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2020-2021
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College Council Membership

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

Administration
1. President (Chairperson) Karol Mason
2. Provost and Vice President for Academic Affairs Yi Li
3. Interim Vice President for Finance and Administration Mark Flower
4. Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
5. Dean of Graduate Studies Elsa-Sofia Morote
6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
   - Associate Provost and Dean of Research Anthony Carpi
   - Interim Associate Provost for Institutional Effectiveness Allison Pease

Faculty
   a. Full-time faculty elected from each academic department:
      7. Africana Studies Jessica Gordon-Nembhard
      8. Anthropology Marta-Laura Suska
      9. Art & Music Benjamin Lapidus
     10. Communications & Theatre Arts Elton Beckett
     11. Counseling Mickey Melendez
     12. Criminal Justice Violet Yu
     13. Economics Christian Parenti
     14. English Alexander Long
     15. History Edward Paulino
     16. Interdisciplinary Studies Amy Green
     17. Latin American & Latinx Studies John Gutierrez
     18. Law, Police Science & Criminal Justice Christopher Herrmann
     19. Library Marta Bladek
     20. Mathematics & CS Mohamed Ben Zid
     21. Modern Language & Literature Silvia Dapia
     22. Philosophy Michael Brownstein
     23. Political Science Maxwell Mak
     24. Psychology Veronica Johnson
     25. Public Management Adam Wandt
     26. Sciences Joyce Lau
     27. Security, Fire & Emergency Management Lucia Velotti
     28. SEEK Erica King-Toler
     29. Sociology Jay Pastrana
     
     c. Faculty allotted according to any method duly adopted by the Faculty Senate:
     30. English Karen Kaplowitz
     31. History Hyunhee Park
     32. Law, Police Science, and Criminal Justice Administration Maria (Maki) Haberfeld
     33. Public Management Warren (Ned) Benton
Eight faculty alternates who may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent faculty representative:

<table>
<thead>
<tr>
<th>1. Andrea Balis</th>
<th>2. Joel Freiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Chelsea Binns</td>
<td>4. Heath Grant</td>
</tr>
<tr>
<td>5. Marta Concheiro-Guisan</td>
<td>6. Anru Lee</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by the Higher Education Officers Council:

37. Brian Cortijo (ex officio)
38. Catherine Alves
39. Rulisa Galloway-Perry
40. Janet Winter

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

<table>
<thead>
<tr>
<th>1. Neil Caesar</th>
<th>2. Alisa Thomas</th>
</tr>
</thead>
</table>

Students

41. President of the Student Council Amher Rivero
42. Vice President of the Student Council Andrew Berezhsansky
43. Treasurer of the Student Council Saaif Alam
44. Secretary of the Student Council Aileen Luna
45. Elected At-Large Representative Yousof Abdelreheem
46. Elected graduate student representative Sharon Solomon
47. Elected senior class representative Maia Farina
48. Elected junior class representative Katelynn Seodarsan
49. Elected sophomore class representative Jose Perez
50. Freshman representative designated according to a method duly adopted by the Student Council. Vacant

Four (4) alternate student representatives, who vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative:

<table>
<thead>
<tr>
<th>1. Gregory Kirsopp</th>
<th>2. Jessica Rosario</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Fatumata Tunkara</td>
<td>4. Vacant</td>
</tr>
</tbody>
</table>

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
  1. Andrea Balis
  2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council Vacant
- President of the Student Council Amber Rivero
- Vice-President of the Student Council Andrew Berezhansky

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

**Executive Committee of the College Council**

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
  1. Warren (Ned) Benton
  2. Karen Kaplowitz
3. Francis Sheehan
4. Schevaletta (Chevy) Alford
5. Lissette Delgado-Cruzata
6. Joel Freiser
7. Andrea Balis

- Two (2) higher education officers
  1. Brian Cortijo
  2. Janet Winter

- Three (3) students
  1. Amber Rivero
  2. Andrew Berezhansky
  3. Vacant

**Undergraduate Curriculum and Academic Standards Committee**

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)  
  Dara Byrne
- Interim Vice President for Enrollment Management and Student Affairs  
  Ellen Hartigan
- Assistant Dean of Undergraduate Studies  
  Katherine Killoran
- Registrar  
  Daniel Matos
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years
  1. Africana Studies  
     Crystal Endsley
  2. Anthropology  
     Kimberley McKinson
  3. Art and Music  
     Erin Thompson
  4. Communication & Theater Arts  
     Lorraine Moller
  5. Counseling and Human Services  
     Valerie West
  6. Criminal Justice  
     Zhun Xu
  7. Economics  
     Bettina Carbonell
  8. History  
     Ray Patton
  9. English  
     Nina Rose Fischer
  10. Interdisciplinary Studies Program (ISP)  
     Maria Kiriakova
  11. Library  
     Suzanne Oboler
  12. Latin American & Latinx Studies  
     Beverly Frazier
  13. Law, Police Science & CJA  
     Michael Puls
  14. Mathematics & Computer Science  
    
15. Modern languages & Literature  
16. Philosophy  
17. Political Science  
18. Psychology  
19. Public Management  
20. Sciences  
22. SEEK  
23. Sociology  

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

**Committee on Student Interests**

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

- Assistant Vice President and Dean of Students (Chairperson)  
  Michael Sachs  
- Director of Athletics  
  Carol Kashow  
- Senior Director for Student Affairs  
  Danielle Officer  
- Two (2) members of the faculty  
  1. Ellen Belcher  
  2. Nicole Elias  
- Six (6) students  
  1. Vacant  
  2. Vacant  
  3. Vacant  
  4. Vacant  
  5. Vacant  
  6. Vacant  

**Faculty-Student Disciplinary Committee**

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Robert McCrie
  2. David Shapiro
  3. Peggilee Wupperman
- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Claudia Calirman
  2. Jamie Longazel
  3. Aida Martinez-Gomez
  4. Maureen Richards
  5. Martin Wallenstein
  6. Vacant
- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. Sharon Solomon
  2. Pedro Hernandez
  3. Rhojay Brown
  4. Luis Sanchez
  5. Vacant
  6. Vacant

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

**Committee on Faculty Personnel**

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

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

- President (Chairperson)  
  Karol Mason
- Provost and Vice President for Academic Affairs  
  Yi Li
- Interim Dean of Graduate Studies  
  Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies  
  Dara Byrne
- Associate Provost and Dean of Research  
  Anthony Carpi
- Chairperson of each academic department
  1. Africana Studies  
     Jessica Gordon-Nembhard
  2. Anthropology  
     Alisse Waterston
  3. Art and Music  
     Benjamin Bierman
  4. Communication and Theater Arts  
     Seth Baumrin
  5. Counseling and Human Services  
     Katherine Stavrianopoulos
  6. Criminal Justice  
     Brian Lawton
  7. Economics  
     Jay Hamilton
  8. English  
     Jay Gates
  9. History  
     David Munns
  10. Interdisciplinary Studies Department  
     Katie Gentile
  11. Latin American and Latinx Studies  
     Jose L. Morin
  12. Law, Police Science, and Criminal Justice Administration  
     Peter Moskos
  13. Library  
     Larry Sullivan
  14. Mathematics and Computer Science  
     Douglas Salane
  15. Modern Languages and Literatures  
     Vicente Lecuna
  16. Philosophy  
     Jonathan Jacobs
  17. Political Science  
     Andrew Sidman
  18. Psychology  
     Angela Crossman
  19. Public Management  
     Warren Eller
  20. Sciences  
     Shu Yuan Cheng
     Charles Nemeth
  22. SEEK  
     Monika Son
  23. Sociology  
     Robert Garot

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Mangai Natarajan, Professor, Criminal Justice
  2. Elise Champeil, Professor, Sciences
  3. Michael Pfeifer, Professor, History

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may
vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.

1. Warren (Ned) Benton, Professor, Public Management
2. Brian Arbour, Associate Professor, Political Science
3. Aftab Ahmad, Professor, Mathematics and Computer Science

- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. Jeffrey Culbertson
  2. Vacant

**Budget and Planning Committee**

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

- President (Chairperson)  Karol Mason
- Provost and Vice President for Academic Affairs  Yi Li
- Interim Vice President for Finance and Administration  Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs  Ellen Hartigan
- Interim Associate Provost for Institutional Effectiveness  Allison Pease
- Executive Director for Human Resources  Ella Kiselyuk
- Dean of Graduate Studies  Elsa-Sofia Morote
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies  Dara Byrne
- Associate Provost and Dean of Research  Anthony Carpi
- Assistant Vice President for Finance  Robin Merle
- Vice President for Institutional Advancement  Warren (Ned) Benton
- President of the Faculty Senate  Karen Kaplowitz
- Vice President of the Faculty Senate  Maki Haberfeld
- Co-Chair of the Faculty Senate Fiscal Affairs Committee  Erica King-Toler
- Chairperson of each academic department
  1. Africana Studies  Jessica Gordon-Nembhard
  2. Anthropology  Alisse Waterston
  3. Art and Music  Benjamin Bierman
  4. Communication and Theater Arts  Seth Baumrin
  5. Counseling and Human Services  Katherine Stavrianopoulos
| 6.  | Criminal Justice | Brian Lawton |
| 7.  | Economics       | Jay Hamilton |
| 8.  | English         | Jay Gates    |
| 9.  | History         | David Munns |
| 10. | Interdisciplinary Studies Department | Katie Gentile |
| 11. | Latin American and Latinx Studies | Jose L. Morin |
| 12. | Law, Police Science, and Criminal Justice Administration | Peter Moskos |
| 13. | Library         | Larry Sullivan |
| 14. | Mathematics and Computer Science | Douglas Salane |
| 15. | Modern Languages and Literatures | Vicente Lecuna |
| 16. | Philosophy      | Jonathan Jacobs |
| 17. | Political Science | Andrew Sidman |
| 18. | Psychology      | Angela Crossman |
| 19. | Public Management | Warren Eller |
| 20. | Sciences        | Shu Yuan Cheng |
| 22. | SEEK            | Monika Son   |
| 23. | Sociology       | Robert Garot |

- President of the Higher Education Officers Council: Brian Cortijo
- Two (2) higher education officer representatives:
  1. Jarrett Foster
  2. Michael Scaduto
- President of the Student Council or designee: Amber Rivero
- Treasurer of the Student Council or designee: Saaif Alam
- Additional student representative: Tayvhon Pierce
- Additional student representative: Gregory Kirsopp
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees:
  1. Anthony Chambers
  2. VACANT

**Financial Planning Subcommittee**

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

- Vice President of Finance and Administration (Chairperson) | Steven Titan
- Provost and Vice President for Academic Affairs | Yi Li
- President of the Faculty Senate | Warren (Ned) Benton
- Vice President of the Faculty Senate | Karen Kaplowitz
- One (1) representative chosen by the Faculty Senate | Erica King-Toler
- Chair of the Council of Chairs | VACANT
- Vice Chair of the Council of Chairs | VACANT
- One (1) representative chosen by the Council of Chairs | VACANT
- Chair of the Higher Education Officers Council | Brian Cortijo
• Student representative Saaif Alam
• Student representative Vacant

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

Strategic Planning Subcommittee

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

• Provost and Vice President for Academic Affairs (Chairperson) Yi Li
• Interim Associate Provost for Institutional Effectiveness Allison Pease
• Vice President of Finance and Administration Steven Titan
• President of the Faculty Senate Warren (Ned) Benton
• Vice President of the Faculty Senate Karen Kaplowitz
• Two (2) representatives chosen by the Faculty Senate
  1. Catherine Mulder
  2. Heath Grant
• Chair of the Council of Chairs Vacant
• Two (2) representatives chosen by the Council of Chairs
  1. Vacant
  2. Vacant
• President of the Higher Education Officers Council Brian Cortijo
• Two (2) student representatives
  1. Amber Rivero
  2. Jessica Rosario

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcomes Assessment, Dyanna Pooley shall staff the subcommittee.

Committee on Graduate Studies

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

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

- Four (4) full-time members of the faculty
  1. Keith Markus
  2. Brett Stoudt
  3. Daniel Yaverbaum
  4. VACANT

- Two (2) students
  1. Jose Perez
  2. Jayvon Thomas

The committee shall elect a chairperson from among its faculty members. Members shall serve for a term of two (2) years.
There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices. The Provost Advisory Council shall consist of the following members:

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost Kinya Chandler
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Chairperson of each academic department
  1. Africana Studies Jessica Gordon-Nembhard
  2. Anthropology Alisse Waterston
  3. Art and Music Benjamin Bierman
  4. Communication and Theater Arts Seth Baumrin
  5. Counseling and Human Services Katherine Stavrianopoulos
  6. Criminal Justice Brian Lawton
  7. Economics Jay Hamilton
  8. English Jay Gates
  9. History David Munns
  10. Interdisciplinary Studies Department Katie Gentile
  11. Latin American and Latinx Studies Jose L. Morin
  12. Law, Police Science, and Criminal Justice Administration Peter Moskos
  13. Library Larry Sullivan
  14. Mathematics and Computer Science Douglas Salane
  15. Modern Languages and Literatures Vicente Lecuna
  16. Philosophy Jonathan Jacobs
  17. Political Science Andrew Sidman
  18. Psychology Angela Crossman
  19. Public Management Warren Eller
  20. Sciences Shu Yuan Cheng
  22. SEEK Monika Son
  23. Sociology Robert Garot

**Council of Undergraduate Program Coordinators**

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
1. Anthropology                          Ed Snajdr
2. Applied Mathematics: Data Science & Cryptography  Samuel Graff
3. Cell & Molecular Biology             Jason Rauceo
4. Computer Science and Information Security  Sven Dietrich
5. Criminal Justice (B.A.)              Evan Mandery
6. Criminal Justice (B.S.)              Serguei Cheloukhine
7. Criminal Justice Management         Denise Thompson
8. Criminology (B.A.)                   Andrew Karmen
9. Culture and Deviance Studies        Ed Snajdr
10. Economics                           Sara Bernardo
11. English                             Olivera Jokic
12. Emergency Services Administration  Robert Till
13. Fire Science                        Robert Till
14. Forensic Psychology (B.A.)          Silvia Mazzula
15. Forensic Science (B.S.)             Nicholas Petraco
16. Fraud Examination and Financial Forensics  David Shapiro
17. Gender Studies                      Antonio Jay Pastrana
18. Global History (B.A.)               James DeLorenzi
19. Humanities and Justice              Allison Kavey
20. Human Services and Community Justice Nancy Velazquez-Torres
21. International Criminal Justice      Rosemary Barberet
22. Latin American and Latinx Studies   Brian Montes
23. Law and Society                     Jean Carmalt*
24. Legal Studies                       Jamie Longazel*
25. Library                             Andrew Sidman
26. Philosophy                          Karen Okamoto
27. Police Studies                      Amie Macdonald
28. Political Science                   Joe Pollini
29. Public Administration               Brian Arbour
30. Security Management                 Elizabeth Nisbet
31. Sociology                          Robert McCrie
32. Spanish                             Jayne Mooney
33. Toxicology                          Aida Martinez-Gomez

*Co-coordinators

Committee on Honors, Prizes and Awards

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

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson)  Ellen Hartigan
- Assistant Vice President and Dean of Students                         Michael Sachs
- Senior Director for Student Affairs                                     Danielle Officer
- Three (3) full-time members of the faculty
1. Kate Cauley
2. Anru Lee
3. Hung-Lung Wei

- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
  1. Talia Salamatbad
  2. Fernanda Lujan
  3. Vacant

College-Wide Grade Appeals Committee

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

1. Chevy Alford
2. Matthew Perry
3. Gloria Proni
4. Toy-Fung Tung
5. Vacant

College-Wide Assessment Committee

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

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

Committee on Faculty Elections

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

1. Maria Kiriakova
2. Matłuba Khodjaeva
3. Hyunhee Park
4. Maureen Richards
5. Vacant
The College Council held its seventh meeting of the 2019-2020 academic year on Monday, May 11, 2020. The meeting was called to order at 1:41 p.m. and the following members were present: Saaif Alam*, Schevaletta (Chevy) Alford, George Andreopoulos, Andrea Balis, Elton Beckett, Warren (Ned) Benton, Chelsea Binns, Marta Bladek, Avram Bornstein, Dara Byrne, Anthony Carpi, Marta Concherio-Guisan, Glenn Corbett*, Brian Coritijo, Lissette Delgado-Cruzata, Sven Dietrich, Adam Fane, Jarrett Foster*, Joel Freiser, Rulisa Galloway-Perry, Robert Garot*, Amy Green, John Gutierrez, Maria (Maki) Haberfeld, Ellen Hartigan, Michelle Holder, Karen Kaplowitz, Ariana Kazansky, Erica King-Toler, Musarrat Lamia, Yuk-Ting (Joyce) Lau, Anthony Leonardo, Yi Li, Peter Mameli, Terencia Martin, Karol Mason, Mickey Melendez, Catherine Mulder, Fidel Osorio, Kimberly Paredes, Hyunhee Park, Tara Pauliny, Edward Paulino, Allison Pease, John Pittman, Michael Scaduto, David Shapiro, Francis Sheehan, Sharon Solomon, Charles Stone, Steven Titan, Hung-Lung Wei, Rebecca Weiss, Janet Winter, Violet Yu, and Guoqi Zhang.


I. Adoption of the Agenda

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

II. Approval of the Minutes of the April 6, 2020 College Council

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

III. Approval of the 2019-2020 Graduates (attachment B)

A motion was made to approve the 2018-2019 graduates. The motion was seconded and approved unanimously.

IV. Proposed Revision of the Undergraduate Appeals Grade Process (attachment C)

A motion was made to adopt the proposal. The motion was seconded and approved:

   In Favor: 54   Opposed: 1   Abstention: 0

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1-D21)
A motion was made to adopt the program marked “D1. Proposal for a New Accelerated/Dual Admission Program for BA in Forensic Psychology Leading to the MA in Forensic Mental Health Counseling.” The motion was seconded and approved unanimously.

A motion was made to adopt the program marked “D2. New Minor in Writing and Rhetoric.” The motion was seconded and approved:

| In Favor: 52 | Opposed: 0 | Abstention: 1 |

A motion was made to adopt the item marked “D3. Proposal to Revise the BS in Security Management.” The motion was seconded and approved unanimously.

A motion was made to adopt the item marked “D4. Proposal to Revise the BA Major and Minor in Latin American and Latinx Studies.” The motion was seconded and approved unanimously.

A motion was made to adopt the item marked “D5. Proposal to Revise the Computer Science Minor.” The motion was seconded and approved unanimously.

A motion was made to vote on the new courses marked D6-D9 as a slate. The motion was seconded and approved unanimously.

D6. ASL 1XX (101) Introductory American Sign Language I (FC: World Cult)
D7. ASL 1YY (102) Introductory American Sign Language II (CO: Com)
D8. CSCI 4XX Quantum Computing
D9. DRA 3XX Theatre of the Oppressed

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

A motion was made to adopt the new course marked “D10. ENG 3XX Feminist Rhetorics: Histories, Intersections, Challenges.” The motion was seconded and approved unanimously.

A motion was made to vote on the course revisions marked D11-D21 as a slate. The motion was seconded and approved unanimously.

D11. BIO 101 Paced Modern Biology I-A
D12. BIO 102 Paced Modern Biology I-B
D13. BIO 103 Modern Biology I
D14. BIO 104 Modern Biology II
D15. CHE 101 General Chemistry I-A
D16. CHE 103 General Chemistry I
D17. CHE 104 General Chemistry II
D18. SEC 344 Intro to Executive & Event Protection
D19. SOC 341 International Criminology
D20. SOC 385 Selected Topics in Criminology
D21. SOC 440 Senior Seminar (Criminology)
A motion was made to adopt the slate. The motion was seconded and approved unanimously.

VI. Report from the Committee on Graduate Studies (attachment E)

A motion was made to adopt the item marked “Change to program-specific admissions requirements: MA in Criminal Justice.” The motion was seconded and approved unanimously.

VII. Bylaw Amendment (second reading): Change of Membership on the Budget and Planning Committee, Financial Planning Subcommittee, and Strategic Planning Subcommittee (attachment F)

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

VIII. Resolution to Affirm Viable Student Activity Fee Expenditures (attachment G)

President Lamia presented the resolution as a point of information.

IX. Strategic Plan (attachment H)

A motion was made to adopt the Strategic Plan. The motion was seconded and approved:

In Favor: 55  Opposed: 0  Abstention: 1

X. Report on the 2015-2020 Strategic Plan (attachment I)

The report was presented as a point of information.

XI. New Business

XII. Administrative Announcements – President Karol Mason

XIII. Announcements from the Student Council – President Musarrat Lamia

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

XV. Announcements from the HEO Council – President Brian Cortijo
COLLEGE COUNCIL ORIENTATION
ROLE OF COLLEGE COUNCIL

• Primary governing body of the College
• Establishes policy on all matters except those expressly reserved to others
COLLEGE COUNCIL
MEMBERS

50 TOTAL MEMBERS
30 Faculty Members (8 alternates)
4 Higher Education Officers (2 alternates)
10 Students (4 alternates)
6 Administration
Who may propose agenda items?

Faculty Senate
Any Committee of the College Council
Council of Chairs
Higher Education Officer Council
Student Council
College Council Agenda is prepared by the Executive Committee:

President
Provost and VP for Academic Affairs
2 additional administrators named by the President
7 Faculty members
2 Higher Education Officers
3 Students
A quorum of 26 members is required to convene a meeting and conduct business.

An affirmative vote of 26 members is required to take any action on a matter within its authority.
College Council
Open Meetings Law Requirements

The public has the right to attend any meeting of the College Council.
• prior public notice of the meeting,
• written minutes,
• a record of the final vote on each matter on which a vote is formally taken.
A little parliamentary procedure can do wonders when it comes to maintaining order in a meeting.
CUNY BOARD OF TRUSTEES ROLE

WHAT HAPPENS AFTER COLLEGE COUNCIL APPROVALS?

All academic curricula must be approved by the CUNY Board of Trustees

Role of CUNY Board of Trustees.

• Committee on Academic Policy Program and Research (CAPPR): reviews all academic program proposals, then reports to the BOT
• Other academic curricular matters, such as revisions in existing degree programs, the introduction of new courses, or revisions in existing courses, must be submitted through the Chancellor’s University Report. The Report is a compilation of all routine personnel, fiscal and academic matters of the University and which is Action Item No. 1 on the calendar for each CUNY Board meeting.
ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Guttman Community College
Program: Human Services
Degree: Associate in Arts (AA.)

Receiving College: John Jay College of Criminal Justice
Department: Counseling and Human Services
Program: Human Services
Degree: Bachelor of Science (B.S.)

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

- Grade of C or better in freshman composition, its equivalent, or a higher-level English course.
- Successful completion of a 3 credit college-level math course
- A.A. Degree in Human Services and a minimum GPA of 2.0

Total transfer credits granted toward the baccalaureate degree: 60.
Total additional credits required at the senior college to complete baccalaureate degree: 60.
Total credits required for the John Jay baccalaureate degree: 120

C. SUMMARY OF TRANSFER CREDITS FROM GCC AND CREDITS TO BE COMPLETED AT JOHN JAY

<table>
<thead>
<tr>
<th>B.S. in Human Services</th>
<th>Total Credits for the Baccalaureate</th>
<th>Transfer Credits from GCC</th>
<th>Credits to be completed at John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>36</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>56-68</td>
<td>26</td>
<td>27-36</td>
</tr>
<tr>
<td>Electives</td>
<td>21-27</td>
<td>3-6</td>
<td>21-27</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
D. TRANSFER CREDITS AWARDED

Guttman Community College (GCC) graduates who complete the Associate in Arts (A.A.) degree in Human Services will receive 60 credits toward the Bachelor of Science (B.S.) degree in Human Services at John Jay College of Criminal Justice (John Jay) as indicated below.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Gen Ed</th>
<th>Credits Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 103</td>
<td>English Composition I</td>
<td>RC: EC</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>English Composition II</td>
<td>RC: EC</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Statistics</td>
<td>RC: MQ</td>
<td>3</td>
</tr>
<tr>
<td>MAT 103A+MAT 103B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSOL 212</td>
<td>Introduction to Biology</td>
<td>RC: LP</td>
<td>3</td>
</tr>
<tr>
<td>LASC 102</td>
<td>City Seminar 2</td>
<td>FC: WCG</td>
<td>3</td>
</tr>
<tr>
<td>LASC 101</td>
<td>City Seminar 1</td>
<td>FC: U.S.</td>
<td>3</td>
</tr>
<tr>
<td>LASC 200</td>
<td>Arts in New York City</td>
<td>FC: CE</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 111</td>
<td>Ethnographies of Work I</td>
<td>FC: IS</td>
<td>3</td>
</tr>
<tr>
<td>CHE 110 OR SOCI 231</td>
<td>Introduction to Chemistry OR Introduction to Urban Community Health</td>
<td>FC: SW</td>
<td>3</td>
</tr>
<tr>
<td>SOSC 113</td>
<td>Ethnographies of Work II</td>
<td>FC</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Human Services</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td>HSVC 103</td>
<td>Introduction to Human Services</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GOVT 202</td>
<td>American Gov’t and Politics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HSVC 113</td>
<td>Methods of Intervention for the Human Services</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>HSVC 201</td>
<td>Fieldwork and Integrative Seminars I</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HSS 203</td>
<td>Fieldwork and Integrative Seminars II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HSYS 213</td>
<td>Health and Human Services Policy</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOCI 102</td>
<td>Introduction to Sociology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOCI 231</td>
<td>Introduction to Urban Community Health</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>UBST 201 OR ANTH 227</td>
<td>Urban Anthropology: Poverty &amp; Affluence OR Sexuality &amp; Gender in Urban Life</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Human Services Electives; Choose 1-2</strong></td>
<td></td>
<td><strong>26</strong></td>
</tr>
<tr>
<td>HSVC 204</td>
<td>Special Topics in Fields of Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSVC 223</td>
<td>Introduction to Disability Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSVC 298</td>
<td>Independent Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFT 203</td>
<td>Introduction to Management Information Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LASC 295</td>
<td>Issues in Global Learning</td>
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<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Crime and Justice in Urban Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 214</td>
<td>Social Determinants of Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCI 203</td>
<td>Community Organizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Electives Total</strong></td>
<td></td>
<td><strong>3-6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>60</strong></td>
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</table>
### E. COURSE EQUIVALENCIES

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Equivalent Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 103</td>
<td>English Composition I</td>
<td>ENG 101 Composition I</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>English Composition II</td>
<td>ENG 201 Composition II</td>
</tr>
<tr>
<td>MAT 103</td>
<td>Statistics</td>
<td>MAT 108 Social Science Math</td>
</tr>
<tr>
<td>MAT 103A +MAT 103B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 212</td>
<td>Introduction to Biology</td>
<td>BIO 101 Introduction to Biology</td>
</tr>
<tr>
<td>LASC 102</td>
<td>City Seminar 2</td>
<td>BIO 101 Introduction to Biology</td>
</tr>
<tr>
<td>LASC 101</td>
<td>City Seminar 1</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>LASC 200</td>
<td>Arts in New York City</td>
<td>ART 205 Creative Expression</td>
</tr>
<tr>
<td>SOSC 111</td>
<td>Ethnographies of Work I</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>CHE 110</td>
<td>Introduction to Chemistry</td>
<td>CHE 101 Scientific World</td>
</tr>
<tr>
<td>SOCI 231</td>
<td>Introduction to Urban Community Health</td>
<td>CHS 261 Pseudo Course to be created at JJAY: Category A: Human Systems and Interventions Major Elective</td>
</tr>
<tr>
<td>SOSC 113</td>
<td>Ethnographies of Work II</td>
<td>SOCI 101 Foundations of Human Services Counseling (Required Core)</td>
</tr>
<tr>
<td>HSVC 103</td>
<td>Introduction to Human Services</td>
<td>CHS 150 Foundations of Human Services Counseling (Required Core)</td>
</tr>
<tr>
<td>GOVT 202</td>
<td>American Gov't and Politics</td>
<td>POL 101 American Government and Politics (Flexible Core: US Experience in Its Diversity)</td>
</tr>
<tr>
<td>HSVC 113</td>
<td>Methods of Intervention for the Human Services</td>
<td>CHS Blanket Elective Credit</td>
</tr>
<tr>
<td>HSVC 201</td>
<td>Fieldwork and Integrative Seminars I</td>
<td>CHS Blanket Elective Credit</td>
</tr>
<tr>
<td>HSS 203</td>
<td>Fieldwork and Integrative Seminars II</td>
<td>CHS 381 Field Education in Human Services I (Field Experience I)</td>
</tr>
<tr>
<td>HSVS 213</td>
<td>Health and Human Services Policy</td>
<td>PAD 280 Selected Topics in Public Administration (Category C. Advocacy, Policy and Administration)</td>
</tr>
<tr>
<td>SOCI 102</td>
<td>Introduction to Sociology</td>
<td>SOC 101 Introduction to Sociology (Foundation Course)</td>
</tr>
<tr>
<td>SOCI 231</td>
<td>Introduction to Urban Community Health</td>
<td>CHS 261 Pseudo Course to be created at JJAY: Category A: Human Systems and Interventions Major Elective</td>
</tr>
<tr>
<td>UBST 201</td>
<td>Urban Anthropology: Poverty &amp; Affluence</td>
<td>ANT 208 Urban Anthropology (Category C. Advocacy, Policy and Administration)</td>
</tr>
<tr>
<td>ANTH 227</td>
<td>Sexuality &amp; Gender in Urban Life</td>
<td>GEN 205 Gender and Justice (Category C. Advocacy, Policy and Administration Major Elective)</td>
</tr>
<tr>
<td>HSVC 204</td>
<td>Special Topics in Fields of Practice</td>
<td>CSL 280 Selected Topics in Counseling and Human Services Category A: Human Systems and Interventions Major Elective</td>
</tr>
<tr>
<td>HSVC 223</td>
<td>Introduction to Disability Studies</td>
<td>CHS 262 Pseudo Course: Category B: Justice in Human Services Major Elective</td>
</tr>
<tr>
<td>HSVC 298</td>
<td>Independent Study</td>
<td>ELEC Blanket Elective Credit</td>
</tr>
<tr>
<td>INFT 203</td>
<td>Introduction to Management Information Systems</td>
<td>ELEC Blanket Elective Credit</td>
</tr>
<tr>
<td>LASC 295</td>
<td>Issues in Global Learning</td>
<td>ELEC Blanket Elective Credit</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>PSY 101 Intro to Psychology</td>
</tr>
<tr>
<td>SOCI 201</td>
<td>Crime and Justice in Urban Society</td>
<td>CHS 262 Pseudo Course: Category B: Justice in Human Services Major Elective</td>
</tr>
<tr>
<td>SOCI 214</td>
<td>Social Determinants of Health</td>
<td>CHS 263 Pseudo Course: Category C: Advocacy, Policy and Administration Major Elective</td>
</tr>
<tr>
<td>SOCI 203</td>
<td>Community Organizing</td>
<td>AFR 145 Introduction to Community Justice in Human Systems</td>
</tr>
</tbody>
</table>
## F. REMAINING CREDITS FOR THE BACCALAUREATE DEGREE

### B.S. in Human Services

<table>
<thead>
<tr>
<th>College Option</th>
<th>300 Justice Core</th>
<th>Gen Ed</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Option</td>
<td>Learning from the Past or Communications</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>AFR 145</td>
<td>Introduction to Community Justice in Human Systems (if not satisfied by SOCI 203 at Guttman)</td>
<td>Gen Ed</td>
<td>0-3</td>
</tr>
<tr>
<td>AFR 227</td>
<td>Community Based Approaches to Justice</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>CHS 230</td>
<td>Culture, Direct Services &amp; Community Practice</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>CHS 235</td>
<td>Theories of Assessment and Intervention</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>CHS 310</td>
<td>Advanced Interpersonal Counseling Skills</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>AFR 325</td>
<td>Research Methods in Human Services and Community Justice</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>CHS 320</td>
<td>Program Planning and Development</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>Choose 1:</td>
<td>Field Experience II</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>AFR 378</td>
<td>Field Education in Community Organizing and Community Practice II</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>CHS 382</td>
<td>Field Education in Human Services II</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>Electives, Choose 1-2 Courses</td>
<td>Category A: Human Services and Interventions</td>
<td>Gen Ed</td>
<td>0-6</td>
</tr>
<tr>
<td>CHS 415</td>
<td>Senior Seminar in Human Services and Community Justice</td>
<td>Gen Ed</td>
<td>3</td>
</tr>
<tr>
<td>Electives (consult with an advisor)</td>
<td></td>
<td>Gen Ed</td>
<td>21-27</td>
</tr>
</tbody>
</table>

| Total Transfer Credits Applied to Program | 60 |
| Total Credits Required after Transfer | 60 |
| Total Credits Required for Degree | 120 |
### Category A: Human Services and Interventions (select one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 204</td>
<td>Religion, Terrorism and Violence in the Africana World</td>
</tr>
<tr>
<td>AFR 215</td>
<td>Police and Urban Communities</td>
</tr>
<tr>
<td>AFR 248</td>
<td>Men: Masculinities in the United States</td>
</tr>
<tr>
<td>AFR 347/PSY 247</td>
<td>Psychology of Oppression</td>
</tr>
<tr>
<td>ANT 332</td>
<td>Class, Race, Ethnicity and Gender in the Anthropological Perspective</td>
</tr>
<tr>
<td>CSL 130</td>
<td>Effective Parenting</td>
</tr>
<tr>
<td>CSL 227</td>
<td>Families: Stress, Resiliency and Support Systems</td>
</tr>
<tr>
<td>CSL 233</td>
<td>Multicultural Issues in Human Services</td>
</tr>
<tr>
<td>CSL 280</td>
<td>Intimate Relationships: Love, Sex and Attachment</td>
</tr>
<tr>
<td>CSL 342/PSY 342</td>
<td>Introduction to Counseling Psychology</td>
</tr>
<tr>
<td>LLS 241</td>
<td>Latina/o in &amp; the City</td>
</tr>
<tr>
<td>PSY 231</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>SOC 202/PSY 202</td>
<td>The Family: Change, Challenges and Crisis Intervention</td>
</tr>
<tr>
<td>SOC 213/PSY 213</td>
<td>Race and Ethnic Relations</td>
</tr>
<tr>
<td>SOC 227</td>
<td>Sociology of Mental Illness</td>
</tr>
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</table>

### Category B: Justice in Human Services (select one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AFR 229</td>
<td>Restorative Justice: Making Peace and Resolving Conflict</td>
</tr>
<tr>
<td>AFR 317</td>
<td>Environmental Racism</td>
</tr>
<tr>
<td>AFR 319</td>
<td>Self, Identity and Justice: Global Perspectives</td>
</tr>
<tr>
<td>AFR 320</td>
<td>Perspectives on Justice in the Africana World</td>
</tr>
<tr>
<td>ANT 330</td>
<td>American Cultural Pluralism and the Law</td>
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<tr>
<td>CSL 363</td>
<td>Vocational Development and Social Justice</td>
</tr>
<tr>
<td>LLS 322</td>
<td>Latina/o Struggles for Civil Rights and Social Justice</td>
</tr>
<tr>
<td>LLS 325</td>
<td>Latina/o Strategies of Criminal Justice</td>
</tr>
<tr>
<td>SOC 216</td>
<td>Probation and Parole: Theoretical and Practical Approaches</td>
</tr>
<tr>
<td>SOC 314</td>
<td>Theories of Social Order</td>
</tr>
</tbody>
</table>

### Category C: Advocacy, Policy and Administration (select one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 232/LLS 232</td>
<td>Comparative Perspectives on Crime in the Caribbean</td>
</tr>
<tr>
<td>AFR 315</td>
<td>Community-based Justice in Africana World</td>
</tr>
<tr>
<td>AFR 322</td>
<td>Inequality and Wealth</td>
</tr>
<tr>
<td>ANT 208</td>
<td>Urban Anthropology</td>
</tr>
<tr>
<td>ANT 324</td>
<td>Anthropology of Work</td>
</tr>
<tr>
<td>CSL 220</td>
<td>Leadership Skills</td>
</tr>
<tr>
<td>CSL 260</td>
<td>Gender &amp; Work Life (was Counseling in Gender &amp; Work Life)</td>
</tr>
<tr>
<td>GEN 205</td>
<td>Gender and Justice</td>
</tr>
<tr>
<td>PAD 280</td>
<td>Selected Topics in Public Administration</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Urban Sociology: The Study of City Life</td>
</tr>
<tr>
<td>SOC 209</td>
<td>Sociology of Work and Jobs</td>
</tr>
<tr>
<td>SOC 302</td>
<td>Social Problems</td>
</tr>
</tbody>
</table>
G. ARTICULATION AGREEMENT FOLLOW-UP PROCEDURE

1. Procedures for reviewing, updating, modifying or terminating agreement:

When either of the degree programs involved in this agreement undergoes a change, the agreement will be reviewed and revised accordingly by representatives from each institution's respective departments, selected by their chairpersons/program directors.

2. Procedures for evaluation agreement, i.e., tracking the number of students who transfer under the articulation agreement and their success:

Each semester John Jay will provide GCC with the following information: a) the number of GCC students who applied to the program; b) the number of GCC students who were accepted into the program; c) the number of GCC students who enrolled; and d) the aggregate GPA of these enrolled students.

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:

This articulation agreement will be publicized on the GCC website, and on John Jay's website. Transfer advisors at GCC will promote this agreement with eligible students.

Effective Date: Spring 2021

Guttman Community College

Dr. Howard Wach  
Vice President and Provost of Academic Affairs

Dr. Nicole Kras  
Professor & Program Coordinator  
Human Services

John Jay College of Criminal Justice

Dr. Yi Li  
Provost and Vice President for Academic Affairs

Dr. Katherine Stavrianopoulos  
Department Chairperson  
Counseling and Human Services
THE CITY UNIVERSITY OF NEW YORK

ARTICULATION AGREEMENT

A. SENDING AND RECEIVING INSTITUTIONS

Sending College: Bronx Community College of the City University of New York
Department: Mathematics and Computer Science
Program: Computer Science
Degree: Associate in Science

Receiving College: John Jay College of Criminal Justice of the City University of New York
Department: Mathematics and Computer Science
Program: Computer Science and Information Security
Degree: Bachelor of Science

B. ADMISSION REQUIREMENTS FOR SENIOR COLLEGE PROGRAM

(e.g., minimum GPA, audition/portfolio):

Application Deadlines:
Spring Admissions-September 15, Fall Admissions-February 1
CUNY Transfer Application is available online at www.cuny.edu
CUNY Application Processing Center: 212.997.CUNY

Progression at John Jay
To earn a Bachelor’s Degree at John Jay College, BCC Associate Degree graduates must complete at least 120 credits to fulfill the degree requirements, including at least 50% of their major coursework. All degree candidates must have completed all prescribed courses, fulfilled the requirements of their majors, achieved at least a C average (2.0 GPA), and cleared all accounts with the College. Candidates for degrees are reminded that grades of INC assigned during the last semester of attendance in courses required for graduation will result in the postponement of graduation.

Associate in Science Degree from Bronx Community College:

Bronx Community College graduates with the Associate Degree in Science will receive 60 credits toward the Bachelor of Science in Computer Science and Information Security at John Jay College. In addition, they will be deemed to have met all lower level general education requirements.

Total transfer credits granted toward the baccalaureate degree: 60

Total additional credits required at the senior college to complete baccalaureate degree: 60

Determination of the Liberal Arts credits required for the baccalaureate degree in accordance with New York State Education Department requirements will be made by John Jay College.
C. COURSE TO COURSE EQUIVALENCIES AND TRANSFER CREDIT AWARDED

<table>
<thead>
<tr>
<th>CUNY Pathways General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Common Core</td>
</tr>
<tr>
<td>A. English Composition (2 courses)</td>
</tr>
<tr>
<td>B. Mathematical and Quantitative Reasoning (1 course)</td>
</tr>
<tr>
<td>MTH 31 Analytic Geometry &amp; Calculus I</td>
</tr>
<tr>
<td>C. Life and Physical Sciences (1 course)</td>
</tr>
<tr>
<td>BIO 11 General Biology I OR CHM 11 General Chemistry I OR PHY 11 College Physics I OR PHY 31 Physics I</td>
</tr>
</tbody>
</table>

| Flexible Common Core                         |
| A. World Cultures and Global Issues (1 course) |
| B. U.S. Experience in Its Diversity (1 course) |
| C. Creative Expression (1 course)             | 33 |
| D. Individual and Society (1 course)          |
| E. Scientific World (1 course)               |
| CSI 30 Discrete Mathematics I AND             |
| BIO 12 General Biology II OR CHM 12 General Chemistry II OR PHY 12 College Physics II OR PHY 32 Physics II |

| Bronx Community College                      |
| Major Requirements                           |
| Course & Title                               |
| MTH 32 Analytic Geometry & Calculus II       |
| MTH 33 Analytic Geometry & Calculus III      |
| CSI 31 Introduction to Programming I         |
| CSI 32 Introduction to Programming II        |
| CSI 33 Data Structures                       |
| CSI 35 Discrete Mathematics II               |
| Free Electives                               |
| *MTH 30 OR Free Elective                     |
| *Students requiring MTH 30 must use free elective credits for this purpose. |
| Credit                                      |
| 5                                           |
| 5                                           |
| 3                                           |
| 3                                           |
| 3                                           |
| 3                                           |
| 3                                           |
| 3                                           |
| 1-5                                         |

| John Jay College Equivalent                   |
| Course & Title                               |
| MAT 242 Calculus II                          |
| MAT 243 Calculus III                         |
| MAT 244 Calculus IV                          |
| CSCI 271 Introduction to Computing and       |
| Programming                                  |
| CSCI 272 Object Oriented Computing           |
| CSCI 373 Advanced Data Structures            |
| Category B. Mathematics Electives (Major)    |
| MTH 141 Pre-Calculus OR other equivalent     |
| course / elective credit                     |
| Credit                                      |
| 3                                           |
| 3                                           |
| 2                                           |
| 3                                           |
| 3                                           |
| 3                                           |
| 1-5                                         |

| Transfer Credit Granted                      |
| 3 + 2 Elective                               |

Subtotal 27

TOTAL: 60
### Bachelor of Science in Computer Science and Information Security

#### About the Program
The major in Computer Science and Information Security offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of digital forensics and cybersecurity. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses in the Computer Science and Information Security major prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to digital forensics and cybersecurity. Read more at [http://www.jjay.cuny.edu/computer-science-and-information-security-bs](http://www.jjay.cuny.edu/computer-science-and-information-security-bs)

#### Pathways Requirements

<table>
<thead>
<tr>
<th>College Option (6 credits)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>300 level Justice Core</td>
<td>6</td>
</tr>
<tr>
<td>Communications or Learning from the Past</td>
<td></td>
</tr>
</tbody>
</table>

#### Major Requirements

**Part One. Core Computer Science Courses**
- CSCI 274 Computer Architecture
- CSCI 360 Cryptography and Cryptanalysis
- CSCI 374 Programming Languages
- CSCI 375 Operating Systems
- CSCI 377 Computer Algorithms
- CSCI 379 Computer Networking
- CSCI 411 Computer Security & Forensics
- CSCI 412 Network Security & Forensics

<table>
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<tr>
<th>Credits</th>
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<tr>
<td>24</td>
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**Part Two. Required Mathematics Courses**
- MAT 301 Probability & Mathematical Statistics I

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>3</td>
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</table>

**Part Three. Electives**
- Category A. Computer Science Electives *(Select One)*
- CSCI 275 Linux Systems Administration and Security
- CSCI 362 Databases and Data Mining
- CSCI 376 Artificial Intelligence
- CSCI 380 Selected Topics in Computer Science
- CSCI 404 Internship in Management Information Systems

<table>
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<tr>
<th>Credits</th>
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<tr>
<td>3</td>
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**Part Four. Ethics**
- PHI 216 Ethics and Information Technology

<table>
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<tr>
<th>Credits</th>
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<tr>
<td>3</td>
</tr>
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**Part Five. Capstone Courses**
- CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I
- CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>6</td>
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</table>

#### Free Electives
Selected in consultation with academic advisement.

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>15</td>
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</table>

**TOTAL:** 60
E. Course Equivalencies

<table>
<thead>
<tr>
<th>BCC Course</th>
<th>JJC Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI 30 Discrete Mathematics I</td>
<td>MAT 204 Discrete Mathematics</td>
</tr>
<tr>
<td>MAT 30 Pre-Calculus Mathematics</td>
<td>MAT 141 Pre-Calculus</td>
</tr>
<tr>
<td>MTH 31 Analytic Geometry &amp; Calculus I</td>
<td>MAT 241 Calculus I</td>
</tr>
<tr>
<td>MTH 32 Analytical Geometry &amp; Calculus II</td>
<td>MAT 242 Calculus II</td>
</tr>
<tr>
<td>MTH 33 Analytical Geometry &amp; Calculus III</td>
<td>MAT 243 Calculus III AND MAT 244 Calculus IV</td>
</tr>
<tr>
<td>CSI 31 Intro to Computer Programming I</td>
<td>CSCI 271 Intro to Computing &amp; Programming</td>
</tr>
<tr>
<td>CSI 32 Intro to Computer Programming II</td>
<td>CSCI 272 Object Oriented Programming</td>
</tr>
<tr>
<td>CSI 33 Data Structures</td>
<td>CSCI 373 Advanced Data Structures</td>
</tr>
<tr>
<td>CSI 35 Discrete Mathematics II</td>
<td>CSCI Blanket: Category B Mathematics Electives Major Requirement</td>
</tr>
</tbody>
</table>

F. Articulation Agreement Follow-Up Procedures

1. Procedures for reviewing, up-dating, modifying or terminating agreement:
   Bronx Community College and John Jay College will review implementation of the agreement every four years to ensure that students are adequately informed of the program and to identify issues requiring attention.

2. Procedures for evaluating agreement, e.g., tracking the number of students who transfer under the articulation agreement and their success:
   After transfer into the John Jay major, the performance of Bronx Community College students will be tracked using the CUNY Institutional Research Data Base.

   Both schools will connect with their respective registrar's offices

3. Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer advisers, Websites, etc.:
   Notice of articulation will be placed in the respective catalogues, recruiting brochures, and websites.

   A coordinator from John Jay College will be available to assist Bronx Community College Students in learning more about opportunities in computer science at John Jay.

   Respective transfer and academic advisers will be informed and provided with copies of this agreement.
Effective Date: Academic Year 2020-21

Dr. Lester Edgardo Sandres Rápalo, Vice President and Provost for Academic Affairs

Signature of Sending College Chief Academic Officer

Dr. Yi Li, John Jay College Provost and Vice President for Academic Affairs

Signature of Receiving College Chief Academic Officer

Dr. Anthony Weaver, Bronx Community College Chairperson of the Department of Mathematics and Computer Science

Signature of Sending College Department Chairperson

Dr. Douglas Salane, John Jay College Chairperson of the Department of Mathematics and Computer Science

Signature of Receiving College Department Chairperson
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: History

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

   Name: David Munns and Andrea Balis
   Email address(es) dmunns@jjay.cuny.edu; abalis@jjay.cuny.edu
   Phone number(s) 646-557-4496

2. a. Title of the course: History of the Cold War, 1945-1991

   b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): History of the Cold War

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

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

   This course is at the 300-level to complete the reformulation of the History Major to include a stream in American history. We require a 300-level course to complete the suite of electives. The course has been designed to be appropriate for the 300-level because of the reading, skills, assignments, etc. Course material req a basic understanding of history, has 200-level prereq.

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

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 Cold War dominated the politics of the united states and continues to shape our world today. There is no course at John Jay which explicitly deals with the Cold AWar, despite the connections to critical current issues such as the rise of Radical Islamism, Russian interference ininternational affairs, the complicated relationships between China and the western world, etc It was during the Cold War when people learned to use and stare intently at all manner
of new technology like games and radar screens that simultaneously controlled and commanded. The domesticating goals of new suburbanites in their shiny new cars, meshed with the dreams of new technology workers in Iran and India and China. These transformations shaped the world, as well as what it means to be American. Understanding these developments is an essential aspect of an “education for justice” because only by seeing the features of today’s world as contingent historical developments can we teach students to question their inevitability and imagine alternatives. This course will help students understand a critical period in American history, but also see how American history a product of interactions with other parts of the world – a fact with enduring implications for John Jay’s mission of educating for justice.

In a practical sense, this course builds on local expertise at John Jay College on the history of the Cold War broadly construed. The reconfigured Global History major has a new American history stream that requires a 300-level course to complete the structure of the major.

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

The Cold War was the titanic struggle between nuclear armed superpowers that shaped the world between 1945 and 1991. This course will deal with the emergence of two superpowers after World War II, the United States and the Soviet Union. Equally as important, the course will examine the rise of post-colonial states in the global south, and an increasing regional identity in the Middle East, Africa, Asia-Pacific, and Latin America. The course introduces students to the vast scholarly study of the period and makes use of the wide variety of primary sources available from advertisements and song lyrics, to diplomatic documents. An understanding of this period is essential since every area of our knowledge politics has been shaped by the Cold War. Any understanding of our contemporary issues of justice and fairness requires an understanding of this critical period in history.

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

ENG 201 + any 200-level or above History (HIS) course

5. Number of:
   a. Class hours __3__
   b. Lab hours _____
   c. Credits __3__

6. Has this course been taught on an experimental basis?
   
   _X__ No _____ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):

45
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. Identify and explain the historical significance of critical events, trends, and themes in the Cold War.
2. Identify and analyze primary source documents.
3. Find, read, compare, contrast and analyze diverse works of scholarly literature about the Cold War.
4. Write an argumentative essay grounded in evidence from primary and secondary sources.

The Curriculum Map of the Global History B.A. is:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.</td>
<td>Identify, locate, contextualize, and evaluate the usefulness of different forms of historical evidence (primary sources).</td>
<td>Effectively read historical scholarship (secondary sources) by accurately identifying the thesis, source base, organizational structure, and conclusions of academic texts.</td>
<td>Identify different theories and methods used in the historical profession.</td>
<td>Construct a historical argument grounded in evidence from primary and secondary sources and be able to provide a coherent defense of this thesis orally and in writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 1xx Doing History</td>
<td>Identify and analyze primary source documents.</td>
</tr>
<tr>
<td>HIS 203-204-205 Global History Survey</td>
<td>Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.</td>
</tr>
<tr>
<td>HIS 2xx 200-level Electives</td>
<td>Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.</td>
</tr>
</tbody>
</table>
HIS 240 Historiography
- Read and compare diverse works of scholarly literature.
- Identify differences among theoretical and methodological processes used in the historical profession.

HIS 300 Research Methods
- Locate a primary source archive and analyze the evidence in order to answer an independent research question.
- Apply appropriate historical theories and methods when analyzing primary source evidence.
- Construct and answer a historical research question using a primary source archive.

HIS 3xx 300-level Electives
- Identify and explain the historical significance of critical events, trends, and themes in ancient, medieval, or modern history.
- Write an argumentative essay grounded in evidence.

HIS 425 Senior Seminar in History
- Explain the historical significance of a critical event, trend, or theme in an independent research project.
- Locate a primary source archive and analyze the evidence in order to answer an independent research question.
- Write an independent research paper that evaluates existing scholarly approaches to a particular topic and analyzes primary source evidence using appropriate historical theories and methods.
- Use primary and secondary sources to answer an independent research question in an oral presentation and written paper.

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)

   Global History Major (Part III. Electives, U.S. History category)
   History minor (Part II. Electives)

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

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

11. How will you assess student learning?

   This course will assess student learning using a four-fold approach in line with the Assessment criteria below for all History Department 300-level courses. Students will be assessed on their ability to read the materials, write responses to the materials to demonstrate understanding, speak coherently about the materials, and write substantial evidence-driven essays to major questions that emerge from the course. It will be assessed via:

1. Weekly Page of Notes based on Readings – Due at beginning of class. Students will pose Questions and Answers on the Reading Assignments: students will be required to state three original questions, and preliminary answers to those questions, composed in thoughtful response to the
reading. When multiple readings are assigned, each of the readings must be addressed in your assignment for credit for the assignment; you can’t just read a portion of the assignment and leave the rest out. Students should write original questions and answers that ponder the significance of historical developments analyzed in the reading. These questions and answers will serve as a measure of your comprehension of the reading. The professor will stress that questions and answers must be in students’ own words, not merely quoted from the assigned reading except for brief quotations (1-2 sentences) that “must be accompanied by quotation marks”

a. The Page of Notes has an additional purpose, namely that it creates a springboard for student’s own comments during the in-class discussion. Replies subsequently can “add value” to what a classmate says, constructively agreeing or disagreeing and explaining why while extending the conversation. Such comment, replies, and debate provide the basis for learning (the ability to create and defend evidence-interpretation and argument) and the class discussion grade.

2. Two formal essays, first drafted and then submitted.

a. The 1st is a standard essay, wherein the student gathers information of the course texts supplemented by minimal external reading and makes an argument to explain a certain historical event or decision. They will be evaluated on how well they frame the subject and describe the historical context in which the event/decision took place. Use of evidence + citation style is graded.

b. The 2nd is a state of the Field/Historiographical essay, appropriate at the 300-Level. The writing will be evaluated based on the success of the essay should make an argument about the nature of writing and interpreting history drawing from evidence presented. The thesis statement should be situated as the last sentence of the first paragraph. The essay will explain which literature in a field of history and provide a list of full citations (in Chicago style: http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.) of at least ten peer-reviewed secondary sources from peer-reviewed scholarly articles from, says, J-STOR but preferably peer-reviewed books). The essays will be evaluated on 1) the structure and execution of the argument 2) description of the kinds of primary and secondary historical sources and evidence, and 3) an assessment of the historian’s argument and evidence in the article persuasive and why or why not.

The standards of the History Dept for 300-level courses are as follows:

Content: Historiographical analysis using primary sources

Reading recommendations: 6 monographs + articles, for a total of approximately 1400 pages for the semester, or on average 100-115 pages per week, with a reading-enforcement protocol. Weekly assignments can be modified if primary sources are used.

Writing recommendations: 25 pages, at least half of which must be formal essay(s). The remainder could take such forms as formal essays, essays on exams, reading responses, annotated bibliographies, in-class writing exercises, museum reports, etc.
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: Jeffrey Kroessler and Kathleen Collins_
   • 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.

   • Library Resources:

     Databases: America: History and Life and Historical Abstracts; World Scholar: Latin America and the Caribbean; New York Times Historical; Foreign Policy Magazine, 1970-present. UNESCO General History of Africa Vol. 8: Africa Since 1935 (This is a free high-quality academic reference work mostly focused on decolonization and the Cold War in Africa).

     ➢ 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 – see attached


15. Faculty - Who will be assigned to teach this course? David Munns; Andrea Balis; Raymond Patton; Michael Pfeifer

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.

Andrew Sidman (Pol.Sci): “We have quite a few classes that touch on the Cold War, but none that devotes a substantial amount of time to it. … I would recommend looking at is a chapter from Jennifer Rutledge’s book, *Feeding the Future*. She has a great chapter on the emergence of school lunch programs in Europe that I couldn’t help think of when I got to the week on the Green Revolution. Besides that, it looks great (I wouldn’t mind sitting in).”

Kathleen Collins (Lib): “I was just looking at the proposal and it looks great.”

Katie Gentile (ISP)
José Morín (LLS)

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: David Munns, Chair, History Department; James DeLorenzi, History Major Coordinator
Course description: The Cold War was the titanic struggle between nuclear armed superpowers that shaped the world between 1945 and 1991. This course will deal with the emergence of two superpowers after World War II, the United States and the Soviet Union. Equally as important, the course will examine the rise of post-colonial states in the global south, and an increasing regional identity in the Middle East, Africa, Asia-Pacific, and Latin America. The course introduces students to the vast scholarly study of the period and makes use of the wide variety of primary sources available from advertisements and song lyrics, to diplomatic documents. An understanding of this period is essential since every area of our knowledge politics has been shaped by the Cold War. Any understanding of our contemporary issues of justice and fairness requires an understanding of this critical period in history.

Required Texts:


Blackboard Readings:


Films:
- North by Northwest
- Kon-Tiki Documentary
- Dr. Strangelove; Or, How I learned to Stop Worrying and Love the Bomb
- Command and Control: The Damascus Incident
- The Day After
Primary Sources:


- Vietnamese Declaration of Independence; - Excerpts from Bandung Conference; Kwame Nkrumah, “I Speak of Freedom”; excerpts from *The Political Thought of Patrice Lumumba*; Fanon, excerpts from *Wretched of the Earth*; Juan Jose Arevalo, excerpts from *The Shark and the Sardines*


Learning Outcomes:

Students will:
1. Identify and explain the historical significance of critical events, trends, and themes in the Cold War.
2. Identify and analyze primary source documents.
3. Find, read, compare, contrast and analyze diverse works of scholarly literature about the Cold War.
4. Write an argumentative essay grounded in evidence from primary and secondary sources.

Course Prerequisite: ENG 201 + Plus any 200-Level or above History course.

Policy on Attendance, Etiquette, and Participation:

• Attendance is mandatory; Punctuality is polite; An open and inclusive attitude of critical academic inquiry and discourse is expected at all times. All arguments will be respected, and respectfully challenged.
• It is inappropriate and inconsiderate to use your cell phone for any reason in class time. Please switch off your cell phone.
• All reading assignments are to be done before class, and participation in class discussion is expected.

*Attendance in class is important. You will be considered excessively absent if you miss more than two weeks’ worth of classes. You will also not be able to complete the course, which requires participation*
in classroom activities.

- The course emphasizes reading, debating, and writing skills that are essential to university graduates. There are no notes available, and few lecture handouts. YOU are expected to take notes, and then share and compile notes with your fellows. Practice in note-taking is like practicing the piano: you only learn by doing. Essays and exams can be considered similarly. You should write, and then re-write your essays; you should practice exam questions within your study group. Say there are four of you compiling notes in your group. For four days each of you takes turns to write out a question and then together you explore the answers. The readings are, in reality, only the beginning. They will be focused on in discussion, and used as a springboard in many lectures. You should be taking notes on the readings, and deepening your knowledge of the historical issues through more reading. The best way to test your knowledge of the lecture and reading material is via discussion in the tutorials. If you don’t come to class, nor do the reading, nor attend and participate fully in the tutorials it is exactly like buying a math’s text and never doing a single practice problem: how well do you expect to do? Moreover, when you have that job that you are doing your major classes to get, and you have to make a presentation to the company, do you think that they are concerned about your facts? No. They will be listening to your arguments, and reading your explanations about why they should spend money on you. In short, the ability to recall information is a necessary, but not sufficient, condition to future success. Whereas reading, writing, and argument – the skills you get in this course - are both necessary and sufficient conditions.

N.B.: The only valid reasons for requesting an extension to a coursework deadline are illness or a serious personal problem. Workload pressures, including examinations in the student’s home department, are not judged to be a valid reason. Apart from in very exceptional circumstances, the maximum extension period will be two weeks. Students submitting late assignments without arranging an extension will be subject to a mark penalty of 5% per day, including weekends. As a friend of mine in PR says, you look irresponsible, disorganized, and unreliable if you cannot meet deadlines. If you miss a deadline, you miss an opportunity.

**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.

Plagiarism is theft, pure and simple. This issue has become most apparent in recent years with access to the Internet. All written work for this course is based upon the texts assigned. Any student found to paraphrased or used materials from the internet in their assignment will receive a zero grade for that assignment. Under no circumstance will any case of plagiarism be given any chance to rewrite. If you do use internet sources, and they are not FULLY cited (author, title, publisher, date, location), and properly referenced (see the John Jay APA Style guide), you will also receive a zero grade for the assignment. The upshot of this, for example, is that if there is no
author for your internet source, even if you use it correctly, it is still invalid. At least in this course, do not go to the internet for your assignments. Any student found having plagiarism in both assignments will be reported to the academic board for expulsion from the university.

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)

**College wide policies for undergraduate courses** (see the Undergraduate Bulletin, Chapter IV Academic Standards)

A. Incomplete Grade Policy

B. Extra Work During the Semester: the only extra work that may be offered, must be offered to the entire class.

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 1233N (212-237-8144). 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)

**English Language Support:** The John Jay community includes many students whose second language is English. To seek benefit from help in writing academic English, students are advised to visit the Center for English Language Support (CELS). The Center, which has a staff of nine instructors with MA's in ESL, offers a variety of services, including one-on-one tutoring, workshops, and online tutorials. CELS, located in room 1201N, is open from 9:30 am to 7:00 pm Monday-Thursday and 9:30 am to 5:00 pm on Friday. For more information, visit their website: http://web.jjay.cuny.edu/~esl/

**The Writing Center:** The Writing Center, located in 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Assessment:**

- **ASSESSMENT FORMULA:**
  - **20% Class Participation**
    - **Any class readings for in-class discussions are available on Blackboard and the library reserve. You are expected to have read the assignment before class, and will be graded on your participation, not simply your attendance.**


**30% WEEKLY PAGE OF NOTES based on Readings** – Due at beginning of class.

NB: Please Email a copy of your essay, length 1400-words ±10%. TNR; 12-pt; double-spaced, single sides; page numbers and your name. Pay attention to footnoting and referencing.

**10% IN-CLASS QUIZZES!**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A, A-</td>
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</tr>
<tr>
<td>B+,B,B-</td>
<td>VERY GOOD</td>
</tr>
<tr>
<td>C+,C</td>
<td>SATISFACTORY</td>
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<td>C-,D+,D,D-</td>
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<tr>
<td>F</td>
<td>FAILURE</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially</td>
</tr>
</tbody>
</table>


**On Historical Essays:**

- **IN AN HISTORICAL ESSAY YOU ARE TRYING TO EXPLAIN WHAT HAPPENED, WHEN, AND WHY THROUGH AN EXAMINATION OF WHAT CHANGED OVER TIME. HISTORICAL ESSAYS SHOULD TAKE SERIOUSLY THE TASK OF UNDERSTANDING THE WAYS PEOPLE AT DIFFERENT TIME AND IN DIFFERENT PLACES THOUGHT ABOUT, EVALUATED, JUDGED, REASONED, AND CRITICIZED THE SOCIAL, POLITICAL, ECONOMIC, AND RELIGIOUS WORLD ABOUT THEM. IF WE CAN UNDERSTAND HOW THEY THOUGHT ABOUT THEIR WORLD, WE CAN UNDERSTAND WHY THEY MADE THE CHOICES THEY MADE.**

- **AN HISTORICAL ESSAY IS ALWAYS AN ARGUMENTATIVE ESSAY. YOU ARE MAKING AN ARGUMENT THAT YOUR UNDERSTANDING AND EXPLANATION IS THE CORRECT WAY OF FULLY EXPLAINING PEOPLE’S THOUGHTS AND ACTIONS.**

- **AN HISTORICAL ESSAY SHOULD ALWAYS HAVE AN INTRODUCTION, WHERE THE SUBJECT IS OUTLINED AND BOUNDED: (EG. THE HEIGHT OF WOOL PRODUCTION IN EUROPE OCCURRED IN SOUTHERN FRANCE BETWEEN THE 10th AND 13th CENTURIES.) YOUR INTRODUCTION WILL ALWAYS CONTAIN YOUR ARGUMENT: (EG.1: THE CONCENTRATION OF FRANCE’S WOOL INDUSTRIES GENERATED THE EXCESS WEALTH NEEDED FOR THE CONSTRUCTION OF NOT ONLY THE GREAT CATHEDRALS LIKE...**
NOTRE DAME BUT INDEED WOULD FUND THE RENAISSANCE.) (EG.2: FRANCE’S WOOLEN INDUSTRY EMBROILED FRANCE WITH ITS ARCH-ENEMY ENGLAND INTO NEARLY PERPETUAL WAR, AND SERVED TO ACTUALLY LIMIT NOT FOSTER THE ECONOMIC PROSPERITY OF BOTH KINGDOMS. LITTLE WONDER, THEN, THAT THE CENTER OF THE RENAISSANCE BECAME THE ITALIAN CITY STATES.)

Your argument must be your answer to the question asked!

The body of an historical essay will contain all the relevant examples, quotations, and other evidence you have gathered to support your argument. A better essay will use each piece of evidence and explain how it develops and supports the larger argument. Part of doing a history class is learning to know what counts as “evidence,” and learning what sorts of evidence are useful/illustrative/legitimate/flowery. All evidence is a choice, and one must be constantly vigilant about deciding whether or not to accept the evidence given at face value.

The conclusion does not just sum up and repeat the argument, but goes further to illustrate the broader impact of your argumentative claim. (EG.1: SURPLUS ECONOMIC POWER IS NECESSARY TO CREATE THE INSTITUTIONS OF THE EARLY MODERN WORLD.) (EG.2: ECONOMIC POWER CAN ONLY BE EFFECTIVELY USED WHEN ACCOMPANIED BY POLITICAL STABILITY. TO STUDY THE ECONOMIC SITUATION BEFORE THE POLITICAL SITUATION IS TO PUT THE CART BEFORE THE HORSE IN THE CREATION OF THE MODERN WORLD)

Library Resources:
Databases: America: History and Life and Historical Abstracts; World Scholar: Latin America and the Caribbean; New York Times Historical; Foreign Policy Magazine, 1970-present.

SCHEDULE OF CLASSES
All dates and holidays can be accessed from the online Academic Calendar, which is the most up to date version. You should carefully note the following:

- The Last Day to Withdraw without Academic Penalty is [xx/yy/zzz]

Syllabus:

Week 1: - Introduction: Scope of Course, Handout Materials, discussion of assessments, especially page of notes. The utility and interpretive pitfalls of the novel, the difficulties with primary and secondary source materials.

- Where it all began: Divided Germany; non-divided Japan, and the looming mushroom cloud.


Primary Source: George Keenan, “The Long Telegram”.

**Week 2: Was the Cold War caused by the US, or the USSR: A classic historical debate!**

**DUE: WEEKLY READING NOTES**


**Week 3:** - The Mushroom Cloud - Winning the Cold War through the atomic bomb

**DUE: WEEKLY READING NOTES**

Readings: Michael Gordin, *Red Cloud at Dawn: Truman, Stalin, and the End of the Atomic Monopoly*, Intro + Chapt 1

**Week 4:** - Anti-Communism and Red Fear ...

**DUE: WEEKLY READING NOTES**

Readings: Andrea Balis and Elizabeth Levi, *Joseph McCarthy*

Film: Kon-Tiki documentary

**Week 5:** - The Masculine and Feminine Cold War:

*Thor Heyerdahl Crossing the Pacific on a Raft, and private pilots*

**FIRST ESSAY DUE; WEEKLY READING NOTES**

Reading: *Thor Heyerdahl, The Kon-Tiki Expeditions, selections*

Lynn Spigel, Make Room for TV: Television and the Family Ideal in Postwar America (Chicago: Chicago University Press, 1992), Intro + Chapter 2.


Week 6: - The Cuban Missile Crisis and Latin America:

DUE: WEEKLY READING NOTES

Readings: Vijay Prashad, The Darker Nations: A People’s History of the Third World, Chapters: Caracas; Buenos Aires; La Paz

Film: Dr. Strangelove; Or, How I learned to Stop Worrying and Love the Bomb

Week 7: - The Green Revolution: Winning the Cold War through food

DUE: WEEKLY READING NOTES


Vijay Prashad, The Darker Nations: A People’s History of the Third World (New People’s History, 2008), Bandung.


Week 8: Winning the Cold War in the Global South

DUE: WEEKLY READING NOTES


Primary Sources: Jussi M. Hanhimäki & Odd Arne Westad, The Cold War: A History in Documents and Eyewitness Accounts (Oxford University Press, 2004):

- excerpts from The Political Thought of Patrice Lumumba
- Fanon, excerpts from Wretched of the Earth
- Juan Jose Arevalo, excerpts from The Shark and the Sardines
Week 9: US Civil Rights and Global Anticolonialism

DUE: WEEKLY READING NOTES


Primary sources:
- Malcolm X on the United States and the World, 1964 (Hanhimäki & Westad)
- Vietnamese Declaration of Independence
- Lyndon B Johnson, Peace without Conquest” (April 1965)
- Muhammad Ali refuses to fight in Vietnam (Speech in Louisville, KY, 1966)
- Mosima Sexwale, The Resistance against Apartheid, 1978 (Hanhimäki & Westad)

Week 10: Postcolonialism; Or, Why does everyone want an atomic bomb?

DUE: WEEKLY READING NOTES


Film: The Day After

Week 11: The Right Stuff: Winning the space Cold War and Living in Space

DUE: WEEKLY READING NOTES


Week 12: Games, Closed Rooms, and Shared Showers: winning the psychological Cold War

DUE: WEEKLY READING NOTES


Film: North by Northwest

Week 13:  - Winning the War through Cinema
DUE: WEEKLY READING NOTES
Reading: Melanie McAlister, Epic Encounters: Culture, Media, and U.S. Interests in the Middle East since 1945 (UC Berkeley, 2005), Intro + Chapt 1.

Week 14:  - Winning the War through ... Punk Music?

SECOND HISTORIOGRAPHIC ESSAY DUE


Week 15:  After the Cold War. And Semester Wrap-Up


Primary Source: On china’s transition to capitalism:
Excerpts from The Selected Works of Deng Xiaoping v III, pp. 61-2
Bibliography

Alex Roland, *The Military-Industrial Complex* (SHOT/AHA, 2001)


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

New Course Proposal Form

Date Submitted: September 30, 2019

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

1. a. Department(s) or program(s) proposing this course: Faculty Committee for the Minor in Social Entrepreneurship

   b. Name and contact information of proposer(s) Shweta Jain, Charlotte Walker-Said

      Email address(es) sjain@jjay.cuny.edu, cwalker-said@jjay.cuny.edu
      Phone number(s) 212-237-8843

2. a. Title of the course Introduction to Business and Entrepreneurship

   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF) Intro to Business & Entrepren

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

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

      This course provides real world, hands-on learning on what it’s like to actually start a socially oriented and responsible company. In a setting that emphasizes communication and quantitative skills, including spreadsheets, this course introduces students to the disciplines of socially conscious business and entrepreneurship. This includes ethical and responsible management, accounting, financing a startup, marketing, and socially aware organizational behavior, among others. Students will receive hands-on experience with the “lean launchpad” methodology of starting a company, which means it is a practical class, focused on creating an entrepreneurial experience. Students will build teams, talk to clients or their target audience, and identify partners. This course does not require any prior knowledge and hence is suitable as a 100-level course. At the same time, this course has a writing and oral communication component, which is why English 101 is a recommended pre-requisite. This course is a crucial part of the minor in Social Entrepreneurship.

      Note: As students declare the minor they will take this course so we expect them to be sophomores or above

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): SEI
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

A course on the fundamentals of business knowledge is a standard component of social entrepreneurship programs at the undergraduate and graduate level. The newly created minor in Social Entrepreneurship is sponsored by the Moelis foundation. This course provides the basic knowledge needed to understand business fundamentals and practical experience in entrepreneurship. Through this course, students receive the foundation and training to understand how to become successful and ethical entrepreneurs. Students will be guided through the steps of developing a viable business concept in the timespan of this semester-long course.

Designed with the lean launchpad component (inaugurated at Stanford University), this course provides a flavor of the curriculum taught at the nation’s startup incubator and accelerator programs, including federal agencies such as the National Science Foundation and the National Institute of Health. The NYC Regional Innovation Node established at CUNY and funded by the NSF, also offers lean launchpad curriculum in short 3-week courses to encourage student led companies. However, a very small percentage of John Jay students will have the opportunity to participate in any such program. Therefore, this course offered in the minor brings the knowledge of business and art of starting a company to John Jay students. Through this course, students will get the relevant knowledge to advance in their SEI minor and some may use this course as a segue to participate in the CUNY as well as national programs, as well as begin laying the groundwork for thinking about social enterprise and entrepreneurship as a career. This foundational course in the SEI core curriculum also prepares students for the SEI capstone where students are expected to further apply the knowledge into experiential learning.

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 hands-on experience to learn how to start a socially-oriented and responsible company. Coursework focuses on communication and introduces students to financial literacy and project management skills. It also exposes students to the principles of socially conscious business and entrepreneurship. This includes ethical and responsible management, accounting, finance for startups, marketing, and socially aware organizational behavior, among others. This course will develop practical skills that will help students understand what entrepreneurial work looks like.

Note: This course uses the Lean Launchpad methodology of starting a company.
5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

ENG 101

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

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

   ___X__ No  ___ Yes. If yes, then please provide:

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

   1) Students will develop their own business plan for a socially conscious and responsible enterprise;
   2) Students will build their quantitative skills by engaging with financial literacy and project management topics;
   3) Students will make intellectual connections between quantitative and qualitative tools to effectively solve problems and influence decisions in innovating business opportunities;
   4) Students will develop interpersonal and leadership skills by forming teams and presenting new ideas that demand strategic thinking, teamwork, reflection, and knowledge transfer skills;
   5) Students will demonstrate ethical reasoning skills and their understanding of social, civic, and professional responsibilities through their analysis of case studies.

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

   _____No  ___X__ Yes

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

   This course will be required in the newly approved Social Entrepreneurship minor (Part I).

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 based on in class and homework assignments. Students will complete various projects, writing assignments, case studies, and class presentations (done individually and as a group). Students will also perform an experiential learning project in which they will communicate with potential clients or collaborators to demonstrate their understanding of the lean-launchpad methodology. This course will have one midterm and a final exam to assess fundamental theoretical concepts covered throughout the curriculum.

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

Yes____ No_X

• If yes, please state the librarian’s name ________________________________
• Are there adequate resources in the library to support students’ work in the course
  Yes_______ No________

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

  ➢ The library catalog, CUNY+____
    ➢ Criminal Justice Abstracts____
    ➢ PsycINFO____
  ➢ EBSCOhost Academic Search Complete ______
    ➢ Sociological Abstracts____
    ➢ JSTOR____
  ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)____
    ➢ SCOPUS____
    ➢ Other (please name) ________________________________
  ➢ LexisNexis Universe____

13. Syllabus – see attached

14. Date of Department curriculum committee approval _April 21, 2020 (SEI Faculty Committee approval)

15. Faculty - Who will be assigned to teach this course? Shweta Jain and/or other qualified adjunct 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: Charlotte Walker-Said, Faculty Director of the Ron Moelis Social Enterprise Initiative at John Jay College and the Faculty Committee for the Minor in Social Entrepreneurship.
John Jay College of Criminal Justice  
SEI 102  Semester  
Introduction to Business and Entrepreneurship

Text:  
[LG] Lawrence J. Gitman, Introduction to Business, (Open textbook)  
https://open.umn.edu/opentextbooks/textbooks/introduction-to-business  
ISBN-10: 9780984999309

Credit Hours: 3  Prerequisite: ENG 101

Time: XXXXX  Place: XXXXX  
Instructor: XXXXXX

Office: New Building, Room 6.65.20 (6th floor)  
Office Phone: 212-237-8843  
email: sjain@jjay.cuny.edu

Office Hours: XXXXXX

Course Description: (Undergraduate Bulletin)

This course provides a hands-on experience to learn how to start a socially-oriented and responsible company. Coursework focuses on communication and introduces students to financial literacy and project management skills. It also exposes students to the principles of socially conscious business and entrepreneurship. This includes ethical and responsible management, accounting, finance for startups, marketing, and socially aware organizational behavior, among others. This course will develop practical skills that will help students understand what entrepreneurial work looks like.

Note: This course uses the Lean Launchpad methodology of starting a company.

This course focuses on key concepts of business and entrepreneurship from ideation, ethics and social responsibility, financing, management, and leadership. Skills to consider such concepts will be developed through reading case studies, analyzing spreadsheets, engaging in experiential learning (including interviews) to identify clients, collaborators, and/or the target audience for the business, and giving presentations. Students will have hands-on experience on creating a business idea and perform customer research to validate the viability of the business idea.
What this course is about: This course is about business concepts and the lean launchpad methodology for starting a business. In this course students will learn about key strategies for testing a socially responsible business idea to evaluate its potential as a successful business. Students will also learn about important concepts necessary to run a business.

Learning Outcomes: By the end of the term the successful student will be able to do the following:

1) Students will develop their own business plan for a socially conscious and responsible enterprise;
2) Students will build on their quantitative skills by engaging with financial literacy and project management topics;
3) Students will make intellectual connections between quantitative and qualitative tools to effectively solve problems and influence decisions in innovating business opportunities;
4) Students will develop interpersonal and leadership skills by forming teams and presenting new ideas that demand strategic thinking, teamwork, reflection, and knowledge transfer skills;
5) Students will demonstrate ethical reasoning skills and their understanding of social, civic, and professional responsibilities through their analysis of case studies.

Learning outcomes satisfy the following learning outcomes of the SEI minor:

Students will:
• Demonstrate leadership and fundamental entrepreneurial skills by implementing an idea from beginning to end.
• Apply creative solutions and strategic management practices to economic and social issues

Means of Assessment:
Student learning will be assessed based on in class and homework assignments. Students will complete various projects, writing assignments and case studies. Students will also perform one fieldwork to demonstrate their understanding of the lean-launchpad methodology. This course will have two midterms and a final exam to assess fundamental theoretical concepts covered throughout the curriculum.

Exams: There will be one 100-point exam and a final exam. The exam days are XXX. The final exam, which is also worth 100 points, will be given XXX from XXX.

Calculators: The use of a calculator is permitted in any of the exams.

Attendance Policy: Class attendance is the student’s responsibility. There will be no make-up exams except under special circumstances, which must be discussed with the instructor before the exam.
Homework: A homework assignment will be given at the end of most classes and discussed at the next class meeting. Reading assignments will not be collected. However, working out the reading assignments on a daily basis will enhance and reinforce understanding of the course material, and also make the exams seem easier.

Determination of Final Grade: Student grade will be determined on the basis of the following assessments. Writing assignments, case studies, project deliverables and fieldwork. There will be one exam during the semester and a final exam.

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<td>Case studies, Projects, Writing assignments</td>
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<tr>
<td>Exam I</td>
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<tr>
<td>Fieldwork and presentation</td>
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<td>Final Exam</td>
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<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90%-92.99%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>87%-89.99%</td>
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<td>B</td>
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<td>83%-86.99%</td>
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<td>C+</td>
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<td>C</td>
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</table>

College wide policies for undergraduate courses

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

Extra Work During the Semester: Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.
**Americans with Disabilities Act (ADA) Policies:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student’s eligibility from the OAS which is located at L66 in the new building (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

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

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

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

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

**Daily Schedule starts next page**
<table>
<thead>
<tr>
<th>Week</th>
<th>Title and Description</th>
<th>Text Book and Chapter number</th>
</tr>
</thead>
</table>
| 1    | **Introduction to Business and Economic Systems**  
Define and identify a socially responsible business and types of businesses, Discuss relationship of a social enterprise with non-profit and for-profit businesses, public and private sector.  
**Project 1 part 1 (Due on week 2): Form a team, come up with a business idea**  
*Deliverable: Team, responsibilities or each member, one paragraph of the business idea* | Lawrence J. Gitman  
Chapter 1 |
| 2    | **How businesses and economies work?**  
Concepts of demand, supply, micro and macro-economics, and competing in free market  
**Case Study (Due on week 3):** Select and compare a for-profit and a non-profit organization which provide similar services | Lawrence J. Gitman  
Chapter 1 |
| 3    | **Ethical and Socially Responsible businesses**  
Understanding ethical standards in businesses, utilitarianism, fairness, corporate and social responsibilities. Responsibilities to stakeholders, employees, customers, the environment and the society.  
**Case Study (Due on week 4):** Research a large food or drug company in the United states which was in an ethical problem. Discuss their response and ethics (Example: Honest Co.)  
**Project 1 part 2 (Due on week 5):** *Deliverable: any team changes, refined business idea based on instructor feedback* | Lawrence J. Gitman  
Chapter 2 |
| 4    | **Developing Business Leadership**  
Student-led discussion on ethical leadership and in leading ethical business  
**Case Study (Due on week 6):** Research a business leader of a social enterprise and how this individual made progress toward achieving both social and financial goals. | Lawrence J. Gitman  
Chapter 4 |
| 5    | **Starting a new business**  
Pitfalls of starting a new business and importance of customer development, Rules of customer development, Difference between established business and new companies  
**Case study (Due on week 7):** Research WebVan and IMVU with emphasis on approaches to customer development | Steve Blank:  
Chapters 1, 2  
Pages 1-50 |
| 6    | **Introduction to Customer Discovery**  
State a hypothesis. What is a value proposition, how to state a value proposition? How to turn hypothesis into facts through customer discovery? Search for product solution fit, build a minimal viable product. Four phases of customer discovery | Steve Blank:  
Chapter 3 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Title and Description</th>
<th>Text Book and Chapter number</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>• <strong>Customer Discovery Phase One: Building a Business BMC: Business Model Canvas</strong>&lt;br&gt;Introduction to BMC terminologies: value proposition, market size, customer segments, channels, new vs. existing markets. Developing hypothesis for the BMC to test. <strong>Students will actively work on their own BMC during this week.</strong>&lt;br&gt;<strong>Project 2 part 1 (Due on week 8): Deliverable: no more team changes, refined business idea based on feedback, idea broken down into hypothesis in the BMC, elevator pitch</strong></td>
<td>Steve Blank: Chapter 4 Pages: 69-124</td>
</tr>
<tr>
<td>8</td>
<td>• Midterm 1 (includes topics up to Week 7)&lt;br&gt;• Student BMC presentation and elevator pitch</td>
<td>Steve Blank: Chapter 4 Pages: 126-188</td>
</tr>
<tr>
<td>9</td>
<td>• <strong>Concept of Market and customer acquisition, Partners, revenue and pricing hypothesis</strong>&lt;br&gt;Funnel diagram (get-keep-grow). Strategies for customer acquisition, activation, retention and growth. Strategies for revenue generation, Concept of product pricing.&lt;br&gt;<strong>Project 2 part 2 (Due on week 10): Minimum viable product (MVP), Deliverable: no more team changes, teams present their minimal viable product to test</strong></td>
<td>Steve Blank: Chapter 5</td>
</tr>
<tr>
<td>10</td>
<td>• <strong>Customer Discovery Phase Two: Fieldwork</strong>&lt;br&gt;How design tests for BMC hypotheses? Prepare customer contacts and potential collaborators to test the hypothesis. Perform hypothesis testing in the field by interviewing ten (10) potential customers this week.&lt;br&gt;<strong>Project 2 part 3 (Due on week 11): Deliverable: no more team changes, refined BMC based on customer interview, full transcript of 10 interviews, discussion on changes to the MVP</strong></td>
<td>Steve Blank: Chapter 6</td>
</tr>
<tr>
<td>11</td>
<td>• <strong>Customer Discovery Phase Three: Fieldwork</strong>&lt;br&gt;Analyze customer interviews, update the business model, pivot or proceed. Perform hypothesis testing in the field by interviewing ten (10) more potential customers this week.&lt;br&gt;<strong>Project 2 final presentation (Due on Week 12): Deliverable: no more team changes, refined BMC based on customer interview, full transcript of 10 interviews</strong></td>
<td>Steve Blank: Chapter 7</td>
</tr>
<tr>
<td>12</td>
<td>• <strong>Customer Discovery Phase Four: Lessons learned, Pivot or Proceed, Iteration</strong>&lt;br&gt;<strong>Classroom activity:</strong> Team presentation on findings after fieldwork. Updated BMC, lessons learned, any changes to the original idea. Teams work on their elevator pitch</td>
<td>Steve Blank: Chapter 7</td>
</tr>
<tr>
<td>13</td>
<td>• <strong>Financing a Small Business</strong>&lt;br&gt;Types of funding: loan, pre-seed, seed, grants, debt vs equity vs equity free financing. Stages of venture capital funding.</td>
<td>Lawrence J. Gitman: Chapter 16</td>
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<tr>
<td>Week</td>
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<tr>
<td>14</td>
<td><strong>Government granting agencies</strong>&lt;br&gt;• <strong>Project 3 (Due on week 14):</strong> <em>As a final project, students will present their finalized business plans that they have developed in their small group to the class</em></td>
<td>Lawrence J. Gitman&lt;br&gt;Chapter 6</td>
</tr>
<tr>
<td></td>
<td><strong>Management and Leadership</strong>&lt;br&gt;Social Entrepreneurs are different: They achieve financial success by making a social impact. This week we will define the role of management and discuss the four types of planning: strategic, tactical, operational, and contingency, in social enterprise development. Leadership styles and their example from real life.&lt;br&gt;&lt;br&gt;<strong>Writing 1: What leadership skills are proven in developing a socially responsible business?</strong>&lt;br&gt;&lt;br&gt;<em>Deliverable: In 2000 words describe your ideal social enterprise leader’s characteristics in terms of style, skills, and knowledge base</em></td>
<td>Lawrence J. Gitman&lt;br&gt;Chapter 6</td>
</tr>
<tr>
<td>15</td>
<td><strong>FINAL EXAM: Comprehensive based on theoretical concepts learned during the entire course</strong></td>
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</tbody>
</table>
CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeks@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies: MS in Forensic Science
Date of Program Approval: April 24, 2020
Date of CGS Approval: May 6, 2020

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>Mechthild Prinz, PhD</td>
<td><a href="mailto:mprinz@jjay.cuny.edu">mprinz@jjay.cuny.edu</a></td>
<td>212-621-3751</td>
</tr>
</tbody>
</table>

2. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.

<table>
<thead>
<tr>
<th>FROM (strike through the changes)</th>
<th>TO (underline changes)</th>
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</thead>
<tbody>
<tr>
<td>Program</td>
<td>Program</td>
</tr>
<tr>
<td>MS in Forensic Science</td>
<td>MS in Forensic Science</td>
</tr>
<tr>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>FOS796 Thesis Prospectus II</td>
<td>FOS796 Thesis Prospectus II: Graduate Seminar</td>
</tr>
<tr>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
<td>Pre- and/or Corequisites (specify which are pre, co, or both)</td>
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<tr>
<td>FOS 795 (pre-requisites)</td>
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<tr>
<td>Hours</td>
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<tr>
<td>Description</td>
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<tr>
<td>The second in a series of three seminar courses is designed to introduce the student to scholarly research, scientific writing, library research and professional and ethical issues in scientific research and forensic science. Students will develop critical</td>
<td></td>
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<tr>
<td></td>
<td>The second in a series of three required seminar courses is designed to introduce the student to scholarly research, and professional and ethical issues in scientific research and forensic science. In this formal seminar, presentations by a combination of</td>
</tr>
</tbody>
</table>
analysis and oral communication skills. Students will present journal club style presentations in FOS.796.

invited experts, faculty, and/or students covering topics such as published work, original research, and other relevant topics will provide students with a broader perspective on forensic science and inform their research.

<table>
<thead>
<tr>
<th>Effective Term</th>
<th>Spring 2021</th>
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</table>

**Rationale for the proposed change(s): Rename Thesis Prospectus II in order to comply with FEPAC standard 5.2.2c**

As of current, Thesis Prospectus II (FOS 796) is the second in a series of three graduate courses (FOS795, 796, 797). Combined, the course series is designed to introduce students to scholarly research, scientific writing, library research and professional and ethical issues in scientific research and forensic science and prepare students for thesis research. Both FOS795 and 796 currently include invited speakers to broaden the students’ perspective and FOS796 also has students present journal club style presentations. This meets the current FEPAC standard requiring all accredited master’s in forensic science programs to include a “formal seminar” featuring invited experts or student presentations to be “a requirement of a course”. But in a revision taking effect January 2021 this was changed to read as follows: “A formal seminar, presented by a combination of invited experts, faculty, and/or students covering topics such as published work, original research, and other relevant topics must be included within the curriculum as a required course.” This requires a change where some content is removed from FOS796 and this course in the Thesis Prospectus series is taught as the formal graduate seminar. This should also be reflected in the title of the class.

3. **Enrollment in past semesters:**

   Since this is a required course, every student enrolled in the master’s in forensic science program must complete this course in order to graduate; typical enrollment was 15-20 students.

4. **Does this change affect other programs?**

   ___x__ No  _____ Yes

   If yes, what consultation has taken place?
# College Council Calendar 2020-2021

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, August 21, 2020</td>
<td>Tuesday, September 1, 2020</td>
<td>Monday, September 14, 2020</td>
</tr>
<tr>
<td>Thursday, September 17, 2020</td>
<td>Wednesday, September 30, 2020</td>
<td>Tuesday, October 13, 2020</td>
</tr>
<tr>
<td>Monday, October 19, 2020</td>
<td>Thursday, October 29, 2020</td>
<td>Thursday, November 12, 2020</td>
</tr>
<tr>
<td>Monday, November 16, 2020</td>
<td>Monday, November 23, 2020</td>
<td>Monday, December 7, 2020</td>
</tr>
<tr>
<td>Tuesday, January 19, 2021</td>
<td>Tuesday, February 2, 2021</td>
<td>Wednesday, February 17, 2021</td>
</tr>
<tr>
<td>Friday, March 19, 2021</td>
<td>Wednesday, March 24, 2021</td>
<td>Thursday, April 8, 2021</td>
</tr>
<tr>
<td>Monday, April 19, 2021</td>
<td>Monday, April 26, 2021</td>
<td>Tuesday, May 11, 2021</td>
</tr>
</tbody>
</table>

All meetings begin 1:40 p.m. and are open to the College Community. Note: some or all meetings may be conducted remotely via Zoom. When on-campus, the Executive Committee of the College Council meets in Room 610 Haaren Hall, and College Council meetings take place in Room 9.64NB.

### Additional meetings if needed

<table>
<thead>
<tr>
<th>Items Due</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, November 24, 2020</td>
<td>Tuesday, December 8, 2020</td>
<td>Wednesday, December 9, 2020</td>
</tr>
<tr>
<td>Tuesday, April 27, 2021</td>
<td>Wednesday, May 12 2021</td>
<td>Thursday, May 13, 2021</td>
</tr>
</tbody>
</table>

Revised 5/8/20