I. Adoption of the Agenda

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III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B23) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

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B2. Proposal to Revise the BA in International Criminal Justice (Prerequisites), Pg. 11
B3. Proposal to Revise the BS in Toxicology, Pg. 16
B4. Proposal on Honors in the Major for BS in Sciences, Pg. 20
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New Graduate Courses

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C2. ECO 751 Research Methods I Quantitative Analysis, Pg. 152
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C4. PSY 774 Advanced Issues in Victim Counseling and Psychotherapy, Pg. 171

Revision to Existing Graduate Course

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V. Proposal from the Committee on Honors, Prizes, and Awards (attachment D) – Vice President for Student Affairs, Lynette Cook-Francis, Pg. 186

VI. New Business

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

VIII. Administrative Announcements – President Jeremy Travis

IX. Announcements from the Faculty Senate – President Warren (Ned) Benton
The College Council held its sixth meeting of the 2016-2017 academic year on Thursday, March 23, 2017. The meeting was called to order at 1:54 p.m. and the following members were present: Schevaletta Alford, Andrea Balis, Ellen Belcher, Warren (Ned) Benton, Jane Bowers, Michael Brownstein, Dara Byrne, Paula Caceres, Anthony Carpi, Brian Carvajal, Helen Cedeno, Lynette Cook-Francis, Glenn Corbett, Dana Davies, Sven Dietrich, Sandrine Dikambi, Artem Domashevskiy, Lisa Farrington, Joel Freiser, Leigh Graham, Jonathan Gray, Amy Green, Roman Gressier, Jay Hamilton, Karen Kaplowitz, Mahtab Khan, Erica King-Toler, Maria Kiriakova, Louis Kontos, Thomas Kucharski, Anru Lee, Johanna Lessinger, Anne Lopes, Sylvia Lopez, Devin Ly*, Vincent Maiorino, Xerxes Malki, Aida Martinez-Gomez, Brian Montes, Chuck Nemeth*, Izabela Qafa, Kadeem Robinson, Michael Scaduto, Lauren Shapiro, Steven Titan, Jeremy Travis, Rebecca Weiss*, Janet Winter*, and Guoqi Zhang.


*Alternates

I. Adoption of the Agenda

A motion was made to approve the agenda as presented. The motion was seconded and approved unanimously.

II. Minutes of the February 22, 2017 College Council

A motion was made to amend the minutes with the following changes. The motion was seconded and approved unanimously.

- Professors Amy Green and Gerald Markowitz are in the Interdisciplinary Studies department.
- Professors Johanna Lessinger and Terry Furst are in the Anthropology department.

III. Approval of the Members of the College Council

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

- Melinda Yam replaces Kimberly Ortega as the junior class representative on the College Council.
Maria Kiriakova replaces Professor Fritz Umbach on the Executive Committee of the College Council.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C19)

A motion was made to adopt a new program marked “C1. Proposal for a Dual/ Joint Degree AS/BS in Computer Science and Information Security with BMCC, KBCC, LGCC.” The motion was seconded and approved unanimously.

A motion was made to adopt new programs marked C2-C5 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new programs marked C2-C5:

C2. Proposal to Revise the BA in Criminology (Prereqs)
C3. Proposal to Revise the BS in Computer Science & Information Security (Prereqs)
C4. Proposal to Revise the BS in Forensic Science (Prereqs)
C5. Proposal to Revise the BA in Sociology (Prereqs)

The motion was seconded and approved unanimously.

A motion was made to adopt an academic standard marked “C6. Proposal to Revise the Grade Appeal Policy.” The motion was seconded and approved unanimously.

A motion was made to adopt a general education course marked “C7. Proposal to Revise the College Options: Justice Core I (FYS) Learning Outcomes.” The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked “C8. CSCI 1XX (171) The Nature of Computers and Computation (Sci Wld).” The motion was seconded and approved unanimously.

A motion was made to adopt a course revision marked “C9: AFR Bulk Prerequisite Changes.” The motion was seconded and approved unanimously.

A motion was made to adopt a course revision marked “C10. AFR 227 Introduction to Community-based Approached to Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt a course revision marked “C11. CJBS 250 Research Methods and Statistics in Criminal Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C12-C18 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C12-C18:

C12. CSL 150 Foundations of Human Services Counseling
C13. CSL 210 Peer Counseling Training
C14. CSL 211 Peer Counseling Practicum
C15. CSL 230 Case Management in Human Services
C16. CSL 233 Multicultural Issues in Human Services
C17. CSL 236 Theories and Interventions of Human Services Counseling
C18. CSL 381-382 Fieldwork in Human Services

The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked “C19. ECO 101 Introduction to Economics and Global Capitalism (Ind & Soc.)” The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (attachments D1-D4)

A motion was made to adopt a program marked “D1. Clarification of MPA-PPA and MPA-IO specialization and elective requirements.” The motion was seconded and approved unanimously.

A motion was made to adopt new graduate courses marked D2-D3 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new graduate courses marked D2-D3:

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

The motion was seconded and approved unanimously.

A motion was made to adopt a revision to existing graduate course marked “D4. ICJ 703 International Criminal Law.” The motion was seconded and approved unanimously.

The meeting was adjourned at 2:41 p.m.
Memorandum

To: UCASC

From: Prof. Heath Grant, Deputy Chair, Department of Law, Police Science and Criminal Justice Administration

Date: March 6, 2017

Re: Making Major Prerequisites Visible for the BS in Police Studies

The Curriculum Committee of the Law, Police Science and Criminal Justice Administration Department has approved the listing of the prerequisite course (CJBS 101) explicitly and the addition of 3 credits to the BS in Police Studies as shown below.

The Department is submitting a course revision proposal for CRJ/PHI 321 to remove the ‘hidden’ prerequisite of PHI 231, change the course prefix to PSC and drop the cross-listing with the Philosophy Department. Since the course is exclusively offered and staffed by LPS, this should not affect philosophy enrollments.

Rationale: We are requesting the change to the overall credits for the major and listing the prerequisites explicitly to comply with Vice Chancellor Vita Rabinowitz’s memo requiring such.
POLICE STUDIES (BS)

The Police Studies major provides a comprehensive understanding of the police in the American criminal justice system. It is a dynamic curriculum that responds to issues of diversity as well as innovations and changes in the social and technological arenas that inform police professionals. The Police Studies major focuses on the police as an institution with concentrations on management and administration, crime analysis and investigations. The major provides a solid academic foundation for those students who wish to pursue graduate study. The program also allows students to enter the workplace with the theoretical and applied knowledge to accomplish four simply stated but vitally essential mandates of fair and effective policing:

- To prevent and reduce crime and disorder in communities;
- To reduce the fear of crime in communities;
- To improve the quality of life in communities;
- To accomplish these goals in a fair and just fashion.

Learning outcomes. Students will:

- Use and critically evaluate a variety of practical and theoretical approaches relevant to policing.
- Use and critically evaluate a variety of practical/hands-on/research approaches relevant to policing.
- Analyze and assess the quality of operations and methods in policing.
- Integrate policing theory, research and policy in written reports and presentations.
- Explain and discuss the importance of diversity, ethical considerations and statutory requirements that police and law enforcement professionals encounter as community caretakers and providers of public safety that impacts the level of crime and quality of life within the communities they serve.

Credits required. 42-45 39-42 (including an optional 3 credit internship).

Prerequisites. CJBS 101 Introduction to the American Criminal Justice System. Other course prerequisites include PHI 231 for CRJ 321/PHI 321.

Coordinator. Professor Joseph Pollini, Department of Law, Police Science and Criminal Justice Administration (212.237.8409, jpolini@jjay.cuny.edu)

Advising resources. Sample Four-year Plan of Study

Baccalaureate/Master’s Program in Police Studies. Qualified undergraduate students may enter the Baccalaureate/Master’s Program and thereby graduate with both a Bachelor’s in Police Studies and a Master’s in Criminal Justice. For additional information, please contact Professor Jennifer Dysart, Department of Psychology (212.484.1160, bamadirector@jjay.cuny.edu).

Approved by UCASC, March 31, to College Council, April 25, 2017
Additional information. Students who enrolled for the first time at the College or changed to this major in September 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 in the 2015-16 Undergraduate Bulletin.

<table>
<thead>
<tr>
<th>FOUNDATIONAL COURSES</th>
<th>Subtotal: 3 credits</th>
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<tbody>
<tr>
<td><strong>Required</strong></td>
<td></td>
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<tr>
<td>CJBS 101 Introduction to the American Criminal Justice System</td>
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<thead>
<tr>
<th>PART ONE. CORE COURSES</th>
<th>Subtotal: 24 credits</th>
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<tr>
<td><strong>Required</strong></td>
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<tr>
<td>PSC 101 Introduction to Police Studies</td>
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<td>PSC 202 Police and Diversity</td>
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<td>PSC 255 Research Methods in Policing</td>
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<td>PSC 300 Police Management and Administration in the U.S.</td>
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<td>PSC 324 Police Use of Force: Legal, Theoretical and Practical Implications</td>
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<tr>
<td>PSC 401 Capstone Seminar in Police Problems</td>
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<tr>
<td>CRJ 321/PHI 321 Police Ethics <em>(will be revised as: PSC 321)</em></td>
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<tr>
<td>LAW 203 Constitutional Law</td>
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*ANT 130 will be taken instead of PSC 202 by students who are part of the NYPD Leadership Program.*

*Students with law enforcement experience may obtain an exemption for PSC 101, see the Major Coordinator. If the exemption is received, students will take an additional elective to complete the major.*

<table>
<thead>
<tr>
<th>PART TWO. LAW FOUNDATIONS</th>
<th>Subtotal: 3 credits</th>
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<tbody>
<tr>
<td><strong>Select one</strong></td>
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<tr>
<td>LAW 202 Law and Evidence</td>
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<tr>
<td>LAW 204 Criminal Law of New York</td>
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<tr>
<td>LAW 206 The American Judiciary</td>
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<tr>
<td>LAW 209 Criminal Law</td>
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<tr>
<td>LAW 212 The Criminal Process and the Criminal Procedure Law</td>
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<tr>
<td>LAW 301 Jurisprudence</td>
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<tr>
<td>LAW 313/POL 313 The Law and Politics of Race Relations</td>
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<tr>
<td>LAW 320 Seminar in the Law of Search and Seizure</td>
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<tr>
<td>LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization</td>
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</tbody>
</table>
PART THREE. OPTIONAL INTERNSHIP  
Subtotal: 0-3 credits

A highly recommended elective
CJBS 377 Internships for Criminal Justice, Law and Policing

PART FOUR. CONCENTRATIONS  
Subtotal: 12 credits

Students must select one concentration and complete four courses. At least one course must be at the 300-level and one course must be at the 400-level.

Concentration A. Policing Administration, Management and Operations
The Policing Administration, Management and Operations concentration focuses on issues related to police leadership and how they influence the daily management and operations of police organizations. Students will be introduced to the basic principles that guide police deployment in the communities they serve and focus on the scarcity of resources that plague the police organizational decision-making process.

Select four. At least one course must be at the 300-level and one at the 400-level.
PSC 227 Police Training Programs: Goals, Content and Administration
PSC 260 Evidence-Based and Problem-Oriented Policing
PSC 271/PSY 271 Psychological Foundations of Police Work
PSC 306 Police Work with Juveniles
PSC 309 Comparative Police Systems
PSC 340 Planning for Police Operations and Management
PSC 350 Police Labor Relations
PSC 355 Money and the Police Manager
PSC 405 Organized Crime in America

Concentration B. Crime Analysis and Intelligence
The Crime Analysis and Intelligence concentration will provide the students with basic knowledge behind operational distribution of resources in police organizations. In the knowledge driven era that requires accountability and transparency, on the part of police organizations that deploy its resources, it is critical for the communities to understand the analytically driven deployment rationales.

Select four. At least one course must be at the 300-level and one at the 400-level.
PSC 1XX Introduction to Criminal Intelligence and Analysis
PSC 216 Crime Mapping
PSC 260 Evidence-Based and Problem Oriented Policing
PSC 2XX Investigating Particular Forms of Crime
PSC 3XX Criminal Analysis and Environmental Criminology
PSC 415 Seminar on Terrorism
PSC 4XX Predictive Policing
Concentration C. Investigative Science
The Investigative Science concentration will offer a realistic and empirically driven layer of depiction of the way police work is perceived by the general public. Much of what is perceived as effective and efficient police work is derived from various popular, yet fictitious, media accounts. The Investigative Science track will demystify the way police investigative functions are actually performed in the field and provide the students with some base line understanding of the criminal investigative processes.

Select four. At least one course must be at the 300-level and one at the 400-level.
PSC 107 Introduction to Criminal Investigations
PSC 260 Evidence-Based and Problem Oriented Policing
PSC 2YY Investigative Analysis: Methodology and Tradecraft
PSC 3YY International Police Cooperation
PSC 415 Seminar on Terrorism

Total Credit Hours: 42-45 39-42
General Education: 42
Electives: 33-36
Total Credits for BS: 120
To: UCASC

From: Prof Mangai Natarajan, Director/Coordinator, ICJ Major

RE: Revisions to ICJ major course credits with approval from ICJ Major Governance Committee

This submission is to comply with the “Rabinowitz” memo from CUNY to make the prerequisites for the International Criminal Justice (ICJ) major explicit and count in the credit total for the major and degree.

Since ICJ is a multidisciplinary major with required courses from, at minimum, three disciplines (ECO, POL, SOC), students need the foundational courses in these disciplines. The major also requires statistics and a foreign language course at the intermediate level so that adds to the prerequisite total depending on students placement.

One additional change is being proposed related to the foreign language requirement for students who demonstrate an adequate level of proficiency (equal to the intermediate-level) or who are native speakers. Right now the total number of credits listed in the major for the language requirement is 3. Student who prove proficiency are then required to do an additional major elective course to fulfill the credit total for the major. We are proposing to change this to a range of 0-3 credits, so those students who prove proficiency, do not have to ‘make up’ the three additional credits.

This seems fair as the major is so ‘prerequisite heavy’. This major does attract a fair number of students with significant language skills including native speakers and international students and this is a strength of the program. Also, formal recording this change will allow Degreeworks to take into account the waiver and allow the major requirements to appear more accurately and transparent so students can progress towards graduation more seamlessly.

The governance committee for the ICJ major has been consulted and they voted to approve of these changes.
INTERNATIONAL CRIMINAL JUSTICE (BA) – Revised for 2017-18

The major in International Criminal Justice introduces students to the nature and cause of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in which the globalization of crime plays an important role. It also is designed to prepare students for advanced work in graduate or professional school.

Credits required. 45-56 (depending on foreign language placement)

Prerequisites. ECO 101, SOC 101 and POL 101 (or GOV 101). SOC 101 fulfills the general education requirements in the Flexible Core: Individual and Society area and POL 101 fulfills the Flexible Core: U.S Experience in its Diversity area. Depending on foreign language placement, students may have to take the 101-102 course sequence as prerequisites for the 200-level language requirement. The 101 (or 111) language course satisfies the Flexible Core: World Cultures and Global Issues category and the 102 (or 112) language course satisfies the College Option: Communications category of the Gen Ed program.

Coordinator. Professor Mangai Natarajan, Department of Criminal Justice (212.237.8673, mnatarajan@jjay.cuny.edu)

Advising resources. Sample Four-year Program of Study Course Checklist Course Sequencing

Foreign Language Requirement. Students who have expertise in other languages besides those available at John Jay College can explore taking the NYU Foreign Language Proficiency Exam or CLEP tests to demonstrate their proficiency. Native speakers of a foreign language should see the Major Coordinator.

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2007 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at 2007–2008 Undergraduate Bulletin.

FOUNDATIONAL COURSES Subtotal: 9-15 credits

**Required (9 credits)**
ECO 101 Introduction to Economics and Global Capitalism
POL 101 American Government and Politics
SOC 101 Introduction to Sociology

**Mathematics (0-3 credits)**
MAT 108 Social Science Mathematics (depending on placement)

Approved by UCASC, March 31, to College Council, April 25, 2017
Foreign Language (0-3)

FLN 102 Beginning Level II Foreign Language (depending on placement)

Advisor recommendation: POL 101 fulfills the Flexible Core: U.S. Experience in its Diversity area and SOC 101 fulfills the Flexible Core: Individual and Society area of the Gen Ed program. Depending on foreign language placement, students may have to take the 101-102 course sequence as prerequisites for the 200-level language requirement. For students that begin at John Jay as lower freshmen, the 101 (or 111) language course satisfies the Flexible Core: World Cultures and Global Issues category and the 102 (or 112) language course satisfies the College Option: Communications category of the Gen Ed program. MAT 108 also fulfills the Required Core: Math and Quantitative Reasoning area depending on students’ placement scores.

PART ONE. CORE COURSES Subtotal: 9 credits

Required
ICJ 101 Introduction to International Criminal Justice
ECO 231 Global Economic Development and Crime
POL 259/LAW 259 Comparative Criminal Justice Systems

PART TWO. FOUNDATION COURSES Subtotal: 9 credits

Select one in each category

Category A
Select one
ANT 230 Culture and Crime
POL 250 International Law and Justice

Category B
Select one
ECO 245 International Economics
PAD 260 International Public Administration
POL 257 Comparative Politics
POL 260 International Relations

Category C
Required
SOC 341 International Criminology

PART THREE. SKILLS COURSES Subtotal: 6–9 credits

Category A. Language Skills (0-3 credits)
Required
One 200-level foreign language course in any language other than English

Approved by UCASC, March 31, to College Council, April 25, 2017
Students who have prior knowledge of a foreign language can take a placement exam in the Modern Language Center, (212-484-1140, languagelab@jjay.cuny.edu) to place out of this language requirement. Placement tests are available in: Arabic, Chinese, French, German, Italian, Japanese, Portuguese and Spanish.

Please note: The FLN 201 courses are typically offered in the Fall semesters.

SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.

Category B. Research Methods (6 credits)
Required
STA 250 Principles and Methods of Statistics
ICJ 310 Foundations of Scholarship in International Criminal Justice

PART FOUR. SPECIALIZED AREAS

Students select three courses, with at least one in each category.

Category A. Global Perspectives on Crime
Select at least one
COR 303 Comparative Correction Systems
ECO 260 Environmental Economics, Regulation and Policy
ECO 327 The Political Economy of Gender
ECO 333 Sustainability: Preserving the Earth as a Human Habitat
HIS 352 History and Justice in the Wider World
HIS 383 History of Terrorism
ICJ 380 Selected Topics in International Criminal Justice
POL 210 Comparative Urban Political Systems
POL 246 Politics of Global Inequality
POL 320 International Human Rights
POL 322 International Organizations
POL 325 The Politics of Transnational Crime
POL 328 Politics of International Security
POL 362 Terrorism and International Relations
PSC 309 Comparative Police Systems
PSC 415 Seminar on Terrorism
SOC 251 Sociology of Human Rights
SOC 275 Political Imprisonment
SOC 333 Gender Issues in International Criminal Justice
SOC 335 Migration and Crime
SUS 240 Environmental Crime
SUS 300 Environmental Justice

Category B. Area/Regional Studies
Select at least one
AFR 210 Drugs and Crime in Africa  
AFR 220 Law and Justice in Africa  
AFR 229 Restorative Justice: Making Peace and Resolving Conflict  
AFR 320 Perspectives on Justice in the Africana World  
HIS 325 Criminal Justice in European Society, 1750 to the Present  
HIS 359 History of Islamic Law  
HIS 380 The Secret Police in Western Society  
LLS 220 Human Rights and Law in Latin America  
LLS 232/AFR 232 Comparative Perspectives on Crime in the Caribbean  
LLS 242/POL 242/HIS 242 U.S. Foreign Policy in Latin America  
LLS 250 Drugs, Crime and Law in Latin America  
LLS 356 Terror and Transitional Justice in Latin America  
LLS 401 Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System  
POL 331 Government and Politics in the Middle East and North Africa  
PSC 250 Criminal Justice in Eastern Europe  
SOC 351 Crime and Delinquency in Asia  
SOC 354 Gangs and Transnationalism

**PART FIVE INTERNSHIP**

A highly recommended elective  
ICJ 381 Internship in International Criminal Justice

**PART SIX. CAPSTONE COURSE**

Required  
ICJ 401 Capstone Seminar in International Criminal Justice

Total Credits for Major: **45-56**  
General Education: **39-42**  
Electives: **22-33**  
Total Credit for BA Degree: **120**

Approved by UCASC, March 31, to College Council, April 25, 2017
To: Undergraduate Curriculum and Academic Standards Committee

From: Shu-Yuan Cheng (Major Coordinator)

Re: Substitute TOX402 capstone course with an existing FOS402

Dear Dean Byrne and Members of UCASC,

The Department of Sciences proposes to substitute TOX402 capstone course of TOX major with an existing FOS402 course.

Rationale

Students in TOX major are required to take either TOX4XY (capstone research-based course) or TOX402 (Research Internship in Toxicology) to fulfill their capstone requirement. Students, who take TOX402, participate in a faculty-mentored research project for 280 hours. FOS402, an existing course which is offered by the same department, serves the same purpose as TOX402.

To be consistent across the three majors (FOS, CMB, and TOX) in the Department of Sciences, the Departmental Curriculum Committees has reviewed and supported the change. The Department of Sciences requests for the substitution of TOX402 with FOS402.

FOS 402: This course is an alternative to the Forensic Science Laboratory Internship (FOS401) for FOS students interested in participating in faculty-mentored research. For students in other science majors, this faculty-mentored research experience satisfies their capstone requirement. Especially designed for students with an interest in postgraduate study, this course requires that students commit at least 280 hours to participating in a faculty-mentored research project. Students will be introduced to all aspects of scientific research, including hypothesis formulation, literature searching, laboratory analytical procedures, statistical interpretation of data and scientific paper writing. Arrangements for undergraduate research internships must be made with individual faculty members.

Thank you very much for considering this request. Please let me know if you need any more information.

Sincerely,

Dr. Shu-Yuan Cheng
Department of Sciences, Toxicology Major Coordinator
TOXICOLOGY (BS)

Toxicology is an interdisciplinary science that addresses the adverse effects of substances on living organisms caused by chemical, physical or biological agents. The field includes exposure assessment, hazard identification, dose-response analysis, risk characterization and risk management. Toxicologists have the critical responsibility of understanding the effect of exposure to harmful substances found in food, the environment, medicines, licit and illicit drugs and other sources, as well as that of publicizing information of relevance to the public. Through research and education, toxicologists can improve the health and safety of humans and other living organisms and protect the environment in which we live.

The major begins with the foundational science courses common to any degree in the chemical or life sciences: chemistry, biology, organic chemistry, calculus, and physics, with required laboratory work throughout. Then, students take a required core of courses that cover biochemistry, human physiology, the basics of toxicology and its major sub-fields (environmental, biomedical, clinical). Students also select two elective courses they can focus on their interests and future career goals such as risk assessment, forensic toxicology, genetics, microbiology, and inorganic chemistry. Finally, the major includes an advanced capstone experience which brings all of these courses together in the study of a specific research area in toxicology. Students in this major are well-prepared for a variety of careers and graduate programs including PhD programs in toxicology, the life sciences, medical school, and related professional degrees.

Learning Outcomes. Students who successfully complete the Toxicology major will be able to:

- Describe the distribution and the toxic mechanism of chemical, physical, and biological agents in the natural and occupational environment.
- Identify and describe the diseases or other adverse health effects that may result from exposure to toxic agents and the risk of those outcomes.
- Recognize regulatory and management considerations relative to toxic agents.
- Apply quantitative methods to measure the concentration or intensity of toxic agents.
- Explain and promote interventions to reduce or eliminate exposures to toxic agents.
- Interpret and analyze the information on the interaction of natural and man-made toxicants with people, and their impact on human health and disease.
- Assess and communicate risk of toxins affecting communities of varied racial, socioeconomic and geographic divisions.

Credits required. 66-68 (or more depending on math placement)

Coordinator. Professor Shu-Yuan (Demi) Cheng, Department of Science (646-557-4637, shcheng@jjay.cuny.edu)

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

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

Students who do not meet above criteria can attend John Jay with an undeclared major and take introductory science and mathematics courses to achieve admission to the major by performing very well in these courses.

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

**Prerequisite information.** To be placed into BIO 103, students must take a Biology placement exam AND must be majoring in Toxicology. In addition, MAT 105, OR MAT 141 OR MAT 241 or higher is a pre or co-requisite for BIO 103.

To be placed into CHE 103, students must take a Chemistry placement exam AND must be majoring in Toxicology.

**Note.** At least two science courses count as STEM variants to satisfy the Common Core general education requirements. If students are exempt from the foreign language requirement, they can use an additional three credits of science towards the Common Core.

Depending on mathematics placement, students may need to take MAT 105 and MAT 141 as prerequisites for the required calculus course, MAT 241. Either prerequisite course can satisfy the Required Core: Math and Quantitative Reasoning category of the Gen Ed program.

**PART ONE. GENERAL SCIENCE FOUNDATION**

<table>
<thead>
<tr>
<th>Required</th>
<th>Subtotal: 40 credits</th>
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<tbody>
<tr>
<td>BIO 103 Modern Biology I</td>
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<tr>
<td>BIO 104 Modern Biology II</td>
<td></td>
</tr>
<tr>
<td>CHE 103 General Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHE 104 General Chemistry II</td>
<td></td>
</tr>
<tr>
<td>CHE 201 Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHE 202 Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>MAT 241 Calculus I</td>
<td></td>
</tr>
<tr>
<td>MAT 301 Probability and Mathematical Statistics I</td>
<td></td>
</tr>
<tr>
<td>PHY 101 College Physics I (Liberal Arts Physics)</td>
<td></td>
</tr>
<tr>
<td>PHY 102 College Physics II (Liberal Arts Physics)</td>
<td></td>
</tr>
</tbody>
</table>

*BIO 101 + BIO 102 may be taken in place of BIO 103
CHE 101 + CHE 102 may be taken in place of CHE 103
PHY 203 + PHY 204 can substitute for PHY 101 + PHY 102

*Students considering graduate or professional school should take PHY 203 & PHY 204.*
PART TWO. TOXICOLOGY CORE  

<table>
<thead>
<tr>
<th>Required</th>
<th>Subtotal: 18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 355 Human Physiology</td>
<td></td>
</tr>
<tr>
<td>CHE 315 Biochemistry</td>
<td></td>
</tr>
<tr>
<td>TOX 313 Toxicology of Environmental and Industrial Agents</td>
<td></td>
</tr>
<tr>
<td>TOX 425 Techniques of Analytical Toxicology</td>
<td></td>
</tr>
<tr>
<td>TOX 426 Analytical and Quantitative Toxicology Laboratory</td>
<td></td>
</tr>
<tr>
<td>TOX 430 Principles of Pharmacological Toxicology</td>
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</tr>
</tbody>
</table>

PART THREE. ELECTIVES  

<table>
<thead>
<tr>
<th>Choose two courses (One in each category)</th>
<th>Subtotal: 5-7 credits</th>
</tr>
</thead>
</table>

**Category A. Toxicology Electives**  

<table>
<thead>
<tr>
<th>Choose one</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOX 336 Principles of Forensic Toxicology</td>
<td></td>
</tr>
<tr>
<td>TOX 338 Cellular and Molecular Toxicology</td>
<td></td>
</tr>
<tr>
<td>TOX 340 Clinical Toxicology</td>
<td></td>
</tr>
</tbody>
</table>

*Note: TOX 401 may be taken as an elective only if FOS TOX 402 is taken as the capstone. Consult the major coordinator.*

**Category B. Biology/Chemistry Electives**  

<table>
<thead>
<tr>
<th>Choose one</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 205 Eukaryotic Cell Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 211 Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 315 Genetics</td>
<td></td>
</tr>
<tr>
<td>BIO 356 Human Anatomy and Physiology Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHE 361 Inorganic Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

PART FOUR. CAPSTONE COURSE  

<table>
<thead>
<tr>
<th>Choose one</th>
<th>Subtotal: 3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOX 401 Senior Seminar in Toxicology</td>
<td></td>
</tr>
<tr>
<td>TOX 402 Research Internship in Toxicology</td>
<td></td>
</tr>
<tr>
<td>FOS 402 Undergraduate Research Internship</td>
<td></td>
</tr>
</tbody>
</table>

*Note: If FOS TOX 402 is completed for the capstone, students can take TOX 401 as a toxicology elective. Consult the major coordinator.*

**Total Credit Hours: 66-68**
To: Undergraduate Curriculum and Academic Standards Committee

From: Dr. Lawrence Kobilinsky, Program Director

Re: Addition of Honors option for Science Department BS degrees

Dear Dean Byrne and Members of UCASC,

The Department of Sciences proposes to offer honors in all three of our majors (Forensic Science, Cell and Molecular Biology, and Toxicology). We developed the following criteria that majors must have upon graduation. This language aligns with the current college-wide policy for Honors in the Major:

**Proposed Policy**

To qualify for honors in the major, students must have completed a 3 credit independent laboratory study (internship) or research project-based faculty – mentored course or capstone* with a grade of B+ or higher, all requirements for the major and have earned at least a 3.5 cumulative GPA in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses and transfer credits applied to the major will not be calculated into the major cumulative GPA. Students must have also earned at least a 3.2 overall cumulative GPA. This honor will be noted on the student’s transcript.

*Course numbers that qualify students for honors are FOS 402 (for all three majors), FOS 401, BIO 488, and TOX 4XY (capstone). Course descriptions are provided below.

**Rationale**

Science students need to be recognized for their exemplary work within their program of study. While the science students have PRISM (Program for Research Initiatives in Science and Math) which recognizes and accepts students with a GPA of 2.5 or higher, not all science students wish to participate in PRISM but still deserve to have the Honors in the Major distinction on their transcript. Furthermore, unlike students participating in PRISM, all science major students do not necessarily need to have research experience.
Course Descriptions:

FOS 401 Forensic Science Laboratory Internship:
For Forensic Science students, independent laboratory and study (internship). An internship in a crime laboratory covering the following functions: document examination, instrumental analysis, chemistry, toxicology, serology, crime scene service, special photography, explosive and incendiary device recovery, trace evidence, comparative microscopy in firearms and tool marks. Students must do at least 280 hours of laboratory work. Arrangements for internships must be completed through the coordinator of the Forensic Science program in advance.

FOS 402 Undergraduate Research Internship:
For Forensic Science students, this course is an alternative to the Forensic Science Laboratory Internship for students interested in participating in faculty-mentored research. For students in other science majors, this faculty-mentored research experience satisfies their capstone requirement. Especially designed for students with an interest in post-graduate study, this course requires that students commit at least 280 hours to participating in a faculty-mentored research project. Students will be introduced to all aspects of scientific research, including hypothesis formulation, literature searching, laboratory analytical procedures, statistical interpretation of data and scientific paper writing. Arrangements for undergraduate research internships must be made with individual faculty members.

BIO 488 Cell and Molecular Biology Capstone Course:
In this course, students will learn to connect basic concepts in different areas of biology to explore new ideas and find solutions to the main biological problems of our time. Knowledge of cellular and molecular biology, genetics, and biochemistry will be applied to a specific area of current studies in the biological sciences. Students will be exposed to the history of cell and molecular biology by reading the research that has led to the main breakthroughs in the field. They will revisit concepts learned in previous cell and molecular biology courses and explore the application to a specific field. The course will focus on providing a framework for future understanding of problems within the field of biology. It will also highlight the connection of these problems to related areas of research in other fields, such as public health and bioethics, to broaden the scope of our cell and molecular biology graduates.

TOX4XY Senior Seminar in Toxicology (forthcoming):
This course is the capstone course in Toxicology. It is a research-based course designed to strengthen the students' ability to independently understand research topics and issues in toxicology, to assimilate and then disseminate information in an organized and understandable fashion and, finally, to implement the practical techniques learned in the classroom and to successfully apply them to research projects.

Thank you very much for considering this request. Please let me know if you need any more information.

Sincerely,
Dr. Lawrence Kobilinsky, Department of Science, Department chair
To: Kathy Killoran and members of UCASC
From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology
Date: 2/27/2017
Re: Revision of BA in Criminology Honors Track

The Sociology Department proposes the following revisions to the Criminology major Honors Option: Changing the current Criminology Honors Option to match the standard College Honors Option. There are two main reasons for this proposed change:

1. The current Criminology Major Honors Option is untenable given the resources of the department. It currently requires students, in addition to the GPA requirement, to take 6 credits of a “research Internship” or a “research independent study” both under the guidance of a full-time faculty member. We currently have at least 80 students who meet the GPA requirements (out of 1,316 Criminology Majors). Providing full-time faculty for independent studies for this many students is not feasible. In addition, the current option is very difficult for transfer students to complete in their time at John Jay. Thus, currently we have only a couple of students who receive the honors option each year.

2. The current Sociology Major Honors Option is the same as the standard College Honors Option. We believe that our two majors should be aligned and carry the same Honors Option Requirements

Proposed Honors Option for the Criminology Major (the standard College Honors Option):

“To qualify for honors in the major, a student must have completed the credit requirements for the major and have earned at least a 3.5 cumulative grade point average in courses above the 100-level in the major. Credit for courses required as prerequisites for major courses applied to the major will not be calculated into the major cumulative grade point average. Students must have also earned at least a 3.2 overall cumulative grade point average. This honor will be noted on the student’s transcript.”

Current honors option for the Criminology major:

“Students with a cumulative 3.5 grade point average when they have completed 75 credits are eligible for a Criminology Honors track. The Honors track requires completion of 6 additional credits in the form of a two-semester research internship (SOC 430–SOC 431) or a research independent study. Consult the major coordinator for further information.”
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: SFEM  
   
b. **Name** and contact information of proposer(s): Lucia Velotti  
   
   Email address: lvelotti@jjay.cuny.edu  
   Phone number: (302) 345-3677  

2. a. **Title of the course:** Introduction to Emergency Management  
   
b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): INTRO TO EMERGENCY MGMT  
   
c. **Level** of this course  
   
   ___X_100 Level   ___200 Level   ___300 Level   ___400 Level  
   
   Please provide a brief rationale for why the course is at the level:  
   
   This course is at the 100 level because it provides an overview of emergency management. Students will be introduced to basic terminology and will gain an overall understanding of the field including the standards and ethics of emergency management.  
   
d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ESA  

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 introductory course in emergency management is needed because it provides the basis for the entire program. The course provides students from diverse disciplines with an understanding of the complex and multidisciplinary nature of emergency management. In particular, this course provides an understanding of natural, man-made and technological hazards and discusses how to mitigate, prepare for, respond to and recovery from disasters. The course also introduces students to the critical skills of leadership, collaboration and creativity.
4. **Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)

This course is designed to introduce students to the world of emergency management. Topics focus on professional and ethical standards, principles of hazard mitigation and preparedness, and disaster response and recovery. The course uses both academic and practitioners’ perspectives on emergency management. In addition, the course aims to familiarize the student with organizations involved in emergency management at the local, national and international levels.

5. **Course Prerequisites or co-requisites:** None

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

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

   ☒ 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?

The student will:

1. Distinguish among different types of disasters using historical and disaster-research approaches.
2. Identify professional and ethical principles and standards of emergency management
3. Identify and apply both the academic and practitioner perspective to emergency management
4. Identify organizations involved in emergency management
5. Analyze the concepts and principles of planning, mitigation, preparedness, response and recovery
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)

   Emergency Services Administration Major, Required course

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

   No ___ X ___ Yes ___

   If yes, please indicate the area:

11. How will you assess student learning?

   Student learning will be primarily assessed through experiential learning assignments designed to take into account the revised Bloom Taxonomy, with a particular focus on developing students’ critical thinking and creativity skills. In addition, a VALUE rubric will be used to assess/grade student performance in order to determine if students are meeting learning expectations at key points in the existing curriculum.

   Below there is a list of learning objectives for this course and a table which links the assignments to the learning objectives and the Bloom Taxonomy.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning objective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elevator Speech</strong></td>
<td>2,3,4</td>
</tr>
<tr>
<td>The elevator speech is an approximately 30-40 second speech that introduces students and their strengths to an interlocutor. Students have the desire to gain some practical expertise in the field of emergency management by being involved in internships or voluntary work before landing the job of their dream. So it’s important to be prepared to take every opportunity that might arise or to attempt to create one.</td>
<td></td>
</tr>
<tr>
<td>Read the pdf file (uploaded on Blackboard) on how to prepare an elevator speech.</td>
<td></td>
</tr>
<tr>
<td>Write down your elevator speech and post it on Blackboard.</td>
<td></td>
</tr>
<tr>
<td>Practice your elevator speech, keeping in mind the main points of your</td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, March 31, to College Council, April 25, 2017
speech.
Record your elevator speech and post it on Blackboard in the discussion Board titled “Elevator Speech.

**Ready go!**
This assignment is designed to let students understand that being prepared and sharing a culture of preparedness with your loved ones is very important. For this assignment students are asked to prepare and share a preparedness plan with their loved ones and to assemble a “to go” bag and to write a reaction paper describing what they learned from this assignment in terms of preparedness and outreach.

**Observations**
Students will be required to spend some time observing what is going on in their immediate community or in other communities by surfing the web, observing a specific place and people’s behavior at different times of the day and reporting back to our our class. Each time they will do an observation, students will have to submit a 2-page report covering their field trip and observations.

**Interviews**
The field research experience is designed for students to get additional insights on human and organizational behavior during the disaster life cycle (mitigation, preparedness, response and recovery). Students might be required to meet citizens, politicians, representatives of nonprofit organizations and emergency managers.

**Role play - Responding to the earthquake in Haiti.**
This is an interesting interactive learning experience. It is a role play. In this virtual experience students are invited to take the role of the journalist going on to the scene of a disaster and that of a survivor. The images to which students will be exposed are not fictional; they are based on footage of real daily scenes that happened in Port Au Prince, Haiti in the aftermath of the January 12, 2010 earthquake.
The link to the role play is:  
http://www.insidedisaster.com/experience/Main.html#/journalist/final

Students will be asked to take the role of the survivor, the journalist or the aid worker. In each situation they have to annotate what they see not only in terms of disruption, describe who are the "social actors" on the scene what are the decisions that they take and the consequences of their actions, why you decided to undertake a certain action rather than another. In addition, students are required to write a 4 page reaction that answers the following questions:

What are the needs of the journalists and what are those of the survivors? Which reading(s) best apply to interpret these situations? What are your biggest takeaways from these interactive experiences?
### Final Project

Students need to develop a primer about a particular disaster agent, e.g., hurricane, tornado, terroristic attack, etc. Information should be provided that yields the following:

- Explains the nature (natural science) of this agent (how does a hurricane form, etc.);
- How the nature of the agent impacts individuals and communities (vulnerability);
- An assessment of where in the U.S. that agent is most likely to occur (or most frequently occurs);
- An example of a disastrous event
- How individuals should prepare and respond to this agent;
- How communities should prepare to mitigate against and respond to the hazard.
- Develop a website that provides relevant disaster information and provides appropriate links.

### Presentation

Students will present their final group project to the entire class and will receive feedback from me and their classmates to improve their final group project before submitting it.

---

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 __Dr. Jeffrey Kroessler__
   - Are there adequate resources in the library to support students’ work in the course  Yes ___ X ___ No _____

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

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

14. Date of **Department curriculum committee** approval December 19, 2016

15. **Faculty** - Who will be assigned to teach this course? Lucia Velotti and other faculty

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

   - X No
   - ___ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   - X Not applicable
   - ___ No
   - ___ Yes. If yes, give a short summary of the consultation process and results.

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

   - X No
   - ___ Yes. If yes, number and name of course(s) to be withdrawn.

19. **Approvals:**

    Charles Nemeth, Chair, Department of Security, Fire, and Emergency Management
John Jay College of Criminal Justice  
The City University of New York  
524 W 59th St, New York, NY 10019  
Department of Security, Fire and Emergency Management

ESA 1XX  
Introduction to  
Emergency Management

Professor:  
Lucia Velotti  
Office location: Haren Hall 43033  
Email address: lvelotti@jjay.cuny.edu  
Phone: 302-345-3677  
Contact hours: by appointment (online and face to face)

Course description

This course is designed to introduce students to the world of emergency management. Topics focus on professional and ethical standards, principles of hazard mitigation and preparedness, and disaster response and recovery. The course uses both academic and practitioners’ perspectives on emergency management. In addition, the course aims to familiarize the student with organizations involved in emergency management at the local, national and international levels.

Learning outcomes

The student will:

1. Distinguish among different types of disasters using historical and disaster-research approaches.
2. Identify professional and ethical principles and standards of emergency management.
3. Identify and apply both the academic and practitioner perspective to emergency management.
4. Identify organizations involved in emergency management.
5. Analyze concepts and principles of planning, mitigation, preparedness, response and recovery.

Course pre-requisites or co-requisites

There are no pre-requisites or co-requisites for this course.

Course Policies and Procedures

Submitting Work – All work in this course must be submitted inside the course in Blackboard. I will not accept work via email. All work is expected to be submitted on time. Late work will not be accepted except under extraordinary circumstances and only with my advanced permission.

Announcement and email communication – You need to check the course announcements and your John Jay email on a daily basis. I will periodically post time sensitive announcements and send email messages related to the course.

Course Calendar – For an outline of the course requirements see the course calendar located at the end of the syllabus. This is subject to change. Any changes will be announced in advance.

Questions – I encourage students to contact me by email or phone to ask questions. My contact information is located at the beginning of the syllabus.

Discussion Boards – You are expected to actively engage in intellectually reasoned discussions on topics posted each week. This includes reading all the posts submitted on a discussion board. This is part of your participation grade. Emotion-based arguments are not acceptable for graduate level discussion of the topics related to professional emergency management. While you may disagree with your fellow students, and discuss your disagreement but do not be argumentative or abusive. In other words, be courteous. The ability to state one’s position in a civil manner is an important, professional skill.

Citation and format style – The citation style that you have to use for all your work is APA. If you are not familiar with this style, you can look at https://owl.english.purdue.edu/owl/resource/664/01/

Required Textbook


Assignments and evaluation

In this course you will need to work both individually and in teams. Collaboration is essential in disaster management, so I encourage student interaction and group work in this class. The "free rider” attitude is not accepted. When working in groups, you and your classmates will assess
each other’s contributions. If the majority of your group members consider you a poor contributor, then you will lose points for that assignment. The Final Project and presentation are group activities.

**Participation - 10%**

In class discussions are the most important part of a class. Through discussions we get to know each other better, exchange knowledge and perspectives (see the image) and create new knowledge. New perspectives are welcome and encouraged provided they are supported by intellectual arguments. Everybody has different perspectives on certain topics. In this class we value these perspectives as they will enhance our learning and critical thinking.

**Interviews (2 @ 10%) 20%**

The field research experience is designed for you to get additional insights on human and organizational behavior during the disaster life cycle (mitigation, preparedness, response and recovery). You might be required to meet citizens, politicians, representatives of nonprofit organizations and emergency managers. Each time you will do one of these activities, you will have to submit a 3 page (double spaced) report covering your field trip and observations. You can integrate your findings or observation in your final group project!!!

**Observations (2 @ 5 %) 10%**

You will be required to spend sometimes observing what is going on in your immediate community or in other communities by surfing the web, observing a specific place and people behavior at different time of the day and reporting back to our headquarter (our class). Each time you will do one of these activities, you will have to submit a 2 page (double spaced) report covering your field trip and observations. You can integrate your findings or observation in your final group project!!!

**Assignments (4 @ 5%) 20%**

1. **Elevator Speech (5 %)**

   Many of you have the desire to gain some practical expertise in the field of emergency management by being involved in internships or voluntary work before landing the job of your dreams. How do you do that? One important thing is to be prepared to take every opportunity that might arise or to attempt to create one. In order to do this, you have to be prepared to advertise yourself in a very limited amount of time sometimes in conferences or meetings. To be ready for when your opportunity to shine will come you have to prepare what is known as "Elevator Speech".

   An elevator speech is an approximately 30-40 second speech that introduces you and your strengths to your interlocutor. So what do you have to do? Read the pdf file (uploaded on Blackboard) on how to prepare an elevator speech. Write your elevator speech and post it on Blackboard. Practice your elevator speech, keeping in mind the main points of your speech. Record your elevator speech and post it on Blackboard in the discussion Board titled “Elevator Speech.”
2. Ready Go! (5%)
Being prepared and sharing a culture of preparedness with your loved ones is very important. For this assignment go to:
Download the form, fill it out and assemble your personal “to go” bag. As you go through this assignment ask a member or your family or a friend to prepare their emergency plan and their “to go” bag with you.
Once you are done do the following:
take a picture of the two of you or even of your entire family or group of friends and post it on Blackboard for all to see together with your emergency plan (remove from your plan the sensitive information that you don't want to share with your classmates).
Write a 2 page, double spaced, reaction paper describing what you learned from this assignment in term of preparedness and outreach.

3. Social media (5 %)
Do your readings first, then think about your final group project. The ultimate goal for that project is to create a website. Discuss how you would incorporate social media in your website.
In particular, discuss the following:
Who is your audience/customer? Who you expect will use your website and why (saying that your audience is your classmates and professor is not a good answer).
How could you use the social media you selected in order to convey information on mitigation, preparedness, response and recovery? Please provide an example for each of the stages.
Post it on Blackboard in the discussion board titled “Social media”.

4. Role play - Responding to the earthquake in Haiti. (5 %)
This is an interesting interactive learning experience. It is a role play. In this virtual experience you are invited to take the role of the journalist going on to the scene of a disaster and that of a survivor. The images that you will see are not fictional; they are based on footage of real daily scenes that happened in Port Au Prince, Haiti in the aftermath of the January 12, 2010 earthquake.
The link to the role play is below:
http://www.insidedisaster.com/experience/Main.html#/journalist/final

Once you access this link you will see that you can take the role of the survivor, the journalist or the aid worker. In each situation you will have to make critical decisions that have both practical and ethical consequences.
WHAT TO DO:
Click on the link provided above
take the role of the journalist first then that of the survivor
annotate what you see (not only in term of disruption, describe who are the "social actors" on the scene what are the decisions that you take and what are the consequences of your actions, why you decided to undertake a certain action rather than another. The annotation would be particularly important to compare with the experience of other classmates
write a 4 page reactions in APA style that answers the following questions: What are the needs of the journalists and what are those of survivors? Which reading(s) best apply(ies) to interpret these situations? What are your biggest takeaways from these interactive experiences? Post your answer in the discussion board titled Reactions to the 2010 Haitian earthquake on Blackboard

Final Group Project - 25%
Develop a primer of a particular disaster agent, e.g., hurricane, tornado, terroristic attack, etc. Information should be provided that yields the following:

. Explaining the nature (natural science) of this agent (how does a hurricane form, etc.);
. How the nature of the agent impact on individuals and communities (vulnerability);
. An assessment of where in the U.S. the agent is most likely to occur (or most frequently occurs);
. An example of a disastrous event
. How individuals should prepare and respond to this agent;
. How communities should prepare to mitigate against and respond to the hazard.
. Develop a website that provides relevant disaster information and provides appropriate links.
. Launch your site and post your site address in the forum that will be created on week 16 titled "Final Group Projects". One website developer that you might use is Weebly at:

Presentation - 15%
You and your group will present your final group project to the entire class. At the end of your presentation you will receive feedback from me and from your classmates, use those feedbacks to improve your final group project before submitting it!

Extra Work During the Semester
No extra credit will be awarded

Summary of grades

<table>
<thead>
<tr>
<th>Type of assignment</th>
<th>Percentage of your final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Individual</td>
</tr>
<tr>
<td>Interview 2@10% each</td>
<td>Individual</td>
</tr>
<tr>
<td>Observations 2@5% each</td>
<td>Individual</td>
</tr>
<tr>
<td>Assignments 4@5% each</td>
<td>Individual</td>
</tr>
<tr>
<td>Presentation</td>
<td>Group</td>
</tr>
<tr>
<td>Final Group Project</td>
<td>Group</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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<tr>
<td></td>
<td>100%</td>
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### Grade values

<table>
<thead>
<tr>
<th>Grade explanation</th>
<th>Value equivalents</th>
<th>Numerical Percentage</th>
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</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>93 – 100</td>
<td>4.0</td>
</tr>
<tr>
<td>A‐</td>
<td>90.0 – 92.9</td>
<td>3.7</td>
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<td>B+</td>
<td>87.1 – 89.9</td>
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<td>B‐</td>
<td>80.0 – 82.9</td>
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<tr>
<td>C+</td>
<td>77.1 – 79.9</td>
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<tr>
<td>F Failure/Unsuccessful</td>
<td>Below 60.0</td>
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### Course calendar

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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Assignment</th>
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<tr>
<td>1</td>
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<td>Introduction(s)</td>
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<tr>
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<td>Evolution of Emergency Management in the US</td>
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<td>Native American tribes and emergency management</td>
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<td>Overview of public, private and non profit sector involvement in emergency management activities</td>
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<tr>
<td>2</td>
<td>3</td>
<td>Key concepts, definitions and perspectives</td>
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<td></td>
<td></td>
<td>• Defining Disaster, Hazards and Risk</td>
<td>Assignment 1</td>
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<td>Assignment 1</td>
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<td>Elevator Speech is due at 11:59 pm on Blackboard</td>
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<td>Chapter</td>
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<td>4</td>
<td>4</td>
<td>Disaster’s theoretical perspectives and current issues</td>
<td>TXT chap 2 pp. 45-54</td>
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<td>5</td>
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<td>Research methods and the practice of emergency management</td>
<td>TXT chap 3 pp. 59-78</td>
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<td>6</td>
<td>Brief history of disaster research</td>
<td>TXT chap 3 pp. 78-90</td>
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<td>- Benefits of understanding disaster research for Emergency managers</td>
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<td>- Disaster research as a multidisciplinary field</td>
<td>Interview 1 is due at 11:59 pm</td>
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<td>7</td>
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<td>Natural, Man-Made hazards and Terrorism</td>
<td>TXT chap 4 pp. 97-111</td>
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<td>- Meteorological</td>
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<td>- Hydrological</td>
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<td>- Geological</td>
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<td>8</td>
<td>8</td>
<td>Emerging Hazards</td>
<td>TXT chap 4 pp. 112-132</td>
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<tr>
<td></td>
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<td>- Cyberterrorism and computer failures</td>
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<td></td>
<td></td>
<td>- Compounding hazards</td>
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<td>- Pandemics and Bio-terrorism</td>
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<td></td>
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<td>- Hazards from outer-space</td>
<td></td>
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<tr>
<td>5</td>
<td>9</td>
<td>Becoming an emergency management professional</td>
<td>TXT chap 5 pp. 141-160</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ethics of emergency management</td>
<td>Observation 1 is due at 11:59 on blackboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Emergency management organization and agencies</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Heading</td>
<td>Content</td>
<td>Readings</td>
</tr>
<tr>
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</tbody>
</table>
| 10   | Becoming an emergency management professional | • Working and practicing emergency management  
• Emergency Management certifications | TXT chap 5 pp. 160-176 |
| 11   | Preparedness | Levels of Preparedness  
• Individual and Household  
• Organization  
• Community | TXT chap 6 pp. 177-193 |
| 12   | Preparedness | • Factor influencing level of preparedness  
• Preparedness initiatives at state, national and international level | TXT chap 6 pp. 193-210  
**Assignment 2** is due at 11:59 pm |
| 13   | Planning across the emergency management life cycle | | TXT chap 7 pp. 215-223 |
| 14   | Planning at diverse levels | • Individual  
• Community  
• State  
• National | TXT chap 7 pp. 223-242 |
| 15   | Response | • Definition  
• Warning  
• Evacuation  
• Sheltering | TXT chap 8 pp. 247-263  
**Assignment 3** _Social media is due at 11:59 pm._ |
| 16   | Response | • Disaster response in an international context  
• Disaster myths in response | TXT chap 8 pp. 263-284 |
| 17   | Recovery | • Defining Recovery | TXT chap 9 pp. 290-360 |
| 18 | Recovery challenges | 305 Interview 2 is due at 11:59 pm |
| 19 | Mitigation | TXT chap 9 pp. 305-321 |
| | • Defining Mitigation | |
| | • Mitigation planning | |
| | • Structural mitigation | |
| 20 | Mitigation | TXT chap 10 pp. 327-345 |
| | • Structural mitigation (continued) | |
| | • Non Structural mitigation | Observation 2 is due at 11:59 pm |
| 21 | Public and Private partnerships | TXT chap 11 pp.367-378 |
| 22 | Public and Private partnerships | TXT chap 11 pp. 378-400 |
| 23 | Non Governmental organizations | TXT chap 12 pp. 403-415 |
| 24 | International Humanitarian Relief | TXT chap 12 pp. 415-432 |
| 25 | Student group presentations | Work on your final project |
| 26 | Student group presentations | Work on your final project |
| 27 | Student group presentations | Work on your final project |
| 28 | Wrap-up and conclusions | Final Project is due at 11:59 pm on Blackboard |
| 15 | Final Exam Period and Wrap up | |

Withdrawals and Incompletes

The Department of Security, Fire and Emergency Management has a strict policy regarding incompletes. The grade of "Incomplete" will only be available in extreme circumstances such as
serious medical emergencies. Students may withdraw from the course up until the date set by the Registrar. Students who withdraw will receive a grade of “W” and will have to pay for the course again when they retake it.

Appeal procedure

If, after an exam or assignment is graded, you believe that additional credit is deserved, you may submit a written appeal for up to one week after the assignment is graded. Your appeal should be a typewritten page or less explaining specifically: which items deserve more credit and why. Please note: your argument must be based on the answer actually turned in. Please do not give a new answer and expect more credit. Also, the argument “I meant to say...” doesn’t work.

College wide policies

College wide policies for undergraduate courses (see the Undergraduate Bulletin, Chapter IV Academic Standards) available at http://johnjay.jjay.cuny.edu/bulletins/undergraduatebulletin20132014.pdf

Americans with Disabilities Act (ADA) Policies

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

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

Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students Policy

Sometimes discussing issues related to the topics described above in the class can bring up unexpected feelings or reactions for students. John Jay and CUNY wants all victims of sexual assault, stalking, and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist you in obtaining help, including immediate medical care, counseling and other essential services.

This assistance can be provided through the Counseling Services Center. Students can either stop by the Center, which is located in the New Building in room L.68.00, or make an appointment for counseling services through email (counseling@jjay.cuny.ed), phone (212.237.8111) or in person. Counseling and crisis intervention services are also available at the Women’s Center. The Women’s Center Counselor/Gender-Based Violence Prevention & Response Advocate provides students with counseling and crisis intervention for gender-based violence. Students can make an appointment by stopping by the Women’s Center in the New Building in room L.67.10, calling Jessica Greenfield (646.557.4535), or emailing her (jgreenfield@jjay.cuny.edu).
Statement of the College Policy on Plagiarism

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

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

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

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

Useful information

Library Resources

The Lloyd Sealy Library provides online access to many research databases for locating journal articles, government documents, material from research institutes, and books. You may access the online library resources at http://www.lib.jjay.cuny.edu/. You will need to research topics in this course for discussion boards, exams case studies, and the term paper, so it is important that you learn how to access the library resources online.

Blackboard Support

If you need assistance you may contact the Blackboard Student Support Help Desk (212) 237- 8200 or by email at blackboardstudent@jjay.cuny.edu. Blackboard tutorials for students are available at http://doitapps.jjay.cuny.edu/blackboard/students/index.php
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: November 10, 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 _Security, Fire, and Emergency Management_

   b. Name and contact information of proposer(s) _Charles Jennings_

   Email address(es) cjennings@jjay.cuny.edu
   Phone number(s) 646-557-4638

2. a. Title of the course __Introduction to Emergency Medical Services__

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _INTRO EMERG MEDICAL SERVICES_

   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 course is at the 100 level as it introduces students to the essential knowledge of emergency medical services, and terminology that is used throughout the discipline. Assignments are geared to expose students to basic research tools, and build their skills in explaining, interpreting, and solving problems. Class participation and reliance on topical examples are used to illustrate key course concepts.

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

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 Fire and Emergency Services major (now the Emergency Services Major) has had a concentration in Emergency Medical Services for many years. That concentration was designed initially as an entry point for students who had certification as Paramedics. This course is designed to instill knowledge of key concepts and terms which would enable the students to excel in promotional opportunities as a manager, or in more advanced medical
training and certification. Managerial challenges in Emergency Medical Services are emphasized. The course also serves as an entry point to more advanced learning in topics in the enhanced Emergency Services Administration major and this updated EMS concentration.

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 provide a thorough overview of Emergency Medical Services (EMS) administration and oversight to provide students with the legal, regulatory, and governmental context of EMS systems generally. Special attention will be given to components of an EMS system, from systems types to regulations and laws governing EMS systems and providers. The textbooks and extra reading material assigned to the course will provide the student with an ability to identify and describe major trends, challenges, and opportunities within EMS, and apply this information to the EMS administration field.

5. **Course Prerequisites or co‐requisites** (Please note: All 200‐level courses must have ENG 101 and all 300 & 400‐level courses must have ENG 102/201 as prerequisites): None

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

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

   The student will:
   - Identify and define components of an EMS system
   - Describe and discuss the role of medical oversight and direction
   - Identify challenges to emergency medical services caused by technological, legal and regulatory, and budgetary issues
   - Explain future trends in EMS delivery
   - Identify the importance of and process for quality improvement strategies
• Know and describe major professional ethical issues from the individual provider and system administrator perspectives

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)

Major in Emergency Services Administration, Required Core course

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

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

11. How will you assess student learning?

   Student learning will be assessed through short papers, exams, and a semester research project and presentation.

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

   Yes_____X____ No_____ Existing resources are adequate

   • If yes, please state the librarian’s name: Ellen Sexton______________________

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

     Yes_____X_____ No________

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

     ➢ The library catalog, CUNY+ __X____
     ➢ EBSCOhost Academic Search Complete __X____
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
     ➢ LexisNexis Universe _____
     ➢ Criminal Justice Abstracts __X____
     ➢ PsycINFO _____
     ➢ Sociological Abstracts _____
     ➢ JSTOR __X____
     ➢ SCOPUS __X____
     ➢ Other (please name) _____
     ➢ Public Safety Communications (Journal) already held by library
13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval ____ 12/19/16 ____

15. **Faculty** - Who will be assigned to teach this course? **Charles Jennings and other qualified 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
   ____ Y ____ 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
   ____ N ____ No
   ____ Y ____ 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
   ____ Y ____ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   Charles Nemeth
   Chair, Department of Security, Fire and Emergency Management

   ________________________________
   Name of Major or Minor Coordinator giving approval (if necessary)

   ________________________________
   Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

ESA 1XX Introduction to Emergency Medical Services

Professor: Charles R. Jennings, Ph.D.
Office: Room 433.09, Haaren Hall
Phone: 646-557-4638
E-mail: cjennings@jjay.cuny.edu
Office hours: TBA

Course description

This course will provide a thorough overview of Emergency Medical Services (EMS) administration and oversight to provide students with the legal, regulatory, and governmental context of EMS systems generally. Special attention will be given to components of an EMS system, from systems types to regulations and laws governing EMS systems and providers. The textbooks and extra reading material assigned to the course will provide the student with an ability to identify and describe major trends, challenges, and opportunities within EMS, and apply this information to the EMS administration field.

Learning outcomes

Assignments are geared to expose students to basic research tools, and build their skills in explaining, interpreting, and solving problems.

- Identify and define components of an EMS system
- Describe and discuss the role of medical oversight and direction
- Identify challenges to emergency medical services caused by technological, legal and regulatory, and budgetary issues
- Explain future trends in EMS delivery
- Identify the importance of and process for quality improvement strategies
- Know and describe major professional ethical issues from the individual provider and system administrator perspectives

Course pre-requisites or co-requisites: None.

Requirements / Your course policies

Citation -- Students must use either APA or MLA style. Formatting guides are available at the Library’s web page, at: http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197

Policies on lateness, absence, classroom behavior, etc. -- Consistent with City University policy, attendance is required. Excused absences (within reason) with the instructor's knowledge will not count against you. The ultimate standard for grading is demonstrated mastery of the
course material through written assignments and full participation. Each student will be regularly questioned (in class or via discussion board) concerning course material.

The preferred method of contact for the instructor will be office hours and e-mail. Copies of handouts will be available on Blackboard following the class when they are handed out. Students are responsible for getting notes if they are absent.

**Required Texts**

ISBN 978-1284041786


Supplemental:


**Grading**

Each student will be responsible for keeping up with reading and assignments. There will be two exams, three short papers, three short assignments, and a final paper.

Exams will be a midterm and final examination (15 percent each), designed to measure students’ acquisition of knowledge and ability to apply concepts in the course to basic scenarios and challenges. They will consist of a mix of short answer questions, definitions, and short essays. The exams are cumulative, but will emphasize materials presented in each half of the course.

Papers are 3-5 pages in length, and designed to stimulate the application of course concepts to real-world examples. There will be three papers.

Paper assignments are as follows:

Paper 1: EMS History – Provide a brief history of emergency medical services in the US from the 1960s forward. Summarize major developments from a federal, state, and local perspective.

Paper 3: State MES Regulatory Schemes – Based on the readings on EMS Regulation, summarize the major components and operations of a State EMS Regulatory System (New York, New Jersey, or Connecticut).

Assignments are brief 1-2 page exercises summarizing course readings or current events.

Assignment 1: Identify and summarize a recent news article which identifies or illustrates a contemporary challenge facing an EMS system. Summarize the issue, and identify the key components of the system involved.

Assignment 2: Briefly illustrate the role of EMS funding in a service delivery problem or challenge using a media report as an example.

Assignment 3: Role of EMS in disasters – Identify the role of EMS in disasters using the example of Hurricane Sandy in a specific EMS system within New York or New Jersey.

The final paper (10 pages plus references) is designed to show thought and reflection, and synthesize course material supplemented with outside research.

The final paper will be an analysis of an emergent issue in emergency medical services, building on and utilizing concepts and materials identified in class and previous assignments. Students will address the topic of a) human resource challenges; budgetary challenges; or overall system design; in application to a County or municipal EMS system, or specific EMS agency.

All work is expected to be typed, and include citations. A style manual is recommended and familiarity with word processor software is assumed. Late papers and assignments will be penalized. Major assignments, exams and papers will be graded as follows:

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Papers</td>
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<td>Examinations</td>
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<td>Assignments</td>
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<td>Final Paper</td>
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<td>Participation</td>
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College Grading Scale

<table>
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<tr>
<td>A (Excellent)</td>
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<td>93.0-100.0</td>
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<td>A-</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1-89.9</td>
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<tr>
<td>B (Good)</td>
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<td>83.0-87.0</td>
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<td>2.7</td>
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Approved by UCASC, March 31, to College Council, April 25, 2017
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<th>Topic</th>
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<tr>
<td>1</td>
<td>Introduction to Emergency Medical Systems</td>
<td>Walz, Ch. 1 Introduction to Emergency Medical Systems, pp. 1-11.</td>
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<td>2</td>
<td>History of Emergency Medical Systems</td>
<td>Walz, Ch. 2 History of Emergency Medical Systems, pp. 12-45.</td>
<td>Assignment 1: Current EMS Issues</td>
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<tr>
<td>3</td>
<td>Human Resources in EMS</td>
<td>Walz, Ch. 3, Human Resources, pp. 46-64.</td>
<td>Paper 1 Due: EMS History</td>
</tr>
<tr>
<td>4</td>
<td>EMS Education, Training and Development</td>
<td>Walz, Ch. 4 Educational Systems, pp. 65-90.</td>
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<tr>
<td>5</td>
<td>Patient Transportation</td>
<td>Walz, Ch. 5 Transportation, pp. 91-113.</td>
<td>Paper 2 Due: National Fire Academy EMS Professional Development Model</td>
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<tr>
<td>6</td>
<td>Medical Oversight</td>
<td>Walz, Ch. 6 Medical Oversight, p. 114-127.</td>
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<tr>
<td>7</td>
<td>Communication, Clinical Care and Hospital Emergency Medicine</td>
<td>Walz, Ch. 7, 8 Public Access and Communication, pp. 128-143. Clinical care and Hospital Emergency Medicine, pp. 144-162.</td>
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<tr>
<td>8</td>
<td>Midterm Exam</td>
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<td>9</td>
<td>EMS System Finance and Challenges</td>
<td>Walz, Ch. 9 System Finances, pp. 163-175.</td>
<td>Assignment 2: EMS Funding Analysis</td>
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<tr>
<td>10</td>
<td>EMS Legal and Regulatory Environment</td>
<td>Walz, Ch. 10 EMS Legislation and Regulation, pp. 176-193.</td>
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<td>12</td>
<td>Disaster Response and Mass Casualty Incidents</td>
<td>Walz, Ch. 12 Emergency Medical Systems and Disaster Response, pp. 215-236.</td>
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<tr>
<td>13</td>
<td>Information Systems and Evaluation</td>
<td>Walz, Ch. 13 Information Systems and Evaluation, pp. 237-260.</td>
<td>Assignment 3 Due: Role of EMS in Disasters</td>
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<td>per College Exam Schedule</td>
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</table>

**College wide policies for undergraduate courses** (see the Undergraduate Bulletin, Chapter II Enrollment Management/Academic Standards)

A. **Incomplete Grade Policy**

INC grades are granted at the discretion of the faculty member, and must be granted by mutual consent. Students who are failing the course, and students who have not completed all work up to the time of the request for an INC grade may not be considered. Students who do not attend the class can not receive an INC, nor can they turn in all work at the end of the semester.

Please refer to the Undergraduate Bulletin, Chapter 2, for rules pertaining to INC grades that are granted.

B. **Extra Work During the Semester**

Extra work is not permitted during the semester. The grade is based solely upon the assignments distributed in class and its timely completion. Major assignments can be submitted early (1 week) for feedback.

C. **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

Approved by UCASC, March 31, to College Council, April 25, 2017
eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

Statement of the College Policy on Plagiarism

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

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

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

Plagiarism detection software - the College subscribes to Turnitin.com and Blackboard has a similar module called SafeAssign. The instructor may submit any or all assignments through these platforms.
New Course Proposal Form

Date Submitted: November 10, 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: Security, Fire, and Emergency Management

   b. Name and contact information of proposer(s): Charles Jennings; Christopher Carver

      Email address(es): cjennings@jjay.cuny.edu
      Phone number(s): 646-557-4638

2. a. Title of the course: Emergency Dispatch and Communications

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF): EMERG DISPATCH & COM

   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 at the 200 level as it builds upon basic emergency service familiarity assumed in the introductory course in each concentration. The course requires students to apply acquired learning to development of a semester-long project culminating in a case study report and presentation that critically highlights communications and dispatch-related aspects of an emergency incident or event. As such, this course prepares students to apply this knowledge to their respective concentrations as they progress through the program.

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

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 importance of dispatch and communications is widely recognized. However, this critical subject does not receive adequate attention either in professional standards or in academic curriculum in the emergency services area. Communication issues have been repeatedly identified as major problems in disasters and events from 9/11 in New York, where police and
fire officials operated on separate channels, to the Aurora, CO Theater Shooting (2012) where a similar issue delayed arrival of paramedics. This course will look at issues of emergency dispatch and communications from a perspective of first responders.

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 provides a comprehensive grounding in the latest theory, regulations, standards, and practices of emergency communication and dispatch. The course gives students exposure to technologies in use and planned as part of the federal government’s ongoing multi-billion dollar efforts to upgrade 9-1-1 systems and incorporate new technologies into field emergency communications for first responders. Case studies are used to illustrate effective and ineffective communications in routine incidents as well as large-scale events and disasters.

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; FIS 101, Introduction to Fire Science; or ESA 1XX, Introduction to Emergency Medical Services; or ESA 1YY Introduction to Emergency Management.

6. Number of:
   a. Class hours _3_
   b. Lab hours __0____
   c. Credits _3____

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

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

**Students will:**
- Identify components of the public safety communications system
- Describe 9-1-1 system operations
- Explain the role of dispatch and communications in incident management

Approved by UCASC, March 31, to College Council, April, 25, 2017
• Identify challenges to public safety communication caused by technology, legal, regulatory issues, and agency administrative factors.

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

_____ No  ____ X Yes

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

This course is common to all three concentrations within the Major in Emergency Services Administration.

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

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

11. How will you assess student learning?

Student learning will be assessed through short papers, exams, and a semester research project and presentation.

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

Yes ____ X No ____ Existing resources are adequate

• If yes, please state the librarian’s name ____________ Ellen Sexton ____________

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

Yes ____ X No ________

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

- The library catalog, CUNY+  ____ X____
- EBSCOhost Academic Search Complete ____ X____
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____
- LexisNexis Universe ____
- Criminal Justice Abstracts  ____ X____
- PsycINFO ____
- Sociological Abstracts ____
- JSTOR  ____ X____
- SCOPUS  ____ X____
- Other (please name) ____
- Public Safety Communications (Journal) already held by library ____

13. Syllabus – see attached
14. Date of **Department curriculum committee** approval __12/19/16____

15. **Faculty** - Who will be assigned to teach this course? __Charles Jennings, Christopher Carver (adjunct)____

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:

   Charles Nemeth
   Chair, Department of Security, Fire and Emergency Management
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

ESA 2XX  Emergency Dispatch and Communications

Professor: Charles R. Jennings, Ph.D.
Office: Room 433.09, Haaren Hall
Phone: 646-557-4638
E-mail: cjennings@jjay.cuny.edu
Office hours: TBA

Course description
This course provides a comprehensive grounding in the latest theory, regulations, standards, and practices of emergency communication and dispatch. The course gives students exposure to technologies in use and planned as part of the federal government’s ongoing multi-billion dollar efforts to upgrade 9-1-1 systems and incorporate new technologies into field emergency communications for first responders. Case studies are used to illustrate effective and ineffective communications in routine incidents as well as large-scale events and disasters.

Learning outcomes – Students will:

- Identify components of the public safety communications system
- Describe 9-1-1 system operations
- Explain the role of dispatch and communications in incident management
- Identify challenges to public safety communication caused by technology, legal, regulatory issues, and agency administrative factors.

Course pre-requisites or co-requisites
ENG 101; FIS 101, Introduction to Fire Science; or ESA 1XX, Introduction to Emergency Medical Services; or ESA 1YY Introduction to Emergency Management.

Requirements / Your course policies

Citation -- Students must use either APA or MLA style. Formatting guides are available at the Library’s web page, at: http://guides.lib.jjay.cuny.edu/content.php?pid=136486&sid=1169197

Policies on lateness, absence, classroom behavior, etc. -- Consistent with City University policy, attendance is required. Excused absences (within reason) with the instructor's knowledge will not count against you. The ultimate standard for grading is demonstrated mastery of the course material through written assignments and full participation. Each student will be regularly questioned (via discussion board) concerning course material in class.
The preferred method of contact for the instructor will be office hours and e-mail. Copies of handouts will be available on Blackboard following the class when they are handed out. Students are responsible for getting notes if they are absent.

**Required Texts**


Other readings include:


APCO/NENA Standard for Establishment of a Quality Assurance and Quality Improvement Program for Public Safety Answering Points. 10107.1.2015

https://emilms.fema.gov/IS144/assets/TERT_Lesson_1_06_APCO_NENA_TERT_guidance.pdf


Grading

Each student will be responsible for keeping up with reading and assignments. There will be two exams (midterm 15 percent; and final 20 percent), three short paper assignments (600-800 words) worth 5 percent each, two short assignments (2.5 percent each), and a final project (paper 20 percent; presentation 5 percent).

Exams: Both exams will consist of definitions, short answer and short essay questions. Exams will be cumulative.

Short papers:

Paper 1: Radio Technology – Provide an overview of major technologies used in land mobile radio, and their characteristics.

Paper 2: Human Resource versus Technology Failures in 9-1-1/Dispatch – 9-1-1 and dispatch systems are complex combinations of human capability and technology working together. Using a case study, define the role of both human factors, and technology in understanding a 9-1-1 system failure.

Paper 3: FirstNet: Overview and Use Cases – The FirstNet system has the potential to revolutionize public safety communications. Briefly describe the system, and explain a use case from the perspective of a first responder end user.

Assignments:

Assignment 1: Types of 9-1-1 System – Describe the types of 9-1-1 systems according to their capabilities.

Assignment 2: Vision for Information Sharing – Select a case based on a newsworthy public safety event or case study and identify the idealized sharing of information and map the information from an agency and dispatch perspective.

Final Project: The final project includes a 4500-word paper, and a presentation to given in class. Papers are designed to show thought and reflection, not just having read the required assignments.

The final project will consist of a case study in which the student applies knowledge gained in the course to research on an actual emergency incident. The role of communications in contributing to or avoiding a negative outcome will be documented.
A succinct presentation of the paper’s findings (exact length to be specified in class) will be prepared and delivered to the class at the end of the semester.

All work is expected to be typed, and include citations. A style manual is recommended and familiarity with word processor software is assumed. Late papers and assignments will be penalized.

Major assignments, exams and papers will be graded as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers</td>
<td>10%</td>
</tr>
<tr>
<td>Examinations</td>
<td>35%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project/Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**College Grading Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>4.0</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B (Good)</td>
<td>3.0</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73.0-77.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D Passing</td>
<td>1.0</td>
<td>63.0-67.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60.0-62.9</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60.0</td>
</tr>
</tbody>
</table>

**Course calendar**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td></td>
<td>Council for Emergency Response Technologies, nd.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Next Generation 9-1-1: A System of Systems</td>
<td>Weiser et al pp. 244-264.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Public Safety Communications Technology: PSAP to Dispatch to Field</td>
<td>Shark. Ch. 11 “The Nationwide Public Safety Broadband Network” pp. 107-118.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Communications During Large Incidents, Disasters and Major Events</td>
<td>APCO/NENA Standard for Telecommunicator Emergency Response Taskforce Deployment.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Communications During Large</td>
<td>Her Majesty’s Coroner. Coroner’s Inquests into the London Bombings of 7 July 2005.</td>
<td></td>
</tr>
</tbody>
</table>

Assignment 1: Types of 9-1-1 System

Assignment 2: Vision for Information Sharing

Paper 3 Due: FirstNet: Overview and Use Cases
### Incidents, Disasters and Major Events

<table>
<thead>
<tr>
<th>Incidents</th>
<th>Location</th>
<th>Date</th>
<th>Source</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2014</td>
<td>Aurora Century 16 Theater Shooting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Communications Case Studies</td>
<td>Student Case Study Presentations</td>
</tr>
<tr>
<td>15</td>
<td>Communications Case Studies</td>
<td>Student Case Study Presentations</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>Per College Exam Schedule</td>
</tr>
</tbody>
</table>

### College wide policies for undergraduate courses

*(see the *Undergraduate Bulletin*, Chapter II Enrollment Management/Academic Standards)*

#### A. Incomplete Grade Policy

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Approved by UCASC, March 31, to College Council, April, 25, 2017
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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: December 30, 2017

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

1.  a. Department(s) or program(s) proposing this course: Security, Fire, and Emergency Management

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

      Email address: gcorbett@jjay.cuny.edu
      Phone number: (212) 237-8092

2.  a. Title of the course: ESA 2ZZ Emergency Incident Management

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): EMERG INCIDENT MANAGEMT

   c. Level of this course  _____100 Level  ____X 200 Level  ____300 Level  ____400 Level

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

      This course builds specifically upon the basic principles of the emergency response developed at the 100 level in ESA 1XX, Introduction to Emergency Management. Critical thinking, appropriate for a 200 level class, is included in this new course in the form of written analysis of actual emergency/disaster responses and comparisons between New York City and national emergency response frameworks.

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

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.)

      Emergency management is a critical function performed at all levels of government. To the public, the most visible aspect of emergency management is that of an actual emergency response. This course provides a comprehensive review of the nationally enacted disaster

Approved by UCASC, March 31, to College Council, April 25, 2017
response protocol, The *National Incident Management System* (NIMS). In addition, the course covers New York City’s version of NIMS, the *Citywide Emergency Management System* (CIMS) and the fire service’s *Incident Command System* (ICS).

This course is a core requirement of the Emergency Services Administration (ESA) major, given its importance in the field. Graduates of the ESA program will be thoroughly conversant in NIMS, a basic expectation of employers seeking competent emergency managers.

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 provides a comprehensive review and comparison of three incident management systems: the National Incident Management System (NIMS), New York City’s Citywide Incident Management System (CIMS), and the Incident Command System (ICS). Topics covered include: NIMS structure and staffing; effective resource management; event/incident planning; logistics and finance. Case studies are utilized to identify strengths and weaknesses of large scale responses in the past.

5. **Course Prerequisites:** ENG 101, ESA 1XX Introduction to Emergency Management

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

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

   __X__ No _____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

At the conclusion of the course, students will:
• Identify and describe the core components of NIMS and compare with the CIMS and ICS systems of incident management.
• Analyze and critique responses to past large scale incidents within NIMS.
• As part of a group, successfully respond to a simulated emergency in the Emergency Operations Center laboratory.
• This course covers a core competency, specifically addressing the students’ ability to perform in an emergency management structure. In addition, students will be technically capable of critiquing large scale emergency responses.

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)

   Emergency Services Administration Major, Required core course

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

   No _____X Yes _____

11. How will you assess student learning?

   Students will be assessed in a variety of ways, including traditional examinations and homework assignments as well as written emergency response critiques and role-playing in a simulated disaster.

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

   Yes___X No____

   If yes, please state the librarian’s name  Ellen Sexton

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

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

   The library catalog, CUNY+__X__

   EBSCOhost Academic Search Complete __X__
Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ____

LexisNexis Universe ____

Criminal Justice Abstracts ____

PsycINFO ____

Sociological Abstracts ____

JSTOR __X__

SCOPUS ____

Other (please name) ________________________________

13. Syllabus--attached

14. Date of Department curriculum committee approval: _____12/19/2016__________

15. Faculty - Who will be assigned to teach this course? Glenn Corbett, Charles Jennings, adjuncts

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: Charles Nemeth, Chair, Department of Security, Fire, and Emergency Management

Approved by UCASC, March 31, to College Council, April 25, 2017
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  

ESA 2ZZ  Emergency Incident Management

Professor: Associate Professor Glenn P. Corbett

Office: Room 433.07, Harren Hall

Phone: 212-237-8092

E-mail: gcorbett@jjay.cuny.edu

Office hours: TBA

Course description

This course provides a comprehensive review and comparison of the National Incident Management System (NIMS), New York City’s Citywide Incident Management System (CIMS), and the Incident Command System (ICS). Topics covered include: NIMS structure and staffing; effective resource management; event/incident planning; logistics and finance. Case studies are utilized to identify strengths and weaknesses of large scale responses in the past.

Learning outcomes

At the conclusion of the course, students will:

- Identify and describe the core components of the NIMS and compare with the CIMS and ICS systems of incident management.
- analyze and critique responses to large scale incidents within NIMS.
- as part of a group, successfully responding to a simulated emergency in an Emergency Operations Center

Course pre-requisites: ENG 101, ESA 1XX, Introduction to Emergency Management

Requirements / Your course policies

Policies on lateness, absence, classroom behavior, participation, etc. -- Consistent with City University policy, attendance is required. Excused absences (within reason) with the instructor's knowledge will not count against you. The ultimate standard for grading is demonstrated mastery of the course material through written assignments and full participation. Participation is defined as taking an active role in class, engaging in discussions, and offering answers to questions that are posed. Classroom absences, in excess of four class sessions, will result in a progressive reduction in the student’s participation grade.

Approved by UCASC, March 31, to College Council, April 25, 2017
The preferred method of contact for the instructor will be office hours and e-mail. Copies of handouts will be available on Blackboard following the class when they are handed out. Students are responsible for getting notes if they are absent.

**Required Textbook**


**Grading**

Each student will be responsible for keeping up with reading and assignments, as well as participating in class. There will be one midterm exam, two case study reports, chapter homework assignments, and a final classroom simulation report preparation.

All work is expected to be typed, and include citations. A style manual is recommended and familiarity with word processor software is assumed. Late papers and assignments will be penalized. Homework assignments, the midterm exam, case study papers, and the classroom simulation report will be graded as follows:

2 case study critique papers, 10% each, 20%
Midterm exam 20%
Homework assignments, 20%
Short paper on recent NYC response, 5%
Simulation report (“final project”): 20%
Participation 15%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Percentage</th>
<th>Value Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>4.0</td>
<td>93.0-100.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90.0-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.1-89.9</td>
</tr>
<tr>
<td>B (Good)</td>
<td>3.0</td>
<td>83.0-87.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77.1-79.9</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73.0-77.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70.0-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67.1-69.9</td>
</tr>
<tr>
<td>D Passing</td>
<td>1.0</td>
<td>63.0-67.0</td>
</tr>
</tbody>
</table>

Approved by UCASC, March 31, to College Council, April 25, 2017
Case Study Critiques

You will prepare two case study critiques during the semester, one dealing with the emergency response to the World Trade Center on 9/11/01 and the other dealing with the emergency response to the aftermath of Hurricane Katrina within New Orleans in August of 2005.

Both of your case studies will focus on the emergency management aspects of each disaster. Specifically, your focus will address the core components of incident management: command, operations, planning, logistics. If possible, include issues of finance/administration. You will distill and analyze each of these issues, based upon the assigned reading as well as other information you gather while researching these events. To be clear, the assigned reading is a starting point that gives you the basics – conduct your own research and gather other sources of information to supplement your paper.

Each of your papers should be at least 1,000 words. Utilize the A.P.A. reference style as detailed here on John Jay College’s library webpage:

http://guides.lib.jjay.cuny.edu/citing_sources

The assigned readings:


Katrina Emergency Response (select the Katrina report in this link) http://www.irgc.org/risk-governance/irgc-risk-governance-deficits/case-studies/

Each case study is to be uploaded to the turnitin site within the course’s Blackboard page. Be prepared to discuss what you learned in the designated case study classes as shown in the course calendar.

Homework

Homework assignments are to be completed for each textbook chapter reading and are to be submitted as designated in the course calendar.
Short Essay on a Recent NYC Emergency/Disaster Response

Class session #23 will be devoted to a discussion of a recent emergency or disaster in NYC. The disaster/emergency will be selected a few weeks prior to class session #23. You are to prepare a 300 word essay about the response, specifically detailing and a comparing CIMS and NIMS in the context of the response. Students will discuss their essays in class and upload their essays to turnitin.

Midterm Examination

A midterm exam, covering the first 12 chapters of the text as well as material covered in class.

“Final” Simulation

At the conclusion of the course, an examination in the form of a simulated disaster will take place, in the emergency management simulator room. Students will be assigned different positions within an emergency management structure and will be graded on their performance in their designated roles.

Course Calendar

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Description</th>
<th>Reading Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>A discussion of class expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction to NIMS</td>
<td>An overview of NIMS</td>
<td>Walsh Pages 3-10</td>
<td>Questions page 10</td>
</tr>
<tr>
<td>3</td>
<td>Incident Command System</td>
<td>A discussion of the beginnings of incident command in the fire service</td>
<td>Walsh Pages 11-22</td>
<td>Questions page 21</td>
</tr>
<tr>
<td>4</td>
<td>Command</td>
<td>A review of strategic incident command, overall management of an incident, and unified command</td>
<td>Walsh pages 23-34</td>
<td>Questions page 34</td>
</tr>
<tr>
<td></td>
<td>Operations</td>
<td>A review of</td>
<td>Walsh pages 35-</td>
<td></td>
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<td>5</td>
<td>tactical management protocols</td>
<td>50</td>
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<tr>
<td>6</td>
<td>Planning</td>
<td>Walsh pages 51-58</td>
<td>Questions page 58</td>
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<td></td>
<td>A review of incident goal setting and objectives and creating an incident action plan</td>
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<td>7</td>
<td>Logistics</td>
<td>Walsh pages 59-70</td>
<td>Questions page 69</td>
<td></td>
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<tr>
<td></td>
<td>A review of support role in terms of equipment, expertise, and human resources</td>
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<tr>
<td>8</td>
<td>Finance/Administration</td>
<td>Walsh pages 71-78</td>
<td>Questions page 77</td>
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<tr>
<td></td>
<td>A review of “paying the bills” for large scale incidents</td>
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<tr>
<td>9</td>
<td>Intelligence/Investigation</td>
<td>Walsh pages 79-84</td>
<td>Questions page 84</td>
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<td></td>
<td>A discussion of information gathering and inquiry during an incident</td>
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<tr>
<td>10</td>
<td>Multiagency Coordination</td>
<td>Walsh pages 85-98</td>
<td>Questions page 98</td>
<td></td>
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<tr>
<td></td>
<td>A review of Emergency Operations Centers and MAC/Area command</td>
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<td></td>
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<tr>
<td>11</td>
<td>Public Information</td>
<td>Walsh pages 99-108</td>
<td>Questions page 107</td>
<td></td>
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<tr>
<td></td>
<td>A discussion dealing with the role of the public information officer and messages to the public</td>
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<tr>
<td>12</td>
<td>Preparedness</td>
<td>Walsh pages 108-122</td>
<td>Questions page 121</td>
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<tr>
<td></td>
<td>A discussion of preparing for an incident response</td>
<td></td>
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<tr>
<td>13</td>
<td>Communications and Information Management</td>
<td>Walsh pages 123-134</td>
<td>Questions page 133</td>
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<td></td>
<td>A review of different forms of communications as well as</td>
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<tr>
<td>14,15</td>
<td>9/11 Emergency Response in NYC</td>
<td>A discussion of the 9/11 response and individual student case study reports.</td>
<td>See case study criteria</td>
<td>9/11 Case Study Report</td>
</tr>
<tr>
<td>16</td>
<td>Midterm Exam</td>
<td>Covers chapters 1-12 of Walsh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Resource Management</td>
<td>A discussion of using resources in an efficient and effective manner</td>
<td>Walsh pages 135-150</td>
<td>Questions page 149</td>
</tr>
<tr>
<td>18</td>
<td>Supporting Technologies</td>
<td>A discussion of technical standards for tools and equipment</td>
<td>Walsh pages 151-160</td>
<td>Questions page 158</td>
</tr>
<tr>
<td>19</td>
<td>National Response Framework</td>
<td>A discussion the federal protocols and resources available for disasters</td>
<td>Walsh pages 161-172</td>
<td>Questions page 171</td>
</tr>
<tr>
<td>20</td>
<td>Implementation of NIMS</td>
<td>A discussion of using NIMS at the local level</td>
<td>Walsh pages 173-182</td>
<td>Questions page 182</td>
</tr>
<tr>
<td>21</td>
<td>NIMS Evaluation and Maintenance</td>
<td>Updates to NIMS, based upon actual responses</td>
<td>Walsh pages 183-190</td>
<td>Questions page 190</td>
</tr>
<tr>
<td>22</td>
<td>CIMS</td>
<td>A review of NYC’s version of NIMS</td>
<td><a href="https://www1.nyc.gov/site/em/about/citywide-incident-management-system.page">https://www1.nyc.gov/site/em/about/citywide-incident-management-system.page</a></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>NYC Responses to Recent Disasters</td>
<td>A critique of recent NYC disasters, large and small</td>
<td>To be determined close to class date</td>
<td>Short paper comparing NIMS and CIMS systems in context of NYC event</td>
</tr>
<tr>
<td>24, 25</td>
<td>Katrina Emergency Response in New Orleans</td>
<td>A discussion of individual student case</td>
<td>See case study criteria</td>
<td></td>
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<tr>
<td>Study Report</td>
<td>Simulation in the Simulator</td>
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<tr>
<td>Introduction to the Emergency Management Simulator</td>
<td>A review of the structure, tools, software of the simulator</td>
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<tr>
<td>Final</td>
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</tbody>
</table>

**College wide policies for undergraduate courses** (see the *Undergraduate Bulletin*, Chapter II Enrollment Management/Academic Standards)

### A. Incomplete Grade Policy

INC grades are granted at the discretion of the faculty member, and must be granted by mutual consent. Students who are failing the course, and students who have not completed all work up to the time of the request for an INC grade may not be considered. Students who do not attend the class can not receive an INC, nor can they turn in all work at the end of the semester.

Please refer to the Undergraduate Bulletin, Chapter 2, for rules pertaining to INC grades that are granted.

### B. Extra Work During the Semester

Extra work is not permitted during the semester. The grade is based solely upon the assignments distributed in class and its timely completion. Major assignments can be submitted early (1 week) for feedback.

### C. Americans with Disabilities Act (ADA) Policies

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

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

(http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf)

**Statement of the College Policy on Plagiarism**

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

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

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

**Plagiarism detection software** - the College subscribes to **Turnitin.com** which is now incorporated into Blackboard. The instructor may require any or all assignments to be submitted through Turnitin.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

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

1.  
a. Department(s) or program(s) proposing this course: SFEM  
b. Name and contact information of proposer(s): Hung-Lung Wei  
   
   Email address: hwei@jjay.cuny.edu  
   Phone number: (647) 781-5130

2.  
a. Title of the course: Geographic Information Systems for Emergency Services  
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS): GIS for EMERG SERVICES  
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 Geographic Information Systems (GIS) course at the 300 level is designed for junior and senior students because it requires advanced specialties such as sophistication of fire and emergency services, spatial data analysis, and GIS mapping. In addition, the course allows students to obtain foundational GIS skills required to succeed in advanced GIS courses at the 400 level.

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

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.)

   Because many of our students are from the Fire Department New York (FDNY), Office of Emergency Management (OEM) and Emergency Medical Services (EMS), offering this introductory GIS course allows students to apply GIS knowledge and tools to identify vulnerable populations exposed to natural and technological hazards, track real time information, and help direct service and responders to the areas that are most needed during emergencies.
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 introduces students to spatial analysis techniques used in emergency services (ES) using the ArcGIS software. The course covers the fundamental concepts and frameworks of geographic information science, the principles and tools of GIS, basic theories of spatial data structure and relational databases, spatial analysis tools, and data visualization. Students will gain practical knowledge of Geographical Information Systems data structure, acquisition, management, analysis, and presentation as they are used in emergency service assessment, risk and hazard analysis, disaster evaluation, and public policy analysis.

5. **Course Prerequisites or co-requisites:** ENG 101, ESA 1XX Introduction to Emergency Management, and FIS 101

6. Number of:
   a. Class hours  __3__
   b. Lab hours  __0__
   c. Credits  __3__

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

   ___X___ No  _____ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

   Upon completion of the course, students will:
   - Demonstrate a basic mastery of skills and technologies of using GIS and explain how GIS can be utilized in the Emergency Services field.
   - Integrate data and information from a variety of sources; identify data needs and processing methods in the context of a GIS project.
   - Formulate and assess spatial models and their applicability for solving ES problems.
   - Be competent to incorporate spatial data and spatial analysis into students’ research projects.
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)

Emergency Services Administration Major, a choice in all three concentrations.

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

[ ] No   [X] Yes

If yes, please indicate the area:

11. How will you assess student learning?

I will assess student learning through writing assignments, class discussions, oral presentations, examinations, and successful demonstration of software acumen. In addition, I will adopt the assessment rubrics revised by our SFEM department to determine whether students will meet the learning expectations at key points in the existing curriculum.

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: Dr. Jeffrey Kroessler
- Are there adequate resources in the library to support students’ work in the course?
  [X] Yes   [ ] No

- Will your students be expected to use any of the following library resources? Check all that apply.
  - The library catalog, CUNY+ [X]
  - EBSCOhost Academic Search Complete [X]
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) [X]
  - LexisNexis Universe [X]
  - Criminal Justice Abstracts [X]
  - PsycINFO [ ]
  - Sociological Abstracts [X]
  - JSTOR [X]
  - SCOPUS [X]
  - Other (please name) ____________________________

13. Syllabus--attached

Approved by UCASC, March 31, to College Council, April 25, 2017
14. Date of **Department curriculum committee** approval **December 19th, 2016**

15. **Faculty** - Who will be assigned to teach this course? Hung-Lung Wei and other 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.

   I consulted with Dr. Gohar Petrossian who has taught some GIS courses focusing on crime mapping in the Department of Criminal Justice. She said that it is important to offer other GIS courses in the fields of emergency service, public safety, and emergency management.

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

   _X_ No
   ____ Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

   **Dr. Charles Nemeth**

   Chair, Department of Security, Fire, and Emergency Management
Syllabus for Geographic Information Systems for Emergency Services, ESA 3YY

Professor: Hung-Lung Wei, Ph.D.
Office: Room 43305, Haaren Hall
Phone: 647-781-5130
E-mail: hwei@jjay.cuny.edu
Office hours: TR 2:00–4:00 PM, or by appt.

Course Description
This course introduces students to spatial analysis techniques in emergency services (ES) by using the ArcGIS software. The course covers the fundamental concepts and frameworks of geographic information science, the principles and tools of GIS, basic theories of spatial data structure and relational databases, spatial analysis tools, and data visualization. Students will gain practical knowledge of Geographical Information Systems data structure, acquisition, management, analysis, and presentation as they are used in emergency service assessment, risk and hazard analysis, disaster evaluation, and public policy analysis.

Learning Outcomes
Upon completion of the course, students will:
- Demonstrate a basic mastery of skills and technologies of using GIS and explain how GIS can be utilized in the Emergency Services field.
- Integrate data and information from a variety of sources; identify data needs and processing methods in the context of a GIS project.
- Formulate and assess spatial models and their applicability for solving ES problems.
- Be competent to incorporate spatial data and spatial analysis into students’ research projects.

Required Textbooks

Additional readings will be provided throughout the semester and posted on the Blackboard.

Recommended Textbooks
Grading
Grades will be determined by the student’s performance in the following areas:

- 10% Class Participation
- 50% Lab Assignments
- 10% Group Presentation
- 30% Term Project

Letter grades for the course will be assigned according to the following table.

<table>
<thead>
<tr>
<th>Weighted percentage</th>
<th>Final course letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0% to 100.0%</td>
<td>A</td>
</tr>
<tr>
<td>90.0% to 92.9%</td>
<td>A-</td>
</tr>
<tr>
<td>87.1% to 89.9%</td>
<td>B+</td>
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<tr>
<td>83.0% to 87.0%</td>
<td>B</td>
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<tr>
<td>80.0% to 82.9%</td>
<td>B-</td>
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<tr>
<td>77.1% to 79.9%</td>
<td>C+</td>
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<tr>
<td>73.0% to 77.0%</td>
<td>C</td>
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<tr>
<td>70.0% to 72.9%</td>
<td>C-</td>
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<tr>
<td>67.1% to 69.9%</td>
<td>D+</td>
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<tr>
<td>63.0% to 67.0%</td>
<td>D</td>
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<tr>
<td>60.0% to 62.9%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60.0%</td>
<td>F</td>
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</table>

Course Requirements
The class is composed of both lecture and lab sessions. Lectures will focus on concepts and methods and labs will give you hands-on practice with ArcGIS software. Lab materials are all from the Tutorial, your textbook. It provides a link (http://esri.com/esripress-resources) to all the raw data for tutorials and homework assignments that will be used throughout the book.

Software
You will be using ESRI ArcGIS 10.3 and the Microsoft Office suite for the lab exercises and assignments of this class. Regarding the ArcGIS software, you don’t have to buy it because the whole CUNY system provides a number of free codes “ESU*********” for installation and activation. The guidance of installation and activation will be posted on Blackboard. If you have any questions from homework assignments and class projects, please let me know and I can schedule individual/group help sessions. Or, you can take advantage of the required textbook – Tutorial. ArcGIS is only designed for Windows operating system. If you use a Mac computer at home, you have to install a Windows system along with the built-in OS X system so that ArcGIS can be installed. However, I strongly suggest you to use the computer clusters on campus to minimize the computer/software incompatibility issues. Minor differences might be identified between the two versions of ArcGIS (10.3 and 10.4), but few impediments will be expected for your hands-on manipulations.
**Class Participation (10% of final grade)**

Students are expected to participate in class and engage in constructive discussions. If you are sick, having a personal or family emergency, or on a business travel, please inform me ahead of the class time and submit a legitimate proof as you come back to the next class.

**Lab Assignments (50% of final grade)**

There will be five lab assignments using the ArcGIS 10.3 software throughout this semester. Students are expected to finish their assignments during the five lab sessions (see class schedule on page 10). The five lab assignments are selected from the textbook and page numbers for each assignment are listed as follows.

- Lab Assignment 1: Working exercises on pages 44-45 and 88-89
- Lab Assignment 2: Working exercises on pages 138-139 and 168-170
- Lab Assignment 3: Working exercises on pages 214-215 and 248-249
- Lab Assignment 4: Working exercises on pages 280-281 and 308-309
- Lab Assignment 5: Working exercises on pages 335-336

**Note:** You must turn in all the assignments in the PDF format only. Other formats will not be graded.

**Term Project (30% of final grade) & Group Presentation (10% of final grade)**

The term project is conducted on a team basis by using GIS tools. Students will be grouped into four teams based on their research interests and then collaborate with their team members to develop a term project related to the subjects (e.g., fire problems; emergency management; public or private safety; terrorism; crime analysis; hazard mitigation; disaster response; disaster recovery; and social vulnerability, etc.). After consulting with the instructor about the specific topic, each team can proceed to work on the project. In terms of GIS data set, students will obtain spatial data from government agencies (e.g., U.S. Census, FEMA, EPA, NOAA, USGS, NYPD, FDNY, etc.) that are available to the colleges and general public.

Regarding the term project procedures, each team should 1) identify topics, issues, and study area; 2) review relevant literature; 3) specify methods; 4) report results; and 5) indicate research limitations or contributions.

Each group will make a presentation (less than 20 slides) from Week 13 to Week 14. In addition, by applying the APA or MLA style, each group will submit a final written report for the term project (approximately 10-15 pages double-spaced; including references) by Week 15.

The structure of term project and group presentation should contain the following eight sections:

1. Cover Page
   - Topic
   - Everyone’s Name in the Group
2. Introduction/Statement of Problem
3. Background of Study Area
4. Literature Review
5. Methods
   - Data Collection
   - Data Management/Analysis
6. Results
7. Research Limitations/Contributions
8. References

Approved by UCASC, March 31, to College Council, April 25, 2017
Note: Your grades of presentation and final report will be determined by the quality, individual contributions, and peer evaluations.

Late Work: Regarding all assignments, 10% will be deducted from your grade for each day that the assignment is late. After three days (not to be confused with class days), I will no longer accept your assignment. If you have a legitimate excused absence that prevented you from turning in your assignments on time, please contact me by email or phone as soon as possible.

Academic Honesty: A student’s work is expected to be his/her own. Academic dishonesty of any kind is unethical and unacceptable behavior. All cases of plagiarism, fabrication, cheating or other forms of academic misconduct will be immediately reported to Academic Affairs and the Office of Graduate Studies for disciplinary action.

Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations of the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. 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. I enforce the College’s policy on plagiarism and may submit written papers to either Turnitin or to SafeAssign. These services search past papers and online resources to identify portions of a paper that may have been plagiarized.

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

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p. 3.
2017 Fall Class Schedule

Below is a tentative schedule for the course. Every effort will be made to adhere to this schedule; however, the schedule may change depending on the needs of the class. Any changes to the schedule will be addressed on Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Class Activity</th>
</tr>
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</table>
| 1    |      | Introduction to GIS & ArcGIS | Lecture  
Read Ch. 1 (pp. 1-41) |
| 2    |      | Map Design | Lab Ch. 2 (pp. 47-87)  
Lab Session 1 & Assignment 1 (pp. 44-45 and 88-89)  
Select your team for the term project |
| 3    |      | Projections | Lecture  
Read Ch. 3 (pp. 95-135)  
Teamwork: Identify topics, issues, and study area |
| 4    |      | GIS Outputs & File Geodatabases | Read Ch. 4 (pp. 145-165)  
Lab Session 2 & Assignment 2 (pp. 138-139 and 168-170) |
| 5    |      | Attribute Data & Vector Database Structure | Lecture  
Read Ch. 5 (pp. 171-213)  
Teamwork: Literature review |
| 6    |      | Data Sources, Georeferencing, & Digitizing | Lecture  
Read Ch. 6 (pp. 219-247) |
| 7    |      | Spatial Data & Geoprocessing | Lab Session 3 & Assignment 3 (pp. 214-215 and 248-249) |
| 8    |      | Geoprocessing, Raster Imagery, DEM, & LIDAR | Lecture  
Read Ch. 7 (pp. 255-279)  
Teamwork: Methods |
| 9    |      | Digitizing & Geocoding | Read Ch. 8 (pp. 285-305)  
Lab Session 4 & Assignment 4 (pp. 280-281 and 308-309) |
| 10   |      | Cartography, GIS, & Remote Sensing | Lecture  
Read Ch. 9 (pp. 313-334) |
| 11   |      | Spatial Analysis | Lab Session 5 & Assignment 5 (pp. 338-336)  
Teamwork: Results, limitations, and contribution |
<p>| 12   |      | Working on Term Project | Teamwork: Results, limitations, and contribution |</p>
<table>
<thead>
<tr>
<th></th>
<th><strong>Group Presentation</strong></th>
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<tbody>
<tr>
<td>13</td>
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<td>• Group Presentation</td>
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<tr>
<td>14</td>
<td><strong>Group Presentation</strong></td>
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<tr>
<td>15</td>
<td><strong>Term Project Due</strong></td>
<td>• Term Project Due</td>
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</tbody>
</table>

Approved by UCASC, March 31, to College Council, April 25, 2017
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, 2017______________

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

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

   b. **Name** and contact information of proposer(s) ___Juan Usera/Benjamin Lapidus______

      Email address(es) juanmusera@gmail.com/blapidus@jjay.cuny.edu
      Phone number(s) __x8339_____________________________

2. a. **Title of the course** _ Introduction to Afro-Caribbean Music and Dance

   b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___Afro-Carib Dance

   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:

   Students will build on the introductory musical skills gained through 100 level music courses in order to engage in a more focused study of one particular tradition of music and dance. The assignments require students to practice and develop skills such as music analysis and writing about music, as well as beginning musical instrument skills. The instructor will provide guidance and in-class practice and exercises appropriate to a 200-level music class, instead of the more independent musical practice of a higher level course.

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

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 Music Minor at John Jay is in need of more 200-level courses, particularly those that will help those within the concentration expand their musical horizons. This course is the educational component of a grant the music department received to purchase a large variety of Afro-Caribbean drums with the express purpose of offering a

Prepared for UCASC, March 31, 2017
performance-oriented course on Afro-Caribbean music and dance. This course will serve as a hands-on, experiential learning opportunity for music minors and also those interested in the subject. The course will also compliment our current offerings of LLS/MUS 110 Popular Music of the Caribbean and MUS 104 World Music.

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 hands-on course will focus on Afro-Caribbean music and dance traditions of such countries as Cuba, the Dominican Republic, Haiti, Honduras, Mexico, and Puerto Rico. Students will study rhythms, basic drum techniques, dance steps, drum patterns, improvisation, and song repertoire. Students will take turns accompanying each other on traditional instruments for each musical genre introduced and will learn the dynamic between drummers and dancers that is commonly found in many musical cultures of West Africa and the Caribbean.

Note: Attendance at musical performances outside of class time may be required.

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): Any 100-level music (MUS) class, and 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** (approximately 3-5 or whatever is required for mapping to the Gen Ed outcomes). What will the student know or be able to do by the end of the course? How do the outcomes relate to the program’s (major; minor) outcomes?

   Students will:

   (1) develop an understanding and knowledge of the various Afro Caribbean rhythms and
their accompanying dance forms;

(2) obtain a practical, experiential understanding of Afro-Caribbean music and dance; and

(3) obtain a greater appreciation of the diversity of Afro Caribbean musical expression.

More specifically, students will become competent dancers and musical performers of punta, parranda, rumba, merengue, palo, vodou, son jarocho, bomba, and plena. They will have the skills to perform these musical genres and dance them on stage and informally as well as knowing their history, development, and significance within their countries of origin and the greater region.

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

____ No      _X Yes (Music Minor)

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

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

No _X_____  Yes _______

11. How will you assess student learning?

Student learning will be assessed through quizzes, short writing assignments, a paper, and through musical and dance performance, in the following percentages:

Class Attendance and Participation 20%
Mid-term small ensemble performance 20%
Mid-term exam 20%
Final small ensemble performance 20%
Performance outings and Writing assignments: 20%

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

Yes _X_____  No____

- If yes, please state the librarian’s name ___Ellen Sexton____________________
- Are there adequate resources in the library to support students’ work in the course
  Yes _X_______  No________

- Will your students be expected to use any of the following library resources? Check all that apply.
- The library catalog, CUNY+  
  X
- EBSCOhost Academic Search Complete 
- 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)  
  Grove Music

In addition to YouTube and videos that the professor will place on reserve, the library has suggested some relevant streaming resources on the library website such as Films on Demand, the Alexander Street anthropology collection: Ethnographic Video Online, as well as Kanopy.

https://jjay.kanopystreaming.com/s?query=dance

13. Syllabus – see attached

14. Date of Department curriculum committee approval  
  March 7, 2017

15. Faculty - Who will be assigned to teach this course?  
  Juan M Usera-Falcón, Ben Lapidus

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:  
  Benjamin Lapidus  
  Chair, Art and Music Department

  Benjamin Bierman, Music Minor Coordinator

Prepared for UCASC, March 31, 2017
Syllabus for Introduction to Afro-Caribbean Music and Dance (Section TBD)
Mon. & Wed., 12:00 p.m. - 1:15 p.m.
Plus, two required music performance outings; outside of class time

Professor Juan Usera
Office location TBD
Contact Hours: TBD
Phone: juanmusera@gmail.com

COURSE DESCRIPTION:
This hands-on course will focus on Afro-Caribbean music and dance traditions from such countries as Cuba, the Dominican Republic, Haiti, Honduras, Mexico, and Puerto Rico. Students will study the rhythms, the basic drum techniques, and dance steps, drum patterns, improvisation, and song repertoire. Students will take turns accompanying each other on traditional instruments for each musical genre introduced and will learn the dynamic between drummers and dancers that is commonly found in many musical cultures of West Africa and the Caribbean.

LEARNING OUTCOMES:
To study the rich, traditional practices of the Afro-Caribbean cultures, their various music and dance styles in particular and to enrich the student's awareness and understanding of Afro-Caribbean music, dance, culture, and history.

Students will:
(1) Identify the various Afro Caribbean rhythms and their accompanying dance forms;
(2) Obtain a practical, experiential understanding of Afro-Caribbean music and dance; and
(3) Obtain a greater appreciation of the diversity of Afro Caribbean musical expression and articulate it in reflective assignments.

More specifically, students will become competent dancers and musical performers of punta, parranda, rumba, merengue, palo vodou, son jarocho, bomba, and plena.

REQUIREMENTS:
Students are expected to complete weekly reading assignments as well as listening assignments before class to promote active, thoughtful participation in class. In addition, students are expected to spend at least 30 to 60 minutes per day outside of class, practicing the rhythms and dances learned in class. Classes will be primarily devoted to performance workshops in music and dance, and discussions. Hands-on workshops and lectures will cover information beyond the content of your required reading and students will be responsible for all the information from lectures and workshops, assigned readings and listening, on the midterm exam. At the midpoint and end of the semester, students will be asked to submit a written reflection of their learning and participation in class.

ADDITIONAL REQUIREMENTS:
- Regular attendance of all class meetings is required as students are expected to actively
participate in discussions and performance workshops.

- Let me know by email beforehand if you know that you will have difficulty making it to class or making it on time.
- Reading assignments are to be completed before class to promote active, thoughtful participation in class discussion.
- Electronic devices must be turned off. If you have a situation that requires emergency cell phone access, please leave the room quietly.
- Quizzes and short homework assignments may be given periodically.
- All written work must be in standard college format (typed, double-spaced, regular fonts, carefully proofread, etc.) unless otherwise noted. Papers not in college format will be marked down at least half a grade. Late papers (without a written medical excuse) will be marked down a half-grade per day from the due date.

REQUIRED SELECTED READINGS*:
*Additional required readings, recordings, and videos TBA


Prepared for UCASC, March 31, 2017


**GRADING:**

<table>
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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Attendance and Participation</td>
<td>20%</td>
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<tr>
<td>Mid-term small ensemble performance</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final small ensemble performance</td>
<td>20%</td>
</tr>
<tr>
<td>Performance outings and Writing assignments</td>
<td>20%</td>
</tr>
</tbody>
</table>

**COURSE CALENDAR:**

*Required readings are listed, updates TBA*

Wk 1:  
Class 1: Introduction: *What is Afro-Caribbean music and dance?*  
In-class music performance, student participation, and discussion


Wk 2:  
Class 3: Dancing Punta; drummer and dancer interaction. Basic dance steps, performance etiquette, and ensemble performance.

READ: Sloat, pages TBA


Wk 3:  
Class 5: Dancing Parranda; drummer and dancer interaction. Basic dance steps, performance etiquette, and ensemble performance.

Class 6: Cuba: Rumba ensemble: Rhythms and hand drum techniques for various rumba styles. Traditional rhythms for Elegua and Obatala.


Wk 4:  
Class 7: Cuba: El Vacunao, Dancing rumba (Columbia, Yambú, and

Prepared for UCASC, March 31, 2017
Guaguancó). Thematic dance improvisation in Rumba, Columbia.

READ: Almira, and Cornelius. *The Music of Santeria: Traditional Rhythms of the Bata Drums*

Class 8: Cuba: The Bata orchestra Rhythms and hand drum techniques for various Bata rhythms. Traditional toques for Elegua and Obatala

Wk 5: Class 9: Cuba: Dancing for Elegua and Obatala.

Class 10: Dominican Republic: Palo.
Rhythms and hand drum techniques for palos, güira, and panderos.

READ: Austerlitz, pages 15-29.

Students will write a two-page response paper on the assigned reading due at the beginning of class.

Wk 6: Class 11: Dancing Palo; Playing Palo: traditional ensembles for these rhythms.
Class 12: Dominican Republic: Perico Ripiao.
Rhythms and hand drum techniques for tambora, güira, and conga.

READ: Sloat, pages TBA

Wk 7: Class 13: Dancing Merengue: Merengue Típico

Class 14: Haiti: Rhythms and hand drum techniques for the Vodou Music Ensemble: Mama, Seconde, Boula or Kata.

READ: Wilcken, pages TBA

Wk 8: Class 15: Dancing Haiti: Dance steps and simple choreography for different Vodou rhythms. Vodou Music Ensemble: Mama, Seconde, Boula or Kata.

Class 16: Mid-term Exam
Mid-term Concert, Caribbean Musical Review Day One
Class Small Ensemble Performances

Wk 9: Class 17: Mid-term Concert, Caribbean Musical Review Day Two
Class Small Ensemble Performances

Class 18: Haiti: Rhythms and hand drum techniques for the Vodou Music Ensemble: Mama, Seconde, Boula or Kata.

READ: Dunham, pages 27-58.

Wk 10: Class 19: Dancing Haiti: Dance steps and simple choreography for different Vodou rhythms.

Class 20: Mexico: The Fandango Celebration, Jarocho music and culture, Son Jarocho. Rhythms and hand drum techniques for cajón, donkey jaw, zapateo.
READ: Madrid, Chapter Two: **The Transnational Resurgence of Son Jarocho**

**Wk 11:**  
Class 21: Mexico: dancing Son Jarocho: Café con Pan patterns and Zapateo;

Class 22: Mexico: rhythms and hand drum techniques. Dance steps and simple choreography for various rhythms


Students will write a two-page response paper on the assigned reading due at the beginning of class.

**Wk 12:**  
Class 23 Mexico: Rhythms and hand drum techniques for cajón, donkey jaw, zapateo.


READ: Flores, pages TBA

**Wk 13:**  
Class 25: Puerto Rico: Rhythms and hand drum techniques, dance steps, and improvisation for various rhythms.

Class 26: Puerto Rico: Plena Drums: Seguidor, punta de clavo, timbita, requinto and Güiro.

**Wk 14:**  
Class 27: Puerto Rico: Plena Dance steps and simple choreography, and improvisation.

Class 28: Class review and rehearsal.

**Wk 15:**  
Class 29: Final Concert Caribbean Musical Review  
Class Small Ensemble Performances.

**COLLEGE WIDE POLICIES FOR UNDERGRADUATE COURSES** *(see the Undergraduate Bulletin, Chapter IV Academic Standards for information on the following)*

A. **Incomplete Grade Policy**

B. **Extra Work During the Semester**

C. **Americans with Disabilities Act (ADA) Policies**
   a. 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.

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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)*
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 6, 17, 2017_________________

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

1. a. Department(s) or program(s) proposing this course__Gender Studies Program/Interdisciplinary Studies Department

   b. Name and contact information of proposer(s)_____Brett Stoudt and Katie Gentile

      Email address(es)_______kgentile@jjay.cuny.edu;
nfischer@jjay.cuny.edu____________________

      Phone number(s)_______212-237-8110________________________

2. a. Title of the course __Feminist and Critical Methodologies

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) ___Feminist & Critical Methods______

   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:

Based on the 5-year assessment cycle and our first program review, we realized the only way for students to meet our program and capstone learning outcomes was for us to develop our own methodology course. This course fits well into our scaffolded courses. We begin discussing and defining gender studies in the 101 introduction (GEN 101) and then move on in Gender and Justice (GEN 205), to introduce ideas of feminist and critical approaches to epistemologies, linking ones perspective to the form of questions one asks, the data one collects and the methods used, and how these shape the knowledge that one produces in our 200 level Gender and Justice course, (GEN 205). From there we have our 300 level philosophy of gender course (GEN PHI 333) that continues the exploration into epistemology but does not introduce students to methods of inquiry beyond the philosophical. This Feminist and Critical Methodologies course will fill that space in the scaffolding, guiding students better into their capstone project. Until this course, students chose between a social science or humanities-based research methods course. Neither reflected the inter/transdisciplinary nature of Gender Studies research, which not only utilizes traditional methodologies but also clearly

Approved by UCASC, March 31, to College Council, April 25, 2017
identifies, collects, describes, and analyzes emerging forms of inquiry related to the ever-expanding professional fields of gender and sexuality studies today. As with most programs at the college, this methods course is at the 300 level, with scaffolded assignments and readings reflecting this location.

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

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.)

Gender and sexuality are central to a society’s social and cultural fabric. Yet, these individual and collective statuses and identities continue to be contested today. As such, they are often included in debates and policies about justice. This course equips students with a wider understanding of how critical methodologies are related to a justice-focused education. In short, this course further highlights the importance of educating for gender and sexuality justice. This course will focus on helping students to develop the capacities to both conduct inclusive research and to critically analyze research methods.

Interdisciplinary studies has been a force at John Jay, and we see this critical methods course supporting the growth in this area. Additionally, one of our program and capstone learning outcomes is understanding the theory and tactics behind activist and feminist methods of engagement. This activist component of research methodology needs to be taught in our program. Because there has not been a course focusing specifically on interdisciplinary, activist, and community-based methodology, we expect a number of majors and minors that focus on social justice to consider it for their curriculum.

We know from discussions with graduate and law school faculty and communities of practice that being critical consumers of research in academia, policy, and the media is an invaluable and key skill for potential candidates. By teaching the skills necessary to critically analyze traditional, feminist and activist methods of research, students will be well prepared to engage as active citizens and members of diverse communities, as per the mission of our college.

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 class begins with an overview of quantitative and qualitative methods of research, assessing their costs and benefits. It then explores the interdisciplinary methods used in gender and women’s studies, including queer, postcolonial, and critical race methods. Students will gain an understanding of feminist research methods, including the importance of critical,
Students will hone their skills to be critical readers of research in academia, media, and policy.

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; GEN 101 or, ISP 145 or ANT/PSY/210 (Sex and Culture) or permission of instructor

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): Spring 2017
   b. Teacher(s): Brett Stoudt
   c. Enrollment(s): 27
   d. Prerequisites(s): GEN 101, Jr. status at least; or premission of program director

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. demonstrate a basic knowledge of the philosophies, practices, and ethics of traditional research;
   2. demonstrate a knowledge of the general concepts, dilemmas, ethics, critiques, and strategies of critical oriented research;
   3. differentiate critical and feminist research methods and how these create unique forms of knowledge from traditional research;
   4. apply critical feminist methods to an activist oriented research project;
   5. critique research in academia, media, & policy contexts

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)

Gender Studies methods requirement for the BA and a blanket elective for the minor that would count toward categories A, B, or C. We have confirmed approval for it to be included as an elective in the Criminology BA for their 5A concentration (multi-disciplinary perspectives), an elective in Humanities and Justice Studies, and as a possible elective for the Sustainability Studies minor (they are voting on it in April).

EMAIL APPROVAL and CORRESPONDANCE

From: Carla Barrett
Sent: Monday, March 20, 2017 4:31 PM
To: Katie Gentile
Cc: Henry Pontell
Subject: RE: New Critical Methods syllabus

Hi Katie
Given all that I would say at this point that the class would make sense for the Crim Major Multi-Disciplinary Electives list, but not for the Soc Major list (that was a harder fit from the beginning since all the courses on the Soc Major are SOC courses. Seeing how the Crim Major has a much more interdisciplinary grounding it makes sense there.
Carla

Carla Barrett, PhD
Assistant Professor, Sociology, 520.19T
John Jay College of Criminal Justice
524 West 59th Street, NY, NY 10019
cbarrett@jjay.cuny.edu  212-237-8683

Hi Katie,
Congratulations on creating the new course -- good luck with the final review at UCASC!

Because some HJS major students are really interested in writing their thesis on gender issue and the course can be a good supplementary for learning theories and methods, it will be good to put this course in the HJS electives list. Let me proceed with this.

Hyunhee Park, Major Coordinator, Humanities and Justice

Hello Katie;

Many thanks. I think this will be a great addition to our minor electives. It will need to be a program decision, though, so I'll put it on the agenda for our next program meeting in April to get an official vote and will let you know after we meet. Will it be OK to share the syllabus and assignment with program faculty beforehand?

Best, Alexander Schlutz, Minor Coordinator, Sustainability & Environmental Justice
10. Will this course be part of JJ’s general education program?

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

11. How will you assess student learning?

Assessment of all Gender Studies courses is both formative and summative. During the semester, the instructor will be grading weekly discussion board posts, peer feedback, and four papers. These include a research proposal, a critical revision, a methods proposal, and a semester-long metacognitive research journal.

The assessment criteria for this course include student’s ability to:
- Demonstrate mastery of interdisciplinary critical and feminist research methods in a research proposal with a methods section based on a literature review of critical research;
- Demonstrate the ability to reflect on their thinking and link this reflective thinking with the methods of research including the form of data they collect, their protocols, and their methods of analysis;
- Demonstrate the ability to provide critical and useful peer feedback on each draft;
- Reflect on and describe their growth as researchers in weekly journal reflections;

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________

Her one concern was that the required text is not currently in the John Jay College library. She said they would try to include it in the upcoming budget.

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

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

13. Syllabus - see attached

Approved by UCASC, March 31, to College Council, April 25, 2017
14. Date of **Department curriculum committee** approval ___February 8, 2017

15. **Faculty** - Who will be assigned to teach this course? _______ Gender Studies affiliated faculty who conduct activist oriented research using methods from gender, feminist, postcolonial, or critical race studies including Brett Stoudt

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:

   **Katie Gentile**
   Gender Studies Program Director

   **Richard Haw**
   Chair, Interdisciplinary Studies Department

Approved by UCASC, March 31, to College Council, April 25, 2017
GEN 3XX (380) Feminist and Critical Methodologies  
Spring 2017  
January 30th to Friday May 29th  
Online

Instructor: Brett Stoudt, Ph.D  
Email: brett.stoudt@gmail.com  
Classroom: Online (no classroom)  
Office Hours: Thursdays 1:00pm - 3:00pm or by appointment  
Office: Psychology Department 10.63.13 NB

Gender Pronouns: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by all members of the classroom community - faculty and other students. I will gladly honor your request to address you by the name you prefer and gender pronouns that correspond to your gender identity. Please advise me of your name’s proper pronunciation, and any name or pronouns not reflected by CUNYFirst. Students are expected to use the appropriate names and pronouns of their classmates and professor.

My preferred gender pronoun is he, him, or my name.

The Course Description From Bulletin:  
This class begins with an overview of quantitative and qualitative methods of research, assessing their costs and benefits. It then explores the interdisciplinary methods used in gender and women’s studies, including queer, postcolonial, and critical race methods. Students will gain an understanding of feminist research methods, including the importance of critical, community, and activist oriented approaches. Students will hone their skills to be critical readers of research in academia, media, and policy. Online only. Prerequisites: ENG 201; GEN 101 or ISP 145 or ANT/PSY/SOC 210 or permission of instructor

The Course Purpose & Aims: The purpose of this course is to introduce you to critical approaches to research. More specifically, by the end of this course you will increase your knowledge in the following areas:
1. Research Foundations: For many, this will be your first research methods course. Therefore, before understanding a critical framework to research, it is important to have a basic understanding of the philosophies, practices, and ethics of traditional research. The course will begin here.
2. Critical Research: From this foundation, we will move to unpacking the general concepts, dilemmas, ethics, critiques, and strategies of critical oriented research. While the primary emphasis will be on feminist approaches, there will be a heavy overlap with other critical perspectives.
3. (Critical) Research Literacy: Throughout the course, you will become a more aware and critical consumer of research in academia, media, & policy.

Considerations for an Online Course: This is a 300 level online course. Success for you will require a level of ongoing commitment and organization. We will not meet in person this semester. You must be self-motivated to take control of your own education experience. Participation is a substantial and necessary part of this class but must occur regularly and entirely online. All methods courses, especially this one, build upon ideas from prior weeks. Therefore, it will be imperative that you keep up with the readings and the ongoing assignments. If you fall behind, it will be difficult to catch up and your grade will suffer.

Academic Difficulty: If you do not understand the material or if you fall behind 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.

Accessibility Services / ADA Policy: Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS).

The Course Structure & Assignments: See the separate Course Assignments document for detail. In summary, this course involves the following assignments and activities:

Approved by UCASC, March 31, to College Council, April 25, 2017
1. **Reading & Online Discussion:** Each week you will be assigned readings. You must read the articles, respond to the readings, and then respond to student posts. I will also offer ongoing feedback to posts as well as short weekly video summaries of my thoughts on the previous week’s articles.

2. **Papers:** You will have four papers due throughout the semester including a research proposal introduction, a research journal, a research proposal methods section, and a research proposal critical revision.

3. **Peer Feedback:** Each paper involves multiple components. Throughout the semester, I will ask you to post drafts of various components so you can receive feedback, at times, from me but especially from your peers. You will be assigned your peer partner and expected to provide ongoing support.

**Required Readings:** You are required to purchase the following text:


All other assigned articles/chapters will be available on blackboard to download.

**Participation:** *Participation is an essential part of this course.* Participation is judged by submitting online posts. This includes posts made on the readings, posts in response to students, posts of drafts related to the papers and peer feedback.

**Classroom civility:** Each student is encouraged to help create an online environment promotes learning, dignity, and mutual respect for everyone. Students who disrupt such an environment with, for example, abusive or disrespectful posts, will not be tolerated. Breaches of classroom civility will reflect poorly on your participation grade. Under extreme circumstances you will be asked to drop the class.

**Grading:** A student’s final grade will be based on the following:

- 20%: Research Proposal Introduction
- 20%: Research Journal
- 20%: Research Proposal Methods Section
- 20%: Research Proposal Critical Revision
- 20%: Participation

**Late Work:** All assignments and online posts must be submitted on time. A late paper will drop by a third for each day it is late (e.g. An A- grade becomes a B+ if one day late). All late online posts will receive a zero.

**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.

**Extra Credit:** You will have at two opportunities to receive extra credit. First by taking your paper to the Writing Center. This requires certification by the Center that you attended the session. Second, if there is an activity on campus that is related to the focus of this course you can attend and write up a reflection summary for extra credit. FIRST you must clear the event with me. Then you must write up exactly what the event was – title, sponsoring organization and speaker(s). Describe the event and provide a summary of what happened. Why did you chose this event? How does it relate to the focus of the course? Reflect on at least one reading from the course that is relevant to the event. Reflect on the event from your own personal stance. What did you learn from it?

**A Living Syllabus:** This syllabus will likely evolve as the semester develops. For example, we may find it necessary to spend more time on topics than has been allotted. If (as) changes become necessary, we will make the class aware of the modifications and post a revised syllabus on Blackboard.
Weekly Outline of Topics, Readings & Due Dates

**Introduction to Research**
Week 1: Monday January 30th – Sunday February 5th

Chapter 1: Thinking in Print: The Uses of Research, Public and Private
Chapter 2: Connecting with Your Reader: (Re)Creating Your Self and Your Audience

Introduction

Chapter 1: The Selection of a Research Design

January 31st: **Post** icebreaker responses
February 2nd: **Post** response to readings
February 5th: **Post** response to student posts

**Developing a Research Question and a Project**
Week 2: Monday February 6th – Sunday February 12th

Chapter 2: Designing a Research Project

Chapter 3: From Topics to Questions
Chapter 4: From Questions to Problems
Chapter 5: From Problems to Sources

Chapter 2: The Use of Theory
Chapter 7: Research Questions and Hypotheses

February 9th: **Post** response to readings
February 10th: **Post** Research Topic Statement
February 12th: **Post** response to student posts/drafts

**Making Strong Arguments from Evidence**
Week 3: Monday February 13th – Sunday February 19th

Chapter 3: The Construction of Arguments

Chapter 7: Making Good Arguments
Chapter 8: Making Claims
Chapter 9: Assembling Reasons and Evidence
Chapter 10: Acknowledgments and Responses
Chapter 11: Warrants

February 16th: **Post** response to readings

Approved by UCASC, March 31, to College Council, April 25, 2017
February 17th: Post Bibliography list
February 19th: Post response to student posts/drafts

Introduction to Quantitative Methods
Week 4: Monday February 20th – Sunday February 26th

Chapter 4: Foreground Multivariate Arguments

Chapter 8: Quantitative Methods

Chapter 8: Analyzing Quantitative Data

February 23rd: Post response to readings
February 24th: Post Research Question
February 26th: Post response to student posts/drafts

Introduction to Qualitative Methods
Week 5: Monday February 27th – Sunday March 5th

Chapter 5: Foreground Interpretive Arguments

Chapter 8: Qualitative Methods

Chapter 14: Analyzing Qualitative Data

March 2nd: Post response to readings
March 5th: Post response to student posts

March 5th: Paper 1: Research Proposal Introduction

Values, Methods & Findings
Week 6: Monday March 6th – Sunday March 12th


Approved by UCASC, March 31, to College Council, April 25, 2017
March 9th: Post: response to readings
March 10th: Post: Interview Protocol Draft and draft survey
March 12th: Post: response to student posts/drafts

**Introduction to Critical Methodologies**
Week 7: Monday March 13th – Sunday March 19th


March 16: Post: response to readings
March 17th: Post: Observation Protocol Draft
March 19th: Post: response to student posts/drafts

**Ontologies, Epistemologies, & Methods**
Week 8: Monday March 20th – Sunday March 26th


Chapter 1: The Field of Vision
Chapter 2: Seeing Through Science: Epistemologies

March 23rd: Post: response to readings
March 24th: Post: Historical Material
March 27th: Post: response to student posts/drafts

**Knowledge Production, Power & Representing the Other**
Week 9: Monday March 27th – Sunday April 2nd


Approved by UCASC, March 31, to College Council, April 25, 2017
March 30th: Post: response to readings
April 2nd: Post: response to student posts
April 4th: Paper 2: Journal Diary

Spring Recess
Monday April 10th – Sunday April 16th

Standpoint Theory and Epistemology
Week 10: Monday April 17th – Sunday April 23rd


April 20th: Post: response to readings
April 23rd: Post: response to student posts

Intersectionality, Hybridity and Critical Race Theory
Week 11: Monday April 24th – Sunday April 30th


April 24th: Post: Draft of your Research Proposal Methods Section
April 27th: Post: response to readings
April 30th: Post: response to student posts/drafts

Reframing Quantitative and Qualitative as Critical Research
Week 12: Monday May 1 – Sunday May 7th

Chapter 5: Qualitative Shifts: Feminist Strategies in Field Research

Approved by UCASC, March 31, to College Council, April 25, 2017


May 4th: **Post:** response to readings
May 7th: **Post:** response to student posts

**May 7th: Paper 3: Research Proposal Methods Section**

**Research Ethics & Feminist Research Ethics**
Week 13: Monday May 8th – Sunday May 14th


May 11th: **Post:** response to readings
May 14th: **Post:** response to student posts

**Research for Resistance and Social Change**
Week 14: Monday May 15th – Sunday May 21st


Chapter 1: Engaged Pedagogy


May 15th: **Post:** Draft of your Research Proposal Critical Revision
May 18th: **Post:** response to readings
May 21st: **Post:** response to student posts/drafts

Approved by UCASC, March 31, to College Council, April 25, 2017
Final Exam Week
Week 15: Monday Maybe 22nd – Friday May 26th

May 24th: Paper 4: Research Proposal Critical Revision

RESEARCH ASSIGNMENTS
You will have four papers due for this online critical methods course. You will receive a grade between F and A+ for each of the four papers. All late papers will be docked a third of a grade for each day it is late (e.g. for one day late an A- paper will receive a B+).

Each paper involves multiple components. Throughout the semester, I will ask you to post drafts of various components so you can receive feedback, at times, from me but especially from your peers. The hope is that by unfolding the assignments in parts, your workload will remain consistent and reasonable throughout the semester in a way that reinforces your readings and overall learning. These drafts count as part of your participation grade. Therefore, similar to others posts, they will be graded as 1=posted it on time; 0 = did not post on time; 1+ = post was exceptional; 1- = post was on time but inadequate. All late posts get a 0 and risk not receiving feedback from peers/professor. If you let the drafts accumulate, your grade and your learning will greatly suffer.

In this document, I describe in detail your four assignments plus your participation responsibilities. By having this document at the beginning of the semester, I hope it helps you organize your time effectively (and maybe get started on your assignments early).

Paper 1: Research Proposal Introduction
20% of your grade

The brevity of this semester does not permit us to conduct a complete research project from start to finish. Those of you going onto capstone will have the opportunity to conduct a complete research project and this class is intended to support you in that process. In this course, you will be asked to develop a research proposal, stopping short of actually conducting the complete research project.

Your first paper assignment asks you to produce the basics of a research proposal introduction. In short, you are helping the reader understand what topic you are studying, what claims have previously been made about your topic, and why it is important to produce a study around your research question.

Here are the components of this assignment in the order of when drafts are due.

1. Research Topic Statement: By February 10th post online a draft of your research topic statement. Your assigned readings will help you with this draft. This statement should be no shorter than a paragraph but no longer than two pages and more than likely will fall within a page (double spaced, 1 inch margins, 12 font Times Roman). Your post should:
   - Identify an area of gender studies that you want to delve deeper into;
   - Describe why you are interested in the topic;
   - Explain why it is an important topic to study; and
   - List what you imagine you will find when you look deeper into this topic.
Your statement’s first draft may be very broad (that’s okay and common) but ultimately, your final Research Proposal (due March 5th) should include a manageable research topic and question that can be explored further using one or more of the methods we learn in this course.

2. Bibliography List: In a research proposal you would need to do a significant review of the relevant literature. I will NOT assign a full literature review. Instead, I am asking you to choose the 5 most relevant (to your topic) peer-reviewed articles and/or scholarly chapters you can find and then produce an annotated bibliography (see below). As this is a research methods course, these articles should be primarily research-oriented articles/chapters (meaning the authors use at least one of the methods described in this course to make an argument). As a first start, explore what is out there using databases provided by the library or Google Scholar (http://scholar.google.com/). You will need
to skim through many articles/chapters in order to find 5 strong ones to review in detail. By February 17th post the references of 10 articles/chapters you might use for your annotated bibliography. Your references should be formatted using APA style (for help see https://owl.english.purdue.edu/owl/resource/560/01/).

3. Annotated Bibliography: Your final annotated bibliography will NOT be posted online as a draft. Instead, you will include it in the Research Proposal Introduction due March 5th. Choose the 5 strongest, most relevant peer-reviewed articles or scholarly chapters to review in detail from your posted list. Each article should first include the article/chapter reference formatted using APA style and then below it, include the following details:

- What are the main conclusions of the article?
- What methods did the authors use to make their claims
- What evidence do the authors provide to support their conclusions? Be explicit. You may summarize, use exact quotes, and/or use numbers.
- What do you find valuable about this article?
- What critiques (especially methodological critiques) do have for this article?
- What critical questions did the article raise for you?

Your annotated bibliography can take the form of a detailed outline, addressing each of the previously stated questions in order. Your annotated bibliography can also take the form of a series of paragraphs, still addressing all of the previously stated questions.

4. Research Question: By February 24th post online a draft of your research question. Given your research topic and your exploration of the literature, make an attempt at developing an answerable research question or questions similar to those described in your assigned readings. This should include a sentence or several sentences outlining the broad and possibly specific questions you hope to address in your research study. It is very likely that this question or these questions change as you continue examining the literature – just like your overall research topic may change. This is actually a good sign even while it might also be anxiety producing and frustrating. It means you are learning. Ongoing refinement is a common and revision is an important part of the research process.

5. Research Proposal Introduction: By March 5th you should email me a paper that begins with your final research topic statement. This should first include a revised statement from your original post based on the feedback you received. Second, your paper should include the final annotated bibliography. Next, your paper should include the final research question(s). This too should be revised from your original post based on feedback. The last page of the paper should list in alphabetical order all five references from your annotated bibliography (reminder: make sure your references are in APA format). Again, the order of your Research Proposal Introduction should be:

1. A cover page with your full name
2. Revised research topic statement
3. Annotated bibliography
4. Revised research questions
5. Reference list

A strong Research Proposal Introduction will include a manageable but worthwhile research topic related to gender studies with an annotated bibliography that convincingly addresses all of the questions stated above. The articles/chapters you choose should be obviously connected to your research topic (or if not obvious, explain in your annotated why it is connected). Your research question should flow from your overall topic and the material in your annotated bibliography. In other words, your study should be clearly asking questions that attempt to solve a problem, fill a gap, or move forward the literature you reviewed (again, if you do not believe it is obvious, explain why/how you landed on the final question(s)).

**Paper 2: Research Journal**

20% of your grade

I do not expect you to be an expert researcher or to write a publishable research report. The ultimate goal of this set of assignments is to “get your hands dirty” by conducting your own research, generating real data, and then seeing if you can see some preliminary patterns or themes in your collected data. I am looking for you to stretch your newly gained knowledge about research methods and apply it as best you can in practice.

Approved by UCASC, March 31, to College Council, April 25, 2017
The topic of your Research Journal will be *gender justice* at John Jay College. This is an intentionally broad topic so you have room in each activity to make it your own.

1. **Survey:** Develop a short survey that attempts to measure the extent to which students experience, are aware of, or have attitudes towards *gender justice* at John Jay College.

First, define what gender justice means to you at John Jay. Then, draft a set of questions you think will accurately measure your version of gender justice. You may, for example, believe that gender justice can be broken down into three smaller components (I’m making this up – it is not based on my theory of gender justice). You should describe those three smaller components and draft relevant questions that can then measure those components. You may, for example, want to develop questions that can be added up (or averaged) to create a single gender justice score or a series of gender justice scores. If so, what are the instructions for creating these scores? How should they be interpreted?

By March 10th post a draft of your short gender justice definition, a draft of your survey questions (no less than 10 and no more than 20 questions), and any instructions or explanations or thoughts you're playing with in terms of developing the final survey.

Your final survey should include between 10 and 15 questions (no less than 10. You can exceed 15 if needed). It should include at least 1 but no more than 2 open-ended questions. The majority of the survey should include closed questions. Your final survey should also include instructions and all scaling, empty spaces, places to circle, etc. needed for John Jay students to complete the survey in full.

Once complete, you should pilot the survey. First, YOU take it. Then, invite three other John Jay students to take it. Once the three students take the survey, explain to them what it is you are trying to measure in the survey and ask for their feedback. Do they believe the survey captured their thoughts accurately? Are there places that were confusing or they believe need revision?

Write at least a two-page summary (double spaced, 1 inch margins, 12 font Times Roman) describing your survey process (from development, distribution, analysis). In your writing, incorporate some ideas from your assigned readings, your personal reflections, conversations with participants, and overall survey analysis to address the following questions:
- What did you learn about the survey process through this exercise?
- What challenges did you have as you created and distributed your surveys?
- What were the most successful aspects of your survey process?
- How did the students respond to your survey?
- What would you do differently next time?
- What were your overall preliminary findings? Were there any patterns in the 4 completed surveys (yours, and three other john jay students)? Use some numbers (averages, percentages, quotes) to very briefly describe a couple of your most interesting findings.

2. **Semi-Structured Interviews:** Develop an interview protocol that helps you gain understanding of students’ experiences of, awareness of, or attitudes towards *gender justice* at John Jay College. The interview protocol will help guide you through a semi-structured interview process. Use your assigned readings to help you develop 2 or 3 broad open ended questions and then several additional probes for each broad question. By March 10th post a draft of your questions.

Once you have developed a strong interview protocol, pilot your questions by conducting semi-structured interviews with two John Jay students OR one focus group that includes at least two John Jay students. Each interview should last about a half hour. Then, ask the people you interviewed how they think it went. Explain to them the purpose of the interview. Ask them if there were any confusing questions. Ask them how they might do the interview differently. What additional questions might they ask? What strategies would they suggest to make the interview space feel safe and comfortable?
Immediately after the interviews or focus group, type out everything you can remember in as much detail as you can remember it. Include as many direct quotes as you can remember and any other relevant information that occurred within the context of the interviews. Also make sure to reflect on the important points that emerged from your discussion afterwards and your overall impressions of the interview experience.

Write at least a two-page summary (double spaced, 1 inch margins, 12 font Times Roman) describing your interview process (from development, distribution, analysis). In your writing, incorporate some ideas from your assigned readings, your personal reflections, conversations with participants, and overall interview/thematic analysis to address the following questions:

- What did you learn about the interview process through this exercise?
- What challenges did you have as you created and conducted interviews?
- What were the most successful aspects of your interview process?
- How did the students respond to your interview?
- What would you do differently next time?
- Describe what themes emerged in your interviews. What were your overall preliminary findings? Were there any patterns within and between the students? Use direct quotes to highlight and support your most interesting findings.

3. Participant Observations: Develop an observational protocol to gather information about how students perform gender justice at John Jay College. By March 17th post a draft of your observational protocol. In several paragraphs describe two places at John Jay College you plan to observe. Explain why these contexts will help you learn about gender justice, what you expect to see, and what specific types of behaviors you will be particularly attentive to observing.

Once you have an observation plan, spend at least a half hour in each location. Take field notes in the following way. First, write the day and time as well as a brief the description of the location you are in. Next draw a line down the paper. On the left-hand side take detailed notes of what you are observing. This should be only “the facts” as you see them. On the right-hand side, write about your thoughts, feelings, assumptions, hunches, and interpretations of those “facts.” This side of the paper will involve reflections on your observations rather than simply descriptions of your observations (what is on the left side).

Write at least a two-page summary (double spaced, 1 inch margins, 12 font Times Roman) describing your participant observation process (from development, distribution, analysis). In your writing, incorporate some ideas from your assigned readings, your personal reflections, and overall analysis to address the following questions:

- What did you learn about the participant observation process through this exercise?
- What challenges did you have as you conducted the observations?
- What were the most successful aspects of your observation process?
- What would you do differently next time?
- What were your overall preliminary findings? Were there any patterns within and between your two observational settings? Use direct quotes from your field notes to highlight and support your most interesting findings.

4. Historical Evidence: In order to understand gender justice at John Jay College you have distributed a survey, conducted some interviews, and made some observations. As a final methodological strategy, I want you to historically contextualize gender justice at John Jay College. Find one significant piece of historical material (data) that you believe is relevant to understanding gender justice at John Jay College. This could be a policy, photo, newspaper clipping, historical document in the library, something archival found online, something written in past John Jay newsletters, emails you received from the institutions, etc. By March 24th, post at least three strategies you will be using to find this historical evidence, or describe leads you already have, or types of things you are looking for, or even things you have already found but not sure which one to use.

Once you have found historical evidence that can contextualize your understanding of gender justice at John Jay, find out more about it, read through it, make interpretations from it, ask someone about it, etc. Write at least a two-page summary (double spaced, 1 inch margins, 12 font Times Roman) about your historical material and the process by which you found it. In your writing, incorporate some ideas from your assigned readings, your personal reflections, and overall analysis to address the following questions:
- What did you learn about the process of finding historical evidence through this exercise?
- What challenges did you have as you sought historical evidence?
- What were the most successful aspects of the historical evidence you found?
- What would you do differently next time?
- How do you interpret the historical evidence you found? How is it significant to understanding gender justice at John Jay?

5. Research Journal: By April 10th email me your completed Research Journal. This paper will include the written summaries for each of the four exercises as well as copies of the material you developed. It should also include a brief conclusion of at least 1 page that summarizes the themes or trends that emerged across the data. The conclusion should also address what your preliminary findings suggest for possible change/intervention at John Jay.

The final document should be organized as follows:
1. A cover page with your full name
2. Survey
   a. A copy of your final survey
   b. A written summary of your survey process
3. Interview
   a. A copy of your interview protocol
   b. A written summary of your interview process
4. Participant Observation
   a. A copy of your observation protocol
   b. A written summary of your observation process
5. Historical Evidence
   a. A strategy for finding historical evidence
   b. A written summary of your historical evidence process
6. Conclusion:
   a. Main findings
   b. Implication of the findings
6. Appendix
   a. The four filled out surveys (no names should be on them)
   b. Your written notes from the interviews
   c. Your observation field notes
   d. A copy of the historical evidence you found

Paper 3: Research Proposal Methods Section

20% of your grade

You have a research topic, you have a small sense of the literature related to your topic, you have a set of research questions, and you have some grounded experience using methods in practice. Now, how will you conduct your study? This third paper assignment will be to propose the methods, including an analysis plan, for your research study.

This methods section should act like a recipe for your future research (or for others who would like to replicate your work). This paper should be no shorter than 4 pages (double spaced, 1 inch margins, 12 font Times Roman) and include the following components:

1. Design: Explain what research design or designs you will use to conduct this project and the rationale for them. Use your assigned readings to guide you.

2. Methods: Describe what methodological strategies you will use within the context of your design to answer your research questions. I am not asking you to actually create, for example, a survey. However, I am asking you to provide more detail than simply “I will use a survey.” Why will you use a survey? What specific constructs or categories do you hope to measure using a survey? What types of sample questions will you ask in the survey? Provide this detail for all the methods you plan on using and use your assigned readings to assist you.
3. **Participants**: Who needs to participate in your study? Again, provide more detail than, for example, “John Jay students.” Describe who the primary participants are. Consider pertinent demographic issues like age, race/ethnicity, gender, sexual orientation, institutional contexts, geographic locations, etc. If you are using multiple methods, how many people will participate in each method? If you are seeking archives or other forms of historical evidence, with what or with whom must you work to locate and use that material?

4. **Sampling**: What strategies will you use to collect information from your participants? In other words, describe your strategies for sampling. Again, let your assigned readings help you and use the vocabulary provided in the texts (e.g. will you seek a random sample? If yes, will you use a strategy such as random digit dialing?). Provide enough detail so I could closely duplicate your research.

5. **Research Analysis**: How do you plan to analyze your data (information) you collected. How will you organize the data to be analyzed? What analysis strategies for each proposed method will help you develop your findings? Rely on your assigned readings to assist you with the correct vocabulary and strategies.

6. **Conclusions**: If you actually conducted this study in the way you propose, what do you think you might find? What do you imagine your primary conclusions would be? And, do your imagined findings suggest important future action, implications, or interventions that should be taken?

Post a draft of this paper for peer review by April 24th. Email a revised and final paper to me by May 7th.

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**Paper 4: Research Proposal Critical Revision**

20% of your grade

In this final paper I want you to reflect on critical research and on the research study you have proposed. Answer the following four questions in the form of four essays:

1. Why is your proposed study or what would make your proposed study one that emerges from a feminist or critical research framing? Be detailed, provide examples or revised examples from your research proposal, and use at least five articles from the assigned readings to help support your argument (make sure to cite appropriately in your writing using APA formatting).

2. Describe what traditional ethical concerns you will need to consider in your research proposal? Describe why these are important ethical concerns and how you plan on addressing those concerns. For example, will you use informed consent? Is confidentiality important? How will you provide confidentiality? How will you make sure your study is not coercive? Use your assigned readings to help you. IN ADDITION, what feminist ethics will you need to consider in your research proposal? Are there contradictions between the traditional and feminist ethical concerns? Again, use your assigned readings to help you.

3. What role will you as a researcher play within production of your study? I am asking you to engage in feminist reflexivity and to think about, for example, issues of power, privilege, individual assumptions, standpoint, etc.

4. You saw *Seeing Rape*, a series of plays written by students and performed by actors. First, describe your impression of this event and what you found most valuable. Next, describe the research design and methodology of this project. Describe what makes this critically oriented research. Do you have any concerns or critiques about this as a research project? Conclude by explaining what you might do to improve this as a research project?

Your final paper should be no shorter than 5 pages (double spaced, 1 inch margins, 12 font Times Roman) and additionally include a cover page providing your full name and a reference page with full references in alphabetical order using APA formatting.

Post a draft of this paper for peer review by May 15th. Email a revised and final paper to me by May 24th.

Approved by UCASC, March 31, to College Council, April 25, 2017
Classroom Participation  
20% of your grade

The participation will primarily involve your reading responses, your comments to student posts, and peer review of your partners’ drafts. Participation will occur in the form of online posts. All posts will be graded as 1=posted it on time; 0 = did not post on time; 1+ = post was exceptional; 1- = post was on time but inadequate. Late posts get a 0 and risk not receiving feedback from peers/professor. If you let the drafts accumulate, your grade and your learning will greatly suffer.

1. Reading Responses: Assigned readings will be posted each week. The rhythm of the class will remain consistent throughout the semester. Readings will be posted a couple weeks in advance (in case you want to read ahead). For each week I will post instructions to help guide your reading/assignments. Most weeks I will also upload videos describing how I understood the previous week’s readings. You will be expected to post responses to the following questions on the assigned readings by Thursday evening. Post:
   1. One favorite quote from the assigned readings. Mention from where the quote came from and describe why you chose it.
   2. One thing you found interesting or found particularly important from the readings.
   3. One thing you found particularly confusing or needed help with from the readings.
   4. One critical question, piece of insight, or connection you made across readings (this week or other weeks) that emerged for you while you were reading
   5. TBD: A SPECIFIC QUESTION TAILORED TO THE TOPIC THAT WEEK

2. Comments to Student Posts: By Sunday evening, I am asking you to read the available responses and comment on at least two other student posts in a way that continues the discussion.

To help you organize, here are the due dates for your reading responses and subsequent comments to student posts.

January 31st: Post icebreaker responses
February 2nd: Post response to readings
February 5th: Post response to student posts
February 9th: Post response to readings
February 12th: Post response to student posts
February 16th: Post response to readings
February 19th: Post response to student posts
February 23rd: Post response to readings
February 26th: Post response to student posts
March 2nd: Post response to readings
March 5th: Post response to student posts
March 9th: Post response to readings
March 12th: Post: response to student posts
March 16th: Post: response to readings
March 19th: Post: response to student posts
March 23rd: Post: response to readings
March 26th: Post: response to student posts
March 30th: Post: response to readings
April 2nd: Post: response to student posts
April 6th: Post: response to readings
April 9th: **Post:** response to student posts  
April 20th: **Post:** response to readings  
April 23rd: **Post:** response to student posts  
April 27th: **Post:** response to readings  
April 30th: **Post:** response to student posts  
May 4th: **Post:** response to readings  
May 7th: **Post:** response to student posts  
May 11th: **Post:** response to readings  
May 14th: **Post:** response to student posts  
May 18th: **Post:** response to readings  
May 21st: **Post:** response to student posts  

3. **Peer Review:** As previously described, there are four papers assigned in this course. Components of the papers are broken down into smaller en route assignments/drafts. I will pair up students to be **peer-review partners** four times throughout the semester. You will have a different partner for each of the four papers. It will be the responsibility of you and your partner to provide feedback to each other on all the assignments/drafts connected with that particular paper. So, if I am assigned to be the peer-review partner with another student for *first paper*, then I am responsible to provide feedback on my partner’s research topic statement, bibliography list, and research question.  

I will post the partner list on blackboard and you will also provide feedback to each on blackboard. Feedback is due on the Sunday evening that comments to student posts are due. Use the following questions as a guideline for adequate peer-review of your partner’s drafts.  
1. What is your first impression of their draft:  
2. What are the strongest parts of their draft and why:  
3. What suggestions do you for improving their draft?  
4. Any further advice you have for their next draft?  

To help you organize, here are the due dates for your drafts and subsequent peer-reviews.  

**Paper 1 (due March 5th)**  
February 10th: **Post** *Research Topic Statement*  
February 12th: **Post** response to student drafts  
February 17th: **Post** *Bibliography list*  
February 19th: **Post** response to student drafts  
February 24th: **Post** *Research Question*  
February 26th: **Post** response to student drafts  

**Paper 2 (due April 10th)**  
March 10th: **Post** *Survey Draft*  
March 12th: **Post** response to student draft  
March 17th: **Post** *Interview Protocol Draft*  
March 19th: **Post** response to student draft  
March 24th: **Post** *Observation Protocol Draft*  
March 26th: **Post** response to student draft  
March 31st: **Post** *Historical Material*  

Approved by UCASC, March 31, to College Council, April 25, 2017
April 2\textsuperscript{nd}: \textbf{Post}: response to student posts/drafts

\textbf{Paper 3 (due May 7\textsuperscript{th})}

April 24\textsuperscript{th}: \textbf{Post}: \textit{Draft of your Research Proposal Methods Section}
April 30\textsuperscript{th}: \textbf{Post}: response to student drafts

\textbf{Paper 4 (due May 24\textsuperscript{th})}

May 15\textsuperscript{th}: \textbf{Post}: \textit{Draft of your Research Proposal Critical Revision}
May 21\textsuperscript{st}: \textbf{Post}: response to student drafts
March 9, 2017

To: UCASC
From: Aida Martinez-Gomez, Spanish Major Coordinator
Re: Changes to Spanish courses

The Department of Modern Languages and Literatures proposes to make the following changes in a number of upper-level Spanish courses that are part of the Spanish Major, Minor, and Certificate Programs in Legal Translation and Interpreting. These changes were approved by the Department Curriculum Committee on November 2, 2016.

1. **We are revising the prerequisites for SPA 250 Spanish for Criminal Investigation:**

   Current prerequisites: ENG101
   Proposed prerequisites: ENG 101; and SPA 202 Intermediate Spanish II, or SPA 212 Intermediate Spanish II for Heritage Speakers, or placement exam.

   Rationale: This change will homogenize the prerequisites for all our 200-level courses in composition, literature, professional Spanish, and translation and interpreting. An intermediate command of Spanish is required to take the course, which is thought entirely in Spanish.

2. **We are revising the prerequisites for the following list of courses:**
   - SPA 330 Translating II
   - SPA 333 Interpreting II
   - SPA 340 Legal Interpreting I
   - SPA 435 Legal Translating

   The current prerequisites for all these courses include both translation and interpretation courses. The proposed prerequisites will only include discipline-appropriate prerequisites, i.e., translation prerequisites for translation courses and interpreting prerequisites for interpreting courses.

   Rationale: Translation and interpretation require different skillsets. This change will streamline the progress of our students through the Spanish programs and give them more flexibility to move onto higher level courses.

Approved by UCASC, March 31, to College Council, April 25, 2017
3. We are changing the following Spanish major electives from the 300-level to the 400-level and homogenizing their prerequisites.

   SPA 337 Text Analysis and Editing for Translators
   SPA 339 Translating III

Rationale: The proposed change will streamline the progression of students in the Translation and Interpreting concentration of the Spanish Major and homogenize program structure. Existing learning outcomes and course requirements are more appropriate for a 400-level course. In fact, the only other advanced translation course (Legal Translating) in our programs already is at the 400-level. The proposed change will allow students to receive proper credit for their work in these classes.

This change will require revising the prerequisites of SPA 337. Current prerequisite: SPA 230 Translating I. Proposed prerequisite: SPA 330 Translating II.

No change in prerequisites is needed for SPA 339. Current prerequisite: SPA 330 Translating II.

Attachments:

Course revision forms for:

- SPA 250 Spanish for Criminal Investigation
- SPA 330 Translating II
- SPA 333 Interpreting II
- SPA 340 Legal Interpreting I
- SPA 435 Legal Translating
- SPA 337 Text Analysis and Editing for Translators
- SPA 339 Translating III
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: 01/30/2017

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):
   
   Name(s): Aída Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755

3. Current number and title of course: SPA 250 – Spanish for Criminal Investigation

4. Current course description:

   An intermediate Spanish course for bilingual students who wish to incorporate the content and vocabulary of criminal justice and police science courses in order to develop their language skills in Spanish. They will accomplish this by reading the text and other materials provided, as well as translating them. There will be extensive practice in the interview process through role-play from English to Spanish.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 0

   c. Current prerequisites: ENG 101

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 101; and SPA 202 Intermediate Spanish II, or SPA 212 Intermediate Spanish II for Heritage Speakers, or placement exam.

6. Rationale for the proposed change(s):

   The proposed change will make the prerequisites the same for all the 200-level courses in the Career Emphasis section of core required courses in the Spanish Major. It will make an intermediate command of Spanish required to take the course, which is thought entirely in
Spanish.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: **ENG 101; and SPA 202 or SPA 212 or placement exam**

8. Enrollment in past semesters: Spring 2014: 27; Fall 2015: 25 (section 1), 25 (section 2); Spring 2015: 27; Fall 2016: 27 (section 1), 28 (section 2).

9a. Will this course be offered as part of the new JJ General Education program (CUNY 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: November 2, 2016

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    
    Silvia G. Dapía
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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Date Submitted: 01/30/2017

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):
   Name(s): Aída Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755

3. Current number and title of course: SPA 330 – Translating II

4. Current course description:

   Translating II reviews and reinforces translation techniques and problem-solving strategies acquired in previous courses, which will be applied to specialized texts in the legal, medical, business and technical fields. Different types or genres of specialized texts will be covered, and special emphasis will be made on their linguistic, textual and discursive conventions. The main resources for translators in each specific field will also be reviewed and assessed.

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 0

   c. Current prerequisites: ENG 201, SPA 230, and SPA 231

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 201 and SPA 230 Translating I. We are removing SPA 231 Interpreting I from the prerequisites.

6. Rationale for the proposed change(s):

   Translation (transfer of written messages from one language to another) and Interpretation (transfer of spoken messages from one language to another) are related but independent disciplines that require different skillsets. The proposed change will remove our 200-level interpreting course from the prerequisites for our 300-level translation course. This will
streamline the progress of our students through the Spanish programs and give them more flexibility to move onto the 300-level courses.

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

   a. Revised course description: NA

   b. Revised course title: NA

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

   d. Revised learning outcomes: NA

   e. Revised assignments and activities related to revised outcomes: NA

   f. Revised number of credits: NA

   g. Revised number of hours: NA

   h. Revised prerequisites: **ENG 201 and SPA 230**


9a. Will this course be offered as part of the new JJ General Education program (CUNY 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: November 2, 2016

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

    Silvia G. Dapía
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: 01/30/2017

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Aída Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755

3. Current number and title of course: **SPA 333 – Interpreting II**

4. Current course description:

   This is an intermediate course designed to develop interpreting proficiency for education, medical, and legal settings. Topics covered include consecutive interpreting and sight translation skills, glossary building, code of ethics, analysis and assessment of interpreting performance. This course has a lecture component but the majority of the time is used in developing accurate interpreting skills through practice and analysis.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201, SPA 230 and SPA 231

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 201 and SPA 231 Interpreting I. We are removing SPA 230 Translating I from the prerequisites.

6. Rationale for the proposed change(s):

   Translation (transfer of written messages from one language to another) and Interpretation (transfer of spoken messages from one language to another) are related but independent disciplines that require different skillsets. The proposed change will remove our 200-level translation course from the prerequisites for our 300-level interpreting courses. This will
streamline the progress of our students through the Spanish programs and it will give them more flexibility to move onto the 300-level courses.

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

   a. Revised course description: NA
   
   b. Revised course title: NA
   
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   
   d. Revised learning outcomes: NA
   
   e. Revised assignments and activities related to revised outcomes: NA
   
   f. Revised number of credits: NA
   
   g. Revised number of hours: NA
   
   h. Revised prerequisites: **ENG 201 and SPA 231**


9a. Will this course be offered as part of the new JJ General Education program (CUNY 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: November 2, 2016

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

   Silvia G. Dapía
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Date Submitted: 01/30/2017

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Aída Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755


4. Current course description:

   Interpreting is recognized as a complex cognitive task that requires bilingual and bicultural competence. Interpreting in legal settings further requires the acquisition of highly specialized knowledge relating to the law, legal language and discourses. This course will introduce students to the contextual knowledge needed to operate in diverse legal settings (courtroom, police), covering different court proceedings such as arraignments, preliminary hearings and pretrial motions. It also provides practice in simultaneous and consecutive interpretation as well as sight translation based on diverse simulated courtroom situations. Students will attend appropriate civil, criminal, and/or family court proceedings.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 201, SPA 230, and SPA 231

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 201 and SPA 231 Interpreting I. We are removing SPA 230 Translating I from the prerequisites.

6. Rationale for the proposed change(s): Translation (transfer of written messages from one language to another) and Interpretation (transfer of spoken messages from one language to another) are related but independent disciplines that require different skillsets. The proposed
change will remove our 200-level translation course from the prerequisites for our 300-level interpreting courses. This will streamline the progress of our students through our Spanish programs and it will give them more flexibility to move onto the 300-level courses.

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

   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: **ENG 201 and SPA 231**


9a. Will this course be offered as part of the new JJ General Education program (CUNY 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: November 2, 2016

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

   Silvia G. Dapía
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: 01/30/2017

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Aída Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755

3. Current number and title of course: SPA 435 – Legal Translating

4. Current course description:

   The aim of this course is to provide its students with the knowledge and skills they need to translate legal texts. Students are introduced to the terminology, syntax, and stylistics of legal texts. This course provides also an introduction to the principles of comparative law. Particular attention is given to translations in business law (contracts), family law (marriage certificates, divorce decrees), and inheritance law (wills).

   a. Number of credits: 3

   b. Number of class hours (please specify if the course has lab hours): 0

   c. Current prerequisites: ENG 201, SPA 330 Translating II, and SPA 333 Interpreting II

5. Describe the nature of the revision (what are you changing?): Change prerequisites to ENG 201 and SPA 330 Translating II. We are removing SPA 333 Interpreting II from the prerequisites.

6. Rationale for the proposed change(s):

   Translation (transfer of written messages from one language to another) and Interpretation (transfer of spoken messages from one language to another) are related but independent disciplines that require different skillsets. The proposed change will remove this 300-level interpreting course from the prerequisites for our 400-level translation course. This will
streamline the progress of our students through the Spanish programs and it will give them more flexibility to move onto the 400-level courses.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: **ENG 201 and SPA 330 Translating II**

8. Enrollment in past semesters: Fall 2015: 13; Fall 2016: 11

9a. Will this course be offered as part of the new JJ General Education program (CUNY 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: November 2, 2016

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

   Silvia G. Dapía
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: 01/30/2017

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Aída Martínez-Gómez
   Email(s): amartinez-gomez@jjay.cuny.edu
   Phone number(s): 212.621.3755

3. Current number and title of course: SPA 337 Text Analysis and Editing for Translators

4. Current course description:

   This course is designed to further develop skills for understanding and analyzing written and spoken texts, and for improving their written output. Students will learn to recognize different text types, their linguistic function, structure and formal traits. Issues related to potential bias in comprehending and interpreting texts will be explored. Students will become familiar with copyediting and proofreading techniques and will apply them to their own translation output.

   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201, SPA 230 Translating I, SPA 231 Interpreting I, and SPA 250 Spanish for Criminal Investigation

5. Describe the nature of the revision (what are you changing?): Change course level to 400-level. Change prerequisites accordingly, from ENG 201, SPA 230 Translating I, and SPA 231 Interpreting I, to SPA 330 Translating II.

6. Rationale for the proposed change(s):

   The proposed change of course level aims to streamline progression of students in the Translation and Interpreting concentration of the Spanish Major and homogenize program structure. Existing learning outcomes and course requirements are more appropriate for a 400-
level course. Our required specialized translation course (Legal Translating) is already at the 400-level. The proposed change will allow students to receive proper credit for their work in this class.

The proposed change of prerequisites follows the change in course level. It also results from program assessment, which in the past two years (since implementation of the translation and interpreting programs) has indicated that students present notable difficulties in writing in Spanish. For instance, results for our 2016 assessment of SPA230 Translating I, which is currently the only prerequisite course in translation for the course being revised, indicate that language use (vocabulary, grammar and spelling) continues to be the most problematic aspect, with 26% of students approaching expectations and 37% not meeting expectations. Different measures are being taken to enhance students’ writing skills in Spanish, including development of new curricular materials for our 200- and 300-level translation courses. The proposed change will allow students to strengthen their writing skills, benefiting from our assessment-led curricular developments, before taking this advanced course in text analysis and editing.

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

   a. Revised course description: NA
   b. Revised course title: SPA 4XX Text Analysis and Editing for Translators
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: ENG 201 and SPA 330 Translating II

8. Enrollment in past semesters: N/A

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

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

10. Does this change affect any other departments?

    ___X___ No ______ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: November 2, 2016

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

    Silvia G. Dapía

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1 See relevant assessment reports, available in the shared Assessment drive at John Jay College.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

Course Revision Form

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Date Submitted: 01/30/2017

1. Name of Department or Program: Department of Modern Languages and Literatures

2. Contact information of proposer(s):
   
   Name(s): Aída Martínez-Gómez  
   Email(s): amartinez-gomez@jjay.cuny.edu  
   Phone number(s): 212.621.3755

3. Current number and title of course: SPA 339 Translating III: Specialized Translation

4. Current course description:
   
   This course will allow students to broaden their translation expertise to a variety of specializations: economic, scientific, technical, audiovisual and literary. Students will build on previously acquired translation strategies in order to reflect upon and resolve more advanced translation problems. Students will use resources appropriate for each specialization, such as dictionaries, glossaries or parallel texts, and will also use computer-assisted translation tools. Students will learn the dynamics of translation project management.

   a. Number of credits: 3  
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201 and SPA 330 Translating II

5. Describe the nature of the revision (what are you changing?): Change course level to 400-level.

6. Rationale for the proposed change(s):
   
   The proposed change aims to streamline progression of students in the Translation and Interpreting concentration of the Spanish Major and homogenize program structure. Existing learning outcomes and course requirements are more appropriate for a 400-level course. Its current prerequisites already include our 300-level translation course (SPA 330 Translating II).
Our required specialized translation course (Legal Translating) is at the 400-level. The proposed change will allow students to receive proper credit for their work in this class.

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

   a Revised course description: NA
   b. Revised course title: **SPA 4XX Translating III: Specialized Translation**
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes: NA
   e. Revised assignments and activities related to revised outcomes: NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: NA

8. Enrollment in past semesters: N/A

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: November 2, 2016

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

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

Course Revision Form

Date Submitted: March 8, 2017

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

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

3. Current number, title, and abbreviated title of course: CRJ/PHI 321; Police Ethics

4. Current course description:
   An identification and analysis of the diverse ethical issues encountered in the police service. Traditional ethical theories will be examined and will be applied to such topics as discretion, deadly physical force, misconduct, authority and responsibility, affirmative action, civil disobedience, undercover operations and privacy.
   a. Number of credits: 3
   b. Number of class hours (please specify if the course has lab hours): 3
   c. Current prerequisites: ENG 201; PHI 231 or permission of the section instructor

5. Describe the nature of the revision:
   ● Revising the course prefix, prerequisites and dropping the cross-listing.

6. Rationale for the proposed change(s): CRJ/PHI 321 is a required course for the Police Studies major. It has a ‘hidden’ prerequisite of PHI 231 that is a remnant from our old general education program. The course is exclusively offered by the Department of Law, Police Science and Criminal Justice Administration and is staffed exclusively by our faculty. The department regularly waives this hidden prerequisite for students as it causes problems with student’s financial aid certification. To address the Rabinowitz memo, three credits would need to be added to the Police Studies major. We feel this content is not necessary to student success in the course.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: n/a
   b. Revised course title: PSC 321 Police Ethics
c. Revised brief title: n/a

   d. Revised learning outcomes: n/a

   e. Revised assignments and activities related to revised outcomes: n/a

   f. Revised number of credits: n/a

   g. Revised number of hours: n/a

   h. Revised prerequisites: **ENG 201; CIBS 101 or CRJ 101 or PSC 101 or ICJ 101**

8. Enrollment in past semesters: about 10 sections are offered every semester and all run essentially fully enrolled at 36 students per section.

9. Does this change affect any other departments?

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

The Interim Department Chair has consulted several times with the Chair of Philosophy. Since this course is exclusively staffed by the LPS department, there will be no effect on the Philosophy Department’s enrollment.

10. Date of Department or Program Curriculum Committee approval: March 7, 2017

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

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

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

Date Submitted: **2/27/2017**

1. Name of Department or Program: **Sociology Department**

2. Contact information of proposer(s):

   Name(s): Carla Barrett  
   Email(s): cbarrett@jjay.cuny.edu  
   Phone number(s): **212-237-8683**

3. Current number and title of course: **SOC 301 Penology**

4. Current course description:

   This course examines how criminal punishment has changed over time. It reviews the various justifications for punishment including deterrence, retribution, rehabilitation, incapacitation, and restoration, and examines how these affect punishment in practice. It considers the social, political, and economic functions that punishment serves. It explores how and why incarceration has dramatically expanded in recent decades in the United States and elsewhere, and considers current and future changes in the use of criminal punishment.

   a. Number of credits: **3**

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

   c. Current prerequisites: **ENG 201, SOC 101, SOC 203 Criminology**

5. Describe the nature of the revision (what are you changing?):

   **PREREQUISITES: ENG 201 & SOC 101**  
   (dropping SOC 203 Criminology as a prerequisite)

Approved by UCASC, March 31, to College Council, April 25, 2017
6. Rationale for the proposed change(s):

Other 300 level criminology courses in the Criminology Major (e.g. SOC 308, SOC 309; SOC 335) do not require SOC203 as a pre-req. Standardizing the pre-reqs across these 300 level courses will allow for easier registration (especially for transfer students) and for easier advising.

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

   a. Revised course description: **NA**
   
   b. Revised course title: **NA**
   
   c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **NA**
   
   d. Revised learning outcomes: **NA**
   
   e. Revised assignments and activities related to revised outcomes: **NA**
   
   f. Revised number of credits: **NA**
   
   g. Revised number of hours: **NA**
   
   h. Revised prerequisites: **ENG 201 & SOC 101**

8. Enrollment in past semesters:

   **Current enrollment (spring 2017):** 111 (3 sections)

   **Fall 2016 Enrollment:** 34 (1 section)

9a. Will this course be offered as part of the new JJ General Education program (CUNY Common Core or College Option)?

   No _____ X_____ Yes _____

   If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **2/15/2017**

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

   **Henry Pontell, Department Chair**
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 16, 2017

1. Name of Department or Program: Public Management

2. Contact information of proposer(s):
   
   Name(s): Maria J. D’Agostino  
   Email(s): mdagostino@jjay.cuny.edu  
   Phone number(s): 212.237.8068

3. Current number, title, and abbreviated title of course: **PAD 140 Introduction to Public Administration**

4. Current course description:
   Introductory course treating the concepts and relationships involved in the execution of public policy. The relationship of the administrative process to clientele groups, the public, legislative bodies, the executive and the courts. Theory and description of administrative organization. Review of the salient features of recent reports on reorganization, fiscal administration, personnel management and management improvements.

   a. Number of credits: 3

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

   c. Current prerequisites: None

5. Describe the nature of the revision: **Change of course number to PAD 101 and putting course description into full sentences.**

6. Rationale for the proposed change(s): The course number would align with our current course number sequencing.
7. Text of proposed revisions (use NA, not applicable, where appropriate):

   a. Revised course description:

   This course introduces students to the concepts and relationships involved in the execution of public policy. It examines the relationships between the administrative process and clientele groups including the public, legislative bodies, the executive, and the courts. In addition, the course introduces students to theories and descriptions of administrative organizations utilizing recent reports on reorganization, fiscal administration, personnel management and management improvements to do so.

   b. Revised course title: **PAD 101 Introduction to Public Administration**

   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 revised outcomes N/A

   f. Revised number of credits: N/A

   g. Revised number of hours: N/A

   h. Revised prerequisites: N/A

8. Enrollment in past semesters: Fall 2016 25 students in each of the 8 sections

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 21, 2017

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Maria J. D’Agostino

Approved by UCASC, March 31, to College Council, April 25, 2017
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 17, 2017

1. Name of Department or Program: Public Management

2. Contact information of proposer(s):

   Name(s): Maria J. D’Agostino  
   Email(s): mdagostino@jjay.cuny.edu  
   Phone number(s): 212.2378068

3. Current number, title, and abbreviated title of course: PAD 241 Information in Public Management

4. Current course description:
Public managers manipulate and consume huge amounts of information. Students will learn about information systems used by public, private and nonprofit organizations and their impact on the administration of public programs. Students will use effective methods and techniques of information gathering, evaluation and presentation. The course will also teach students how to evaluate online and other sources. Particular attention will be given to the application of these skills in academic research.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101

5. Describe the nature of the revision:
1. Change course number to PAD 121
2. Change the course name to Information in Public Administration

Approved by UCASC, March 31, to April 25, 2017
6. Rationale for the proposed change(s):
1. The course number would reflect the course position in the public administration curriculum as a 100-level course and not a 200-level course

2. The course name would reflect the public administration focus versus the broader public management umbrella. The course would align with other course titles in the major including the Introduction to Public Administration Courses and International Public Administration Courses.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: N/A
   b. Revised course title: PAD 121 Information in Public Management
   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 revised outcomes N/A
   f. Revised number of credits: N/A
   g. Revised number of hours: N/A
   h. Revised prerequisites: N/A

8. Enrollment in past semesters: Spring 2017 4 sections, 100 students

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

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

11. Date of Department or Program Curriculum Committee approval: February 21, 2017

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
    Maria J. D’Agostino
Date: March 15, 2017

To: UCASC and Kathy Killoran

From: Prof. Lyell Davies, Film Minor coordinator, Department of English
       Prof. Jay Gates, Chair, Department of English

Re: Change of Prerequisites for Film Studies minor and addition of “LIT 241 Murder on Stage and Screen” as an elective.

**************************************************************************************************

1) We are writing to request changes to the prerequisites for the courses included in the minor in Film Studies (FS). The changes are listed in the grid attached. These revisions introduce much needed scaffolding to the FS minor. Since the FS minor is offered jointly by Communication and Theater Arts (CTA) and English, CTA’s chair Prof. Seth Baumrin has been consulted regarding these changes, and agrees to them.

   In the future:
   a) Students who have successfully completed the gateway course “LIT106 Intro to Film” will be able to migrate more easily into 200-level film courses.
   b) Students seeking to take 300-level film courses must have successfully taken “LIT106 Intro to Film”.
   c) Students seeking to take the 300-level capstone course “LIT328 Film Criticism” must have successfully taken “LIT106 Intro to Film” and at least two other film courses.

2) In addition, we request:
   a) The course “LIT 275 Language of Film” is dropped as a gateway to the minor. Presently both “LIT 275 Language of Film” and “LIT 106 Intro to Film” serve as gateways to the minor. This arrangement is redundant, multiple sections of “LIT 106 Intro to Film” are offered every semester, and it is unfitting that a 100-level and a 200-level course have equivalent standing as a gateway.

   b) The newly created course “LIT 241 Murder on Stage and Screen” is added as an elective for the minor.

**************************************************************************************************
<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>CURRENT PREREQUISITES</th>
<th>REVISED PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 328 Film Criticism (FS CAPSTONE)</td>
<td>ENG 201, and LIT 106 or LIT 275, or permission of the instructor</td>
<td>ENG 201, LIT 106, and at least two other film courses or permission of the instructor</td>
</tr>
<tr>
<td>ENG 221 Screenwriting for Film, Television, and Internet.</td>
<td>ENG 201, and ENG 218 or DRA 110 or LIT 275 or permission of the instructor.</td>
<td>ENG 101, and ENG 201 or LIT106</td>
</tr>
<tr>
<td>ENG 261 Digital Video Production*</td>
<td>ENG101</td>
<td>ENG 101, and ENG 131 or ENG 201 or LIT 106</td>
</tr>
<tr>
<td>LIT 275 The Language of Film</td>
<td>ENG 201</td>
<td>ENG 101, and ENG 201 or LIT 106</td>
</tr>
<tr>
<td>LIT 283 New York City in Film</td>
<td>ENG 201</td>
<td>ENG 101, and ENG 201 or LIT 106</td>
</tr>
<tr>
<td>LIT 284 Film and Society</td>
<td>ENG 201</td>
<td>ENG 101, and ENG 201 or LIT 106</td>
</tr>
<tr>
<td>LIT 285 The Rebel in Film</td>
<td>ENG 201</td>
<td>ENG 101, and ENG 201 or LIT 106</td>
</tr>
<tr>
<td>LIT 286 The Horror Film</td>
<td>ENG201</td>
<td>ENG 101, and ENG 201 or LIT 106</td>
</tr>
<tr>
<td>LIT 323 The Crime Film</td>
<td>ENG 201, and any 200-level LIT course or HJS-250</td>
<td>ENG 201, and LIT 106</td>
</tr>
<tr>
<td>LIT 324 Road Movies</td>
<td>ENG 201, and any 200-level LIT course or HJS-250</td>
<td>ENG 201, and LIT06</td>
</tr>
<tr>
<td>LIT 325 Science Fiction Film</td>
<td>ENG 201, and any 200-level LIT course or HJS-250</td>
<td>ENG 201, and LIT06</td>
</tr>
<tr>
<td>LIT 329 Documentary Film and Media*</td>
<td>ENG 201 and LIT 106</td>
<td>ENG 201, and ENG 131 or LIT 106</td>
</tr>
<tr>
<td>LIT 330 Alfred Hitchcock</td>
<td>ENG 201, and any 200-level LIT course or HJS-250</td>
<td>ENG 201, and LIT 106</td>
</tr>
<tr>
<td>LIT 331 Steven Spielberg</td>
<td>ENG 201, and any 200-level LIT course or HJS-250</td>
<td>ENG 201, and LIT 106</td>
</tr>
<tr>
<td>LIT 332 Martin Scorsese and Spike Lee</td>
<td>ENG 201, and any 200-level LIT course or HJS-250</td>
<td>ENG 201, and LIT106</td>
</tr>
</tbody>
</table>

*Course credits go towards both the Film Studies minor and the minor in Digital Media and Journalism (DMJ), therefore the DMJ gateway course ENG131: Self, Media, and Society is added as a possible prerequisite.

Approved by UCASC, March 31, to College Council, April 25, 2017
Film Studies Minor

**Description.** Film Studies engages students in the study of film from theoretical, historical and critical perspectives. A Film Studies minor thus provides coursework exploring the history and development of film as an art form, a cultural experience, a major medium of communication and a powerful social force that both impacts and reflects social and political justice. Students develop critical skills through analyzing individual films, major film movements and genres, cinematic form and style, and the national and international cultural contexts in which films emerge and are exhibited.

**Learning Outcomes. Students will:**

- Understand and discuss significant developments in the history of film, which includes how films have dealt with social justice and other subject matter, as well as film technique and changes in style.
- Write critically and coherently about narrative features and structural elements of film, using vocabulary appropriate to the field (i.e. common film terminology).
- Speak knowledgeably about significant filmmakers, their contributions to the field and their diverse aesthetic approaches.
- Identify the elements of film-including style, plot, theme and narrative devices-that constitute a film genre (i.e. the gangster film, film noir, German expressionism).
- Understand and discuss trends in film criticism and varying ways of “reading” and analyzing cinema.
- Analyze films as situated within a diverse and global cultural context.
- Understand and discuss the relationship between film and other art forms: music, literature and visual art.

**Rationale.** As John Jay continues to expand its liberal arts offerings, the Film Studies minor offers students the opportunity to look critically at and write coherently about an influential medium and its cultural context. By studying film history and film criticism and engaging in close readings of films, students become strong readers of visual culture and keen analyzers of vital cultural texts.

**Minor coordinator.** Professor Lyell Davies, Department of English (212.237.8360, ldavies@jjay.cuny.edu)

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

**PART ONE. REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT 106</td>
<td>Film Appreciation: Intro to Film</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIT 275</td>
<td>The Language of Film</td>
<td>3</td>
</tr>
<tr>
<td>LIT 328</td>
<td>Film Criticism</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal: 6 cr.

Approved by UCASC, March 31, to College Council, April 25, 2017
PART TWO. ELECTIVES

Choose four courses (At least one course must be at the 300–level or above)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 227</td>
<td>Anthropology of Film</td>
<td>3</td>
</tr>
<tr>
<td>DRA 243</td>
<td>Black Female Sexuality in Film</td>
<td>3</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Screenwriting for Film, Television, and Internet</td>
<td>3</td>
</tr>
<tr>
<td>ENG 261</td>
<td>Digital Video Production</td>
<td>4</td>
</tr>
<tr>
<td><strong>LIT 241</strong></td>
<td><strong>Murder on Stage and Screen</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>LIT 283</td>
<td>New York City in Film</td>
<td>3</td>
</tr>
<tr>
<td>LIT 284</td>
<td>Film and Society</td>
<td>3</td>
</tr>
<tr>
<td>LIT 285</td>
<td>The Rebel in Film</td>
<td>3</td>
</tr>
<tr>
<td>LIT 286</td>
<td>The Horror Film</td>
<td>3</td>
</tr>
<tr>
<td>LIT 323</td>
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<td>3</td>
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<td>LIT 324</td>
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</tr>
<tr>
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<td>Alfred Hitchcock</td>
<td>3</td>
</tr>
<tr>
<td>LIT 331</td>
<td>Steven Spielberg</td>
<td>3</td>
</tr>
<tr>
<td>LIT 332</td>
<td>Martin Scorsese and Spike Lee</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS: 18-19**
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSAL FOR A NEW GRADUATE COURSE

Date submitted to the Office of Graduate Studies: 3/9/2017
Date of Program Approval: March 9, 2017
Date of CGS Approval:

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay Hamilton</td>
<td><a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a></td>
<td>212-237-8093</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Master of Arts in Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>ECO 725</td>
</tr>
<tr>
<td>Course Title</td>
<td>Microeconomics</td>
</tr>
</tbody>
</table>

| Catalog Description | Theory of consumer behavior and of the firm; market and multimarket equilibrium and stability; and varieties of imperfect competition are covered. Coverage includes theories of consumer and producer behavior in the context of a variety of real world problems. Applied examples will be drawn from fields including: information economics, environmental economics, economics of regulation, industrial organization, law and economics, natural resource economics, public finance, labor economics and regional and urban economics. For each sub-discipline covered, the most important economic model will be discussed and a review of the major research studies, techniques and empirical evidence will be undertaken. |

<table>
<thead>
<tr>
<th>Pre- and/or Corequisites (specify which are pre, co, or both)</th>
<th>PREREQUISITE: ECO 750</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours (per week)</td>
<td>3</td>
</tr>
<tr>
<td>Lab Hours</td>
<td>0</td>
</tr>
</tbody>
</table>

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).
Microeconomics is a core course in every graduate economics program. This program emphasizes applied Microeconomics therefore the program requires an in-depth class on Microeconomics.

4. **Degree requirements satisfied by the course:**

This is a required core course in the MA in Economics.

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

   Yes ______ No ___

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

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

   Upon completion of this class, students will have a basic understanding of Microeconomic theory and will demonstrate the application of the following.

   1 Neoclassical Microeconomic Theory
   2 Important Critiques of Neoclassical Microeconomic Theory
   3 Institutional and New Institutional Microeconomic Theories

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

   The course directly applies to Program Learning Objective #2 and its sub-objectives by emphasizing Neoclassical theory, criticisms and alternatives to Neoclassical theory.

   2) Critically evaluate policies from multiple economic perspectives
   a) determine the costs and benefits from a particular public policy from a perspective that includes implicit as well as explicit costs
   b) determine the economic and social equity implications from policies
   c) determine the effect of policy on demographic and other diversity issues
   d) detect methodological errors in policy making and offering an alternative analysis

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

   Grades will be determined by the weighted average of assignments detailed below. Problem sets are critically important to determine if students can apply Microeconomic theories sand therefore count for

Rev. Spring 2014
Office of Graduate Studies
half the grade. The reading responses ensure students can effectively communicate in the discipline. The Final Exam ensures students have mastered the material.

Problem Sets 50%
Reading Responses 30%
Final Exam 20%

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

8. **Required Textbook:**

**Supplemental Readings:**


**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.

I communicated with Kathleen Collins on February 22, 2017. She recommended placing a copy of the required text on reserve, which we will do.

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

   a. **Databases**

   The electronic databases for access to electronic journals has plenty of economics peer reviewed articles for students. https://www.lib.jjay.cuny.edu/database-subjects

   b. **Books, Journals and eJournals**

   The library electronic journals holdings are sufficient for students to carry out successful research for this course. John Jay and CUNY currently hold a very comprehensive collection of books and journals on macroeconomics. In addition, a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

10. **Identify recommended additional library resources**

    The Economics Resource Guide available at the library, see: http://guides.lib.jjay.cuny.edu/economics

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Office of Graduate Studies
11. Estimate the cost of recommended additional library resources (For new courses and programs):

NA

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

Any of the databases relevant for economics, sociology, philosophy, or econometrics among others are sufficient.

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

Yes ____ XX _______ No ______________

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

14. Proposed instructors:
Geert Dhondt
Jay Hamilton
Michelle Holder

15. Other resources needed to offer this course:

NA

None

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

NA

17. 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.

Rev. Spring 2014
Office of Graduate Studies
ECO 725 Microeconomics
John Jay College of Criminal Justice-City University of New York
Instructor: Professor Geert Dhondt

Syllabus
Fall XXX

Office: Room 3401, North Hall, 445 West 59th Street, New York, NY 10019
E-mail: gdhondt@jjay.cuny.edu
Phone: 646.557.4845
Office Hours: TBA
Class Meeting Time: XXX

Course Description:

Theory of consumer behavior and of the firm; market and multimarket equilibrium and stability; and varieties of imperfect competition are covered. Coverage includes theories of consumer and producer behavior in the context of a variety of real world problems. Applied examples will be drawn from fields including: information economics, environmental economics, economics of regulation, industrial organization, law and economics, natural resource economics, public finance, labor economics and regional and urban economics. For each sub-discipline covered, the most important economic model will be discussed and a review of the major research studies, techniques and empirical evidence will be undertaken.

Instructional Objectives:

Upon completion of this class, students will have a basic understanding of Microeconomic theory and will demonstrate the application of the following.

1 Neoclassical Microeconomic Theory
2 Important Critiques of Neoclassical Microeconomic Theory
3 Institutional and New Institutional Microeconomic Theories

Texts:

Required Textbook:

Supplemental Readings:


Rev. Spring 2014
Office of Graduate Studies


Rev. Spring 2014
Office of Graduate Studies
Grading:

Problem Sets  50%
Reading Responses  30%
Final Exam  20%

Policies:

Academic Integrity Policy
For quick definitions of violations of academic integrity go to: http://www.jjay.cuny.edu/academics/762.php.
For the entire policy on academic integrity please the Graduate Bulletin: http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

Plagiarism Policy
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.
Cheating, Plagiarism and any other form of student misconduct are unacceptable. Please see the college’s policies in the John Jay College of Criminal Justice Graduate Bulletin. If caught cheating or plagiarizing on any assignment, you will fail that particular assignment. If there is a second violation, you will fail the course. If you plagiarize the final research paper, you will fail the class. Plagiarism includes work you’ve completed for other classes, i.e., you are plagiarizing yourself. (See more below) http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

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.

Incomplete Grade Policy
An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details. http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf

Extra Work Policy
No extra credit assignments will be available to any student at any time during or after this course.

Rev. Spring 2014
Office of Graduate Studies
Please be prepared for each class by completing the assignments and readings prior to posting. As events unfold in any society, there might be changes in this agenda. It is the responsibility of every participant to keep current with the assignments and changes to the agenda.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading (*required, otherwise suggested)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Consumer Theory</td>
<td>NS 3,4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Consumer Theory</td>
<td>NS 5,6</td>
<td>HW 1 Due</td>
</tr>
<tr>
<td>3</td>
<td>Consumer Theory</td>
<td>Frank (1985, 2005); Schor (1998)</td>
<td>HW 2 Due</td>
</tr>
<tr>
<td>4</td>
<td>Producer Theory</td>
<td>NS 9, 10</td>
<td>RR1 Due</td>
</tr>
<tr>
<td>5</td>
<td>Producer Theory</td>
<td>NS 11</td>
<td>HW 3 Due</td>
</tr>
<tr>
<td>6</td>
<td>Producer Theory</td>
<td>Gordon (1196); Mellizo et al (2011); Williamson (2003)</td>
<td>HW 4 Due</td>
</tr>
<tr>
<td>7</td>
<td>Competitive Markets</td>
<td>NS 12</td>
<td>RR 2 Due</td>
</tr>
<tr>
<td>8</td>
<td>Market Power</td>
<td>NS 14, 15</td>
<td>HW 5 Due</td>
</tr>
<tr>
<td>9</td>
<td>Market Power</td>
<td>Baker (2007); Balto (2011)</td>
<td>HW 6 Due</td>
</tr>
<tr>
<td>10</td>
<td>Labor Markets</td>
<td>NS 16</td>
<td>RR 3 Due</td>
</tr>
<tr>
<td>11</td>
<td>Labor Markets</td>
<td>Brenner and Luce (2005); Card and Krueger (1997); Springer et al. (2010)</td>
<td>HW 7 Due</td>
</tr>
<tr>
<td>12</td>
<td>Asymmetric Information</td>
<td>NS 18, Akerlof and Yellen (1990); Fehr et al. (1998)</td>
<td>RR 4 Due</td>
</tr>
<tr>
<td>13</td>
<td>Externalities and Public Goods</td>
<td>NS 19</td>
<td>HW 8 Due</td>
</tr>
<tr>
<td>14</td>
<td>Externalities and Public Goods</td>
<td>Bowles (2008); Gneezy and Rustichini (2000)</td>
<td>HW 9 Due</td>
</tr>
<tr>
<td>15</td>
<td>Externalities and Public Goods</td>
<td>Ostrom (1990)</td>
<td></td>
</tr>
</tbody>
</table>

The Agenda is subject to change with prior announcement from the instructor.
PROPOSAL FOR A NEW GRADUATE COURSE

Date submitted to the Office of Graduate Studies: 
Date of Program Approval: March 9, 2017 
Date of CGS Approval: 

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay Hamilton</td>
<td><a href="mailto:jhamilton@jjay.cuny.edu">jhamilton@jjay.cuny.edu</a></td>
<td>2122378093</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>Eco 751</td>
</tr>
<tr>
<td>Course Title</td>
<td>Research Methods I- Quantitative Analysis</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>This course is designed to provide an introduction to research methods in economics. It will cover an overview to working with data, measurement of economic variables, methods of data collection, data presentation, hypothesis testing, interpreting the results of various statistical procedures and comparative research methods. The focus of this course will be to develop analytical tools to evaluate the relative merits and drawbacks of various forms of economic analysis. This course will have data lab sessions that will familiarize students with the basic tools necessary to work with large datasets. Over the course of the semester students will develop a research question, identify a source of data and present descriptive statistics from this data in a format appropriate for professional reports.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td></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>0</td>
</tr>
</tbody>
</table>

3. Rationale for the course (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).
The MA program in Economics should offer this course on research methods from a quantitative analysis perspective because the capacity for engaging in this type of approach is fundamental for acquiring a full-rounded training in the discipline of economics. This is a standard course offered in graduate programs both within universities in the United States and in other institutions around the world at the MA and Ph.D. levels.

4. **Degree requirements satisfied by the course:**

   Core requirement for the completion of the Masters in Economics degree.

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

   Yes ______ No ___X____

   If yes, please provide the following:
   I. Semester(s) and Year(s):
   II. Teacher(s):
   III. Enrollment(s):
   IV. Prerequisite(s):

6. **Learning Outcomes:**

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

      (1) Understand the measurement of economic variables
      (2) Know common sources of data
      (3) Organize, work with, and manipulate data
      (4) Acquire capacity to test hypotheses with empirical data
      (5) Know how to interpret the results of various statistical procedures
      (6) Develop a research question and source of data for their thesis

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

      The learning outcomes of the proposed course correspond directly and comprehensively to the three disciplinary areas covered by the ECO MA program. These areas are:
      1. conduct applied research suitable for government and nonprofit advocacy organizations
      2. critically evaluate public policies from multiple economic perspectives
      3. produce effective formal and informal communications

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

      Problem Sets: 25%
      Midterm Exam: 20%
Final Exam: 20%
Research Proposal: 30%
In-class Presentation of Research Proposal: 5%

Students are required to complete weekly problem set assignments (25%). They are due at the beginning of the class. They will not be accepted after the due date. There will be two exams (20% each), covering the material from class lectures and required readings. Exams can be made up only by prior arrangement with production of appropriate documentation.

A research proposal will be due at the end of term (30%). Particular emphasis will be on analytically sharp, well thought out proposals, with precisely defined concepts, testable hypotheses which demonstrate a grasp of the relationship between methodology and theory. Students will also present a 15 minute in-class presentation to summarize the main elements of their research proposal for their final thesis. Students will also be expected to provide written comments (positive feedback) on the proposals of their peers.

All class participants are expected to take an active part in all discussions and therefore attendance at all class sessions is expected.

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


**Supplementary Reading:**

All readings will be available either online, on-reserve, or on Blackboard. Please see the syllabus attached for a comprehensive list of the required and optional readings.

**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.

I communicated with Kathleen Collins on March 9, 2017. She recommended placing a copy of the required text on reserve, which we will do.

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

   a. **Databases**

   The electronic databases for access to electronic journals have plenty of economics peer reviewed articles for students. https://www.lib.jjay.cuny.edu/database-subjects

   b. **Books, Journals and eJournals**

   The library electronic journals holdings are more than sufficient for students to carry out successful research for this course. John Jay and CUNY currently hold a very comprehensive
collection of books and journals on quantitative methods. In addition, a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

9. Identify recommended additional library resources

The Economics Resource Guide available at the library, see:
http://guides.lib.jjay.cuny.edu/economics

10. Estimate the cost of recommended additional library resources (For new courses and programs):
N/A

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

Any of the databases relevant for economics, sociology, philosophy, or econometrics among others are more than sufficient.

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

Yes ______ X ______ No _____________

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

13. Proposed instructors:

Michelle Holder, Josh Mason, Geert Dhondt, Jay Hamilton

14. Other resources needed to offer this course:
N/A

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

16. Syllabus
Course Description:
This course is designed to provide an introduction to research methods in economics. It will cover an overview to working with data, measurement of economic variables, methods of data collection, data presentation, hypothesis testing, interpreting the results of various statistical procedures and comparative research methods. The focus of this course will be to develop analytical tools to evaluate the relative merits and drawbacks of various forms of economic analysis. This course will have data lab sessions that will familiarize students with the basic tools necessary to work with large datasets. Over the course of the semester students will develop a research question, identify a source of data and present descriptive statistics from this data in a format appropriate for professional reports.

Goals and Objectives:
By the end of this course students should have gained a foundation of knowledge from which they:

1. understand the measurement of economic variables
2. know common sources of data
3. organize, work with, and manipulate data
4. the capacity to test hypotheses with empirical data
5. know how to interpret the results of various statistical procedures
6. develop a research question and source of data for their thesis

Prerequisites:
None

Required Text:

Students are also encouraged to purchase their own version of Stata/IC 11.0 which is the statistical program we will be using throughout the class. Students can purchase a discounted student license through UMB.

Grading:

Rev. Spring 2014
Office of Graduate Studies
Problem Sets: 25%  
Midterm Exam: 20%  
Final Exam: 20%  
Research Proposal: 30%  
In-class Presentation of Research Proposal: 5%

Students are required to complete weekly problem set assignments (25%). They are due at the beginning of the class. They will not be accepted after the due date. There will be two exams (20% each), covering the material from class lectures and required readings. Exams can be made up only by prior arrangement with production of appropriate documentation.

A research proposal will be due at the end of term (30%). Particular emphasis will be on analytically sharp, well thought out proposals, with precisely defined concepts, testable hypotheses which demonstrate a grasp of the relationship between methodology and theory. Students will also present a 15 minute in-class presentation to summarize the main elements of their research proposal. Students will also be expected to provide written comments (positive feedback) on the proposals of their peers.

All class participants are expected to take an active part in all discussions and therefore attendance at all classes and lab sessions are expected.

**Academic Honesty**
For John Jay College’s policy on academic integrity, including plagiarism, please go to: http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf.

**Disability Policy**
Students with disabilities will be provided reasonable accommodations if they are 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 (phone # 212-237-8031). It is the student’s responsibility to initiate contact with that office and to follow the established procedures for having the accommodation notice sent to the instructor.

The course is broken into the following 6 topics with the following required readings:

<table>
<thead>
<tr>
<th>Topic 1: Introduction (Week 1 &amp; 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Economic methods of investigation</td>
</tr>
<tr>
<td>ii. Distinction between quantitative and qualitative research approaches and methods</td>
</tr>
<tr>
<td>iii. Understanding methodology in economics</td>
</tr>
<tr>
<td>iv. The politics of numbers</td>
</tr>
<tr>
<td>v. What constitutes a test of an economic theory?</td>
</tr>
<tr>
<td>vi. Student introductions and research interests</td>
</tr>
</tbody>
</table>

Rev. Spring 2014  
Office of Graduate Studies
Readings:


**Topic 2: Research Design (Week 3, 4, & 5)**

i. Measurement of economic variables
ii. How to develop research questions
iii. Quantitative vs. Qualitative approaches
iv. Designing useful research
v. Successful research projects

Readings:


**Topic 3: Data Types & Sources (Week 6 & 7)**

i. Data Types
ii. Data sources & availability
iii. Methods of data collection

Readings:

Rev. Spring 2014
Office of Graduate Studies


University of Virginia Library. *Census Information: Data and Resources*. URL: http://fisher.lib.virginia.edu/collections/stats/census/

**Mid-term Exam**

<table>
<thead>
<tr>
<th>Topic 4: Working and Understanding Data (Week 8 &amp; 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Coding of data</td>
</tr>
<tr>
<td>ii. Data editing</td>
</tr>
<tr>
<td>iii. Missing values</td>
</tr>
<tr>
<td>iv. Data transformation (index construction)</td>
</tr>
<tr>
<td>v. Weights</td>
</tr>
<tr>
<td>vi. Describing data</td>
</tr>
</tbody>
</table>

Readings:

<table>
<thead>
<tr>
<th>Topic 5: Visual Display of Quantitative Information (Week 10 &amp; 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Capabilities and functions of charts and graphs</td>
</tr>
<tr>
<td>ii. Spotting distortions and lies in graphs</td>
</tr>
<tr>
<td>iii. Guidelines for creating effective graphs</td>
</tr>
<tr>
<td>iv. Tools of graphical display</td>
</tr>
</tbody>
</table>

Readings:


**Topic 6: Common Measurements, Tests and Research Problems (Week 12, 13, 14 & 15)**

i. Statistics as relationships
ii. Regression analysis
iii. Detecting and correcting violations of regression assumptions
iv. Measurement error
v. Presenting persuasive statistical analyses
vi. Writing policy memos vs. technical reports

*Readings:*


**In-Class Presentation**

**Research Proposal Due**

**Final Exam**
# 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:** 2/15/17  
**Date of CGS Approval:** 3/21/17

---

1. **Contact information of proposer(s):**

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Wulach</td>
<td><a href="mailto:jwulach@jjay.cuny.edu">jwulach@jjay.cuny.edu</a></td>
<td>212-237-8782</td>
</tr>
</tbody>
</table>

2. **Course details:**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MA in Forensic Mental Health Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix &amp; Number</strong></td>
<td>PSY 773</td>
</tr>
<tr>
<td><strong>Course Title</strong></td>
<td>Child Abuse and Neglect</td>
</tr>
<tr>
<td><strong>Catalog Description</strong></td>
<td>This course will introduce students to child abuse and neglect using a primarily forensic lens. Issues covered will include risk-factors and prevalence of childhood victimization and its long-term impact on children, public health, and the criminal justice system. In addition to the psychological consequences to child maltreatment, students will become familiar with mandated reporting, confidentiality, and the mental health professionals conflicting obligations in the context of child abuse and neglect. Finally, students will be introduced to fundamentals of appropriate screening and interviewing child victims of abuse and neglect.</td>
</tr>
<tr>
<td><strong>Pre- and/or Corequisites</strong> (specify which are pre, co, or both)</td>
<td>None</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Contact Hours (per week)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Lab Hours</strong></td>
<td>n/a</td>
</tr>
</tbody>
</table>
3. **Rationale for the course** (will be submitted to CUNY in the Chancellor’s Report). Why should this program offer this course? (Explain briefly, 1-3 paragraphs).

This course increases students’ knowledge of child abuse and neglect, prepares students to work with children and families as well as understand advanced issues of mandated reporting in child abuse and neglect. As such, these are important skills for a forensic mental health counselor who may want to work with relevant victim agencies and populations.

4. **Degree requirements satisfied by the course:**

This course will satisfy a requirement for the Victim Counseling Specialization of the FMHC MA program.

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

Yes ______ No ___X___

If yes, please provide the following:
I. Semester(s) and Year(s):
II. Teacher(s):
III. Enrollment(s):
IV. Prerequisite(s):

6. **Learning Outcomes:**

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

1. Display an understanding of the risk-factors and prevalence of childhood victimization, and its long-term impact on children, public health, and the criminal justice system.
2. Demonstrate an understanding of mandated reporting, confidentiality, and the mental health professionals conflicting obligations in the context of child abuse and neglect.
3. Display familiarity with child abuse, sexual abuse, trauma, and how these factors impact children’s development.
4. Display the ability to integrate these concepts in simulated clinical and/or legal settings through class participation, the class presentation, and final paper.
5. Demonstrate ability to research and write meaningfully about a forensic topic on child abuse and neglect that includes in-depth analysis and understanding of the court response, the literature, and public health, psychological and developmental implications.

b. How do the course outcomes relate to the program’s outcomes? We expect that this will increase overall skills and therefore job marketability, particularly for those wishing to expand into victim services.

Rev. Spring 2014
Office of Graduate Studies
c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?

Student learning is assessed through an in-class presentation and a substantive final paper.

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


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

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

   a. **Databases**
      
      PSYCINFO
      Google Scholar

   b. **Books, Journals and eJournals**
      
      Adequate

9. **Identify recommended additional library resources**

   None needed

10. **Estimate the cost of recommended additional library resources (For new courses and programs):**

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

   Not Applicable
12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?

Yes _____X_______ No _______________

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

13. Proposed instructors:
Chitra Raghavan
Lisa Fischel-Wolovick

14. Other resources needed to offer this course:
None

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:
No Conflict

16. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

See attached.
PSY 773, Child Abuse and Neglect

John Jay College of Criminal Justice
524 West 59th Street
New York, New York 10019

Fall 2016, New Building 3.78 Thursdays 11:30-1:30pm
Professor Lisa Fischel-Wolovick

How to reach me:
5911 Riverdale Ave.
Riverdale, New York 10471
(212) 245-6125
lfw@wolovicklaw.com

Course Prerequisite: Undergraduate Developmental Psychology Course

Course Description: This course will introduce students to child abuse and neglect using a primarily forensic lens. Issues covered will include risk-factors and prevalence of childhood victimization and its long-term impact on children, public health, and the criminal justice system. In addition to the psychological consequences to child maltreatment, students will become familiar with mandated reporting, confidentiality, and the mental health professionals conflicting obligations in the context of child abuse and neglect. Finally, students will be introduced to fundamentals of appropriate screening and interviewing child victims of abuse and neglect.

Learning Objectives:
1. Display an understanding of the risk-factors and prevalence of childhood victimization, and its long-term impact on children, public health, and the criminal justice system.
2. Demonstrate an understanding of mandated reporting, confidentiality, and the mental health professionals conflicting obligations in the context of child abuse and neglect.
3. Display familiarity with child abuse, sexual abuse, trauma, and how these factors impact children’s development.
4. Display the ability to integrate these concepts in simulated clinical and/or legal settings through class participation, the class presentation, and final paper.
5. Demonstrate ability to research and write meaningfully about a forensic topic on child abuse and neglect that includes in-depth analysis and understanding of the court response, the literature, and public health, psychological and developmental implications.

Paper: There will be one final paper due on the next to last week of class, based upon research of a forensic topic. A list of possible topics includes the following:
- Substance abuse and the impact on parenting and child maltreatment;
- Serious mental illness and the impact on parenting and child maltreatment;
Adolescents in foster care, risk assessments and treatment options;
- Special education needs of children in foster care; and
- Mental health needs of children in foster care.

There must be prior approval of the topic selected should you wish to work on a different topic. The paper should be between 15-20 typed, double-spaced pages, size 12 font. All papers must use the APA form for references. There should also be an attached bibliography with a minimum of 8 references, not including web pages or your text books.

**Class Presentation:** Each student will make a short class presentation of a preliminary version of the paper with their assigned group, or if time permits, individually. This will enable the class to benefit from their research, and will allow feedback on the paper before its final submission. All groups will meet with me before the presentations.

**Class Participation:** The class sessions are critical in terms of presentation and understanding of the material. The reading is important, but the concepts are difficult and require that you be present in class.

There is no exam in the class. Thus, your continuing grasp of the core concepts will be gauged by your class participation over the semester, including class exercises and discussions.

**Grading:** The grade for this class will be based on the final paper (1/2), the class presentation (1/4), and class participation (1/4).

**Attendance:** Attendance is mandatory. If, for some reason you must miss a class, you are responsible for the work covered, and must let me know in advance. More than one absence requires a documented compelling reason.

**Americans With Disabilities Act (ADA):** The ADA requires that all qualified persons have equal opportunity and access to education regardless of the presence of any disabling conditions as long as they are disclosed in advance. If you require special provisions, please notify me so I may try to accommodate any special needs you may have. This information will remain confidential.

**Academic Honor Code:** All students in the course are expected to abide by the academic honor code, as specified by the university’s academic integrity clause. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. This includes cheating or misrepresenting the source, nature, or other conditions of your academic work to get undeserved credit. It is the instructor’s policy that cheating or plagiarism will result in receiving a failing grade for the course. For additional information, please consult “Avoiding and Detecting Plagiarism,” available in the Office of the Vice President for Student Affairs, the Provost’s Office, or at http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf.

**Extensions:** All requests for extensions must be in writing and must be approved by the instructor one week prior to the date it is due. All extensions are for 1 week only unless special...
permission is granted by the instructor. Do not assume that your request has been approved until you have received a response.

SYLLABUS

Assigned Books:


These books can be obtained at the John Jay online bookstore at: http://jjay.textbookx.com/institutional/?action=browse#books/1008843/

Blackboard: Articles, chapters and legal cases can be found on the Blackboard website.

August 25, 2016: Introduction: An overview of the child welfare system and permanency planning in cases of child abuse and neglect. Discussion of the family problems that give rise to placement of abused children in the child welfare system, including parental mental illness and substance abuse.


September 1, 2016: Identifying Abuse and the Legal Context: Legal definitions of child abuse, assessments, and historically how abused children encountered the legal system whether in juvenile delinquency, P.I.N.S. or child welfare proceedings. A discussion of the development of a comprehensive victimology approach to childhood victimization and the legislative response to child abuse and neglect, including the Child Abuse Prevention and Treatment Act (CAPTA); and Adoption Safe Families Act (ASFA).


September 8, 2016: Child Abuse and the Cycle of Violence: The long-term effects of child abuse and neglect, risk-factors for childhood victimization, including, parental mental illness and

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depression. Review of the current research on the identification of childhood maltreatment. Review the cycle of violence, abused children, juvenile delinquency and criminality.

**Read for September 15, 2016:** David Finklehor, Ed. Childhood Victimization (2008), Developmental Victimology; (Blackboard); and Kathleen Coulborn Faller, Interviewing Children Who May Have Been Abused: A Historical Perspective and Overview of the Controversies, J. of Child Maltreatment (May 1, 1996). (Blackboard). S. Sgroi, B.S. Bunk, and C. J. Wabrek, Children’s Sexual Behaviors and Their Relationship to Sexual Abuse. (Blackboard).

**September 15, 2016: Trauma and Children:** Identification and assessment of trauma-related symptoms in abused children, interviewing children, and treatment approaches. There will be a small group discussion of a hypothetical case with a report to the larger group.

**Read for September 22, 2016:** Rebecca Bollen, Part II: The Scope of the Problem; D. Finkelhor, Ed. Chapter 4, K. Kendall-Tacket, Developmental Impact; S. M. Sgroi, ed. Vulnerable Populations, Vol. 2, Chapter 2, J. A. Marvasti, Play Therapy with Sexually Abused Children (Blackboard).

**September 22, 2016: Sexual Abuse:** Childhood sexual abuse; the incidence and prevalence of sexual abuse, whether extra-familial or intra-familial abuse, risk factors, and the family and criminal courts’ response. There will be a discussion of treatment modalities for children, the non-offending parent, and offending parent.


**September 29, 2016: Mandated Reporting:** Mandated reporting vs. confidentiality, assessment of the risks of imminent harm, removals, and reasonable suspicion of child abuse or neglect. There will be a discussion of practitioners’ liability for failure to report suspected child abuse or neglect. Small group discussions of a hypothetical situation and whether the practitioner should report or not.

**October 6, 2016: NO CLASS**


**October 13, 2016: Child Neglect:** Definition and parameters of child neglect including, psychological, educational, and medical neglect. A discussion of the prevalence and methodologies used to determine the risks of child neglect, permanency planning, reunification, termination of parental rights, and adoption in the context of the Adoption Safe Families Act (ASFA). Small group discussions of a child neglect hypothetical and report to larger group.

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October 20, 2016: Community Culture and Interviewing Adults: Interviewing adults to identify child maltreatment, and related risk factors including a history of substance abuse and mental health problems, and parental isolation. A discussion of the effectiveness of parenting education, cultural views of parenting, and the appropriateness of physical punishment, and need for culturally competent services.


October 27, 2016: Court Proceedings and Mental Health Expert Testimony: Child welfare court proceedings including permanency planning hearings, fact finding, and dispositional hearings and the relevant legal standards. Hearsay, court testimony of mental health professionals, the use of the case record, and what can and cannot be admitted into evidence.


Presentations


November 10, 2016: Substance Abuse: Substance abuse disorders and its impact on parenting, risks of child maltreatment, and day and in-patient treatment methodologies, and a discussion of inter-generational problems of child maltreatment.

Presentations.

**November 17, 2016: Adolescents:** A discussion of the mental health needs of adolescents in the child welfare system, including foster care and group home placements, adoption and guardianships, and transitioning to independent living.

Presentations.


**December 1, 2016: Special Educational Problems:** Learning, developmental and mental health problems of children in the child welfare system. The relationship to trauma, service needs, public policy implications policy.


**December 9, 2016: Next Steps:** Discussion of the next steps in coordination of empirical knowledge and public policy reforms for abused and neglected children.

**December 16, 2016:** See Documentary film Love and Diane, a film about three generations of a family in the child welfare system.
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: 2/15/17
Date of CGS Approval: 3/21/17

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Wulach</td>
<td><a href="mailto:jwulach@jjay.cuny.edu">jwulach@jjay.cuny.edu</a></td>
<td>212-237-8782</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>MA in Forensic Mental Health Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>PSY 774</td>
</tr>
<tr>
<td>Course Title</td>
<td>Advanced Issues in Victim Counseling and Psychotherapy</td>
</tr>
<tr>
<td>Catalog Description</td>
<td>The major goal of advanced supervision is to provide an integrated learning experience focused on serving a variety of victimized populations including but not limited to survivors of domestic violence, child sexual abuse, sex trafficking, violent crime, hate crimes, and political torture. The mixture of theory and practice will provide a common core of experiences among externship students enrolled in the victimology track/concentration, facilitate relationships among externship students, and increase students’ knowledge of psychology and practice.</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>Prerequisites: PSY 705, PSY 733; and PSY 742 or PSY 773</td>
</tr>
<tr>
<td>Corequisites</td>
<td>PSY 780 or PSY 781</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>
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).
Students will apply theory and practice of counseling to actual case material. The mixture of theory and practice will provide a common core of experiences among externship students enrolled in the victimology track/concentration, facilitate relationships among externship students, and increase students’ knowledge of psychology and practice.

4. **Degree requirements satisfied by the course:**

This course will satisfy a requirement for the Victim Counseling Specialization of the FMHC MA.

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

Yes ______ No ___X___

If yes, please provide the following:
I. Semester(s) and Year(s):
II. Teacher(s):
III. Enrollment(s):
IV. Prerequisite(s):

6. **Learning Outcomes:**

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

1. Develop knowledge and skills in delivering services to victim populations
2. Develop and demonstrate a commitment to evidence-based intervention procedures
3. Develop skills to present high-quality case conceptualization
4. Receive exposure to a diversity of clinical concerns and problem solve collectively
5. Demonstrate a commitment to diversity and individual differences
6. Apply ethical decision making to clinical work
7. Learn to provide supportive feedback to peers and accept feedback non-defensively towards the goal of becoming open-minded and better counselors

b. How do the course outcomes relate to the program’s outcomes?
We expect that this will increase overall skills and therefore job marketability, particularly for those wishing to expand into victim services.

c. **Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?
In addition to satisfying course requirements, there will be independent assessments of the students as part of ongoing department program evaluation. Students will complete questionnaires outside of class following the program evaluation plan. Students doing externships in victim service agencies will be independently evaluated by their externship supervisors on their knowledge and application of this area.

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


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.

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

8. Identify and assess the adequacy of available library resources

   a. Databases
      PSYCINFO
      Google Scholar

   b. Books, Journals and eJournals
      Adequate

9. Identify recommended additional library resources
   None needed

10. Estimate the cost of recommended additional library resources (For new courses and programs):

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11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).
   Not Applicable

12. Are current College resources (e.g. Computer labs, facilities, equipment) adequate to support this course?
   Yes ______ X _______ No __________________

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

13. Proposed instructors:
   Chitra Raghavan

14. Other resources needed to offer this course:
   None

15. If the subject matter of the proposed course may conflict with existing or proposed courses in other programs, indicate action taken:
   No Conflict

16. Syllabus

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

   The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.
Class time: Thursday: 5:45-7:45 in NB/3:81
Office: 63:10, new Tower 10th fl.
E-Mail: craghavan@jjay.cuny.edu

Office Hours: Before and after class; 3-5 pm Monday or by appointment

Course Prerequisite

Nine credits of Victimology coursework should be completed and student should be enrolled in Fieldwork 780 or 781 concurrently.

Course Description
The major goal of advanced supervision is to provide an integrated learning experience focused on serving a variety of victimized populations including but not limited to survivors of domestic violence, child sexual abuse, sex trafficking, violent crime, hate crimes, and political torture. The mixture of theory and practice will provide a common core of experiences among externship students enrolled in the victimology track/concentration, facilitate relationships among externship students, and increase students’ knowledge of psychology and practice.

Communication: I will use blackboard to communicate; please ensure that your e-mails are in working order. The most recent copy of the syllabus will also be posted on blackboard.

Attendance Policy: Students are expected to attend all classes unless they have excused absences. More than two excused absences may lower your grade significantly.

Academic Accommodations: Please talk with the instructor or teaching assistant if you require academic accommodations.

Cell Phones & Laptops: Because cell phone use (e.g., text messaging, internet browsing, playing games, Facebook, etc.,) is often disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced or set to vibrate. Only emergency-related use of cell phones is allowed during class. Laptops and similar electronic devices may be used only for note taking.

Overview
The major goal of advanced supervision is to provide an integrated learning experience focused on serving a variety of victimized populations including but not limited to survivors of domestic violence, child sexual abuse, sex trafficking, violent crime, hate crimes, and political torture. Clients presenting problems may manifest as PTSD and related disorders, anxiety disorders, eating disorders, substance use and alcohol disorders, personality disorders, and self-harm. Because placements and caseloads vary, no one theory will be privileged but multiple empirically supported case conceptualizations and therapeutic interventions will be offered. The mixture of theory and practice will serve students with opportunities to: (a) practice and deepen
current knowledge and skills; (b) acquire new skills and knowledge; and (c) experience clinically-relevant personal and professional growth.

Advanced supervision meetings provide a common core of experiences among externship students enrolled in the victimology track/concentration, facilitate relationships among externship students, and increase students’ knowledge of psychology and practice. Meetings will include student-led presentations of clinical cases or topics related to externship experiences, case supervision, and discussion of professional/ethical issues.

Advanced Clinical Supervision does not replace the credentialed site supervisor but rather is designed to support and enhance training objectives.

Through these experiences students will be contributing to their development in becoming a competent licensed forensic mental health counselor with a focus on adult victim populations.

Learning Objectives
1) Develop knowledge and skills in delivering services to victim populations
2) Develop and demonstrate a commitment to evidence-based intervention procedures
3) Develop skills to present high-quality case conceptualization
4) Receive exposure to a diversity of clinical concerns and problem solve collectively
5) Demonstrate a commitment to diversity and individual differences
6) Apply ethical decision making to clinical work
7) Learn to provide supportive feedback to peers and accept feedback non-defensively towards the goal of becoming open-minded and better counselors

Required Reading/Books:


Class Format
Once overview is complete, classes will be structured as follows: a) Present case conceptualization with instructor and class feedback; b) Discussion of Trauma-Informed Interventions with a student leading an exercise; c) Discussion of assigned case studies; d) Trouble-shooting clients as requested

Outside of class, students will be responsible for working through 10 trauma-informed interventions with corresponding journal entries.

Grading Overview

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Your grade will be computed by combining your scores in the following overall categories for a total of 100 points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Written Site Report</td>
</tr>
<tr>
<td>30</td>
<td>Presentation of Case Conceptualization</td>
</tr>
<tr>
<td>20</td>
<td>Written Case Conceptualization</td>
</tr>
<tr>
<td>10</td>
<td>Leading Trauma-Intervention Exercise</td>
</tr>
<tr>
<td>20</td>
<td>10 Journal Entries on Weekly Workbook Exercises</td>
</tr>
<tr>
<td>10</td>
<td>Participation</td>
</tr>
<tr>
<td>100</td>
<td>Total</td>
</tr>
</tbody>
</table>

ASSIGNMENTS

TRAUMA WORKBOOK EXERCISES (10 points for leading a class and 20 points for 10 weekly journal entries for 30 points): The purpose of this workbook is to give students a large range of exercises/assignments/tests to use in working with victims. The workbook provides with almost 200 choices. Obviously, we cannot explore all of these. I will assign general topics but not the specific exercise or strategy. In class, we will discuss the assigned sections.

Weekly Conference (10 journal entries x 2 = 20): Each week, students should select a workbook exercise corresponding to the topic and spend about an hour working through the exercise. This experience is to be recorded in 10 weekly online journals.

I will call upon pre-arranged students to present the exercise weekly. This presentation is worth 10 points. This presentation should be a total of 15-20 minutes maximum.

WEEKLY OPTIONAL GROUP SUPERVISION TROUBLE SHOOTING (NOT GRADED SPECIFICALLY BUT FACTORS IN PARTICIPATION): At the beginning of each class, students can sign up for trouble-shooting with clients as they arise. Depending on the number of students, we can allot up to 30 minutes for questions.

WRITTEN SITE REPORT (10 points): The purpose of the site report is to ensure you become acclimated to your setting and clients. Your report should be 2-4 pages in length (double-spaced). You should include demographic information of the populations in your externship (e.g., income levels, race/ethnicity, gender, single-parent homes), why and how clients are referred for services as well as common reasons for referrals and other details about the site (e.g., work dynamics, the clinical orientation and supervision type of your supervisor) that you find interesting and relevant.

CASE CONCEPTUALIZATION (20 for written and 30 for presenting): You will report on a client on whom you have been assigned. Two separate but related pieces are required. First, a written document is required. You may have your site supervisor’s input and/or feedback regarding this report. The written portion should be between 5-10 pages double spaced including...
references. Details for the report are provided in an Appendix and sample reports are provided on Blackboard.

Second, you will present the case in class. Each presentation should be between 30 and 45 minutes and be delivered professionally and in a polished manner (roughly each slide takes about 1 to 2 minutes to explain, depending on the amount contained so prepare 15 to 20 slides). Presentations which do not adhere to the time limits will be penalized. The presentation should mirror the written report in terms of format. You should rehearse at least 3-4 times before presenting in class.

When working with this client, please select 1-2 assignments/interventions/exercises from 101 Trauma Informed Interventions and explain your rationale for the choice. If you have already engaged in this exercise, provide the data. If you have not, explain when you will and why. The assignments can be from class presentations or something as yet undiscussed.

**PARTICIPATION (10 points):** Active participation is key to benefiting in this course. Participation includes reading assigned material, engaging with the case conceptualization, applying relevant information from the assigned texts, providing supportive feedback and interpretation.

**AMERICANS WITH DISABILITIES ACT (ADA)** –The ADA requires that all qualified persons have equal opportunity and access to education regardless of the presence of any disabling conditions as long as they are disclosed in advance. If you require special provisions, please notify me so I may try to accommodate any special needs you may have. This information will remain confidential.

**ACADEMIC HONOR CODE:** All students in the course are expected to abide by the academic honor code, as specified by the university’s academic integrity clause. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. This includes cheating or misrepresenting the source, nature, or other conditions of your academic work to get undeserved credit. It is the instructor’s policy that cheating or plagiarism will result in receiving a failing grade for the course. For additional information, please consult “Avoiding and Detecting Plagiarism,” available in the Office of the Vice President for Student Affairs, the Provost’s Office, or at [http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf](http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf).

*Weekly Schedule of Topics, Readings, and Assignments*

Book chapters are assigned in the weekly schedule list below.

| 8/25 | Course Overview | Overview of workbook: 101 Trauma-Informed Interventions
Begin Review of Theoretical Orientations
Herman (2015): Chapters 1,2,3 | Theoretical Orientations have been covered in past coursework; as such, we will briefly review |
| 9/1 | What is a Case Conceptualization | Continue Review of Theoretical Orientations for Case Conceptualization using sample case (sample case will be posted on BlackBoard)
Herman (2015): Chapters 4,5,6 | Explore how the same case can look different using three different orientations |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments and Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8</td>
<td>Externship Site Discussions</td>
<td>Students Briefly Present Sites and Discuss Challenges Read: Adult Attachment Patterns through to Comfortable Script from Trauma 101 Read Chapter 1-4 from Pappadoulos et al Herman (2015): Chapters 7 through end</td>
<td>Written Assignment 1: Externship Site Paper Due</td>
</tr>
<tr>
<td>9/15</td>
<td>Case Conceptualization and Workbook</td>
<td>CC Presentation 1 Read: Reparenting till end of section Read Chapter 5-6 from Pappadoulos et al</td>
<td>Case Conceptualization Begins; written portion due following day of presentation</td>
</tr>
<tr>
<td>9/22</td>
<td>CC and WBK</td>
<td>CC Presentation 2 Read: Gestalt Section Read Chapter 7-8 from Pappadoulos et al Chapter 8 and</td>
<td></td>
</tr>
<tr>
<td>9/29</td>
<td>CC</td>
<td>CC Presentation 3 Read: Continue Discussion of Gestalt Section Read Chapter 9 from Pappadoulos et al</td>
<td></td>
</tr>
<tr>
<td>10/6</td>
<td>CC</td>
<td>CC Presentation 4 Read: Gestalt Section Read Chapter 10 from Pappadoulos et al</td>
<td></td>
</tr>
<tr>
<td>10/13</td>
<td>CC</td>
<td>CC Presentation 5 Read: Psychodrama Section Read Chapter 11 from Pappadoulos et al</td>
<td></td>
</tr>
<tr>
<td>10/20</td>
<td>CC</td>
<td>CC Presentation 6 Read: Continue Psychodrama Section Read Chapter 12 from Pappadoulos et al</td>
<td></td>
</tr>
<tr>
<td>10/27</td>
<td>CC</td>
<td>CC Presentation 7 Read: The Body Section Read Chapter 12 from Pappadoulos et al</td>
<td></td>
</tr>
<tr>
<td>11/3</td>
<td>CC</td>
<td>CC Presentation 8 Read: Continue The Body Section Read Chapter 13 from Pappadoulos et al</td>
<td></td>
</tr>
<tr>
<td>11/10</td>
<td>CC</td>
<td>CC Presentation 9 Read: The Meridan Section Read Chapter 14 from Pappadoulos et al</td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>CC</td>
<td>CC Presentation 10 Read: Continue The Meridan Section Read Chapter 15 from Pappadoulos et al</td>
<td>Workbook Surprise Ends!</td>
</tr>
<tr>
<td>11/24</td>
<td>CC</td>
<td>CC Presentation 11 and 12</td>
<td>CC Presentation Doubled UP</td>
</tr>
<tr>
<td>12/1</td>
<td>Healing and Recovery</td>
<td>CC Presentation 13 and 14</td>
<td>CC Presentation Doubled UP</td>
</tr>
<tr>
<td>12/8</td>
<td>Healing and Recovery</td>
<td>CC Presentation 15 and Concluding Discussions</td>
<td>CC Presentation Doubled UP</td>
</tr>
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Appendix 1: Requirements for Written Case Conceptualization

Case conceptualization refers to how we arrive at an understanding of the client’s presenting problems. In writing a case conceptualization, we depict the process and what data/frameworks we used to explain and or understand client symptoms as well as personality, cognitions, emotions, and behaviors pertinent to the presenting problem.

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A good case conceptualization specifies clearly the theoretical framework within which the data were sorted/tested/arranged. Depending on the orientation, (psychodynamic, feminist, behavioral etc) the questions asked will be different. Finally, case conceptualization should lead to the formulation of counseling goals and intervention strategies which should align with the theoretical explanatory framework used to arrive at the conceptualization. The case conceptualization process is part of the counseling process and often an ongoing one. It starts with an understanding of the clients’ presenting problems from the perspective of the client which could change over time.

**Step 1** focuses on identifying the presenting problem. The question here is:

- What is the client seeking therapy for/What does the client identify as the presenting problem?
- In mandated populations, this question might be formulated as “What is the client mandated for? and “To what extent does the client identify these same issues as problematic?”

In **Step 2**, the counselor starts formulating a framework to explain the origins of the presenting problems.

- How did these problems begin?
- What distal factors may be relevant in contributing to these problems (e.g., early relationships, learned behaviors)
- What current factors may be relevant in maintaining or exacerbating these problems? (e.g., faulty cognitions, defensive reactions)
- What are this person’s strengths?
- What might challenges?
- And if necessary, does the counselor and the client identify the same problem?

Given the above, in **Step 3**, 

- Counseling goals identified
- Specific interventions are used to address the goals

**SAMPLE PAPERS ARE PROVIDED ON BLACKBOARD WITH CLEARLY MARKED SECTIONS**
PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for International Crime and Justice leading to the Master of Arts Degree.

Program Name and Degree Awarded: Master of Arts International Crime and Justice
HEGIS Code: 2105
NY State Program Code: 33083
Effective term: Fall 2017

Date of Program Approval: 3/8/2017
Date of CGS approval: 3/21/2017

Rationale for proposed changes:

Removal of GRE admission requirement
The GRE is unable to sufficiently predict whether a student will succeed in the first year of graduate school. The scores provide little or no information or insight into an applicant’s perseverance, creativity, and intellect—all characteristics that are required to succeed in and complete a graduate program. Even the Educational Testing Service (ETS) warns that there is only a tenuous connection between test scores and success in graduate school. According to the ETS report, “Toward a Description of Successful Graduate Students,” “The limitations of graduate school admissions tests in the face of the complexity of the graduate education process have long been recognized.” The report acknowledges that critical skills associated with scholarly and professional competence are not measured by the GRE.

In addition, high GRE test scores tend to correlate with a student’s socioeconomic status, race, and gender. Research dating back decades from the University of Florida, Stanford, New York University, the University of Missouri, and ETS has shown that the GRE underpredicts the success of minority students. Many excellent students with strong GPAs cannot afford to prepare for the GREs and take the exam. For these reasons, the ICJ MA Program proposes to remove the GRE requirement. In its stead, the program will require applicants to submit writing samples and fuller personal statements. An admissions committee comprised of program faculty will assess applications as needed.

Removal of Foreign Language requirement
The program does not credit language courses in the degree plan. Because the language is not required in the degree, students experience this co-curricular requirement as an obstacle to graduation. In many cases it requires funding that financial aid (loans) cannot support. Approximately 2/3 of all graduate students use loans to finance their degrees. Without funding, students are unable to take the co-curricular courses that are indicated in a foreign language.
Program assessment results confirm that student progress toward the degree is thwarted by the requirement. For these reasons, the program proposes abolishing the requirement.

Removal of Program Tracks
Our five year evaluation noted a continuing problem with our tracks. Students register most frequently for the internship track and thesis tracks. The third option, the comprehensive exam, attracts a very small number of students, making it not economically viable for the program. In addition, the exam replicates the work of the capstone seminar, which provides a systematic and comprehensive opportunity for the synthesis of knowledge and skills students have learned in the program's core courses.

In place of the tracks, the program proposes to offer the Internship (3-9 credits) and Thesis (I & II, 6 credits) as electives. Students will no longer need to wait until their last semester to earn academic credit for an internship; and they can also start their theses earlier.

The capstone course (ICJ 770) will become the culminating experience in our program. Students will combine their skills and knowledge gained during their graduate studies (e.g., methods, statistics, comparative criminal justice, theory, policy, international law, cross-cultural research, etc.) in order to deliver a final project in the capstone course. The capstone course, ICJ 770, will synthesize the knowledge and perfect the skills gained throughout Masters coursework and allow students to compare and contrast the multidisciplinary perspectives gained throughout their studies. The course will consist of a series of in depth case studies of research, legal cases, or crime events, viewed from various disciplinary perspectives. When possible, the capstone course will be project-based as it has been in the recent past, with students completing research projects for the State Department, UNODC and HEUNI.

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<th>FROM</th>
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<tbody>
<tr>
<td>List of Course (Prefix, Number, and Name)</td>
<td>Crs.</td>
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<tr>
<td>Requirements for the Degree Program: <strong>strike through</strong> what is to be changed.</td>
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<tr>
<td>We welcome applicants who have earned a bachelor’s degree from an accredited post-secondary institution or international equivalent, with a GPA of 3.0 or higher. The Graduate Record Examination (GRE) is required for all applicants but may be waived in special circumstances such as:</td>
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<td>-- the applicant is a graduate of the major in International Criminal Justice at John Jay College of Criminal Justice and has a GPA of 3.5 or more;</td>
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<td>-- the applicant has seven or more years of related professional experience in the international criminal justice field (e.g., works for UN, INTERPOL, World Bank, etc.) and has demonstrated significant professional accomplishments;</td>
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<td>-- the applicant is a foreign student. Foreign students are defined as students who are enrolled in institutions of higher education who are not citizens of United States of America, immigrants, or refugees. These may</td>
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Rev. Spring 2014
Office of Graduate Studies
include holders of F (student) visas, H (temporary worker/trainee) visas, J (temporary educational exchange—visitor) visas, and M (vocational training) visas. Foreign students do not have long-term or permanent residence.

GRE scores are only one component of the application profile. In addition, applicants should have taken an undergraduate statistics course. Students may be conditionally admitted without undergraduate statistics but must complete this course within the first year of the program.

We also ask applicants to submit:
· official transcripts of undergraduate and other graduate coursework
· three letters of recommendation
· a personal statement of approximately 300 words giving reasons for wanting to pursue graduate study*
· a writing sample of 5-10 pages (of a research or analytical paper)

*In addition, the Admissions Committee may request interviews with applicants.

Requirements for the Degree Program:

**strikethrough** what is to be changed.

The current description of Foreign Language Proficiency:

To graduate from the International Crime and Justice program, students must demonstrate proficiency in a foreign language of their choosing. Foreign language proficiency sets ICJ students apart from other criminal justice graduates and gives them an advantage in the workplace.

Typically, students fulfill the foreign language requirement by passing a test administered by Language Testing International (LTI), the testing arm of the American Council on the Teaching of Foreign Languages (ACTFL). The on-campus test can be taken any time during the course of graduate studies, and consists of both an oral and a written examination. The cost of the test is not included in tuition.

Some exemptions and options for alternative testing may be available at the discretion of Dr. Rosemary Barberet, the foreign language coordinator of the program. For further details about the foreign language requirement, please contact Professor Rosemary Barberet at 212-237-8676 or rbarberet@jjay.cuny.edu.

Proposal:

Foreign language proficiency is encouraged but not required. Students who wish to credentialize their foreign language skills may test through the program's arrangement with Language Testing International.

**underline** the changes.

Foreign Language Requirement:
The foreign language requirement is fulfilled by a test administered by LTI, the testing arm of the American Council on the Teaching of Foreign Languages (ACTFL). This test may be taken at any time during your graduate studies, subject to the availability of the program director who is the official proctor for the test.
The test takes about 2 ½ hours and results (your proficiency ratings) are available in approximately two weeks. It is administered in the program director’s office and consists of an oral and written component. Students must pay LTI for the test; the cost is not included in tuition. Please consult the program director for details.

Alternative tests may be considered in lieu of the LTI testing, and those students who have completed up to secondary schooling or higher in another language may be exempt from the requirement at the discretion of the program director.

Requirements for the Degree Program:
**strike through what is to be changed.**

The program requires 36 credits of coursework. Students take an eight-course core curriculum for a total of 24 credits and fulfill remaining credits in courses chosen from a list of approved electives. The program culminates with one of three options: a thesis, an internship, or a comprehensive examination. Students must also demonstrate competency in a foreign language of their choice.

There are three tracks in the ICJ program. Students choose one to graduate:

The Thesis Track includes 24 credits in the program’s core courses, 6 credits from elective courses and an additional 6 credits for the thesis. This option is available only to students who received a grade of A- or better in both Research Methods in International Crime and Justice (ICJ 715) and CRJ 716, and maintain a 3.5 GPA. Pursuit of the thesis track also requires permission of the program director.

Students who choose the Comprehensive Examination Track must complete the 24 credits in the program’s core courses and must pass the comprehensive examination. The Comprehensive Review Course is recommended but not required. If the Comprehensive Review Course is taken for credit, 9 additional credits of electives are needed. If not taken, 12 credits of electives are needed.

The Internship Track includes 24 credits in the program’s core courses, 6 credits from elective courses and an additional 6 credits for the internship option (ICJ780). ICJ780 is an online course which is accompanied by a mandatory 280 hours in an internship site. This option is available only to students who maintain a 3.5 GPA and the permission of the program director. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. It is recommended that all students pursue one or more internships during their graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits).

Students may use their 12 elective credits to complete the Advanced Certificate in Transnational Organized Crime Studies or Terrorism Studies or can simply take a combination of different electives chosen from a list of approved electives.

Requirements for the Degree Program:
**underline the changes.**

The program requires 36 credits of coursework. Students take an eight-course core curriculum for a total of 24 credits and fulfill remaining 12 credits in courses chosen from a list of approved electives.

Students who have completed 15 credits and have a GPA of 3.5 or above are eligible to take the following approved electives: Internship (6 credits) & Thesis I & Thesis II (6 credits). The Thesis elective is taken over a period of two semester sequence ICJ791 and ICJ792. The Internship course (ICJ780) is an online course which is accompanied by a mandatory 280 hours in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. It is recommended that all students pursue one or more internships during their graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits).

Students may use their 12 elective credits to complete the Advanced Certificate in Transnational Organized Crime Studies or Terrorism Studies or can simply take a combination of different electives chosen from a list of approved electives.
with the Center for Career and Professional Development Center and the program director. Students interested in the internship track should start their search for an internship site at least a semester in advance. All students should make an appointment with the Graduate Career Advisor, Linda Mitchell, during their first semester of study: ldmitchell@jjay.cuny.edu. It is recommended that all students pursue one or more internships during their graduate studies, even if they are not pursuing the internship track for credit. Research has consistently shown that internships are the route to successful professional employment. However, international students may be restricted to internships in the summer period. For more details about procedures and requirement concerning the internship placement of international students, please click here.

Sub-total
Electives
Total credits required: 36

Sub-total
Electives
Total credits required: 36

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?
Memorandum

Date: March 23, 2017

To: Rulisa Galloway- Perry
Secretary to the College Council

From: Lynette Cook-Francis
Vice President for Student Affairs

Re: Commencement Awards

The Committee on Honors, Prizes and Awards met on Thursday, March 23, 2017 to vote on the Commencement Awards which will be presented on May 15, 2017. With quorum present, the committee recommends the following award recipients:

- Leonard E. Reisman Medal: Kadeem Robinson
- Scholarship & Service Award: Sanjida Afrin Meem
- Howard Mann Humanitarian Award: Jessica Jean
- Distinguished Service Awards:
  - Oluwatobi Adeleke
  - Seonae Byeon
  - Tami Eisenreich
  - Faika Kabir
  - Izabela Qafa
- Undergraduate Veteran Award: Rondell Holland
- Graduate Veteran Award: Alyza Anderson
- Graduate Student Service Award: Muhammad Rehman
- Graduate Achievement Award:
  - Alyza Anderson
  - Ren Murrell
  - Sawsan Osman
- Graduate Peer Mentoring Award:
  - Bikens Pierre
  - Sara Conqvist