on academic probation, may seek readmission to John Jay College through this policy. Students whose cumulative GPA does not meet John Jay College’s good academic standard and who earned no more than forty-five (45) credits during their initial enrollment at the College may be permitted to readmit under this policy and have none of their previous John Jay College coursework counted toward the computation of their cumulative reentry GPA.

Individuals seeking readmission under this policy are required to present a thoughtful educational plan that includes academic and career goals, strategies for achieving them, and evidence of personal growth and change since their previous enrollment at John Jay. The plan may also include evidence of preparedness to succeed such as documentation of learning through previous or current work experience and/or community service or transcript(s) of college-level courses completed at other accredited institutions.

All requests to be readmitted under this policy must first be made to the Jay Express Services Center. These requests will then be forwarded to the College Readmission Committee which will assess the student’s circumstances and plan in order to make a final decision on whether they may return to the College under this policy.

Upon reentry under this policy, all previously earned grades would be removed from the calculation of the student’s GPA index but would continue to remain visible on the transcript along with a notation indicating the student’s readmission date.

Additional terms and conditions of this policy include:

- **Academic Status:** The student is subject to all existing academic policies and practices at the time of readmission.
• **Advisement:** The student may not register for classes until the student meets with an academic advisor to select an appropriate course load and schedule.

• **GPA:** The student’s GPA will be recalculated using only grades earned from the point of their readmission to John Jay College. All previous coursework and grades will continue to remain visible on the student’s transcript along with a notation indicating their readmission date under the policy.

• **Graduation:** The student must earn at least thirty (30) credits in residence at John Jay College after being readmitted under this policy and meet all other graduation requirements.

• **Other Requirements:** The student must complete all current, published College-wide and program-specific matriculation requirements in effect at the time of their readmission under this policy.

• **Usage:** This policy may be implemented **only once** during the student’s academic career at John Jay College.

**Effective date:** September 2016 (Pending approval at May 10, 2016 College Council)
Table I: Examples of Institutions with “Second Chance” Policies

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of years away</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn College (CUNY)</td>
<td>2</td>
</tr>
<tr>
<td>Lehman College (CUNY)</td>
<td>5</td>
</tr>
<tr>
<td>University at Buffalo (SUNY)</td>
<td>2.5</td>
</tr>
<tr>
<td>SUNY Oswego</td>
<td>2</td>
</tr>
<tr>
<td>Rutgers University – Newark, NJ</td>
<td>7</td>
</tr>
<tr>
<td>Western Connecticut State University, CT</td>
<td>1</td>
</tr>
<tr>
<td>Penn State University, PA</td>
<td>4</td>
</tr>
<tr>
<td>Appalachian State University, NC</td>
<td>2</td>
</tr>
<tr>
<td>Illinois State University, IL</td>
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</tr>
<tr>
<td>Purdue University, IN</td>
<td>5</td>
</tr>
<tr>
<td>Kansas State University, KS</td>
<td>3</td>
</tr>
<tr>
<td>University of Memphis, TN</td>
<td>4</td>
</tr>
<tr>
<td>Murray State University, KY</td>
<td>2</td>
</tr>
<tr>
<td>University of Arizona, AZ</td>
<td>5</td>
</tr>
<tr>
<td>Colorado State University, CO</td>
<td>2</td>
</tr>
<tr>
<td>University of New Mexico, NM</td>
<td>5</td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the Forensic Science program leading to the Master of Science degree.

Program Name and Degree Awarded: MS in Forensic Science
HEGIS Code: 1999.20
NY State Program Code: 02526
Effective term: Fall 2016

Date of Program Approval: 4/7/2016
Date of CGS approval: 4/11/2016

Rationale for proposed changes:

The current list of available electives for the Master in Forensic Science contains two other classes (FOS 735 “Advanced Topics in Physical Science” and FOS 736 “Forensic Examination of Firearms and Toolmarks”) that are equally as relevant to the Criminalistics specialization as FOS717 “Organic Compound Structure Determination”. Students should be allowed to count these classes towards their specialization requirement. Not limiting the students to specifically FOS717 will make the specialization more attractive and scheduling more flexible.

The addition of the Criminal Justice graduate class will strengthen the program by educating future forensic scientists on laws of evidence in criminal cases. CRJ708 Law, Evidence, and Ethics covers topics like discovery, admissibility, expert scientific opinion, and right to confront the accuser that are relevant to individuals generating data on physical evidence, writing reports and testifying in court.

More information on these topics will enable forensic scientists working in crime laboratories to better understand their partners in the legal system and ensure awareness of legal obligations regarding test results, potentially exculpatory information, and testimony. The request to add this educational component to the forensic science graduate program is based on feedback from students and employers obtained through satisfaction surveys.

Rev. Spring 2014
Office of Graduate Studies
**Requirements for the Degree Program:**

**strikethrough what is to be changed.**

**Degree Requirements**

Program requirements consist of 41-43 credit hours. Core courses provide the student with the knowledge and skills required of crime laboratory analysts; elective courses, coupled with research experience, provide training in more specialized areas such as microspectrophotometry, firearm examination, microscopy, forensic anthropology and questioned documents.

All students are required to write a thesis. There are no alternatives.

<table>
<thead>
<tr>
<th>Required Courses (27 cr)</th>
<th>Crs.</th>
<th>Required Courses for Criminalistics Specialty (8 cr)</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOS 706 Physical and Biological Evidence</td>
<td>3</td>
<td>FOS 711 Advanced Criminalistics II</td>
<td>5</td>
</tr>
<tr>
<td>FOS 707 Principles of Forensic Toxicology</td>
<td>3</td>
<td>FOS 717 Organic Compound Structure Determination</td>
<td>3</td>
</tr>
<tr>
<td>FOS 710 Advanced Criminalistics I</td>
<td>5</td>
<td>Either FOS 717 Organic Compound Structure Determination</td>
<td>3</td>
</tr>
<tr>
<td>FOS 721 Advanced Instrumental Analysis I</td>
<td>5</td>
<td>Or FOS 735 Advanced Topics in Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>FOS 722 Advanced Instrumental Analysis II</td>
<td>5</td>
<td>Or FOS 736 Forensic Examination of Firearms and Toolmarks</td>
<td>3</td>
</tr>
<tr>
<td>FOS 730 Forensic DNA Technology</td>
<td>3</td>
<td>FOS 730 Forensic DNA Technology</td>
<td>3</td>
</tr>
<tr>
<td>FOS 795 Thesis Prospectus I</td>
<td>1</td>
<td>FOS 795 Thesis Prospectus I</td>
<td>1</td>
</tr>
<tr>
<td>FOS 796 Thesis Prospectus II</td>
<td>1</td>
<td>FOS 796 Thesis Prospectus II</td>
<td>1</td>
</tr>
<tr>
<td>FOS 797 Thesis Prospectus III</td>
<td>1</td>
<td>FOS 797 Thesis Prospectus III</td>
<td>1</td>
</tr>
<tr>
<td>FOS 730: Not required for students in the Molecular Biology specialization.</td>
<td></td>
<td>FOS 730: Not required for students in the Molecular Biology specialization.</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses for Criminalistics Specialty (8 cr)

<table>
<thead>
<tr>
<th>Required Courses for Criminalistics Specialty (8 cr)</th>
<th>Crs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOS 711 Advanced Criminalistics II</td>
<td>5</td>
</tr>
<tr>
<td>FOS 717 Organic Compound Structure Determination</td>
<td>3</td>
</tr>
<tr>
<td>Either FOS 717 Organic Compound Structure Determination</td>
<td>3</td>
</tr>
<tr>
<td>Or FOS 735 Advanced Topics in Physical Science</td>
<td>3</td>
</tr>
<tr>
<td>Or FOS 736 Forensic Examination of Firearms and Toolmarks</td>
<td>3</td>
</tr>
</tbody>
</table>
### Required Courses for the Molecular Biology Specialty (13 cr)
- FOS 704 Advanced Genetics 3
- FOS 732 Advanced Molecular Biology I 5
- FOS 733 Advanced Molecular Biology II 5

### Required Courses for the Forensic Toxicology Specialty (10 cr)
- FOS 725 Forensic Toxicology I 5
- FOS 726 Forensic Toxicology II 5

### Highly Recommended Electives for All Specialties (6 cr)
- FOS 705/FCM 705 Mathematical Statistics for Forensic Scientists 3
- FOS 735 Advanced Topics in Physical Science 5
- FOS 736 Forensic Examination of Firearms and Toolmarks 5
- FOS 760 Scientific Evidence, Expert Testimony, and Ethics for Research and Forensic Scientists 5
- FOS 761 Forensic Anthropology: Osteological & Genetic Identification 5
- CRJ 708 Law, Evidence, and Ethics 5

| Sub-total | 35-37 |
| Electives: 6 |
| Total credits required: 41-43 |

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

**Does this change affect any other program?**

_____ No  ___X___ Yes

If yes, what consultation has taken place?

The addition of the CRJ course to the elective list was approved by the director of the CRJ MA program.

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Rev. Spring 2014
Office of Graduate Studies
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the MPA – Inspection and Oversight program leading to the MPA Degree.

Program Name and Degree Awarded: MPA-IO
HEGIS Code: 2102
NY State Program Codes: 34475 (MPA-IO), 34476 (BS Criminal Justice Management/MPA-IO), 34477 (BS Public Management/MPA-IO)
Effective term: Fall 2016

Date of Program Approval: 3/31/16
Date of CGS approval: 4/11/16

Rationale for proposed changes:

This change implements the current language in the specialization that “Courses are completed in the Policy, Oversight and Administration (CRJPOA) Track of the CUNY Doctoral Program in Criminal Justice, or in cross-listed John Jay College graduate course sections.” The courses would share the same course numbers to simplify understanding of the cross-lists.

ACC 715 is replaced by PAD 770
## Requirements for the Degree Program

**strike through what is to be changed.**

**underline the changes.**

**Degree Requirements**

Students enrolled in the MPA in Inspection and Oversight Program are required to complete 42 course credits. Students are also required to pass the qualifying examination (MPAQE), which is administered as a part of PAD 700. Complete information about the MPAQE may be found at the John Jay College website at [http://www.jjay.cuny.edu/mpa-qualifying-exam-student-guide](http://www.jjay.cuny.edu/mpa-qualifying-exam-student-guide).

Students are advised to complete PAD 700 and two other core foundation courses, PAD 706 and PAD 723, within the first 15 credits of matriculation. Failure to complete any of the requirements described in the paragraph above will result in a student not being permitted to register for future classes without the explicit permission of the program director.

**Additional information:**

Students who enrolled for the first time at the College in September 2011 or thereafter must complete the program in the form presented in this bulletin. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program (The Master of Public Administration Inspector-General Track) in place at their time of enrollment.

### Required Courses (21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 700 Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 706 Bureaupathology</td>
<td>3</td>
</tr>
<tr>
<td>PAD 723 Assessments, Audits and Investigations in Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>PAD 740 Public Sector Inspection and Oversight</td>
<td>3</td>
</tr>
<tr>
<td>PAD 742 Public Sector Accounting and Auditing</td>
<td>3</td>
</tr>
<tr>
<td>PAD 758 Ethics, Integrity and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>PAD 771 Capstone Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: No course can be used to satisfy a foundation requirement and a specialization requirement. Students may substitute PAD 702 for PAD 723 and PAD 705 for PAD 706.
### Research Methods and Quantitative Skills (6 credits)

Note: Students must complete a course from each of the following categories:

**Research Methods**
- PAD 715 Research Methods in Public Administration 3
- ACC 715 Analytical Methods in Inspection and Oversight 3

**Quantitative Methods and Information Management**
- PAD 713 Management of Information Technology 3
- PAD 745 Program Development and Evaluation 3
- PAD 747/CRJ 747 Computer Applications in Public Policy and Management 3
- PAD 770 Cases and Techniques in Quantitative Policy Analysis 3
- ACC 701 Analytical Methods in Inspection and Oversight 3

There is no course prerequisite for PAD 747, PAD 713 or ACC 701. However, computer skills and experience are assumed for PAD 713. Students who need additional computer skills will be directed by the program director to other places in the College where they may be obtained. PAD 715 or CRJ 715 is a prerequisite for PAD 745 and PAD 770.

### Specialization and Elective Courses (15 credits)

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.

**Select one specialization:**
- Forensic Accounting
<table>
<thead>
<tr>
<th>Organizational Assessment and Monitoring</th>
<th>Organizational Assessment and Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>This specialization prepares students to assess, evaluate and monitor the performance of public and not-for-profit agencies. The specialization is particularly appropriate for students interested in professional careers in performance auditing and regulation. This specialization has two required courses.</td>
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</tr>
<tr>
<td>Required Courses</td>
<td>Required Courses</td>
</tr>
<tr>
<td>PAD 714 Organizational Performance Assessment 3</td>
<td>PAD 714 Organizational Performance Assessment 3</td>
</tr>
<tr>
<td>PAD 745 Program Development and Evaluation 3</td>
<td>PAD 745 Program Development and Evaluation 3</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>PAD 701 Fraud, Abuse, Waste and Corruption 3</td>
<td>PAD 701 Fraud, Abuse, Waste and Corruption 3</td>
</tr>
<tr>
<td>PAD 731 Oversight by Independent, Regulatory and Political Authorities 3</td>
<td>PAD 731 Oversight by Independent, Regulatory and Political Authorities 3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PAD 732</td>
<td>The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy</td>
</tr>
<tr>
<td>PAD 741</td>
<td>Administrative Law and Regulation</td>
</tr>
<tr>
<td>PAD 748</td>
<td>Project Management</td>
</tr>
<tr>
<td>PAD 749</td>
<td>Public Sector Accounting and Auditing II</td>
</tr>
<tr>
<td>PAD 770</td>
<td>Cases and Techniques in Quantitative Policy Analysis</td>
</tr>
<tr>
<td>PAD 718</td>
<td>International Public Policy and Administration</td>
</tr>
<tr>
<td>PAD 772</td>
<td>International Inspection and Oversight</td>
</tr>
<tr>
<td>CRJ 744</td>
<td>Terrorism and Politics</td>
</tr>
<tr>
<td>CRJ 759</td>
<td>Comparative Police Administration</td>
</tr>
<tr>
<td>CRJ 774</td>
<td>Immigration and Crime</td>
</tr>
<tr>
<td>CRJ 779</td>
<td>The Female Offender in Western Society</td>
</tr>
<tr>
<td>PAD 746</td>
<td>Comparative Public Administration</td>
</tr>
<tr>
<td>CRJ 754/PAD 754</td>
<td>Investigative Techniques</td>
</tr>
<tr>
<td>PAD 701</td>
<td>Fraud, Abuse, Waste and Corruption</td>
</tr>
<tr>
<td>CRJ 739</td>
<td>Crime Mapping</td>
</tr>
<tr>
<td>CRJ 751</td>
<td>Crime Scene Investigation</td>
</tr>
<tr>
<td>PAD 706</td>
<td>Bureaupathology</td>
</tr>
</tbody>
</table>

**International Inspection and Oversight**

This specialization examines how inspection and oversight are conducted in international and multinational contexts.

This specialization has two required courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 718</td>
<td>International Public Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 772</td>
<td>International Inspection and Oversight</td>
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</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 744</td>
<td>Terrorism and Politics</td>
<td>3</td>
</tr>
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<td>CRJ 759</td>
<td>Comparative Police Administration</td>
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</tr>
<tr>
<td>CRJ 779</td>
<td>The Female Offender in Western Society</td>
<td>3</td>
</tr>
<tr>
<td>PAD 746</td>
<td>Comparative Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

**Investigation and Operational Inspection**

This specialization prepares students for responsibilities involving the investigation and inspection of individual and organizational conduct and performance in public agencies, with an emphasis on fraud, waste and abuse.

The specialization has two required courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 754/PAD 754</td>
<td>Investigative Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PAD 701</td>
<td>Fraud, Abuse, Waste and Corruption</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 739</td>
<td>Crime Mapping</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 751</td>
<td>Crime Scene Investigation</td>
<td>3</td>
</tr>
<tr>
<td>PAD 706</td>
<td>Bureaupathology</td>
<td>3</td>
</tr>
</tbody>
</table>
PAD 710  The Ethical and Legal Environment of Public Employment  
PAD 726  The Politics and Process of Outsourcing  
PAD 732  The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy  
PAD 745  Program Development and Evaluation  
PAD 749  Public Sector Accounting and Auditing II

### Law and Inspection and Oversight

This specialization prepares students to apply management and policy concepts and skills in a legal environment.

#### Required Courses

- PAD 741  Administrative Law and Regulation

#### Electives

At least 6 credits of law courses completed at the CUNY Law School or other law schools.

#### Law Courses during MPA Studies:

Students enrolled in the MPA Program in Public Policy and Administration may complete the Law and Public Management specialization by completing nine credits of courses approved by the MPA Program Director. The course will concern legal research, criminal and civil procedure, and/or public institutions and the law.

The CUNY Law School will permit John Jay MPA students – who meet academic qualifications noted below – to register for CUNY Law courses, from among those specified in a “advising list” available from the Specialization Advisor, Professor Dan Feldman (dfeldman@jjay.cuny.edu). To be permitted to take classes at CUNY Law School, an MPA student must have maintained a GPA of at least 3.5 and have completed PAD 741, Administrative Law, with a grade of A or A-.

#### Law Courses from Law School:

Students may also complete this specialization while attending law school after partially completing the MPA at John Jay. Students must apply to, and by accepted at, law school while enrolled in the MPA Program in Inspection and Oversight, and complete their specialization while attending law school.
Subject to the approval of the program director, 12 credits of law courses concerning legal research, civil and criminal procedure, and other topics related to inspection and oversight, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Inspection and Oversight may apply to the program director to transfer up to 12 credits from law school toward this concentration. Courses in either version of this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.

Justice Policy Analysis (Honors Specialization)

This specialization prepares students as policy analysts in justice and inspection/oversight contexts. Admission is limited to students with a GPA of 3.5 or above, a grade of 3.5 or above in PAD 715, and GREV and GREQ scores comparable to those required by the CUNY Doctoral Program in Criminal Justice. Courses are completed in the Policy, Oversight and Administration (CRJPOA) Track of the CUNY Doctoral Program in Criminal Justice, or in cross-listed John Jay College graduate course sections. Students already admitted to the CRJPOA track who seek the MPA degree may satisfy their MPA specialization with doctoral-level versions of these courses. Student who complete these courses and who are subsequently admitted to the CRJPOA track may satisfy CRJPOA course requirements with these courses.

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

Independent and Contractual Inspection and Oversight

This specialization examines inspection and oversight by private and non-governmental organizations, usually acting as agents of public officials, agencies or authorities, focusing on governmentally or judicially authorized contracts, regulations or settlements. Examples include independent private sector inspections general (IPSIGs), and court-appointed or contractually-mandated monitors.
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 731 Oversight by Independent, Regulatory and Political Authorities</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 754/PAD 754 Investigative Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PAD 701 Fraud, Abuse, Waste and Corruption</td>
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<tr>
<td>PAD 726 The Politics and Process of Outsourcing</td>
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<td>PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy</td>
<td>3</td>
</tr>
<tr>
<td>PAD 745 Program Development and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PAD 749 Public Sector Accounting and Auditing II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>27</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>Total credits required:</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

**Does this change affect any other program?**

___X___ No     _____ Yes

If yes, what consultation has taken place?
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: 4/7/16
Date of Program Approval: 4/29/15
Date of CGS Approval: 4/11/16

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>Ping Ji</td>
<td><a href="mailto:pjil@jjay.cuny.edu">pjil@jjay.cuny.edu</a></td>
<td>x8841</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Digital Forensics and Cybersecurity MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>FCM 7xx</td>
</tr>
<tr>
<td>Course Title</td>
<td>Cyber Risk Assessment and Management</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>Explores cybersecurity and information assurance from the perspective of risk management to develop strategies to mitigate and manage risks. Focuses on assessment strategies for effective mitigation measures and risk management practices in terms of cybersecurity. Covers risk management fundamentals, managing risk in terms of cyber threats, exploits and vulnerabilities, managing risk in an environment of regulatory compliance, and the preparation and execution of risk assessments.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Rev. Spring 2014
Office of Graduate Studies
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor's Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

A critical element in any cybersecurity program is the assessment of risk that every computer system suffers. There are international (ISO) and national (ANSI) protocols and best practices in play that are critical for cybersecurity professionals to know and apply. This course provides a strong link for the program to the world of practice in cybersecurity by focusing on mainstream ISO standards and offering both theory and practice in assessing cyber risk. It places cyber risks in an organizational and regulatory context beyond just being technical problems. The course serves to fill a need for the D4CS program of study to cover this critical problem. Students who have taken the experimental version of the course have reported it instantly helpful in both their internships and in seeking a professional position.

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

   Yes ___X___ No _______

   If yes, please provide the following:
   I. Semester(s) and Year(s): Fall 2014 and Fall 2015
   II. Teacher(s): Robert Shullich
   III. Enrollment(s): F14: 9; F15: 6
   IV. Prerequisite(s): D4CS program enrollment or permission of director

5. **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 be able to:
   - Identify control recommendations
   - Identify pertinent standards and regulations and their relevance to cyber security management
   - Describe legal and public relations implications of security and privacy issues
   - Perform a cybersecurity risk assessment
   - Perform assessment identification and classification
   - Perform threat identification
   - Perform vulnerability identification
   - Perform control analysis
   - Perform likelihood determination
   - Conduct impact analysis
   - Conduct risk determination
   - Document and present results
b. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Midterm, Final, Term Research Project and Presentation

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

International Standards:
- ISO 31000
- ISO 31010
- ISO 27000
- ISO Guide 73: Risk management - Vocabulary


**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.

Consultation was held with Janice Dunham.

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

a. **Databases**

The library subscribes to several relevant databases ACM Digital Library, IEEE Xplore Digital Library, Faulkner Information Services (Security Management Practices)

b. **Books, Journals and eJournals**

This a nascent field and there are relatively few books that explicitly focus on the issues. Through the above indices the college provides access to journals such as:

- *Computers and Security*
- *Computer and Internet Lawyer*
- *Computer Fraud and Security*
- *Computer Law and Security Review*
- *Computer law review and technology journal*

8. **Identify recommended additional library resources**

Procure the following books to be placed on reserve:


9. Estimate the cost of recommended additional library resources (For new courses and programs):

$100

10. 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).

   ACM Digital Library,
   IEEE Xplore Digital Library,
   Faulkner Information Services (Security Management Practices),
   EBSCO

11. 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?

12. Proposed instructors:

   Proposed instructors include current full or part time faculty members that possess a Master's degree or higher in the specific course subject matter, coupled with practical experience in the field.

   Robert Shullich, MS, MBA, CISSP, CISA, CISM, GSEC, CPP, CEH, CHFI

13. Other resources needed to offer this course:

   None.

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

   Not applicable given the substantive focus on cyber of the proposed course.
15. 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.

See attached syllabus.
Prospective Syllabus

FCM 7xx: Cyber Risk Assessment and Management

John Jay College of Criminal Justice, CUNY

Professor's name
Office location
Contact hours
Phone
Email address

Catalog Course Description

Explores cybersecurity and information assurance from the perspective of risk management to develop strategies to mitigate and manage risks. Focuses on assessment strategies for effective mitigation measures and risk management practices in terms of cybersecurity. Covers risk management fundamentals, managing risk in terms of cyber threats, exploits and vulnerabilities, managing risk in an environment of regulatory compliance, and the preparation and execution of risk assessments.

Course Abstract

Information security, which we now call cybersecurity, has always been addressed as an Information Technology (IT) problem. As organizations have become largely dependent on the use of IT for most, if not all, of its business functions, cyber risk has become an integral part of each component within Enterprise Risk Management (ERM). Cyber risk must be addressed as a business problem and not an IT problem.

This course will present a risk management approach for the purpose of managing cybersecurity. Two types of frameworks will be illustrated: risk management frameworks and control frameworks. As time will allow, several of each framework will be briefly presented during the semester, but two ISO frameworks will be presented in detail, both will be ISO frameworks.

For risk management, ISO/IEC 31000 and ISO/IEC 31010 will be used to prepare the student with the knowledge and skills to understand the process of building, executing, and evaluating cyber risk assessments. Terminology from ISO/IEC Guide 73 will provide the taxonomy to be used for risk management. The ISO/IEC 31XXX series is not specific to cyber risk, this framework can be used for many different risk assessments.

For cybersecurity, and to address cyber risk, ISO/IEC 27002 will be used to present to the student the cybersecurity control framework. Using the control framework will be used to provide insight to cyber threats, vulnerabilities and exploits. Terminology from ISO/IEC 27000 will provide the taxonomy that will be used for analyzing the control framework.

One of the earlier processes for ISO/IEC 31000 is determining business context, which includes external factors that affect the business. The class will review regulatory compliance and industry compliance requirements that will influence the decisions used in the risk assessment. The ideal approach to implement cybersecurity controls into a solution is through a proactive process of building security during the design of the system, and not through a reactive approach, sometimes referred to as “bolt-on security”. This class will look at the role of a
security architect in using risk management during the SDLC (Software Development Life Cycle) to achieve minimum risk.

**Learning Outcomes**

After completing the course, students should be able to:

- Perform a cybersecurity risk assessment
- Perform assessment identification and classification
- Perform threat identification
- Perform vulnerability identification
- Perform control analysis
- Perform likelihood determination
- Conduct impact analysis
- Conduct risk determination
- Identify control recommendations
- Document results
- Identify pertinent standards and regulations and their relevance to cyber security management
- Describe legal and public relations implications of security and privacy issues

**Course Requirements.**

- APA method of citations will be used in written work.
- Attendance is expected.
- Presentations should use slides as aides but not to supplant the presentation. Reading of slides is not acceptable.
- Weekly Threat Assessment; Midterm; Final; Term Research Project and Paper; Presentation

**Grading**

- Weekly Threat Assessments (15%)
- Midterm (25%)
- Final (25%)
- Term Research Project (25%)
- Presentation of Term Research Project(10%)

**Required reading:**

To be made available by the instructor:

- ISO 31000:2009, Risk management - Principles and guidelines by ISO/TMB
- ISO 2700x Family


**Assorted supplementary web resources and articles may be announced and assigned**

### Course Schedule

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<tr>
<th>Week</th>
<th>Topic/Activity</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction, Assignments &amp; Course Overview</td>
<td>ISO 73</td>
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<tr>
<td>2</td>
<td>Threat Intelligence</td>
<td>Refsdal, 1-32</td>
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<tr>
<td>3</td>
<td>Cyber Risk Vocabulary &amp; Introduction</td>
<td>Refsdal, 33-47; Anderson</td>
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<tr>
<td>4</td>
<td>Cyber Security Vocabulary &amp; Introduction</td>
<td>Refsdal, 51-60</td>
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<tr>
<td>5</td>
<td>Survey of Risk Frameworks</td>
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<tr>
<td>6</td>
<td>Survey of Control Frameworks</td>
<td>ISO 31000 – 5.3; Refsdal, 51-60</td>
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<tr>
<td>7</td>
<td>[Project Topics Due] Establishing the Context</td>
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<tr>
<td>8</td>
<td>Control Framework</td>
<td>ISO 27002 – 5 thru 15</td>
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<td>9</td>
<td>Risk Identification</td>
<td>ISO 31000 – 5.4.2; Refsdal 61-80</td>
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<td>10</td>
<td>[Project Outline Due] Risk Analysis</td>
<td>ISO 31000 – 5.4.3; Refsdal 81-89</td>
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<td>Risk Evaluation</td>
<td>ISO 31000 – 5.4.4; Refsdal 91-96</td>
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<td>12</td>
<td>Risk Treatment</td>
<td>ISO 31000 – 5.5; Refsdal 97-103</td>
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<td>Risk Assessment Tools</td>
<td>ISO 31010 – 6.7; Hubbard &amp; Seirson</td>
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<td>Communication and Consultation</td>
<td>ISO 31000 – 5.2; Burnap, et al</td>
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<td>15</td>
<td>Monitor and Review</td>
<td>ISO 31000 – 5.6</td>
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<td>Risk Assessment Techniques</td>
<td>ISO 31000 – 5.7</td>
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<td>17</td>
<td>Recording the Risk Management Process</td>
<td>ISO 31010 – 5.5</td>
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<td>18</td>
<td>Documentation</td>
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Threat Intelligence Reporting

The field of Cyber Security is very dynamic, with new threats being discovered by the minute. It is difficult to determine risk when the threats are not known, so the challenge to any cyber security professional is the discovery of threats. Many threats are discovered by security researchers and then reported in their blogs or in trade magazines. Or these threats are reported to the software vendors to be fixed before public disclosure so that mitigation of the vulnerabilities can be first remediated, also known as responsible disclosure. Some vendors encourage this by offering “bug bounties”.

As a cyber security professional, and as part of the process of “Risk Identification”, a rich source of threat information can be obtained by using social media. This is a form of threat intelligence, and should be used in developing the risk assessment.

During the first day of class, there will be a lecture to show how to use social media to gather live threat intelligence. For the rest of the semester you will apply that knowledge.

For every class the first 10-15 minutes will be devoted to the “Recent News”. All students in the class will be required to participate during the semester.

Assignment:

Students will report on a cyber security incident or newly discovered threat that was reported since the last class meeting. One of these will be selected for discussion by the class. Each student should bring at least one good item to class to discuss, however it is possible that more than one student will have the same news item, which is okay – just don’t come to class empty handed. Participation will be graded.

Possible good topics:

This assignment is to find the announcement of a large cyber security incident, such as a data breach (e.g. in December 2012 the Target Department Store Breach) or major cyber security vulnerability (e.g. April 2014 Open SSL Heart Bleed open source vulnerability). New scams or people manipulation (i.e. Social Engineering) could make a good topic as well. We are looking for new threats, what I like to call – horror stories. Stories of epic fails in cyber security or cyber privacy should bring on the best discussions.

Discussion Points:

- What is the vulnerability or incident?
- How was it discovered, and by who?
- What is the impact on cyber security?
- How would you perceive the criticality of the threat? (Critical, High, Medium, Low)?
- Is there an exploit in the wild?
- Is there a fix? (Patch, new release)
- How can an attempt to exploit it be detected (A/V, IDS, IPS, is there a signature)?
- How could the vulnerability been avoided?
• Was it preventable?
• How could this information be applied in an organization to assess its risk posture?

**Term Research Project**

Each student will be required to write a paper and present it in class. The project will have two deliverables, the presentation and the paper.

The presentation will be in the form of a slide presentation, Microsoft PowerPoint may be used, but the student may use any presentation software that they feel comfortable with. However, the computers in the classroom are usually Microsoft Windows with PowerPoint installed. Use of any other presentation software or operating system (e.g. MAC OS) will require the student to bring in their own laptop. The student must prepare and hand in the PowerPoint slide deck for grading. If the presentation software used is not PowerPoint, then a printout of the slides should be turned in.

The paper will be a minimum of 10 pages, and no longer than 20 pages, using 12 point font, and double spaced. The 10-20 page limits does not include title, abstract or references. References should use APA format for references. If Microsoft word is used, there are features that make references easy to use.

The Presentation and the Paper are meant to be tightly related. You will be presenting a condensed version of the paper to give the audience a gist of the paper's contents. That also means that the presentation is in a way a summary of the paper. You will have 15 minutes for the presentation, which allows 8 presentations per 2 hour class day. I do not want to allocate more than 2 of the class days in the semester (we only get 14) towards presentation, but I will tune this based on the number of students that enroll. Class size will help determine how this will be scheduled.

**The purpose of the topic is to meet these goals:**

1) To show that you understand the material
2) To demonstrate that you can apply the material
3) For you to research a technology and determine its risk in terms of threats, exploits, vulnerabilities, probability of occurrence and impacts
4) To demonstrate that you can rate and prioritize risks, i.e. determining high risk vs. low risk
5) To demonstrate that you can determine and propose controls for mediation of a threat, using Physical, Technological and Administrative Controls
6) To demonstrate your knowledge of Cyber Security risks against CIA (Confidentiality, Integrity and Availability) and Cyber Privacy
7) To demonstrate that you can identify risks applicable to compliance to regulatory requirements

**Topic Ideas:**

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You will pick a topic, which must be approved by the instructor and ultimately show that you have met the goals listed above. This list provides some potential topics for the project. However, it is a sample list; you can bring any topic to the table to obtain approval. The topic must cover risk in the area of Cyber Security or Cyber Privacy.

- a) Social Media
- b) BYOD
- c) Mobile Devices
- d) Cloud Computing or other third party service providers or off-shoring
- e) Wearable Technology
- f) SCADA
- g) Big Data
- h) Virtualization
- i) Using Open-Source code (either stand-a-lone or integrating it into other applications)
- j) Voice over IP (VOIP)
- k) Forensics Laboratory
- l) Malware Evaluation Laboratory

**Presentation of Term Research Project:**

In the presentation, your agenda will be:

1) Describe the Technology. Include a short history and explain why or how the technology introduces risk to the organization. Are there specific sectors (commercial, government, not for profit) that may be affected? Are there specific industries (financial, insurance, energy, etc) that are affected? If multiple are affected, is the risk different in one compared to another?

2) List the top three (3) risks, explaining the threats in terms of vulnerabilities and exploits. Try to project the probability and impacts of each threat. Provide your logic as to why you picked these three, and why you rated one higher than the other. (For your paper, you will have more than 3, however due to the limited time you will have to present, you will need to pick the top 3 and justify those three).

3) Provide possible methods of remediation for each of the three risks. Each risk may have multiple controls that can be applied – either separately or combined – to reduce or eliminate risk. Provide the inherent and residual risks in each case, in other words – show how much risk will be reduced by the controls.

This should be done in 3 slides, and since you will have 15 minutes for the entire presentation, that is an average of 5 minutes per slide.

**Term Research Project Key Deliverable Dates:**

- Class 5: Project Topics Due
- Class 8: Project Outline Due
• Class 13/14: Projects presented (Presentations)
• Date of Final: Project Papers and Presentation Slide Decks due
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

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.

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**Date of Program Approval:** 3/30/16  
**Date of CGS Approval:** 4/11/16

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1. **Contact information of proposer(s):**

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<tr>
<th>Name(s)</th>
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<tbody>
<tr>
<td>Ned Benton</td>
<td><a href="mailto:nbenton@jjay.cuny.edu">nbenton@jjay.cuny.edu</a></td>
<td>x8089</td>
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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>Examines the field of public administration. Defines the scope and content of public administration and the relationship of public administration to other disciplines. Provides political, economic, cultural, and historical perspectives on the field and introduces current issues facing the profession. Sets forth the literature of the field and the inventory of skills that students must master in order to complete the MPA in Public Policy and Administration Program and the MPA in Inspection and Oversight Program.</td>
<td>Surveys the field of public administration, with particular attention to contemporary developments. Defines the evolving role of public administration as it intersects with business and non-profit providers to produce blended delivery of taxpayer funded public services. Reviews the role public managers play in achieving public purposes efficiently and effectively. Explores the political and economic impacts on public administration and policy, and reviews the historical and constitutional foundations critical to insuring the rights of all citizens in their dealings with government administration. Tests skills students need to complete the MPA in Public</td>
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Office of Graduate Studies
3. **Rationale for the proposed change(s):**

This update of the PAD 700 Introduction to Public Administration description reflects contemporary circumstances in public policy and administration. The fundamental aim of the course—a survey of public administration as a field of study and practice—remains unchanged, as does the role of the course in the overall MPA and MPA-IG curricula.

4. **Enrollment in past semesters:**

Fall 2014: 205  
Spring 2015: 105  
Fall 2015: 178  
Spring 2016: 92

5. **Does this change affect other programs?**

   ___X___ No  _____ Yes

   If yes, what consultation has taken place?
CHANGE IN EXISTING GRADUATE COURSE

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Date of Program Approval: 3/31/16
Date of CGS Approval: 4/11/16

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<tr>
<td>PAD 704 Economics for Public Administrators</td>
<td>Applied economics course focused on market principles and economic considerations in public administration and public policy. Introduces models and concepts in microeconomics that are relevant to public policy decisions. Examines how economics relates to different views of the role of government in the economy and society and the organization and management of government. Provides students an understanding of the application of welfare economics to policy decisions and of how economics is involved in the policymaking process.</td>
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<td>Examines the interaction between the economic environment and public administration. Reviews basic economic principles and methods. Introduces macroeconomic analysis—the relationship between the government’s fiscal and monetary policy and employment, inflation and growth. Provides a grounding in microeconomics—the application of economic principles to analyze the decision making of organizations, government policy makers and individuals.</td>
<td>Effective Term</td>
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8. **Rationale for the proposed change(s):**

This change aligns the course description with the current content of the course.

9. **Enrollment in past semesters:**

   Fall 2014: 67  
   Spring 2015: 109  
   Fall 2015: 58  
   Spring 2016: 41

10. **Does this change affect other programs?**

    ___X___ No   _____ Yes

    If yes, what consultation has taken place?
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<tr>
<td>Marilyn Rubin</td>
<td><a href="mailto:mrubin@jjay.cuny.edu">mrubin@jjay.cuny.edu</a></td>
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<td>Focuses on the executive budget as the central decision-making process in government. Reviews the economic policy embodied in the federal government’s overall revenue, expenditure and borrowing decisions. Examines the public finance principles that apply to revenue raising, borrowing authority, capital and operating budget, and the distinct fiscal responsibilities of city, state and federal governments.</td>
<td>Focuses on budgeting and financial management in the public sector. Covers concepts and terminology in public budgeting and financial reporting and the nature and characteristics of the budgetary process in U.S. governments. Examines capital and operating budgets, major revenue sources and the distinct fiscal responsibilities of city, state and federal governments.</td>
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<tr>
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<td>Spring 2017</td>
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13. Rationale for the proposed change(s):

Rev. Spring 2014
Office of Graduate Studies