

JOHN JAY

**COLLEGE
OF
CRIMINAL
JUSTICE**

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

TUESDAY, OCTOBER 18, 2022

All meetings begin at 1:40 p.m. and are open to the College Community.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
The College Council
AGENDA

October 18, 2022

- I. Adoption of the Agenda
- II. Approval of the Minutes of the September 22, 2022 College Council (Attachment A), **Pg.3**
- III. Approval of the Members of the College Council Committees (Attachment B), **Pg.6**

Executive Committee of the College Council

- Yusuf Khaled will serve as a second student representative

College Council

- Shania Roseborough will serve as a graduate student representative
- Yarik Munoz will serve as a freshman representative

Undergraduate Curriculum and Academic Standards Committee

- Joe Rivera will serve as a student representative

Committee on Student Evaluation of the Faculty

- Joe Rivera will serve as a student representative

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C3) – Interim Dean of Academic Programs Andrew Sidman

New Courses

C1. ARA 3XX (301) Themes of Social Justice in Arabic Literature & Film (CO: JCII), **Pg.22**

C2. LIT 1XX Stories & Numbers (FC: Sci World), **Pg.38**

Course Revisions

C3. CSCI 380 Selected Topics in Computer Science, **Pg.68**

- V. Report from the Committee on Graduate Studies (Attachments D1-D3) – Interim Dean of Academic Programs Andrew Sidman

New Course

D1. ICJ 7XX Intelligence in National Security and Policing, **Pg.70**

Degree Program Revisions

D2. MPA in Public Policy and Administration: Elimination of the Master of Public Administration Qualifying Exam (MPAQE), **Pg.87**

D3. MPA in Investigation and Oversight: Elimination of the Master of Public Administration Qualifying Exam (MPAQE), **Pg.101**

- VI. New Business

- VII. Announcements:

- o Student Council (Interim President Kelvin Pineda)
- o Faculty Senate (President Ned Benton)
- o HEO Council (President Catherine Alves)
- o Administrative Announcements (President Karol Mason)

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

September 22, 2022

The College Council held its first meeting of the 2022-2023 academic year on Thursday, September 22, 2022. The meeting was called to order at 1:52 p.m. and the following members were present: Adam Wandt, Amy Green, Anru Lee, Elton Beckett, Janice Bockmeyer, Jonathan Gray, Joseph Maldonado, Maureen Richards, Ned Benton, Ray Patton, Robert Robinson, Sung-Suk Violet Yu, Susan Pickman, Tarun Banerjee, Thalia Vrachopoulos, Kelvin Pineda, Yusuf Khaled, Gavallia Beauvais, Alisa Thomas, Catherine Alves, Janet Winter, Rulisa Galloway-Perry, Allison Pease, Andrew Sidman, Brian Kerr, Karol Mason, Mark Flower, Anthony Carpi*, Helen Keier*, Jennifer Lorenzo*, Edward Kennedy*, Emily Haney-Caron, Marie-Helen Maras*.

Absent: Ana Pego, Brian Montes, Catherine Kemp, Francis Sheehan, Heath Grant, Jessica Gordon-Nembhard, Jonathan Epstein, Karen Kaplowitz, Maki Haberfeld, Peter Diaczuk, Raisa Castillo, Serguei Cheloukhine, Silvia Dapia, Veronica Johnson, Zhun Xu, Esmeralda Polanco, Cheyenne Gonzalez, Janie Johnson-Dias, Angela Crossman*, Mohammed Islam*.

Guests: Anna Austenfeld, Daniel Matos, Robert Garot, Lisa-Marie Williams, Tanvia Sultana, Katherine Killoran, Anisha Cyrus, Wynne Ferdinand, Tony Balkissoon, Kaitlyn Reyes, Yarik Munoz, Jonathan Hanon.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda. The motion was seconded and approved unanimously with one correction:

- Item VIII, sub-title “New Courses” should read “New Programs”.

II. Approval of Members of the College Council Committees

A motion was made to approve the members of the College Council Committees. The motion was seconded and approved unanimously with the following change:

- Kelvin Pineda will serve as Interim President of the Student Government on the College Council and Executive Committee of the College Council.

III. Election of the Secretary to the College Council

A motion was made to elect Alena Ryjov as the College Council Secretary. The motion was seconded and approved unanimously.

IV. Election of the Executive Committee Members

A motion was made to elect the members of the Executive Committee. The motion was seconded and approved unanimously.

V. Approval of the Minutes of the May 10, 2022 College Council

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

VI. College Council Orientation

The orientation was presented by Executive Counsel Tony Balkissoon.

VII. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C6) – Interim Dean of Academic Programs Andrew Sidman

New Courses

A motion was made to vote on new courses marked C1 and C2 as a slate. The motion was seconded and approved unanimously.

- C1. ANT 2XX (229) Global Asian Popular Culture (FC: World Cultures)
- C2. ANT 3XX (339) Asian American Identity & Struggles for Justice (CO: JCII)

A motion was made to adopt new courses marked C1 and C2. The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked C3. HUM 2XX (277) Humanities in Action. The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked C4. HUM 3XX (300) Landmark U.S. Supreme Court Cases: Criminal Justice and Humanistic Perspectives (CO: JCII). The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked C5. SOC 3XX Drugs in U.S. Society (CO: JCII). The motion was seconded and approved unanimously.

Academic Standards

A motion was made to adopt a Proposal to Revise the Freshman Forgiveness Policy (C6). The motion was seconded and approved unanimously.

VIII. Report from the Committee on Graduate Studies (Attachments D1-D3) – Interim Dean of Academic Programs Andrew Sidman

Course Changes

A motion was made to adopt Item D1. FOS727 Case Analysis in Forensic Toxicology. The motion was seconded and approved unanimously.

New Programs

A motion was made to adopt Item D2. Advanced Certificate in Forensic Psychology. After the proposal was discussed by the Council, the item was tabled and the motion was withdrawn.

Correction of Record

Dean Sidman asked the record to reflect that no action from the College Council was necessary on May 10, 2022 to adopt the revision of F4. Advanced Certificate in Crime Prevention and Analysis (Item D3 on September 22, 2022 Agenda).

IX. **2021-2022 College Council Committee Activity Report**

The committee reviewed the activity report.

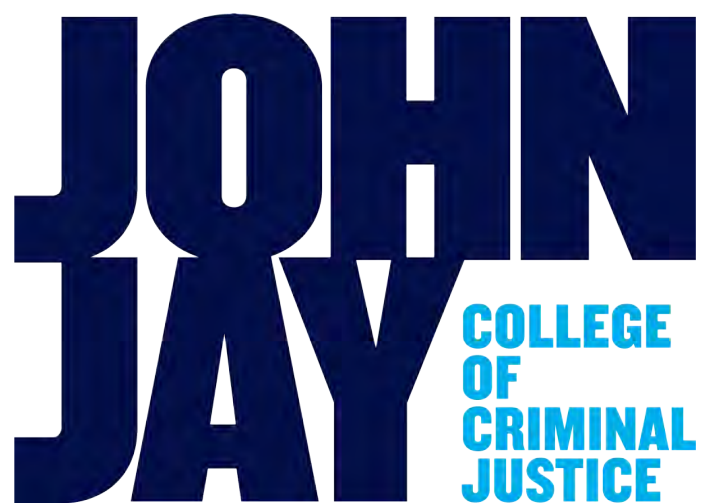
X. **2022-2023 College Council Calendar**

The committee was asked to mark the College Council dates on their calendars. President Mason announced that the College Council will be meeting in-person until guidance on virtual component is received from CUNY.

XI. **New Business**

No new business was presented.

The meeting was adjourned at 2:45p.m.



**College Council
Membership**

&

**College Council
Committees**

2022-2023

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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. Interim Provost and Vice President for Academic Affairs | Allison Pease |
| 3. Interim Vice President and Chief Operating Officer | Mark Flower |
| 4. Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| 5. Interim Dean of Student Academic Engagement and Retention | Janice Johnson-Dias |
| 6. Interim Dean of Academic Programs | Andrew Sidman |

- Two (2) alternate members for administration who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent representative for administration:

1. Angela Crossman	2. Anthony Carpi
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Faculty

- a. Full-time faculty elected from each academic department:
- | | |
|--|---|
| 7. Africana Studies | Jessica Gordon-Nembhard |
| 8. Anthropology | Anru Lee |
| 9. Art & Music | Thalia Vrachopoulos |
| 10. Communications & Theatre Arts | Elton Beckett |
| 11. Counseling and Human Services | Joseph Maldonado |
| 12. Criminal Justice | Sung-Suk (Violet) Yu |
| 13. Economics | Zhun Xu |
| 14. English | Jonathan Gray |
| 15. History | Ray Patton |
| 16. Interdisciplinary Studies | Amy Green |
| 17. Latin American & Latinx Studies | Brian Montes |
| 18. Law, Police Science & Criminal Justice | Serguei Cheloukhine |
| 19. Library | Maureen Richards |
| 20. Mathematics & CS | Raisa Castillo |
| 21. Modern Language & Literature | Silvia Dapia |
| 22. Philosophy | Catherine Kemp |
| 23. Political Science | Janice Bockmeyer |
| 24. Psychology | Veronica Johnson |
| 25. Public Management | Adam Wandt |
| 26. Sciences | Peter Diaczuk |
| 27. Security, Fire & Emergency Management | Susan Pickman |
| 28. SEEK | Robert Robinson |
| 29. Sociology | Tarun Banerjee (Fall)
Liza Steele (Spring) |

- c. Faculty allotted according to any method duly adopted by the Faculty Senate:

30. English	Karen Kaplowitz
31. History	Jonathan Epstein
32. Law, PS and CJA	Maria (Maki) Haberfeld
33. Law, PS and CJA	Heath Grant
34. Public Management	Warren (Ned) Benton
35. Sciences	Francis Sheehan
36. Sciences	Ana Pego

- Eight (8) faculty alternates who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative:

1. Edward Kennedy	5. Vacant
2. Marie-Helen Maras	6. Vacant
3. Emily Haney-Caron	7. Vacant
4. Mohammed Islam	8. Vacant

Higher Education Officers elected by the Higher Education Officers Council:

37. Catherine Alves
38. Alisa Thomas
39. Rulisa Galloway-Perry
40. Janet Winter

- Two (2) 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:

1. Helen Keier	2. Jennifer Lorenzo
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Students

- | | |
|---|--------------------|
| 41. President of the Student Council | Kelvin Pineda |
| 42. Vice President of the Student Council | Vacant |
| 43. Treasurer of the Student Council | Esmeralda Polanco |
| 44. Secretary of the Student Council | Yusuf Khaled |
| 45. Elected At-Large Representative | Vacant |
| 46. Elected graduate student representative | Shania Roseborough |
| 47. Elected senior class representative | Gavallia Beauvais |
| 48. Elected junior class representative | Cheyenne Gonzalez |
| 49. Elected sophomore class representative | Vacant |
| 50. Freshman representative designated according to a method duly adopted by the Student Council. | Yarik Munoz |

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

1. Vacant	3. Vacant
2. Vacant	4. Vacant

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:

- | | |
|--|--|
| <ul style="list-style-type: none"> • President (Chairperson) • Interim Provost and Vice President for Academic Affairs • Interim Vice President and Chief Operating Officer • Vice President for Enrollment Management and Student Affairs • President of the Faculty Senate • Vice-President of the Faculty Senate • Two (2) other members of the Faculty Senate <ol style="list-style-type: none"> 1. Marie-Helen Maras 2. Francis Sheehan • President of the Higher Education Officers Council • Vice-President of the Higher Education Officers Council • President of the Student Council • Vice-President of the Student Council | <p>Karol Mason
Allison Pease
Mark Flower
Brian Kerr</p> <p>Warren (Ned) Benton
Karen Kaplowitz</p> <p>Catherine Alves
Brian Cortijo
Kelvin Pineda
Vacant</p> |
|--|--|

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:

- | | |
|--|---|
| <ul style="list-style-type: none"> • President (Chairperson) • Interim Provost and Vice President for Academic Affairs • Interim Vice President and Chief Operating Officer • Vice President for Enrollment Management and Student Affairs | <p>Karol Mason
Allison Pease
Mark Flower
Brian Kerr</p> |
|--|---|

- 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. Heath Grant
 4. Amy Green
 5. Marie-Helen Maras
 6. Francis Sheehan
 7. Adam Wandt
- Two (2) higher education officers
 1. Catherine Alves
 2. Helen Keier
- Three (3) students
 1. Kelvin Pineda
 2. Yusuf Khaled
 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:

- | | |
|---|--|
| • Interim Dean of Academic Programs (Chairperson) | Andrew Sidman |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Associate Dean of Academic Programs | Katherine Killoran |
| • Assistant Vice President for Enrollment Management and Senior 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 | Teresa Booker |
| 2. Anthropology | Ed Snajdr (Fall); Atiba Rougier (Spring) |
| 3. Art and Music | Roberto Visani |
| 4. Communication & Theater Arts | Marsha Clowers |
| 5. Counseling and Human Services | Ma'at Lewis |
| 6. Criminal Justice | Valerie West |
| 7. Economics | Jay Hamilton |
| 8. English | Madhura Bandyopadhyay |
| 9. History | David Munns |
| 10. Interdisciplinary Studies Program (ISP) | Gerry Markowitz |
| 11. Latin American & Latinx Studies | Suzanne Oboler |
| 12. Law, Police Science & CJA | Beverly Frazier |

- | | |
|---|--|
| 13. Library | Maria Kiriakova |
| 14. Mathematics & Computer Science | Genesis Alberto |
| 15. Modern Languages & Literatures | Vicente Lecuna (Fall 2022; Cristina Lozano Arguelles (Spring 2023) |
| 16. Philosophy | Sergio Gallegos |
| 17. Political Science | Jennifer Rutledge |
| 18. Psychology | Kelly McWilliams |
| 19. Public Management | Judy-Lynne Peters |
| 20. Sciences | Daniel Yaverbaum |
| 21. Security, Fire & Emergency Management | Robert Till |
| 22. SEEK | Virginia Diaz-Mendoza |
| 23. Sociology | Jayne Mooney |
- 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. Joe Rivera
 2. Vacant
 3. Vacant

Committee on Student Interests

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

- Interim Assistant Vice President and Dean of Students (Chairperson) Danielle Officer
- Director of Athletics Catherine Alves
- Senior Director for Student Affairs Vacant
- Two (2) members of the faculty
 1. Genesis Alberto
 2. Nicole Elias
- Six (6) students
 1. Cheyenne Gonzalez
 2. Rahele Gadapaka
 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, or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), two (2) students and a chairperson who shall be a faculty member. 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, to receive training and to serve in rotation as chair of the Faculty Student Disciplinary Committee.
 1. Marsha Clowers
 2. Stephen Russell
 3. Toy-Fung Tung

- 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. Ali Kocak
 2. Heath Grant
 3. Jennifer Holst
 4. Jose Olivo
 5. Shilpa Viswanath
 6. Thomas Kubic

- The HEO members shall be selected by lot from a panel of six (6) HEOs appointed biennially by the President, upon recommendation by the HEO Council.
 1. Maria Vidal
 2. Kseniya Kosmina
 3. Helen Keier
 4. Shakia Brown
 5. Yaritma Cabral
 6. Angel Polanco

- The 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. Anisha Cyrus
 2. Vacant
 3. Vacant
 4. Vacant
 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.

Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the President shall designate from the panels one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained on an annual basis, and who shall constitute the Faculty Student Disciplinary Committee in all such cases.

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:

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|--|---------------------------|
| • President (Chairperson) | Karol Mason |
| • Interim Provost and Vice President for Academic Affairs | Allison Pease |
| • Interim Dean of Faculty | Angela Crossman |
| • Interim Dean of Academic Programs | Andrew Sidman |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Chairperson of each academic department | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | Ed Snadjr |
| 3. Art and Music | Claudia Calirman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Geert Dhondt |
| 8. English | Jean Mills |
| 9. History | Michael Pfeifer |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Lisandro Perez |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Jeffrey Kroessler |
| 14. Mathematics and Computer Science | Douglas Salane |
| 15. Modern Languages and Literatures | Vicente Lecuna |
| 16. Philosophy | Jonathan Jacobs |
| 17. Political Science | Susan Kang |
| 18. Psychology | Daryl Wout |
| 19. Public Management | Warren Eller |
| 20. Sciences | Shu Yuan (Demi) Cheng |
| 21. Security, Fire and Emergency Management | Robert Till |
| 22. SEEK | Erica King-Toler |
| 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. Majumdar, Nivedita
 2. Barberet, Rosemary
 3. Grant, Heath
- 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. Mckible, Adam
 2. Shaprio, Lauren
 3. Thompson, Denise
- 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. Della Wang
 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 their designee, shall make quarterly financial reports to the Budget and Planning Committee. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Budget and Planning Committee shall consist of the following members:

- | | |
|--|------------------------|
| • President (Chairperson) | Karol Mason |
| • Interim Provost and Vice President for Academic Affairs | Allison Pease |
| • Interim Vice President and Chief Operating Officer | Mark Flower |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Interim Associate Provost for Institutional Effectiveness | Nancy Velazquez-Torres |
| • Assistant Vice President for Administration | Oswald Fraser |
| • Interim Dean of Academic Programs | Andrew Sidman |
| • Interim Associate Provost for Strategy and Operations | Kinya Chandler |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Vice President for Institutional Advancement | Ketura Parker |
| • Business Manager | Ajisa Dervisevic |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |

- Two (2) members chosen by the Faculty Senate
 1. Marie-Helen Maras
 2. Raymond Patton
- Chairperson of each academic department
 1. Africana Studies
 2. Anthropology
 3. Art and Music
 4. Communication and Theater Arts
 5. Counseling and Human Services
 6. Criminal Justice
 7. Economics
 8. English
 9. History
 10. Interdisciplinary Studies
 11. Latin American and Latinx Studies
 12. Law, Police Science, and Criminal Justice Administration
 13. Library
 14. Mathematics and Computer Science
 15. Modern Languages and Literatures
 16. Philosophy
 17. Political Science
 18. Psychology
 19. Public Management
 20. Sciences
 21. Security, Fire and Emergency Management
 22. SEEK
 23. Sociology
- President of the Higher Education Officers Council
- Two (2) higher education officer representatives
 1. Vacant
 2. Vacant
- President of the Student Council or designee
- Treasurer of the Student Council or designee
- Additional student representative
- Additional student representative
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 1. Anthony Chambers
 2. Vacant

Teresa Booker
 Ed Snadjr
 Claudia Calirman
 Seth Baumrin
 Katherine Stavrianopoulos
 Evan Mandery
 Geert Dhondt
 Jean Mills
 Michael Pfeifer
 Katie Gentile
 Lisandro Perez
 Maria (Maki) Haberfeld
 Jeffrey Kroessler
 Douglas Salane
 Vicente Lecuna
 Jonathan Jacobs
 Susan Kang
 Daryl Wout
 Warren Eller
 Shu Yuan (Demi) Cheng
 Robert Till
 Erica King-Toler
 Robert Garot
 Catherine Alves

Kelvin Pineda
 Esmeralda Polanco
 Vacant
 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. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Interim Vice President and Chief Operating Officer (Chairperson) Mark Flower
- Interim Provost and Vice President for Academic Affairs Allison Pease

- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- One (1) representative chosen by the Faculty Senate Maki Haberfeld
- Chair of the Council of Chairs Katie Gentile
- Vice Chair of the Council of Chairs Jean Mills
- One (1) representative chosen by the Council of Chairs Robert Till
- Chair of the Higher Education Officers Council Catherine Alves
- Student representative Esmeralda Polanco
- Student representative Vacant

The Interim Associate Provost of Strategy and Operations, Kinya Chandler, and the Business Manager, Ajisa Dervisevic 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. Pursuant to College Council bylaws, administrative members of committees shall be those named, or those holding equivalent positions and functions, as determined by the President. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Interim Provost and Vice President for Academic Affairs (Chairperson) Allison Pease
- Interim Associate Provost for Institutional Effectiveness Nancy Velazquez-Torres
- Interim Vice President and Chief Operating Officer Mark Flower
- 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. Heath Grant
 2. Vacant
- Chair of the Council of Chairs Katie Gentile
- Two (2) representatives chosen by the Council of Chairs
 1. Demi Cheng
 2. Robert Garot
- President of the Higher Education Officers Council Catherine Alves
- Two (2) student representatives:
 1. Esmeralda Polanco
 2. Vacant

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

Committee on Graduate Studies

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic

evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards. The Committee on Graduate Studies shall review and approve program bylaws for each graduate program. Such bylaws shall then be submitted to the Executive Committee of the College Council for review and approval. Program bylaws may provide for co-directors after assessing factors such as program size and the interdisciplinary nature of the curriculum. The Committee on Graduate Studies shall consist of the following members:

- | | |
|--|-------------------------------------|
| • Interim Dean of Academic Programs (Chairperson) | Andrew Sidman |
| • Vice President for Enrollment Management and Student Affairs | Brian Kerr |
| • Interim Assistant Vice President and Dean of Students | Danielle Officer |
| • Chief Librarian | Jeffrey Kroessler |
| • Graduate Program Directors | |
| 1. Criminal Justice | Sung-Suk Violet Yu |
| 2. Criminal Justice (Online) | Frank Pezzella |
| 3. Digital Forensics and Cybersecurity | Shweta Jain |
| 4. Economics | Ian Seda |
| 5. Emergency Management | Charles Jennings |
| 6. Forensic Mental Health Counseling, M.A. | Chitra Raghavan |
| 7. Forensic Psychology, M.A. | Chitra/Abbie Tuller (Interim 21/22) |
| 8. Forensic Psychology and Law (Dual Degree) | Chitra Raghavan |
| 9. Forensic Science, M.S. | Mechthild Prinz |
| 10. Human Rights, M.A. | Charlotte Walker-Said |
| 11. International Crime and Justice | Gohar Petrossian |
| 12. Law and Public Accountability (Dual Degree) | Daniel Feldman |
| 13. Protection Management | Robert Till |
| 14. Public Policy and Protection Management (Dual Degree) | Yi Lu |
| 15. MPA: Public Policy and Administration | Yi Lu |
| 16. MPA: Public Policy and Administration (Online) | Nicole Elias |
| 17. MPA: Inspection and Oversight | Denise Thompson |
| 18. MPA: Inspection and Oversight (Online) | Jean-Marie Col |
| 19. Security Management | Alexander Alexandrou |
| • BA/MA Director | Rebecca Weiss |
| • Two (2) graduate students | |
| 1. Rachel Prasad | |
| 2. Shania Roseborough | |

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. Christopher Herrmann

3. Daniel Yaverbaum
 4. Sung-Suk (Violet) Yu
- Two (2) students
 1. Joe Rivera
 2. Vacant

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

Provost Advisory Council

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

- | | |
|--|---------------------------|
| • Interim Provost and Vice President for Academic Affairs
(Chairperson) | Allison Pease |
| • Interim Associate Provost of Strategy and Operations | 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 | Teresa Booker |
| 2. Anthropology | Ed Snadjr |
| 3. Art and Music | Claudia Calirman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Geert Dhondt |
| 8. English | Jean Mills |
| 9. History | Michael Pfeifer |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Lisandro Perez |
| 12. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 13. Library | Jeffrey Kroessler |
| 14. Mathematics and Computer Science | Douglas Salane |
| 15. Modern Languages and Literatures | Vicente Lecuna |
| 16. Philosophy | Jonathan Jacobs |
| 17. Political Science | Susan Kang |
| 18. Psychology | Daryl Wout |
| 19. Public Management | Warren Eller |
| 20. Sciences | Shu Yuan (Demi) Cheng |
| 21. Security, Fire and Emergency Management | Robert Till |
| 22. SEEK | Erica King-Toler |
| 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:

- | | |
|--|--|
| • Dean of Student Academic Engagement and Retention
(Chairperson) | Janice Johnson-Dias |
| • Coordinators of Undergraduate Majors | |
| 1. Anthropology | Shonna Trinch |
| 2. Applied Mathematics: Data Science & Cryptography | Hunter Johnson, Michael Puls |
| 3. Cell & Molecular Biology | Jason Rauceo |
| 4. Computer Science and Information Security | Kumar Ramansenthil |
| 5. Criminal Justice (B.A.) | Evan Mandery |
| 6. Criminal Justice (B.S.) | Christopher Herrmann |
| 7. Criminal Justice Management | Henry Smart |
| 8. Criminology | Andrew Karmen |
| 9. Deviance, Crime and Culture | Marta-Laura Haynes |
| 10. Dispute Resolution Certificate | Maria Volpe |
| 11. Economics | Jay Hamilton |
| 12. English | Paul Narkunas |
| 13. Emergency Services Administration | Robert Till |
| 14. Fire Science | Robert Till |
| 15. Forensic Psychology | Silvia Mazzula |
| 16. Forensic Science | Jennifer Rosati |
| 17. Fraud Examination and Financial Forensics | David Shapiro |
| 18. Gender Studies | Olivera Jokic |
| 19. Global History | Matt Perry |
| 20. Humanities and Justice | Allison Kavey |
| 21. Human Services and Community Justice | Katherine Stavrianopoulos |
| 22. International Criminal Justice | Veronica Michel |
| 23. Latin American and Latinx Studies | Brian Montes |
| 24. Law and Society | Jennifer Rutledge, Michael
Yarbrough, Janice Bockmeyer,
Katie Zuber* |
| 25. Library | Karen Okamoto |
| 26. Philosophy | Catherine Kemp |
| 27. Police Studies | John Shane, Arthur Storch |
| 28. Political Science | Jennifer Rutledge, Michael
Yarbrough, Janice Bockmeyer,
Katie Zuber* |
| 29. Public Administration | Glenn Corbett |
| 30. Security Management | Hung-Lung Wei |
| 31. Sociology | David Green |
| 32. Spanish | Cristina Lozano Arguelles |
| 33. Toxicology | Shu-Yuan Cheng |

*Co-coordinators

Committee on Honors, Prizes and Awards

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

- Vice President for Enrollment Management and Student Affairs (Chairperson) Brian Kerr
- Interim Assistant Vice President and Dean of Students Danielle Officer
- Senior Director for Student Affairs Vacant

- Three (3) full-time members of the faculty
 1. Mohammed Islam
 2. Peter Mameli
 3. Kevin Wolff

- 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. Cheyenne Gonzalez
 2. Vacant
 3. Vacant

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. Vacant
2. Vacant
3. Vacant
4. Vacant
5. Vacant

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

New Course Proposal Form

Date Submitted: Nov 4, 2021

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

1.
 - a. Department(s) or program(s) proposing this course: Modern Languages and Literatures
 - b. **Name** and contact information of proposer(s):
 Name: Vicente Lecuna and Lamees Fadl
 Email address(es) vlecuna@jjay.cuny.edu Phone number(s) 4413
2.
 - a. **Title of the course: Themes of Social Justice in Arabic Literature and Film**
 - b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CF): Justice in Arabic Lit & Film
 - c. **Level of this course** 300 Level X

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

This course will be offered as an elective in the recently created Minor in Middle East Studies by the History Department. This course will be taught in English. It will add literature and film to the program, enriching its historical and political approaches from the point of view of culture and art. This course requires students to read approximately 50-70 pages each week, complemented with movies they will watch. Writing, as planned in the journal and other written assignments, is an essential part of the course and will improve their writing skills as well as their critical thinking. By placing cultural artifacts in specific historical and political contexts, students will develop a culturally attentive sense of social justice. The sophistication required by this combination of reading and writing, as well as the culturally appropriateness, make this a 300-level course.

d. **Course prefix** to be used: ARA 301

3-Rationale for the course (will be submitted to CUNY in the Chancellor's Report). Why should John Jay College offer this course?

John Jay College provides a rigorous academic foundation to continue the advanced study of world languages, culture, and literature in a social justice context. This course offers informed

and comprehensive perspectives, essential to cross-cultural analysis within local, national, and international contexts in the field of Arab studies. These components align with John Jay's mission to educate for social justice. This course provides a practical application of a multi-disciplinary approach to the study of Arabs culture to foster transcultural skills, where social justice awareness is demonstrated. The course will be offered as part of the minor in Middle East Studies, and is designed for students who wish to combine an interest in the Middle East with majors such as History, Anthropology and/or Sociology. Students are expected to independently develop written papers, oral presentations and use combinations of ideas to evaluate and analyze information.

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 examines Modern Arabic literature and film to develop students' understanding of the history, culture and politics of the Arab world and knowledge of the diverse cultural expressions and artifacts of different Arabic speaking countries. Students analyze varied works that explore literary and cinematic presentations of justice issues, such as: social and religious taboos, feminism, gender equity, histories of the resistance and rebellion and the histories of Arabs in the U.S. This class is taught in English.

5- Course Prerequisites: ENG 201; and Junior standing or above

6- Number of:

- | | | |
|----|-------------|----------------|
| a. | Class hours | <u> 3.0 </u> |
| b. | Lab hours | <u> 0.0 </u> |
| c. | Credits | <u> 3.0 </u> |

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

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

8. Learning Outcomes. Students will:

- Contextualize and analyze struggles for justice.
- Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.

- Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline.
- Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

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

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 part of the Minor in Middle East Studies, Part Two. Electives offered by the History Dept.

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

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

College Option:

Justice core:	
Justice & the Individual (100-level)	
Justice & the individual (200-level)	
Justice in Global Perspective (300-level)	X
Learning from the Past	
Communication	

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

This course matches the Justice Core: Justice in Global Perspective because teaching Arabic literature and cinema demonstrate interacting in a global context. This course examines justice-related issues from the perspectives of gender, culture and social classes in the Arab countries as they are represented in literature and film. The course will focus on some specific topics such as the elements of social justice, and understanding of moral rights such as human rights, labor rights, and freedom of speech.

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

Through class participation, written assignments, homework, midterm, culture portfolio projects, oral presentation, and Final paper

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: Maria Kiriakova

- Are there adequate resources in the library to support students' work in the course?
 - Yes —X— No——
 - Will your students be expected to use any of the following library resources? Check all that apply.
 - The library catalog, CUNY+ X
 - EBSCOhost Academic Search Complete _____
 - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
 - LexisNexis Universe _____
 - Criminal Justice Abstracts _____
 - PsycINFO _____
 - Sociological Abstracts _____
 - ✗ JSTOR _____
 - SCOPUS _____
 - ✗ **Other (please name):** Streaming video and other media at the Lloyd Sealy Library, Kanopy
13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: 9/28/21
15. **Faculty - Who** will be assigned to teach this course? Lamees Fadl
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.
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: Vicente Lecuna, Chair, Department of Modern Languages and Literatures
 James Delorenzi, Middle East Studies, Minor Coordinator

**John Jay General Education College Option
Course Submission Form**

Course Prefix & Number	ARA 3XX (301)	
Course Title	Themes of Social Justice in Arabic Literature and Film	
Department or Program	Modern Languages and Literature	
Discipline	Modern Languages and Literature	
Credits	3	
Contact Hours	3	
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400- level courses)	ENG 201 and junior standing	
Co-requisites	N/A	
Course Description	This course examines Modern Arabic literature and film to develop students' understanding of the history, culture and politics of the Arab world and knowledge of the diverse cultural expressions and artifacts of different Arabic speaking countries. Students analyze varied works that explore literary and cinematic presentations of justice issues, such as: social and religious taboos, feminism, gender equity, histories of the resistance and rebellion and the histories of Arabs in the U.S. This class is taught in English.	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed		
John Jay College Option Location		
Please check below the area of the College Option for which the course is being submitted. (Select only one.)		
Justice Core <input type="checkbox"/> Justice & the Individual (100-level) <input type="checkbox"/> Justice & the Individual (200-level transfer seminar) <input type="checkbox"/> Struggle for Justice & Inequality in U.S. (300-level)	<input type="checkbox"/> Learning from the Past	<input type="checkbox"/> Communication

<input checked="" type="checkbox"/> XX Justice in Global Perspective (300-level)		
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Learning Outcomes

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

<p>I. Justice Core II: Justice in Global Perspective (300 Level) - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<p>Discuss cultural aspects, social and political themes, and the challenges facing Arab writers and filmmakers who deal with justice themes and topics such as social justice, and understanding of moral rights such as human rights, labor rights, and freedom of speech. Students will study the representation of the Post-colonialism era in Arabic literature and cinema. This learning outcome will be demonstrated through the analysis of Post colonialism Arabic literature and Cinema adaptation. For example, in weeks 8 and 9, students view and read women's stories that are concerned with issues as varied as imprisonment, HIV, and the day to day life of women in different Arab cultures. Students write journal entries to analyze the portrayal of women, gender issues, and other questions of justice.</p>	<ul style="list-style-type: none"> • Contextualize and analyze struggles for justice
<p>Read excerpts from selected novels and watching selected Arabic films that are supported with English subtitles. The selected articles are written by Arab and non-Arab authors to discover diverse views and perspectives, such as the novel Miramar by Naguib Mahfouz, and the film Miramar, by the director Kamal Al Shikh. Students will present their findings in oral presentations.</p>	<ul style="list-style-type: none"> • Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches

<p>Students are introduced to the broad themes of the course and read about the history of Arabic cinema and a guide to writing film reviews in the first week of the semester. Students complete journal writing, oral presentations, and a formal essay to develop their capacity to analyze and explain a text. Analyze culture, globalization and global cultural diversity in the Arabic societies by implementing design thinking pedagogy that relies on a multidisciplinary team based, active students centered through class discussion in pairs, and then presenting.</p>	<ul style="list-style-type: none"> Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline
<p>The students will read and become familiar with significant Arabs literary works and films that represent the elements of social justice. They will reflect on these works in oral and written forms. The students will learn how to write a film review and how to analyze a piece of literature, by a two-fold strategy: by reading pieces from these genres (book and film reviews, as well as peer-reviewed papers), and by a scaffolded set of assignments (outlining, source searching, drafting, revising, editing.) During the semester, students will collect outlines from the oral discussions. Along with the instructor's comments and feedback, they will use these outlines for the final paper. They will also consider the historical sequence and the critique of the topic. Watching the films and reading the selected pieces will enable the students to submit a final paper with authentic and academically trusted resources. In addition to developing a formal analytical essay, students present their interpretations of their selected topic in an end of the semester presentation.</p>	<ul style="list-style-type: none"> Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form

Syllabus

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York
 CUNY John Jay College of Criminal Justice
 524 W. 59th Street, New York, NY 10019)

Course title and section ARA 3XX (301)

Professor's name Lamees Fadl

Email: lfadl@jjay.cuny.edu

Office location TBD

Contact hours TBD

Phone TBD

E-mail address TBD

Course description:

This course examines Modern Arabic literature and film to develop students' understanding of the history, culture and politics of the Arab world and knowledge of the diverse cultural expressions and artifacts of different Arabic speaking countries. Students analyze varied works that explore literary and cinematic presentations of justice issues, such as: social and religious taboos, feminism, gender equity, histories of the resistance and rebellion and the histories of Arabs in the U.S. This class is taught in English.

Learning outcomes. Students will:

- Contextualize and analyze struggles for justice.
- Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.
- Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline.
- Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

Course pre-requisites: ENG 201 and junior standing or above.

Requirements / course policies: Course Requirements:

1. **Attendance and Participation (20%):** Students are expected to attend all class meetings and be fully prepared to engage in the tasks involved. It is not advisable to miss more than 3 classes in a given semester. Subsequent absences (and regular tardiness) will result in a lower grade. Students are responsible for all assignments due and material covered, even when absent from class. Attendance will be taken every day and will be kept as a record. Classroom participation and motivated participation will count as part of the final grade and will be based on consistent, meaningful participation in classroom discussions, activities, etc. All material due with an in-class deadline is due at the time of class. The department has a “No make-up” policy; therefore, students should plan-ahead for assignments that are due when there is a planned absence. Cell phones should be set to vibrate, so as not to interrupt the class. No use of electronic devices is allowed in class. Students are responsible for information sent via e-mail.
2. **Homework, Written Assignments, Course Journal (15%)** – There will be a limited amount of small-scale HW assignments, as well as short written assignments, integrated into the semester schedule. Students will keep a course journal (not a personal diary) throughout the semester. There should be an entry per assigned readings and discussions completed for class. The point of the journal is to record and explain ideas that are related to course topics and assess information from a variety of sources and points of view. The journal will follow your own interests, and, at times, the instructor will request a journal entry relevant to a specific course reading or topic. The journal (required entries) will have a deadline on two occasions.
3. **Quizzes (5): (25%)** To be completed in class. These quizzes are meant to prove that you have worked individually on the materials posted on Blackboard.
4. **Oral Presentation (20%)** — Prior to the final paper, each student will conduct an oral presentation on a selected topic to demonstrate a basic understanding of the topics and content covered during this course. These presentations will present a particular view and analysis of topics on cultural aspects, social, and political themes in the Arab World, and different spheres of justice in global perspective, and should be succinctly prepared as to offer an acute perspective. After the midterm week, I will conduct an in-class practicum in preparation. Topics will vary, and each student will choose one.
5. **Final Paper (20%)** — In the latter half of the semester, you will be required to write an extended paper that debates/discusses Arab literary works and films that represent the elements of social justice. This paper will give you the opportunity to organize and synthesize information, and explore elements of the course that have particularly interested you, through outlining, source searching, drafting, revising and editing. (between 8-10 pages max with at least 5 sources included in the bibliography using MLA format).

Grade Breakdown:

Participation (20 %)

Homework, Written Assignments, Course Journal (15%)

Quizzes (25%)

Oral Presentations (20%)

Final Paper (20%)

The John Jay Undergraduate Bulletin allows for the following grades only:

A, A- Excellent	F Failure
B+,B,B- Very Good	WU Withdrew Unofficially
C+,C Satisfactory	P PASS
C-, D+, D, D- Poor	R REPEAT

Attendance/Punctuality/Participation

Regular and punctual attendance for this course is expected. All students are also expected to be in class and in their seats at the beginning of each class period. 3 lateness equates to one absence. Excessive absences without any discussion with the Professor may result in failure of the class.

Students will be graded on class participation; therefore, regular attendance is a fundamental component of this course. 3 or more absences will severely affect the student's grade in the course.

In-Class Exercises/Presentation Day Attendance

In-class exercises and presentation day attendance cannot be made up outside of class or at a later date for credit. Any student who fails to deliver a presentation on the assigned day will receive no credit for the presentation portion of the assignment.

Classroom Conduct

Students and the course instructor share responsibility for maintaining an appropriate, orderly, learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline in accordance with the procedures described in the Student Handbook.

Plagiarism

ALL TYPED ASSIGNMENTS ARE SUBMITTED TO TURNITIN.COM CONTENT BEFORE THE INSTRUCTOR READS OR GRADES THE ASSIGNMENT.

You plagiarize when you steal or use someone's presentation as your own. In addition to being dishonest, plagiarism is unfair to your peers who spend hours preparing original presentations. If you are found guilty of plagiarism you will receive an F in the course. You may even be dismissed from the University with a notation of the offense on your transcript. If you are in doubt about the legitimate use of sources for your presentations, check with the instructor or a librarian. As a guiding principle, give credit for ideas or materials that you use from other sources, including visuals used in PowerPoint presentations.

Cell Phones

Please respect your classmates and professor by turning off cell phones during class. Recording is not permitted except with the express permission of the Office of Accessibility Services.

Withdrawal Procedure

Ceasing to attend classes or verbal notice thereof by you does not constitute an official withdrawal.

Required Texts:

All the materials will be posted on Blackboard (readings or films).

Suggested Texts:

1- Paul Starkey, Modern Arabic Literature, Georgetown University Press, 2006

2- Viola Shafik, Arab Cinema: History and cultural Identity, The American University in Cairo, revised edition 2017

College wide policies for undergraduate courses (see the most current Undergraduate Bulletin at: <http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin>)

A. Incomplete Grade Policy

An incomplete will be allowed to students who have passing grades and have serious emergencies that prevent them from otherwise completing the course. Should a circumstance of such arise, please communicate with the professor for more information.

B. Americans with Disabilities Act (ADA) CUNY Accommodations Policy

(<http://www.jjay.cuny.edu/cuny-accommodations-policy>, updated 2016)

“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 NB (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

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

C. CUNY Policy on Academic Integrity

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at <http://www2.cuny.edu/about/administration/offices/legal-affairs/policiesprocedures/academic-integrity-policy/>

Academic dishonesty is prohibited in The City University of New York. Penalties for academic

dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

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.

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

Students who are unsure of 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 at: http://guides.lib.jjay.cuny.edu/citing_sources

Wellness and Student Resources (<http://www.jjay.cuny.edu/wellness-resources>)

“Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.68 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

Tentative Schedule:

-Students watch/read the assigned film/literature *prior* to coming to class. We will not be watching any films during class. All the films will be available on accessible platforms such as Kanopy (via John Jay College, YouTube and/or Netflix).

-All the materials will be posted on Blackboard (readings or films). It is your responsibility to check Blackboard for your assigned materials for each day.

Week	Film & Reading	Assignment
Week 1	Introduction to the course: Themes of Social Justice in Arabic Literature and Films: - Elements of Modern Arabic literature	- Complete survey about

	<p>- The development of Arabic Cinema.</p> <p><i>How to Write a Film Review</i>, article https://www.nyfa.edu/student-resources/9-tips-for-writing-a-film-review/</p> <p>Reading: Viola Shafik, <i>The History of Arab Cinema</i>, Pages 10-43.</p>	your interests and background.
Week 2	<p>Module One: Post colonialism Arabic literature and Cinema adaptation: Nationalism & Socialism Reading: Excerpts from selected novels by Naguib Mahfouz, and Ihsan Abd El Quddus.</p> <p>Film: Youssef Chahine <i>Bab Al-Hadid</i>, (Cairo Station), 1958 (1h 35 min.) A Cairo newspaper dealer at the train station in Cairo develops an unhealthy obsession with a woman who sells refreshments while a serial killer terrorizes the city.</p>	Class Journal: Entry one is due
Week 3	<p>Module One Continued: Post colonialism Arabic literature and Cinema adaptation: Nationalism & Socialism</p> <p>Reading: Viola Shafik, <i>Cultural Identity and genre</i> P.121-164</p> <p>Film: <i>Miramar</i>. 1969. (2h 5 min). The story of the Egyptian revolution told by four men who are staying in an old-fashioned pension in Alexandria called Miramar. The men hover around the country girl who works there.</p>	Class Journal: Entry 2
Week 4	<p>Module Two: Breaking Social, Religious and Political Taboos</p> <p>-Authoritarianism and Freedom of Speech</p> <p>Reading: Abd Al Rahman Munif, <i>East of the Mediterranean</i>, Sharq Al Mutawaset), 1975 (excerpt: about 30 p). A prison novel that traces the story of a man who is subject to eleven years of extreme torture and eventually made blind. The book deals with powerful themes of freedom in the east of the Mediterranean area and Said Arabia.</p> <p>Film: <i>Al Baree'</i> (The Innocent) 1985. (1h 59 min.) A peasant is recruited into the Egyptian army, where they make him believe that the political activists are his homeland enemies, but not for so long.</p>	Quiz 1
Week 5	<p>Module Two Continued: Breaking Social, Religious and Political Taboos - Fundamentalism and Terrorism</p>	Class Journal Entry 3

	<p>Reading: Ana Belen Soage, <i>Farj Fawda or the cost of freedom of Expression</i> (2007). A nonfiction text on the assassination of the secular author and thinker Fag Fouada. https://web.archive.org/web/20100527144144/http://meria.idc.ac.il/journal/2007/issue2/jv11no2a3.html</p> <p>Film: <i>Al Erhabi</i>, (The Terrorist), 1994. (2h 22min.) This movie is about a member of the Islamic radical group launching attacks against society under the order of a spiritual leader.</p>	
Week 6	<p>Module Two Continued: Breaking Social, Religious and Political Taboos - Homosexuality</p> <p>Reading: Alaa Aswany, <i>The Yaqubian Building</i>, 2002. (Excerpt, about 30 p). The novel describes a luxurious and prestigious building. It follows Egypt's political and social changes from the late 1950s to the Arab Spring uprising in 2011.</p> <p>Film: <i>Amarat Yaqubian</i>, 2007 (2 hours, 45 min) This movie is a meditation on corruption, fundamentalism, prostitution, homosexuality, drugs, and activism in central Cairo, represented by the residents of the Yaqubian Building.</p>	Class Journal Entry 4
Week 7	<p>Module Two Continued: Breaking Social, Religious and Political Taboos</p> <p>- Minorities</p> <p>Reading: Khawla Hamdy, <i>A Jewish Girl Lies within My Heart</i> (Fi Qalbi Untha Ebrreya) (Excerpt: about 30 p). This novel centers on the true story of a Jewish girl who lives in Tunisia with her Jewish family. The protagonist was raised in a Christian home but chose the Jewish religion following her mother.</p> <p>Films: <i>Yahood Misr</i>, (Jews of Egypt), 2014 (documentary) (1h 36 min) The stories of twelve Jewish women still living in Egypt till now and refuse to leave despite the departure of all during Abdel Nasser's era.</p> <p><i>Amazigh Masr</i>, (The Egyptian Amazigh) (documentary) (22 min.) This movie is about the culture and lifestyle of an Egyptian Berber who lives in Siwa oasis, North Egypt.</p>	Class Journal Entry 5
Week 8	<p>Module Three Feminism and Gender Equality</p>	Quiz 2

	<p>Reading: Nawal Sa'adawy, <i>Women at point Zero, 1983</i>. (Excerpt: about 30 p). The novel is based on the author's meetings with a female prisoner, a murderess who has agreed to tell her life story before her execution. The book explores the themes of women and their plane within a patriarchal society.</p> <p>Film: <i>Asmaa</i>, 2011 (1h 36 min) After constantly being denied medical treatment, an HIV-positive woman fights the social stigma of her disease and makes a huge effort to give hope to others.</p>	In-class practicum
Week 9	<p>Module Three Continued: Feminism and Gender Equality</p> <p>Reading: <i>Farwell Damascus, 2017</i> (excerpt, about 30 p). The novel is set in Damascus during the early 1960s. It tells the struggle of a young Syrian woman, tracing themes of human dignity, love, and homeland.</p> <p>Film: <i>Carmel, 2008</i>. (1h 33min) A Romantic comedy centered on the daily lives of five Lebanese women living in Beirut.</p>	<p>Class Journal Entry 6 In-class practicum.</p> <p>Final Paper assignment introduction</p>
Week 10	<p>Module Four: Resistance and Rebellion: Revivalism in Arabic Cinema and Literature</p> <p>Reading: Sonallah Ibrahim, <i>Zaat</i> (Thaat), 1992. It tells the tale of one woman's life in Egypt during the last fifty years. It traces the changes in society through the development of the Zaat.</p> <p>Film: <i>Eshtbak</i> (Clash) 2017 (1h 37min) Several detainees from different political and social backgrounds are brought together in one truck during the turmoil that followed the ousting of former president Morsi.</p>	<p>Quiz 3 In-class practicum</p> <p>Final paper topic selection/proposal</p>
Week 11	<p>Module Four Continued: Resistance and Rebellion: Revivalism in Arabic Cinema and Literature</p> <p>Reading: <i>The Queue</i>, 2013, by Basma Abdel Aziz (Excerpts: about 30). This novel explores totalitarianism and bureaucracy through the lens of a fictional Middle Eastern state.</p> <p>Film: <i>Nawara</i> 2015, by Hala Khalil (2h, 2 min) This movie is about a poor maid working at Villas, a luxury compound. She doesn't know that the Spring of 2011 will bring her something.</p>	Annotated Bibliography. or any other source collection activity that might be helpful

Week 12	<p>Module Five: Arabs in the U.S.</p> <p>-Immigration and refugees</p> <p>Reading: <i>Brooklyn Heights</i>, Miral al Tahawy, 2010. (Excerpt: about 30 p). This novel tells the story of an immigrant woman who moved to Brooklyn Heights to escape a failed marriage, family restrictiveness and fulfill the American dream.</p> <p>Film: <i>The Citizen</i>, 2012 (1h 40min.) The terrorist attacks of 9/11 shaped a newly arrived Arab immigrant's quest to fulfill the American dream.</p>	<p>Quiz 4</p> <p>Initial draft/outline workshop or review</p>
Week 13	<p>Module Five Continued: Arabs in the US</p> <p>-Arab Stereotypes in Hollywood</p> <p>Reading: <i>A is for Arab</i>, Jack Shahin, 2012 (Excerpt: about 30 p). A nonfiction book archiving stereotypes in U.S. popular culture representation of Arabs from the early 20th century to the present.</p> <p>Film: <i>Reel Bad Arabs: How Hollywood Vilifies A People</i> (documentary), 2017. (50 min) The film explores a long line of degrading images of Arabs in Hollywood.</p>	<p>Class Journal Entry 7</p> <p>Oral Presentations</p> <p>Peer review of final paper draft</p>
Week 14	<p>Wrap-up General Review Oral presentations Each student should present 5-10 minutes on a selected topic. A list of potential topics will be handed out to the students.</p>	<p>Quiz 5</p> <p>Oral Presentations</p> <p>Final paper oral Presentation workshop</p>
Week 15	<p>Students must submit a final paper during final exam week. Suggested titles and reading list will be provided for students to choose a topic for the final paper. Students can use their class journal to produce the final paper.</p>	<p>Final paper due</p>

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: April 29, 2022

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

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

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

Name: Valerie Allen

Email address(es) vallen@jjay.cuny.edu

Phone number(s) 212.237.8594

2. a. **Title of the course:** **Stories and Numbers**

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

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:

First, the course aims to help students make meaningful connections between/among different disciplinary domains by articulating shared underlying principles, and this is an ability best acquired early in their degree studies. Second, because the disciplinary analogies the course explores are broad, the mathematical content is kept appropriately basic to allow space for applications, contrasts, comparisons, and generalizations. Third, because “math-anxious” students will likely avoid higher-level courses in the Scientific World category, assigning this course a 100-level designation optimizes the chances of their taking it (see para 2 of Rationale below).

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

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.)

In a curriculum packed with content-heavy math courses (e.g. statistics and calculus) that serve as prerequisites for several majors, it is easy enough to overlook the fact that mathematics is an art as well as a science, that it requires imagination and intuition as much as it does formal facility in manipulating symbols. This course emphasizes an understanding of the principles that connect math to more explicitly creative domains of knowledge. In this, it properly fulfills the aims of a *general* education.

It is well known that several demographic groups (e.g. female, Black, and Latinx students) are generally underrepresented in STEM disciplines and are particularly vulnerable to “math anxiety”—an affective condition that impairs working memory and performance. To this list we may add humanities students, who often perceive themselves to be “bad at math,” and avoid STEM classes whenever possible. By exploring the similarities between mathematical arguments and stories in this course under the general category of “narrative,” such students have an opportunity to bring their strengths in other areas to bear on close reasoning, and to build confidence in their mathematical ability. In doing so, the course aligns with the college’s mission of educating for justice. For students already comfortable with quantitative literacy, the differences between the disciplines prove equally instructive—differences that help discriminate, for example, between temporality and sequentiality, and between the informal logic of storytelling/daily argumentation and the formal logic of proofs and programming.

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 makes meaningful connections between literature and mathematics through topics such as the role of chance, networks of connection, and how stories change when plots and statistical data are rearranged. The mathematical content is appropriately basic to allow space for applications, contrasts, and comparisons. By comparing mathematical models and literary texts, students explore the creativity of mathematics while building their skills in quantitative reasoning.

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):

None

5. Number of:
- Class hours 3
 - Lab hours 0
 - Credits 3

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

No Yes. If yes, then please provide:

- Semester(s) and year(s):
- Teacher(s):
- Enrollment(s):
- Prerequisites(s):

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

General Learning Objectives for LIT 1XX:	In this specific section of LIT 1XX, the Gen Ed LO means that you will learn to:
1. Gather, interpret, and assess information from a variety of sources and points of view.	1. Compare mathematical models and literary texts
2. Evaluate evidence and arguments critically or analytically.	2. Contrast mathematical models and literary texts
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	3. Demonstrate how narrative form shapes content and generates meaning
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic,	4. Identify fundamental concepts of statistical reasoning and apply them to verbal narratives

mathematics, psychology, statistics, and technology-related studies.	
5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.	5. Use mathematical principles to solve basic problems and questions, and to present arguments visually
6. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.	6. Evaluate the impact of probabilistic reasoning on ethical responsibilities.

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

No Yes

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

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

No Yes If yes, please indicate the area:

Flexible Core:

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

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

“Stories and Numbers” best belongs to the Scientific World category because mathematical content lies at its center and because students who take it can expect to enhance their understanding of underlying mathematical principles (apart from developing the sheer ability to manipulate symbols and formulas).

The course is unique because it tracks deep analogies between literature and mathematics—the role of chance; the meaning of probability; the use of mathematical models to map networks of connection within stories; the structuring of literary narratives and of mathematical arguments; how plots and statistical data can be rearranged so that they tell different stories—these are the kind of issues that this course explores.

In general, teaching math fiction is not the intention of the course because the mathematics involved is often too technical for a non-specialist audience. For example, Tefros Michaelides’s murder mystery, *Pythagorean Crimes* (2008), hinges on Gödel’s incompleteness theorems, which can only be hazily appreciated by the general reader. Instead, the course focuses on the acquisition of basic mathematical skills (in statistics, probability, and graphing) in order to apply them to fiction in general (not math fiction in particular).

The deep analogies between mathematics and literature have not only been made by literary theorists such as Steven Connor (*In Defence of Quantity: Living by Numbers* (2016)). Some of the best literature on the topic comes from mathematicians and philosophers. John Allen Paulos’s *Once Upon a Number: The Hidden Mathematical Logic of Stories* (1998) is one of the most accessible in this group. Robert Newsom’s *A Likely Story: Probability and Play in Fiction* (1988) is explicitly theoretical, while Apostolos Doxiadis and Barry Mazur’s scholarly anthology, *Circles Disturbed: The Interplay of Mathematics and Narrative* (2012) often presupposes specialist mathematical knowledge in its readership.

11. How will you assess student learning?

Assessment addresses two differing components: mathematical content and literary interpretation, both singly and combined.

- The weekly journal posts specifically address the math content.
- The weekly discussion boards specifically address the assigned readings, which are mostly focused on literature, but which also invite comparison with math content.
- The final, for which students begin to prepare about two-thirds of the way through the course, combines the literary analysis with the mathematical content.

General Learning Objectives for LIT 1XX:	In this specific section of LIT 1XX, the Gen Ed LO means that you will learn to:	Graded LIT 1XX assignments that assess the learning objectives:
1. Gather, interpret, and assess information from a variety of sources and points of view.	1. Compare mathematical models and literary texts	<p>--Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. (See Reading & Discussion Board in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. (See Final in Sample Syllabus)</p>
2. Evaluate evidence and arguments critically or analytically.	2. Contrast mathematical models and literary texts	<p>--Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. (See Reading & Discussion Board in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. (See Final in Sample Syllabus)</p>
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	3. Demonstrate how narrative form shapes content and generates meaning	<p>--Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. (See Reading & Discussion Board in Sample Syllabus)</p> <p>--Weekly journal posts in which students process the material through asking questions and explaining concepts/confusion in their own words. (See Journal in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a</p>

		mathematical model to analyze a literary narrative. (See Final in Sample Syllabus)
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.	4. Identify fundamental concepts of statistical reasoning and apply them to verbal narratives	<p>--Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. (See Reading & Discussion Board in Sample Syllabus)</p> <p>--Weekly composition and explanation of multiple-choice question that demonstrates understanding of assigned math material. (See Journal in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. (See Final in Sample Syllabus)</p>
5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.	5. Use mathematical principles to solve basic problems and questions, and to present arguments visually	<p>--Weekly composition and explanation of multiple-choice question that demonstrates understanding of assigned math material. (See Journal in Sample Syllabus)</p> <p>--Weekly posts in which students process the material through asking questions and explaining concepts/confusion in their own words. (See Journal in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. (See Final in Sample Syllabus)</p>
6. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy,	6. Evaluate the impact of probabilistic reasoning on ethical responsibilities.	--Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. (See Reading & Discussion Board in Sample Syllabus)

security, or ethical responsibilities.		--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. (See Final in Sample Syllabus)
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12. Did you meet with a librarian to discuss **library resources** for the course?

No _____ Yes X

If yes, please state the librarian's name: _____ Marta Bladek _____

Did you check the existing **OER** (Open Educational Resources) to support teaching of this course?

<https://guides.lib.jjay.cuny.edu/oer/jjoer>

An OER such as "Math in Science" in Antony Carpi's Visionlearning <<https://www.visionlearning.com/en/library/Math-in-Science/62>> could well be used by students. There are also some resources to be found in OpenStax. The sample syllabus uses the OER MyOpenMath <https://www.myopenmath.com/index.php>

No _____ Yes X

Are there adequate resources in the library to support students' work in the course?
(Please check all that apply):

X OneSearch (the library discovery tool)
_____ eBooks

Subject specific library databases:

_____ Academic Search Complete X Gale Reference Sources
_____ NexisUni _____ PsycInfo
_____ Criminal Justice Abstracts _____ Sociological Abstracts

Other (list them here) _____ the library's online encyclopedias and handbooks offer additional resources to students; also Films on Demand; specific readings can be made available through e-reserves. _____

Are there existing library Research Guides to support your class?

<https://guides.lib.jjay.cuny.edu/>

No _____
Yes X (for Literature and for Mathematics and Statistical Methods)

If you have any acquisitions suggestions (print/electronic/media) for the library list them here (or attach a separate compilation).

-
13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: 4/29/22
15. **Faculty - Who** will be assigned to teach this course? Valerie Allen, Al Coppola
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
 No
 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.
 See A17 below.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?_
 Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.

I consulted with two colleagues in Math—Professor Michael Puls (the dept UCASC rep) and Professor Hunter Johnson—who gave me detailed, valuable feedback. They were both very supportive of the course (“In my opinion we need more courses like this for our non-stem majors.” “It was very satisfying to read your rationale for the course, I really support everything you say there.”) I received several useful suggestions for additional reading material/topics, and—in response to one query—I deleted one unit in order to simplify the theoretical material and to keep the focus on three areas of math content (stats, probability, and graph theory).

18. Will any course be **withdrawn**, if this course is approved?
 No
 Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals:

Jay Gates, 4/29/22

Chair, English Department

CUNY Common Core Course Submission Form

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

College	John Jay
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT 1XX
Course Title	"Stories and Numbers"
Department(s)	English
Discipline	English Literature
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	N/A
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course makes meaningful connections between literature and mathematics through topics such as the role of chance, networks of connection, and how stories change when plots and statistical data are rearranged. The mathematical content is appropriately basic to allow space for applications, contrasts, and comparisons. By comparing mathematical models and literary texts, students explore the creativity of mathematics while building their skills in quantitative reasoning.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
Indicate the status of this course being nominated:	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location	

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society <input type="checkbox"/> US Experience in its Diversity <input checked="" type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression
Learning Outcomes In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	

II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students compare mathematical models and literary texts. Their learning is assessed by analyzing stories on weekly discussion boards. --Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. E.g., in Week 2, students first work in their Journals on skills in finding a ratio and understanding the relationship between two numbers. Then, in the Discussion Board, they explore the same math concept in narrative form in the story, "Food for Thought." The weekly discussion board assignment requires students to apply the mathematical skills they have learned to texts.	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
Students compare mathematical models and literary texts.	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.

<p>The assignment that best tests their ability to evaluate arguments is the Final Essay (drafted and revised during semester), in which students design a mathematical model to analyze a literary narrative. They evaluate how the model both brings some implicit features of the story into high visibility and overlooks other obvious features. In Week 11, students draft a literary analysis of their chosen text; then, in Week 12, they apply a mathematical model to the same text to consider what different features of the story emerge. (An example from Week 14's reading shows a network graph of interactions among characters in the play <i>Hamlet</i>. The graph shows how the character Hamlet connects the court with the rest of the play's action. This is not something immediately apparent from reading the play.)</p>	
<p>Students demonstrate how narrative form shapes content and generates meaning. Their learning is assessed by analyzing stories and drawing from prior knowledge on weekly discussion boards; through weekly journal posts; and through their final essay with its preliminary drafts.</p> <p>--Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. (See Reading & Discussion Board in Sample Syllabus)</p> <p>--Weekly journal posts in which students process the material through asking questions and explaining concepts/confusion in their own words. (See Journal in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. For example, in step one (Week</p>	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>10), students provide an initial rationale for their story selection. Then in steps two (Week 11) and three (Week 12), students craft an argument to explain what level of fidelity they identify between their mathematical model and their selected text.</p>	
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students identify fundamental concepts of statistical reasoning and apply them to verbal narratives. Their learning is assessed by analyzing stories on weekly discussion boards; through the weekly journal entries where they design their own multiple-choice questions; and through the final essay with its preliminary drafts, where they build statistical models, and compute measures of central tendency and spread.</p> <p>--Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. (See Reading & Discussion Board in Sample Syllabus) For example, students can create a statistical model from Sartre's story "The Wall" to estimate the probability of Ramón Gris being found in the cemetery. Putting a number on the outcome underlines the absurdity of the ending.</p> <p>--Weekly composition and explanation of multiple-choice question that demonstrates understanding of assigned math material. (See Journal in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. (See Final in Sample Syllabus)</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.

<p>Students use mathematical principles to solve basic problems and questions. Their learning is assessed through the weekly journal entries where they ask questions, and design their own multiple-choice questions; and through the final essay with its preliminary drafts, where they present arguments visually by color coding or drawing graphs, maps, trees, flow charts, or arrays.</p> <p>--Weekly composition and explanation of multiple-choice question that demonstrates understanding of assigned math material. (See Journal in Sample Syllabus)</p> <p>--Weekly posts in which students process the material through asking questions and explaining concepts/confusion in their own words. (See Journal in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. (See Final in Sample Syllabus) For example, students might develop their own concept maps of the Borges short story (Week 08) to contrast how the narrator understands the general idea of “dog” with how Funes conceptualizes it.</p>	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
<p>Students evaluate the impact of probabilistic reasoning on ethical responsibilities. Their learning is assessed by analyzing stories on weekly discussion boards; and through the final essay with its preliminary drafts, where they diagram sample spaces of phenomena and events, and compute probabilities for compound and conditional events.</p> <p>--Weekly Discussion Board posts in which students respond to assigned readings and speculate on connections between math content and literary narrative. For example,</p>	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.

<p>students might apply their statistical skills to the short story "Sum" (Week 01) to compute the chances of performing certain activities in some given timeframe. The exercise leads to discussing the ethics of a life well-lived and of time management. (See Reading & Discussion Board in Sample Syllabus)</p> <p>--Final Essay (drafted and revised during semester) in which students design a mathematical model to analyze a literary narrative. Examples might be a location map, or a network graph of character interactions, or a statistical count of some phenomena, or a decision tree. Models will be evaluated according to how appropriate they are to the narrative and the degree to which they yield non-trivial information about the narrative.</p>	
	<ul style="list-style-type: none"> ● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

SYLLABUS FOR LIT 1XX**“STORIES AND NUMBERS”****JOHN JAY COLLEGE, CUNY**524 West 59th Street, New York, NY 10019**Instructors:** Valerie Allen (ENG) (she/her; they/them)**Semester/Year:** Spring/Fall 202X**Modality:** hybrid/asynchronous**Scheduled Class Time:** XX**Office Hours:** Straight after class or email for individual appointments.**Instructors' e-mails:** vallen@jjay.cuny.edu**Course Prerequisite:** None**Credits:** 3**Course Description:** LIT 1XX satisfies the requirement for the Scientific World of Gen Ed's Flexible Core.

This course makes meaningful connections between literature and mathematics through topics such as the role of chance, networks of connection, and how stories change when plots and statistical data are rearranged. The mathematical content is appropriately basic to allow space for applications, contrasts, and comparisons. By comparing mathematical models and literary texts, students explore the creativity of mathematics while building their skills in quantitative reasoning.

Learning Objectives: See grid on p. 3 for description of what you can expect to learn.**Blackboard:** Access is essential. Problems? Email blackboardstudent@jjay.cuny.edu**Required Materials/Resources:**

1) full access to Blackboard and all links and materials posted there.

2) Required texts: This is a zero-cost course. Khan Academy videos are freely available, and specific links will be posted for the relevant weeks. You can also access some course materials by registering as a student on MyOpenMath (abbreviated to MOM)

<https://www.myopenmath.com/index.php>. Look for *Math in Society: A Survey of Mathematics for the Liberal Arts Major* (abbreviation: *MiS*) by David Lippman (2017). The relevant chapters and accompanying videos and exercises are all posted on MOM. Course ID: **Enrollment key:

**

Assessment:

Learning Journal:	30%
Reading & DB:	40%
Final Essay:	30%

See pp. 4 and 9 for further details about each kind of assessment, as well as expected grading/feedback turnaround times.

Names/Pronouns: You deserve to be addressed as you prefer. You are welcome to tell me your preferred name and/or pronouns at any time. If I mispronounce your name, please let me know and I will do my best to say it correctly.

Academic Integrity: It is expected that all work (including computational work) asked of you should reflect your own effort and thought. Getting help is fine (in fact, advisable), but always cite your source when you paraphrase, summarize or quote/borrow directly.

If you deliberately plagiarize (i.e. pass off someone else's work as your own) you will be reported immediately to the Academic Integrity Officer (with possible disciplinary sanctions), and you will likely receive an F or D- for the course. Lack of dishonest intent does not necessarily absolve you of responsibility for plagiarism. Although it is your responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others, I welcome open discussion about plagiarism and hope you will ask questions. The Library has additional resources designed to help you with problems of documentation.

Accommodations: You may need to request accommodations or academic adjustments for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If these or any other issues affect your academic performance in this class, please notify one or both of us as soon as possible, and contact the appropriate office. Before granting any accommodation, I will need written verification of your eligibility from the relevant office. It is your responsibility to initiate contact with that office and to follow its procedures for having the accommodation notice sent to us.

For accessibility accommodations for disability, pregnancy, or any medical condition, contact JJay's Office of Accessibility Services at <http://www.jjay.cuny.edu/accessibility>

For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay's Title IX Coordinator.

See also https://www.jjay.cuny.edu/sites/default/files/contentgroups/under_stud/reasonable-accommodations-faculty-guide-to-teaching-students-with-disabilities_cuny_2014.pdf

General Learning Objectives for LIT 1XX:	Excellent work will show that you can:	Activities that help you master what you need to learn include:
1. Gather, interpret, and assess information from a variety of sources and points of view.	--use mathematical models to make non-trivial observations about literary texts	--reading assigned texts closely --practicing modeling techniques in weekly math content
2. Evaluate evidence and arguments critically or analytically.	--describe the differences between mathematical models and literary texts and show where they do not intersect	--close reading assigned literary texts --practicing modeling techniques in weekly math content
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	--write a sustained analysis of the structure of literary narrative -- describe narrative arcs and their turning points -- analyze the relationships among plot constituents --determine the social significance of narrative forms and context -- evaluate the various senses of the truthfulness of narratives	--building arguments on Discussion Board --creating drafts of final in last month of semester --identifying illustrative examples from own prior knowledge of narratives
4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.	--interpret data using statistical tools --support claims about qualitative phenomena using appropriate statistical tools	--making histograms and boxplots --computing measures of central tendency and spread --building multiple-choice questions using statistical content --creating drafts of final in last month of semester

<p>5. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</p>	<p>--represent information in graphical forms, tables, formulas, etc., and draw appropriate inferences from them</p> <p>--design questions and identify mathematical solutions to them</p>	<p>--color coding or drawing graphs, tables, maps, trees, flow charts, and arrays</p> <p>--building multiple-choice questions using mathematical content</p>
<p>6. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</p>	<p>--interpret the likelihood of events using basic rules of probability</p> <p>--describe the meaning of probabilities in natural language</p> <p>--represent and evaluate chance in probabilistic terms</p>	<p>--diagram sample spaces of phenomena and events</p> <p>--computing probabilities for compound and conditional events</p> <p>--creating drafts of final in last month of semester</p>

Assessment Types

Each week's work will be returned with feedback before the next week's work has to be completed. Color-coding matches with schedule of work in weekly narrative (pp. 5-8) and sample assignments for Week 2 (pp. 10-11).

1) Reading and Discussion Board (Synchronous/Asynchronous) 40%

- You have weekly short readings that: analyze the structure of narratives; or invite comparison between stories and mathematical arguments; or are stories that can be analyzed from a mathematical perspective. Your responses to the prompts and your engagement with your peers' different interpretations will strengthen your argument-building skills, and the quality of class discussion. Illustrating all your points from your own prior knowledge of stories and/or from the assigned stories will help you write your final.

2) Weekly Learning Journal Entries (Synchronous/Asynchronous) 30%

- Each week you will post a journal entry about the mathematical reading/video material. The journal contains a fixed component that asks you to demonstrate understanding of the material, and an open-ended component to allow you to process the material in your own way. In the fixed component, you design a multiple-choice question relating to the math content for the week and explain your reasoning for choosing each option (including the distractors). You will be graded on the quality of understanding demonstrated in the MCQ. For the open-ended component, don't assume you have to understand the material to write a good journal entry—a post that describes your confusion may end up more insightful than one that simply summarizes what you have understood. What I value is how well you can explain your reasoning and make your thoughts visible (in words or by drawing/color-coding a problem).

3) Final (Asynchronous) 30%

- The final essay brings together all the elements in the course. In it, you are asked to select a fictional story you already know (in every case by agreement with me), and to analyze its structure. To do this analysis, you will use both our class readings on plot structure and the mathematical techniques we have learned to model that structure (e.g. statistical models such as histograms or 2-way probability tables or decision trees). You will point out what elements of the story, if any, do not lend themselves to mathematical representation and why this may be the case. You will also point out how the mathematical model illuminates features of the story not otherwise immediately apparent. We will start work on the final in Week 10, and your grade for the final will be based on both the end product and work done on it during Weeks 10-14.

Narrative about Each Week's Work

Week 01

Math Content:

- **Core:** “Number Talks” involve a simple arithmetic calculation (e.g. *what’s 7 times 19?*) for which the different strategies for a solution are narrativized and visualized.
- **Background skills:** We review skills with Order of Operations.

Reading:

- We consider a possible taxonomy for all narrative stories. Excerpt from Christopher Booker, *The Seven Basic Plots: Why We Tell Stories* (London and New York, Continuum, 2004) 229-35. And we compare it to Kurt Vonnegut’s failed master’s thesis in which he diagrams the shapes of all stories. It was rejected because it was simple and looked like too much fun. <https://www.openculture.com/2014/02/kurt-vonnegut-masters-thesis-rejected-by-u-chicago.html>
- We read a short story about distribution by David Eagleman: “Sum,” in *Sum: Forty Tales from the Afterlives* (New York: Pantheon Books, 2009), pp. 3-4.

Week 02

Math Content:

- **Core:** We work on a problem that involves subtraction/addition, multiplication/division, and finding a ratio. The problem is abstracted from a short story (see Reading below).
- **Background skills:** We review skills with the (commutative, associative, and distributive) properties of real numbers.

Reading:

- We read a recreational math story that sets the day’s math content into a fictional frame. The students get to see how the narrative frame both encodes the mathematics and raises other questions to do with ethics and equity. Excerpt from Malba Tahan, “Food for Thought,” in *The Man Who Counted*, trans. Leslie Clark and Alastair Reid (Edinburgh: Canongate, 1993), 15-18.

Week 03

Math Content:

- **Core:** Working with a dataset (of a sleep survey that the students will fill out), we take a first pass at calculating the mean, median, and mode and identifying the implications of their differences.
- **Background skills:** We review skills with operations with fractions.

Reading:

- We read a creative non-fiction essay about how understanding statistics helped Stephen Jay Gould cope with cancer: “The Median Isn’t the Message.” Reprinted from *Bully for Brontosaurus: Reflections in Natural History* (1991) in *American Medical Association Journal of*

Ethics 15.1 (2013): 77-81. URL = <https://journalofethics.ama-assn.org/sites/journalofethics.ama-assn.org/files/2018-05/mnar1-1301.pdf>

Week 04

Math Content:

- **Core:** Working with the sleep study dataset, we display the information in histograms.
- **Background skills:** We review skills with fractions, percents, and percentages.

Reading:

- We consider the analogy between stories and mathematical proofs. Excerpt from Paul Lockhart, “On Problems,” in *Measurement* (Cambridge, MA: Belknap Press, 2012), 5-19.
- We consider the impact of scale in David Eagleman’s short story, “Giantess,” in *Sum*, pp. 13-16.

Week 05

Math Content:

- **Core:** We interpret histograms by considering different ways to display our sleep data and by describing their center (taking a second pass at the mean, median, and mode).
- **Background skills:** We review skills with using basic formulas (for a line, area of a rectangle, etc.).

Reading:

- We consider the role that the number 3 plays in stories and its significance. Three creates the smallest recognizable pattern, and plots are most often based on a tripartite structure of beginning, middle, and end. Excerpt from Christopher Booker, “The Rule of Three,” in *The Seven Basic Plots: Why We Tell Stories* (London: Bloomsbury Continuum, 2004), 229-35.
- We consider how making something odd—the addition of a third entity—breaks the deadlock of stasis and getting even. Excerpt from William Ian Miller, *Eye for an Eye* (Cambridge: Cambridge University Press, 2006), pp. 8-16.
- We apply our analysis of three to “Rumpelstiltskin,” a fairy tale collected by the brothers Grimm. https://books.google.com/books?id=kLwxAQAAAMAJ&pg=PA221&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Week 06

Math Content:

- **Core:** We describe variability within a dataset using the five-number summary, which shows how the datapoints cluster around the physical center of the set (the median).
- **Background skills:** We review skills with formulas related to geometric shapes (circle, parabola, etc.).

Reading:

- We read an essay by poet Kevin Young on the power of “storying” in Black culture, a term that ranges in meaning from improvisation to untruths created in the service of a higher truth; “Storying,” in *The Grey Album: On the Blackness of Blackness* (Minneapolis, MN: Graywolf Press, 2012), pp. 16-20.
- Using guidelines taken from professional improvisors, we improvise our own story.

Week 07

Math Content:

- **Core:** We describe variability within datasets using the standard deviation, which shows how the datapoints cluster around the statistical center of the set (the mean).
- **Background skills:** We review skills with powers and roots.

Reading:

- We consider the power of “counterstories” to challenge settled preconceptions. Excerpt from Richard Delgado and Jean Stefancic, *Critical Race Theory: An Introduction*. 3rd edn (New York: New York University Press 2017), pp. 44-57 (Chapter 3, “Legal Storytelling and Narrative Analysis”).
- We read the short story, “The rAndomness of Things,” by Richard Hooton; <https://theshortstory.co.uk/flash-fiction-the-tandomness-of-things-by-richard-hooton/>

Week 08

Math Content:

- **Core:** We display the relationships between two variables using scatterplots.
- **Background skills:** We review skills in plotting points on the coordinate plane.

Reading:

- We consider the structure of plots and the causal relation between their parts. Excerpt from Aristotle, Part VII (on structure of plot), in *Poetics*, trans. S. H. Butcher. URL = <http://classics.mit.edu/Aristotle/poetics.1.1.html>
- We read a short story by Jorge Luis Borges, “Funes, his Memory,” in *Collected Fictions*, trans. Andrew Hurley (New York: Penguin, 1998), pp. 131-37. Also David Eagleman’s short story, “Reversal,” in *Sum*, p. 109.

Week 09

Math Content:

- **Core:** Using regression lines, we explore the difference between correlation and cause/effect.
- **Background skills:** We review skills with linear equations in one variable.

Reading:

- We consider the difference between correlation on the one hand and cause and effect on the other. Excerpt from David Hume, Section IV (“Sceptical Doubts Concerning the Operations of the Understanding”), in *Enquiry Concerning Human Understanding*. URL = <https://www.gutenberg.org/files/9662/9662-h/9662-h.htm#section4>
- We read a short story by existentialist philosopher Jean-Paul Sartre about random chance and coincidence: “The Wall,” in *The Wall and Other Stories*, translated by Lloyd Alexander (New York: New Directions, 1969), 1-17.

Week 10

Math Content:

- **Core:** We establish the mathematical meaning of randomness and calculate basic probabilities.

Reading:

- We consider the difference between what in fact happens (historical truth) and what ought to happen (poetic truth). Excerpt from Aristotle, Parts VIII-IX (on likelihood), in *Poetics*.
- **Step 01 of Final:** You choose your story, explain why you want to use it, and get it approved by instructor. This can be something you yourself wrote or a story by someone else that you wish to analyze. Although you may draw comparisons from any of the stories covered in class, none should be your main text.

Week 11

Math Content:

- **Core:** We calculate the probabilities of independent and, using 2-way tables, of dependent events.

Reading:

- We consider the psychological habits that hinder statistical reasoning. Excerpt from John Allen Paulos, *Once Upon a Number: The Hidden Mathematical Logic of Stories* (New York: Basic Books, 1998), 46-56.
- **Step 02 of Final:** You sketch a literary analysis of your story with special emphasis on its structural elements: location, duration, plot (the order in which events occur, twists and turns), etc.

Week 12

Math Content:

- **Core:** Moving to Graph Theory, we identify vertices, edges, loops, and the degrees of a vertex.

Reading:

- We discuss the movie *Six Degrees of Separation* (dir. Fred Schepisi, 1993), which explores the idea that everyone is connected to everyone else in a network of no more than six acquaintances.

- **Step 03 of Final:** You develop a mathematical model such as a map, histogram, graph, flow chart, etc. to visualize the structure of your story.

Week 13

Math Content:

- **Core:** We identify different basic ways of navigating a graph with paths and circuits.

Reading:

- We consider how to model stories as trees. Excerpt from Franco Moretti, *Graphs, Maps, and Trees: Abstract Models for Literary History*, 2nd edn (London and Brooklyn, NY: Verso, 2007), 70-75.
- **Step 04 of Final:** You post a mini-presentation of your story analysis and read/watch your peers' mini-presentations.

Week 14

Math Content:

- **Core:** We complicate graphs by weighting them and draw basic decision trees by computing the expected value of outcomes. In doing so, we introduce ethical considerations into computable choices.

Reading:

- We consider how to model stories as networks. "Network Theory, Plot Analysis," in Franco Moretti, *Distant Reading* (London and New York: Verso, 2013), 211-40.
- **Step 05 of Final:** You give your peer presenters detailed feedback.

Exam Week 15

- **Final:** You present your full story analysis and leave comments for your peers about their presentations.

Weekly Study Group Guidelines, Self-Checklist, and Scoring Rubric

General Guidelines:

- As your instructor, I read and give feedback to everything you write on DB, but I do not join in because this is your conversation, where you take responsibility for each other's learning.
- For all submitted work, write your responses first in a Word document. That way, you can proof your work, and you have a record of everything you posted.
- Don't write straight into Blackboard because it might freeze and make you lose work.
- For DB, paste your work in rather than upload documents.
- For Journal entries, paste your work in rather than upload documents.

Self-Checklist for DB and Journal:

- My post shows that I've done the reading and required work.
- I've asked good questions—meaning that they show I've thought about the work and can identify where I need help.
- I've chosen my words carefully to make sure my meaning is clear.
- My post isn't necessarily long, but it is substantive.
- I've responded to all relevant prompts.
- I've proofed my post, and checked it for errors.
- If I've used any outside sources, I've provided the link or citation.
- On DB, I've helped the group learn by trying to answer my peers' concerns/questions.
- On DB, when I've responded to one of my colleagues, I've made it clear whom I'm addressing and I've restated their point before replying to it.
- On DB, my contribution to the discussion is constructive and respectful.
- On DB, my contribution has helped everyone in the group understand better.

Self-Checklist before submitting Final:

- My story has been formally approved by my instructor.
- I have fully analyzed the literary structure of my story.
- I have described and applied a mathematical model to my story.
- I have compared/contrasted my literary analysis and my mathematical model, showing where the two approaches overlap and where they emphasize different features of my story.
- I have posted a mini-draft of my presentation and then revised it in light of feedback.
- I have given feedback to my peers about their mini-presentations.
- I've proofed my final, and checked it for errors.

All individual assignments are graded out of 10 marks.

Mark	Grade	What it means
9.3-10	A	You submitted excellent work
9-9.2	A-	
8.7-8.9	B+	
8.3-8.6	B	You submitted good work
8-8.2	B-	
7.7-7.9	C+	
7.3-7.6	C	You submitted satisfactory work

7-7.2	C-	
6.7-6.9	D+	
6.3-6.6	D	You submitted passing work or Regardless of its quality, you submitted the work after it had been graded and returned with feedback to the rest of the class. Feedback will not be given.
6-6.2	D-	If this is a final grade, it's often worse than F because you can't repeat the class
4.6-5.9	F	You turned in something, but it was unacceptable (This usually means it was the effort, not the ability, that was inadequate)
4-4.5	F	You didn't do the assignment (whatever the reason)
0-3.9	F	You attempted to pass off other people's work as your own

Assignments for Week 2

Designed for fully asynchronous, but any part can be moved into classroom format.

JOURNAL PROMPT

1a) Read/watch the assigned videos (17 mins in all) on the commutative, associative, and distributive properties of addition and multiplication.

A 2-min video on the commutative law of addition

<https://www.khanacademy.org/math/in-in-class-6th-math-cbse/x06b5af6950647cd2:whole-numbers/x06b5af6950647cd2:commutative-property/v/commutative-law-of-addition>

A 2-min video on the commutative law of multiplication

<https://www.khanacademy.org/math/in-in-class-6th-math-cbse/x06b5af6950647cd2:whole-numbers/x06b5af6950647cd2:commutative-property/v/commutative-law-of-multiplication?modal=1>

A 2-min video on the associative law of addition

<https://www.khanacademy.org/math/in-in-class-6th-math-cbse/x06b5af6950647cd2:whole-numbers/x06b5af6950647cd2:associative-property/v/associative-law-of-addition?modal=1>

A 2-min video on the associative law of multiplication

<https://www.khanacademy.org/math/in-in-class-6th-math-cbse/x06b5af6950647cd2:whole-numbers/x06b5af6950647cd2:associative-property/v/associative-law-of-multiplication?modal=1>

A 9-min video on the distributive law of multiplication

<https://www.khanacademy.org/math/in-in-class-6th-math-cbse/x06b5af6950647cd2:whole-numbers/x06b5af6950647cd2:distributive-property/v/properties-and-patterns-for-multiplication?modal=1>

1b) Using the material in the videos, design your own multiple-choice question and answer. Make sure to follow all the instructions, especially the last.

- Form your stem as either a question or an incomplete statement. Include in your stem a clear instruction, such as: “select the option below that correctly solves for x ,” or “select the option below that best answers the question.”
- make sure that your stem has just one correct answer and identify it clearly.

- Make sure that your test-taker can get a clear sense from the stem alone of what the answer should be. If they need to read the options to understand what the stem is asking, then your stem is too vague/ambiguous.
- Include three distractors (wrong answers that look as if they might be correct) along with one correct answer, making a total of four options to select.
- Make sure all alternatives (correct + distractors) look similar (e.g. of similar length or type). The idea is to ensure the MCQ-taker can't easily guess the status of any answer from its form alone.
- Avoid "all of the above"- and "none of the above"-type answers, which make no sense as direct answers to any question. If you do want to combine or exclude answers, (re)state the wording in full.
- What do you think your test-taker would learn from taking your MCQ? Why might they plausibly prefer each distractor over the correct answer? Explain your process for your choices.

2) Here is a problem that can be solved easily enough with elementary operations (addition, subtraction, division). Explain the steps of your argument for a, b, and c. The first one is already done for you as a model.

Let $X=15$ and $Y=9$. Let 8 be subtracted from $X+Y$ in such a way that X and Y now equal each other. Finally, let 8 be redistributed between X and Y in the three different proportions listed below to create three new values for X and Y . Explain in your own words the steps that lead to each distribution.

- a) $X=15$ and $Y=9$
- b) $X=12$ and $Y=12$
- c) $X=13$ and $Y=11$

a) If $X=15$ and $Y=9$, then for them to equal each other, we need to subtract 7 from X and subtract 1 from Y . Now $X = 8$ and $Y = 8$. For X to equal 15 again and for Y to equal 9, we simply add back what we initially subtracted:

$$X-7+7=15 \text{ and } Y-1+1=9.$$

3) Open-Ended: This purpose of this section is to make your thinking visible. Don't assume you have to understand the material to write a good journal entry—a post that describes your confusion may end up more insightful than one that simply summarizes what you have understood. Include any comments relevant to this week's work, such as:

- A question about the content covered. Make sure to describe what you don't understand; either include your own example or use the text to illustrate the problem; and have a go at trying to answer your own question—take a best guess.
- Difficulties encountered or insights gained while completing the fixed parts of the journal prompt.

DISCUSSION BOARD PROMPT

Read the short story in Malba Tahan, "Food for Thought," in *The Man Who Counted*, trans. Leslie Clark and Alastair Reid (Edinburgh: Canongate, 1993), 15-18. Answer the following prompts.

1) In one sentence, state what you take to be the "moral" or lesson of the story.

2) In the story, the first distribution of the gold coins is 5:3, the second 7:1, and the third 4:4. How may these three distributions correspond to those in the math problem from your journal entry (#2), where (a) 15:9 (b) 12:12 and (c) 13:11? What would you have to do to each distribution from the story to arrive at its corresponding distribution in the math problem?

3) Now that you've thought about the mathematical argument within the story, is your moral of the story the same? Explain your reasons and how (if) your interpretation has changed.

4) Engage with at least one peer who interpreted the story differently. Look for elements of the story they may have overlooked as well as elements you may have overlooked. Based on the insights of both your readings, what underlying criteria make an interpretation convincing? Identify as many as you can.

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

Course Revision Form

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

Date Submitted: August 25th, 2022

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

2. Contact information of proposer(s):

Name(s): Kumar Ramansenthil

Email(s): kramansenthil@jjay.cuny.edu

Phone number(s): 212-887-6225

3. Current number and title of course: **CSCI 380 Selected Topics in Computer Science**

4. Current course description:

This course will study a significant topic of interest in the field to be chosen by the instructor.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; CSCI 272 or MAT 272 Object Oriented Programming or permission of the department

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

Addition of CSCI 373 Advanced Data Structures as a prerequisite. We are also removing the old number of MAT 272.

6. Rationale for the proposed change(s): CSCI 380 is an advanced topics course offered regularly to introduce students to cutting edge computer science knowledge. Such topics generally require knowledge of advanced data structures, thus CSCI 373 should be a prerequisite for CSCI 380.

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

- a. Revised course description: NA
- b. Revised course title: NA
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA
- d. Revised learning outcomes: NA
- e. Revised assignments and activities related to revised outcomes: NA
- f. Revised number of credits: NA
- g. Revised number of hours: NA
- h. Revised prerequisites: **ENG 201; CSCI 272; CSCI 373; or permission of the department**

8. Enrollment in past semesters: F21: 27; S21: 27; S20: 15

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 8/23/22

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

Doug Salane

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSAL FOR A NEW GRADUATE COURSE

When completed and approved by the appropriate graduate program, this proposal should be submitted to the Office of Academic Programs for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to Anna Austenfeld in the Office of Academic Programs at aaustenfeld@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies: April 28, 2022

Date of Program Approval: March 25, 2022

Date of CGS Approval: September 15, 2022

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Craig A. Dudley, PhD	cdudley@jjay.cuny.edu	540 848 5762

2. Course details:

Program Name	International Crime and Justice Masters Program
Course Prefix & Number	ICJ 7XX
Course Title	Intelligence in National Security and Policing
Catalog Description	This course will address both the theory and application of state intelligence services in both National Security and Law Enforcement. It will explain the roles and functions of intelligence services within the United States and then examine the challenges and opportunities for the unique function of intelligence in illuminating and intervening in issues related to transnational organized crime. The course will apply lessons learned from intelligence practice by developing a finished intelligence product and a collection requirement that identifies guidance for collection elements. The course will also examine the application of advancements made in Artificial Intelligence and those potential impacts on the business of intelligence as well as the ethical challenges associated with balancing civil liberties and the need for governments to maintain secrets.
Pre- and/or Corequisites (specify which are pre, co, or both)	NA
Credits	3.0

Contact Hours (per week)	2
Lab Hours	NA

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

There has been growing demand from the international crime and justice graduate students and the international job market for courses related to intelligence and national security. With the existence of the current course in the program's curriculum, we will equip the students with both the theoretical and practical knowledge and skills and make them competitive in the international job market.

4. Degree requirements satisfied by the course:

The course will be taught as an ICJ MA elective.

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

Yes ___X___ No _____

If yes, please provide the following:

- I. Semester(s) and Year(s): Fall, 2021
- II. Teacher(s): Craig Dudley
- III. Enrollment(s): 10
- IV. Prerequisite(s): none

6. Learning Outcomes:

- a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
 - Analyze the unique role intelligence services play within both the national security and law enforcement domains
 - Evaluate the functional components of intelligence services, including analysis, collection, production, and feedback
 - Synthesize the role of intelligence in identifying illicit entities and activities related to transnational organized crime
 - Critically evaluate the need to balance between civil liberties and intelligence services' need for secrecy
 - Analyze the rise of intelligence in policing
- b. How do the course outcomes relate to the program's outcomes?
 - Students will be able to understand the role intelligence plays in identifying and intervening in both national and transnational crime

- Students will be able to argue the need to balance intelligence resources with the need to protect civil liberties
 - Students will be able to critically evaluate oversight mechanisms needed to insure government accountability
- c. Assessment:** How will students demonstrate that they have achieved the learning outcomes of the course?
- Students will contribute six discussion board posts and replies addressing critical aspects of the course content and providing feedback to classmates' perspectives and interpretations of the material specifically focused on the *substantive applications* of the course material
 - Students will write four short papers that critically evaluate the material presented in that week's readings using contemporary examples of applied intelligence
 - Students will produce two short presentations where they delineate the core concepts addressed in the week's material through a comparative perspective
 - Students will produce a *finished intelligence* (analysis) paper that examines an issue related to transnational organized crime applying the concepts and lessons presented throughout the course.

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

Lowenthal, Mark, *Intelligence from Secrets to Policy*, 8th Ed. (ISBN 1544325061)

Michael Herman, *Intelligence power in peace and war* (Cambridge: Royal Institute of International Affairs, 1996), pg. 9-15.

Richard A. Best, Jr., "Intelligence and U.S National Security Policy," *International Journal of Intelligence and Counterintelligence* 28, no.3 (May 15, 2015)

Seymour M. Hersh, "HUGE C.I.A. OPERATION REPORTED IN U.S. AGAINST ANTIWAR FORCES, OTHER DISSIDENTS IN NIXON YEARS," *New York Times*, December 22, 1974.

Loch K. Johnson, "Covert Action and Accountability: Decision-Making for America's Secret Foreign Policy," *International Studies Quarterly* 33, no.1(1989).

United States. Congress. House. Permanent Select Committee on Intelligence. Report of investigation: the Aldrich Ames espionage case. Washington: U.S. G.P.O., 1994.

Weiner, T. (2011). *Legacy of Ashes: The History of the Cia*. Penguin.

<https://www.dni.gov/index.php/what-we-do/what-is-intelligence>

<https://heinonline.org/HOL/LandingPage?handle=hein.journals/bulr94&div=15&id=&page=>

<https://www.degruyter.com/document/doi/10.1515/9781400880850/html>

<https://www.scholars.northwestern.edu/en/publications/whistleblowers-leaks-and-the-media-the-first-amendment-and-nation>

<https://www.dni.gov/index.php/how-we-work/ethics>

<https://www.dni.gov/index.php/how-we-work/accountability>

Mark M. Lowenthal, *Intelligence: From Secrets to Policy* (Los Angeles: CQ Press, 2017).

Loch Johnson "Making the Intelligence 'Cycle' Work." *International Journal of Intelligence and Counterintelligence* 1 (winter 1986-1987); 1-23.

Philip H. Davies, Kristen C. Gustafson, and Ian Rigden. "The Intelligence Cycle is Dead, Long Live the Intelligence Cycle: Rethinking Intelligence Fundamentals for a New Intelligence Doctrine." In *Understanding the Intelligence Cycle*. Ed. Mark Phythian. London: Routledge, 2013.

Mark M. Lowenthal, "The Policymaker-Intelligence Relationship," *Oxford Handbooks Online*, 2010. doi:10.1093/oxfordhb/9870195375886.003.0027.

Uri Bar-Joseph, "The Professional Ethics of Intelligence Analysis," *International Journal of Intelligence and Counterintelligence* 24, no. 1 (2010):, doi:10.1080/08850607.2011.519222.

Jeffrey R. Cooper, "Curing Analytic Pathologies: pathways to improved intelligence analysis," *Center for the Study of Intelligence*, December 2012

<https://nsarchive2.gwu.edu/NSAEBB/NSAEBB129/nie.pdf>

<https://www.washingtonpost.com/politics/2019/03/22/iraq-war-wmds-an-intelligence-failure-or-white-house-spin/>

Joseph W. Wippl and Donna D'andrea, "The CMO in the CIA's National Clandestine Service," *International Journal of Intelligence and Counterintelligence* 23, no. 3 (2010): , doi:10.1080/08850601003781050.

David Omand, Jamie Bartlett, and Carl Miller, "Introducing Social Media Intelligence (SOCMINT)," *Intelligence and National Security* 27, no. 6 (2012): doi:10.1080/02684527.2012.716965.

Robert M. Clark and Mark M. Lowenthal, editors, *The five disciplines of intelligence collection* (Thousand Oaks, CA: CQ Press, 2016).

Richard A. Best, *Intelligence, surveillance, and reconnaissance (ISR) programs: issues for Congress* (Washington, D.C.: Congressional Information Service, Library of Congress, 2004).

https://www.afio.com/publications/VAN%20CLEAVE%20Pages%20from%20INTEL_FALLWINTER2013_Vol20_No2.pdf

https://www.iwp.edu/wp-content/uploads/2014/07/20140721_RedmondCounterintelligenceChapter2010.pdf

<https://apps.dtic.mil/sti/pdfs/ADA471485.pdf>

<https://www.youtube.com/watch?v=t1Behqmcta8>

J. Bowyer Bell, "Toward a Theory of Deception," *International Journal of Intelligence and Counterintelligence* 16, no. 2 (2003).

Michael Bennett and Edward Waltz, *Counter deception principles and applications for national security* (Norwood, MA; Artech House, 2007).

Jerry Ratcliffe (2005). The effectiveness of police Intelligence Management. A New Zealand case study. *police Practice and Research* 6. no.5 pg 435-451

Mike Maguire & Tim John (2006). Intelligence Led Policing, Managerialism and community Engagement: competing priorities and the role of the national intelligence model in the UK. Vol 16, no. 1, pg 67-85.

Jeremy G. Carter & Scott W. Phillips (2015). Intelligence-led policing and forces of organizational change in the USA. vol 25. no.4 page 333-357

Gerald Lee Dillingham, *Use in the national airspace system and the role of the Department of Homeland Security* (Washington, D.C.: U.S. Govt. Accountability Office, 2012).

Alissa M. Dolan and Richard M. Thompson, *Integration of drones into domestic airspace: selected legal issues* (Washington, D.C.): Congressional Research Service, 2013).

Craig A. Dudley (2018) *Information-Centric Intelligence: The Struggle in Defining National Security Issues*, *International Journal of Intelligence and Counterintelligence*, 31:4, 758-768, DOI: 10.1080/08850607.2018.1488503

Contemporary articles related to intelligence in Latin America, Africa, and the Middle East

Craig A. Dudley, *Lessons from SABLE SPEAR: The Application of an Artificial Intelligence Methodology in the Business of Intelligence* (*Studies in Intelligence* Vol. 65, no. 1) pgs. 7-14 2001

Contemporary articles related to applied artificial intelligence

<https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/zegartmorell.pdf>

Joseph W. Wippl, "The Future of American Espionage," *International Journal of Intelligence and Counterintelligence* 27, no. 2 (2014).

Judea Pearl, *The Book of Why: The New Science of Cause and Effect* (Basic Books, 2020).

<http://bayes.cs.ucla.edu/WHY/why-intro.pdf>

<http://bayes.cs.ucla.edu/WHY/why-ch1.pdf>

<http://bayes.cs.ucla.edu/WHY/why-ch2.pdf>

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

Maria Kiriakova - currently evaluating the syllabus and working with the publisher of the main text to get a review copy for the library.

8. Identify and assess the adequacy of available library resources

a. Databases

b. Books, Journals and eJournals

Martin T. Bimfort, *A Definition of Intelligence* (Studies in Intelligence, Vol 52, Fall, 1958) Declassified 18 September 1995.

Michael Warner, *Wanted: A Definition of Intelligence* (Studies in Intelligence, Vol 46, No. 3, Article 2) 2003.

-Michael Herman, *Intelligence power in peace and war* (Cambridge: Royal Institute of International Affairs, 1996), pg 9-15.

-Richard A. Best, Jr., "Intelligence and U.S National Security Policy," *International Journal of Intelligence and Counterintelligence* 28, no.3 (May 15, 2015)

-Seymour M. Hersh, "HUGE C.I.A. OPERATION REPORTED IN U.S.AGAINST ANTIWAR FORCES, OTHER DISSIDENTS IN NIXON YEARS," *New York Times*, December 22, 1974.

-Loch K. Johnson, "Covert Action and Accountability: Decision-Making for America's Secret Foreign Policy," *International Studies Quarterly* 33, no.1(1989).

-United States. Congress. House. Permanent Select Committee on Intelligence. *Report of investigation: the Aldrich Ames espionage case*. Washington: U.S. G.P.O., 1994.

-Weiner, T. (2011). *Legacy of Ashes: The History of the Cia*. Penguin.

-Mark M. Lowenthal, *Intelligence: From Secrets to Policy* (Los Angeles: CQ Press, 2017).

-Loch Johnson "Making the Intelligence 'Cycle' Work." *International Journal of Intelligence and Counterintelligence* 1 (winter 1986-1987); 1-23.

-Philip H. Davies, Kristen C. Gustafson, and Ian Rigden. "The Intelligence Cycle is Dead, Long Live the Intelligence Cycle: Rethinking Intelligence Fundamentals for a New Intelligence Doctrine." In *Understanding the Intelligence Cycle*. Ed. Mark Phythian. London: Routledge, 2013.

-Mark M. Lowenthal, "The Policymaker-Intelligence Relationship," Oxford Handbooks Online, 2010. doi:10.1093/oxfordhb/9870195375886.003.0027.

Uri Bar-Joseph, "The Professional Ethics of Intelligence Analysis," *International Journal of Intelligence and CounterIntelligence* 24, no. 1 (2010):, doi:10.1080/08850607.2011.519222.

-Jeffrey R. Cooper, "Curing Analytic Pathologies: pathways to improved intelligence analysis," *Center for the Study of Intelligence*, December 2012

<https://nsarchive2.gwu.edu/NSAEBB/NSAEBB129/nie.pdf>

<https://www.washingtonpost.com/politics/2019/03/22/iraq-war-wmds-an-intelligence-failure-or-white-house-spin/>

Joseph W. Wippl and Donna D'andrea, "The CMO in the CIA's National Clandestine Service," *International Journal of Intelligence and CounterIntelligence* 23, no. 3 (2010): , doi:10.1080/08850601003781050.

-David Omand, Jamie Bartlett, and Carl Miller, "Introducing Social Media Intelligence (SOCMINT)," *Intelligence and National Security* 27, no. 6 (2012): doi:10.1080/02684527.2012.716965.

-Robert M. Clark and Mark M. Lowenthal, editors, *The five disciplines of intelligence collection* (Thousand Oaks, CA: CQ Press, 2016).

-Richard A. Best, *Intelligence, surveillance, and reconnaissance (ISR) programs: issues for Congress* (Washington, D.C.: Congressional Information Service, Library of Congress, 2004).

-J. Bowyer Bell, "Toward a Theory of Deception," *International Journal of Intelligence and Counterintelligence* 16, no. 2 (2003).

-Michael Bennett and Edward Waltz, *Counter deception principles and applications for national security* (Norwood, MA; Artech House, 2007).

-Jerry Ratcliffe (2005). The effectiveness of police Intelligence Management. A New Zealand case study. *police Practice and Research* 6. no.5 pg 435-451

-Mike Maguire & Tim John (2006). Intelligence Led Policing, Managerialism and community Engagement: competing priorities and the role of the national intelligence model in the UK. Vol 16, no. 1, pg 67-85.

-Craig A. Dudley (2018) Information-Centric Intelligence: The Struggle in Defining National Security Issues, *International Journal of Intelligence and Counterintelligence*, 31:4, 758-768, DOI: 10.1080/08850607.2018.1488503

-Jeremy G. Carter & Scott W. Phillips (2015). Intelligence-led policing and forces of organizational change in the USA. vol 25. no.4 page 333-357

-Gerald Lee Dillingham, *Use in the national airspace system and the role of the Department of Homeland Security* (Washington, D.C.: U.S. Govt. Accountability Office, 2012).

-Alissa M. Dolan and Richard M. Thompson, *Integration of drones into domestic airspace: selected legal issues* (Washington, D.C.: Congressional Research Service, 2013).

9. Identify recommended additional library resources

Judea Pearl, *The Book of Why: The New Science of Cause and Effect* (Basic Books, 2020).

<http://bayes.cs.ucla.edu/WHY/why-intro.pdf>

<http://bayes.cs.ucla.edu/WHY/why-ch1.pdf>

<http://bayes.cs.ucla.edu/WHY/why-ch2.pdf>

https://www.afio.com/publications/VAN%20CLEAVE%20Pages%20from%20INTEL_FALLWINTER2013_Vol20_No2.pdf

https://www.iwp.edu/wp-content/uploads/2014/07/20140721_RedmondCounterintelligenceChapter2010.pdf

<https://apps.dtic.mil/sti/pdfs/ADA471485.pdf>

<https://www.youtube.com/watch?v=t1Behqmcta8>

<https://heinonline.org/HOL/LandingPage?handle=hein.journals/bulr94&div=15&id=&page=>

<https://www.degruyter.com/document/doi/10.1515/9781400880850/html>

<https://www.scholars.northwestern.edu/en/publications/whistleblowers-leaks-and-the-media-the-first-amendment-and-nation>

<https://www.dni.gov/index.php/how-we-work/ethics>

<https://www.dni.gov/index.php/how-we-work/accountability>

10. Estimate the cost of recommended additional library resources (For new courses and programs):

None

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

Please, see the syllabus attached for more detail.

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

Yes _____ **X** _____ No _____

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

13. Proposed instructors:

Dudley, Craig A., PhD

Romaniuk, Peter, PhD

14. Other resources needed to offer this course:

All resources are listed in the syllabus. No additional resources will be needed.

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

The subject matter of the proposed course does conflict with any existing graduate-level courses in other programs at John Jay.

16. Syllabus

Attached.



**ICJ 7XX
INTELLIGENCE IN
NATIONAL SECURITY
AND POLICING**

Professor: Craig A. Dudley, Ph.D.
Office hours: by appointment only
Office: Virtual
Phone: 540.848.5762
E-mail: craig.dudley.civ@gmail.com

ONLINE

COURSE DESCRIPTION

This course will address both the theory and application of state intelligence services in both National Security and Law Enforcement. It will explain the roles and functions of intelligence services within the United States and then examine the challenges and opportunities for the unique function of intelligence in illuminating and intervening in issues related to transnational organized crime. The course will apply lessons learned from intelligence practice by developing a finished intelligence product and a collection requirement that identifies guidance for collection elements. The course will also examine the application of advancements made in Artificial Intelligence and those potential impacts on the business of intelligence as well as the ethical challenges associated with balancing civil liberties and the need for governments to maintain secrets.

LEARNING OUTCOMES

At the conclusion of the course, students:

- Analyze the unique role intelligence services play within both the national security and law enforcement domains
- Evaluate the functional components of intelligence services, including analysis, collection, production, and feedback
- Synthesize the role of intelligence in identifying illicit entities and activities related to transnational organized crime
- Critically evaluate the need to balance between civil liberties and intelligence services' need for secrecy
- Analyze the rise of intelligence in policing

REQUIREMENTS

Assignments: General Instruction

All assignments must be submitted via blackboard by **11:59pm on the day they are due**. Late submissions will not be accepted unless you have a documented reason for it and/or have emailed me before the assignment was due.

Use of Computer Technology (s/w)

SOFTWARE: This course heavily utilizes software including Excel, MS Word, and PowerPoint. It is suggested that you set aside an extra amount of time for this course.

JOHN JAY EMAIL AND BLACKBOARD: You are expected to have a John Jay College webmail address. It is the only way I can contact you. The John Jay College email account username and password will allow the use of the John Jay College Library electronic resources (Lexis, Criminal Justice Abstracts, Sociofile), which I strongly encourage you to take advantage of. All course materials, as well as grades will be disseminated via email and posted through "**Blackboard**".

REQUIRED TEXTS

Lowenthal, Mark, *Intelligence from Secrets to Policy*, 8th Ed. (ISBN 1544325061)

Links to additional course readings are posted in the course calendar below and some readings (articles) may be added during the semester reflecting current issues within intelligence.

GRADING

The assignment of letter grades for the course is as follows:

A: 93-100	C: 73-77.9
A-: 90-92.9	C-: 70-72.9
B+: 87.1-89.9	D+: 67-69.9
B: 83-87	D: 63-66.9
B-: 80-82.9	D-: 60-62.9
C+: 78-79.9	F: 0-59.9

Grades will be calculated based on the following weights:

1. Discussion Posts and Replies	15%
2. Four Short Analytic Papers	40%
3. Two Presentations	20%
4. Final Paper (Finished Intelligence Product)	25%

POLICIES**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. It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor." Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p.3. (http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf).

Statement of the College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards).

COURSE CALENDAR		
MODULE	TOPIC	READING
1	<p>Challenges in Defining Intelligence & Significant Lessons from Intelligence History</p> <p>Discussion Board: Select a definition of intelligence you believe is most appropriate and argue why; reply to two classmates posts (2.5 pts)</p> <p>Assignment 1: 1,000 word paper outlining a key event in intelligence history and the characteristics that made it unique (10 pts)</p>	<p>-Martin T. Bimfort, <i>A Definition of Intelligence</i> (Studies in Intelligence, Vol 52, Fall, 1958) Declassified 18 September 1995.</p> <p>-Michael Warner, <i>Wanted: A Definition of Intelligence</i> (Studies in Intelligence, Vol 46, No. 3, Article 2) 2003.</p> <p>-Michael Herman, <i>Intelligence power in peace and war</i> (Cambridge: Royal Institute of International Affairs, 1996), pg 9-15.</p> <p>-Richard A. Best, Jr., "Intelligence and U.S National Security Policy," <i>International Journal of Intelligence and Counterintelligence</i> 28, no.3 (May 15, 2015)</p> <p>-Seymour M. Hersh, "HUGE C.I.A. OPERATION REPORTED IN U.S. AGAINST ANTIWAR FORCES, OTHER DISSIDENTS IN NIXON YEARS," <i>New York Times</i>, December 22, 1974.</p> <p>-Loch K. Johnson, "Covert Action and Accountability: Decision-Making for America's Secret Foreign Policy," <i>International Studies Quarterly</i> 33, no.1 (1989).</p> <p>-United States. Congress. House. Permanent Select Committee on Intelligence. <i>Report of investigation: the Aldrich Ames espionage case</i>. Washington: U.S. G.P.O., 1994.</p> <p>-Weiner, T. (2011). <i>Legacy of Ashes: The History of the Cia</i>. Penguin.</p>
2	<p>Introduction of Intelligence Community Members & Ethics and Oversight</p> <p>Discussion Board: Argue which member(s) of the Intelligence Community play the most central role in</p>	<p>https://www.dni.gov/index.php/what-we-do/what-is-intelligence</p> <p>https://heinonline.org/HOL/LandingPage?handle=hein.journals/bulr94&div=15&id=&page=</p>

	<p>identifying and informing the disruption of Transnational Criminal Organizations (2.5 pts)</p> <p>Assignment 2: 1,000 word paper that argues for the balance between liberties and security with regards to intelligence activities (10 pts)</p>	<p>https://www.degruyter.com/document/doi/10.1515/9781400880850/html</p> <p>https://www.scholars.northwestern.edu/en/publications/whistleblowers-leaks-and-the-media-the-first-amendment-and-nation</p> <p>https://www.dni.gov/index.php/how-we-work/ethics</p> <p>https://www.dni.gov/index.php/how-we-work/accountability</p>
3	<p>Fundamentals of Intelligence Concepts & Intelligence Processes: Analysis</p> <p>Discussion Board: Argue your opinion on which component of the intelligence cycle is most important; reply to two classmates posts (2.5 pts)</p> <p>Assignment 3: 5 Slide Presentation on the Iraq WMD National Intelligence Estimate arguing what happened and what went wrong (10)</p> <p>OR</p> <p>Assignment 3: 5 slide presentation outlining a “declassified” piece of analysis researched from the CIA’s archives (10 pts)</p> <p><i>This week’s exploration of analysis will give us the opportunity to examine the course’s final paper</i></p>	<p>-Mark M. Lowenthal, <i>Intelligence: From Secrets to Policy</i> (Los Angeles: CQ Press, 2017).</p> <p>-Loch Johnson “Making the Intelligence ‘Cycle’ Work.” <i>International Journal of Intelligence and Counterintelligence</i> 1 (winter 1986-1987); 1-23.</p> <p>-Philip H. Davies, Kristen C. Gustafson, and Ian Rigden. “The Intelligence Cycle is Dead, Long Live the Intelligence Cycle: Rethinking Intelligence Fundamentals for a New Intelligence Doctrine.” In <i>Understanding the Intelligence Cycle</i>. Ed. Mark Phythian. London: Routledge, 2013.</p> <p>-Mark M. Lowenthal, “The Policymaker-Intelligence Relationship,” <i>Oxford Handbooks Online</i>, 2010. doi:10.1093/oxfordhb/9870195375886.003.0027.</p> <p>-Uri Bar-Joseph, "The Professional Ethics of Intelligence Analysis," <i>International Journal of Intelligence and CounterIntelligence</i> 24, no. 1 (2010): , doi:10.1080/08850607.2011.519222.</p> <p>-Jeffrey R. Cooper, "Curing Analytic Pathologies: pathways to improved intelligence analysis," <i>Center for the Study of Intelligence</i>, December 2012</p> <p>https://nsarchive2.gwu.edu/NSAEBB/NSAEBB129/nie.pdf</p>

		https://www.washingtonpost.com/politics/2019/03/22/iraq-war-wmds-an-intelligence-failure-or-white-house-spin/
4	<p>Intelligence Processes: Collection Management & Intelligence Processes: Collection</p> <p>Discussion Board: Describe the utility of Collection Management as a component of the intelligence cycle; reply to two classmates posts (2.5 pts)</p> <p><i>This week will allow us to explore the collection requirement we will develop as part of the course</i></p> <p>Assignment 4: 1,000 word paper that argues which collection capability is the greatest contributor to illuminating issues related to transnational organized crime (10 pts)</p>	<p>-Joseph W. Wippl and Donna D'andrea, "The CMO in the CIA's National Clandestine Service," <i>International Journal of Intelligence and CounterIntelligence</i> 23, no. 3 (2010): , doi:10.1080/08850601003781050.</p> <p>-David Omand, Jamie Bartlett, and Carl Miller, "Introducing Social Media Intelligence (SOCMINT)," <i>Intelligence and National Security</i> 27, no. 6 (2012): doi:10.1080/02684527.2012.716965.</p> <p>-Robert M. Clark and Mark M. Lowenthal, editors, <i>The five disciplines of intelligence collection</i> (Thousand Oaks, CA: CQ Press, 2016).</p> <p>-Richard A. Best, <i>Intelligence, surveillance, and reconnaissance (ISR) programs: issues for Congress</i> (Washington, D.C.: Congressional Information Service, Library of Congress, 2004).</p>
5	<p>Counterintelligence & Denial and Deception</p> <p>Discussion Board: Argue which "spy" had the greatest impact on National Security; reply to two classmates posts (2.5 pts)</p>	<p>https://www.afio.com/publications/VAN%20CLEAVE%20Pages%20from%20INTEL_FALLWINTER2013_Vol20_No2.pdf</p> <p>https://www.iwp.edu/wp-content/uploads/2014/07/20140721_RedmondCounterintelligenceChapter2010.pdf</p> <p>https://apps.dtic.mil/sti/pdfs/ADA471485.pdf</p> <p>https://www.youtube.com/watch?v=t1B_ehqmcta8</p> <p>-J. Bowyer Bell, "Toward a Theory of Deception," <i>International Journal of Intelligence and CounterIntelligence</i> 16, no. 2 (2003).</p>

		-Michael Bennett and Edward Waltz, <i>Counterdeception principles and applications for national security</i> (Norwood, MA; Artech House, 2007).
6	<p>Intelligence in Policing: Analysis & Intelligence in Countering Illicit Trafficking</p> <p>Assignment 5: 5 slide presentation on the unique characteristics of police intelligence that is distinguishable from national security intelligence (10 pts)</p> <p>Discussion Board: Argue whether broad-scale phone surveillance is a benefit to countering criminal activity, or an unreasonable violation of civil liberties; reply to two classmates posts (2.5 pts)</p>	<p>-Jerry Ratcliffe (2005). The effectiveness of police Intelligence Management. A New Zealand case study. <i>Police Practice and Research</i> 6. no.5 pg 435-451</p> <p>-Mike Maguire & Tim John (2006). Intelligence Led Policing, Managerialism and community Engagement: competing priorities and the role of the national intelligence model in the UK. <i>Vol 16, no. 1, pg 67-85.</i></p> <p>-Jeremy G. Carter & Scott W. Phillips (2015). Intelligence-led policing and forces of organizational change in the USA. <i>vol 25. no.4 page 333-357</i></p> <p>-Gerald Lee Dillingham, <i>Use in the national airspace system and the role of the Department of Homeland Security</i> (Washington, D.C.: U.S. Govt. Accountability Office, 2012).</p> <p>-Alissa M. Dolan and Richard M. Thompson, <i>Integration of drones into domestic airspace: selected legal issues</i> (Washington, D.C.?: Congressional Research Service, 2013).</p>
7	<p>Comparative Intelligence Models & Impacts of Artificial Intelligence</p> <p>Assignment 6: 1,000 word paper describing the differences between an information-centric and analysis-centric model and their real or potential impacts on the effectiveness of intelligence (10 pts)</p>	<p>-Craig A. Dudley (2018) <i>Information-Centric Intelligence: The Struggle in Defining National Security Issues</i>, <i>International Journal of Intelligence and CounterIntelligence</i>, 31:4, 758-768, DOI: 10.1080/08850607.2018.1488503</p> <p>-Craig A. Dudley, <i>Lessons from SABLE SPEAR: The Application of an Artificial Intelligence Methodology in the Business of Intelligence</i> (Studies in</p>

		Intelligence Vol. 65, no. 1) pgs. 7-14 2001
8	<p>Future of Intelligence</p> <p>Final Paper: Create a four-page finished intelligence product based on the lessons learned throughout the course, including applying analytic tradecraft standards; choose a topic that is directly related to transnational organized crime. (25 pts)</p> <p><i>Finished Intelligence Paper Due</i></p>	<p>https://fsi-live.s3.us-west-1.amazonaws.com/s3fs-public/zegartmorell.pdf</p> <p>Joseph W. Wippl, "The Future of American Espionage," <i>International Journal of Intelligence and Counterintelligence</i> 27, no. 2 (2014).</p> <p>Judea Pearl, <i>The Book of Why: The New Science of Cause and Effect</i> (Basic Books, 2020). http://bayes.cs.ucla.edu/WHY/why-intro.pdf http://bayes.cs.ucla.edu/WHY/why-ch1.pdf http://bayes.cs.ucla.edu/WHY/why-ch2.pdf</p>
	Complete!	

COURSE ASSIGNMENT INSTRUCTIONS

The culminating paper in this course is a finished intelligence product (analysis) that is 3-4 pages incorporating the concepts and structural elements of intelligence discussed throughout the course. The topic (intelligence problem) will be related to a challenge related to transnational organized crime. That finished intelligence product will be combined with a two page "collection requirement" that identifies what you do not know about your intelligence problem as a method to communicate into the collection enterprise guidance on tasking collection resources.

1. ACTIVE PARTICIPATION (15%)

Students will actively engage in a discussion of the week's readings through blackboard posts and responses to classmates providing meaningful contributions to that week's topic. Examples of meaningful contributions include summarizing the reading materials in your own words, analyzing the main concepts discussed in the theories, applying those concepts to real-life examples (e.g. events happening and reported by the news during the week the material was covered) and providing feedback to other students' comments and questions.

2. SHORT PAPERS (40%) - (1000 WORDS)

Throughout the course - four short papers will be required that explore that week's content and the application of that week's readings in practical exercise. For example, during the week where Analysis is covered, the paper may focus on the challenges associated with overcoming biases or politicization when producing analysis..

3. PRESENTATIONS (20%) - TWO PRESENTATIONS

Two five-slide PowerPoint presentations will be required during the course. The topic will focus on the application of the concepts learned during the week and assist toward refining your unique intelligence problem that will be the topic of your final paper (intelligence assessment); for example, during the week of Collection, your presentation may focus on how each of the collection disciplines could assist in illuminating your intelligence problem and improving the depth of your analysis.

4. FINISHED INTELLIGENCE PAPER (25%)

The final paper will be a product of “Finished Intelligence” (Analysis) of a topic related to transnational organized crime that incorporates the principles and concepts explored throughout the duration of the course. The finished paper will include a 3-4 page assessment and a 1-2 page “collection requirement” that specifies the unknowns of your intelligence problem for the purpose of “tasking” collection assets.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSED CHANGES TO A DEGREE PROGRAM

Program Name and Degree Awarded: Master of Public Administration – Public Policy and Administration

HEGIS Code: 2102

NY State Program Code: 02533

Effective term: Fall 2023

Rationale for proposed changes:

The MPA Program (Public Policy and Administration) intends to eliminate the Master of Public Administration Qualifying Exam (MPAQE) from the Graduate Bulletin and requirement for graduation for MPA students who are admitted into the program starting Fall 2023. This decision has been made from stakeholder feedback (virtual meeting tours with current and past MPA students and program directors), MPA annual student survey, and MPA faculty discussion during MPA meetings.

The program approval date is May 5, 2022.

The proposed changes will be made on the Graduate Bulletin links below:

[MPA Public Policy and Administration Graduate Bulletin](#)

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs	List of Course (Prefix, Number, and Name)	Crs

Master of Public Administration: Public Policy and Administration

Program Director: Professor Yi Lu

The MPA-PPA program at John Jay College of Criminal Justice equips future public servants with the knowledge, skills, and leadership experiences necessary for the advancement of integrity, accountability, inclusiveness, and justice in society and governance. The program celebrates the diversity of our students, including those underrepresented in the leadership of public service.

Specializations in the program are offered in the following fields:

- Criminal Justice Policy and Administration
- Emergency Management
- Human Resources Management
- Law and Public Management
- Management and Operation
- Public Policy Analysis
- Urban Affairs

This program may also be completed fully online.

Degree Requirements

Students enrolled in the Master of Public Administration Program in Public Policy and Administration are required to complete 42 course credits. Students are also required to pass the MPA qualifying

Master of Public Administration: Public Policy and Administration

Program Director: Professor Yi Lu

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Degree Requirements

Students enrolled in the Master of Public Administration Program in Public Policy and Administration are required to complete 42 course credits. **Students are also required to pass the MPA qualifying**

examination (MPAQE), which is administered as a part of PAD 700. Complete information about the MPAQE is found at the John Jay College website <http://www.jjay.cuny.edu/mpa-qualifying-exam-student-guide>.

Students are advised to complete PAD 700 and the three other core foundation courses: PAD 702, PAD 705 and PAD 715, within the first 15 credits of matriculation. Failure to complete program requirements or admission conditions on a timely basis may result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information. Students, who enroll for the first time at the College in September 2011 or thereafter, must complete the program in the form presented here. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.

Required Courses

PAD 700	Public Administration
PAD 702	Human Resources Management
PAD 704	Economics for Public Administrators
PAD 705	Organization Theory and Management
PAD 739	Policy Analysis
PAD 743	Public Sector Financial Management

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Required Courses

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PAD 743	Public Sector Financial Management

<p>PAD 771 Capstone Seminar</p> <p>Total Credit Hours:</p> <p><i>PAD 704: Students who have completed three courses in economics with a grade of B or better at the undergraduate level may request a waiver of PAD 704 from the program advisor or director. If granted, the student must replace the waived course by taking a 3-credit PAD course.</i></p> <p>Research Methods and Quantitative Skills</p> <p>The student must complete a course from each of the following two categories:</p> <p>Research Methods</p> <p>PAD 715 Research Methods in Public Administration</p> <p>Quantitative Methods And Information Management</p> <p>Select one of the following courses:</p> <p>PAD 713 Management of Information Technology</p> <p>PAD 745 Program Development and Evaluation</p> <p>PAD 747/CRJ 747 Computer Applications in Public Policy and I</p> <p>PAD 770 Cases and Techniques in Quantitative Policy</p>	<p>PAD 771 Capstone Seminar</p> <p>Total Credit Hours:</p> <p><i>PAD 704: Students who have completed three courses in economics with a grade of B or better at the undergraduate level may request a waiver of PAD 704 from the program advisor or director. If granted, the student must replace the waived course by taking a 3-credit PAD course.</i></p> <p>Research Methods and Quantitative Skills</p> <p>The student must complete a course from each of the following two categories:</p> <p>Research Methods</p> <p>PAD 715 Research Methods in Public Administration</p> <p>Quantitative Methods And Information Management</p> <p>Select one of the following courses:</p> <p>PAD 713 Management of Information Technology</p> <p>PAD 745 Program Development and Evaluation</p> <p>PAD 747/CRJ 747 Computer Applications in Public Policy and I</p> <p>PAD 770 Cases and Techniques in Quantitative Policy</p>
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Total Credit Hours:

PAD 713, PAD 747, PAD 770: There is no prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for both these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770. Students with 12 undergraduate credits in computer courses may request a waiver of the Quantitative Methods and Information Management requirement. If granted, the student must replace the waived course by taking a 3-credit PAD course. A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.

Specialization

A three-course specialization is required. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755/CRJ 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.

Dual specializations are permissible if the student has fulfilled the requirements of both specializations. One course can count as an

Total Credit Hours:

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<p>elective for two specializations with approval from the program director.</p> <p>A course cannot be used to satisfy both a core course requirement and a specialization requirement.</p> <p>Total Credit Hours:</p> <p>Criminal Justice Policy And Administration</p> <p>This specialization prepares students for responsibilities involving policy making and administration in criminal justice agencies. Additional materials on the specialization are available from the specialization coordinator.</p> <p>Required Courses</p> <table border="0"> <tr> <td>PAD 719</td> <td>Delivery Systems in Justice and Urban Services</td> </tr> <tr> <td>PAD 730</td> <td>Policy Analysis in Criminal Justice</td> </tr> </table> <p><i>PAD 730: PAD 715 or CRJ 715 is a prerequisite.</i></p> <p>Electives</p> <table border="0"> <tr> <td>CRJ 704</td> <td>Probation and Parole: Theory and Practice</td> </tr> <tr> <td>CRJ 728</td> <td>Critical Issues in Corrections</td> </tr> <tr> <td>CRJ 736</td> <td>Seminar in Civil Rights and Civil Liberties</td> </tr> </table>	PAD 719	Delivery Systems in Justice and Urban Services	PAD 730	Policy Analysis in Criminal Justice	CRJ 704	Probation and Parole: Theory and Practice	CRJ 728	Critical Issues in Corrections	CRJ 736	Seminar in Civil Rights and Civil Liberties	<p>elective for two specializations with approval from the program director.</p> <p>A course cannot be used to satisfy both a core course requirement and a specialization requirement.</p> <p>Total Credit Hours:</p> <p>Criminal Justice Policy And Administration</p> <p>This specialization prepares students for responsibilities involving policy making and administration in criminal justice agencies. Additional materials on the specialization are available from the specialization coordinator.</p> <p>Required Courses</p> <table border="0"> <tr> <td>PAD 719</td> <td>Delivery Systems in Justice and Urban Services</td> </tr> <tr> <td>PAD 730</td> <td>Policy Analysis in Criminal Justice</td> </tr> </table> <p><i>PAD 730: PAD 715 or CRJ 715 is a prerequisite.</i></p> <p>Electives</p> <table border="0"> <tr> <td>CRJ 704</td> <td>Probation and Parole: Theory and Practice</td> </tr> <tr> <td>CRJ 728</td> <td>Critical Issues in Corrections</td> </tr> <tr> <td>CRJ 736</td> <td>Seminar in Civil Rights and Civil Liberties</td> </tr> </table>	PAD 719	Delivery Systems in Justice and Urban Services	PAD 730	Policy Analysis in Criminal Justice	CRJ 704	Probation and Parole: Theory and Practice	CRJ 728	Critical Issues in Corrections	CRJ 736	Seminar in Civil Rights and Civil Liberties
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CRJ 741	An Economic Analysis of Crime	CRJ 741	An Economic Analysis of Crime
PAD 750	Security of Information Technology	PAD 750	Security of Information Technology
CRJ 757	Police and the Community	CRJ 757	Police and the Community
CRJ 761	Youth Crime and Delinquency Control	CRJ 761	Youth Crime and Delinquency Control
PMT 711	Introduction to Emergency Management	PMT 711	Introduction to Emergency Management
PMT 781	Risk Analysis and Loss Prevention	PMT 781	Risk Analysis and Loss Prevention
PAD 726	The Politics and Process of Outsourcing	PAD 726	The Politics and Process of Outsourcing
PAD 745	Program Development and Evaluation	PAD 745	Program Development and Evaluation
PAD 758	Ethics, Integrity and Accountability	PAD 758	Ethics, Integrity and Accountability
PAD 760	Court Administration	PAD 760	Court Administration
PAD 770	Cases and Techniques in Quantitative Policy Analysis	PAD 770	Cases and Techniques in Quantitative Policy Analysis
<p><i>Two additional courses are to be selected from the above list or from any of the specialization courses in the MPA in Public Policy and Administration Program, the MPA in Inspection and Oversight Program, or from any of the courses listed under specializations in the Master of Arts in Criminal Justice Program.</i></p>		<p><i>Two additional courses are to be selected from the above list or from any of the specialization courses in the MPA in Public Policy and Administration Program, the MPA in Inspection and Oversight Program, or from any of the courses listed under specializations in the Master of Arts in Criminal Justice Program.</i></p>	
<p>Emergency Management</p> <p>This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism. The concentration has three required courses.</p>		<p>Emergency Management</p> <p>This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism. The concentration has three required courses.</p>	

<p>Required Courses</p> <p>PMT 711 Introduction to Emergency Management</p> <p>PMT 760 Emergency Management: Mitigation and Recovery</p> <p>PMT 763 Emergency Management: Preparedness</p> <p>Electives</p> <p>PMT 703 Analysis of Building and Fire Codes</p> <p>PMT 712 Theory and Design of Fire Protection Systems</p> <p>PMT 751 Contemporary Fire Protection Issues</p> <p>PMT 761 Technology in Emergency Management</p> <p>PMT 762 Business Continuity Planning</p> <p>PMT 781 Risk Analysis and Loss Prevention</p> <p>PAD 726 The Politics and Process of Outsourcing</p> <p>PAD 748 Project Management</p> <p>PAD 758 Ethics, Integrity and Accountability</p> <p>Human Resources Management</p> <p>This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management. The specialization has two required courses.</p>	<p>Required Courses</p> <p>PMT 711 Introduction to Emergency Management</p> <p>PMT 760 Emergency Management: Mitigation and Recovery</p> <p>PMT 763 Emergency Management: Preparedness</p> <p>Electives</p> <p>PMT 703 Analysis of Building and Fire Codes</p> <p>PMT 712 Theory and Design of Fire Protection Systems</p> <p>PMT 751 Contemporary Fire Protection Issues</p> <p>PMT 761 Technology in Emergency Management</p> <p>PMT 762 Business Continuity Planning</p> <p>PMT 781 Risk Analysis and Loss Prevention</p> <p>PAD 726 The Politics and Process of Outsourcing</p> <p>PAD 748 Project Management</p> <p>PAD 758 Ethics, Integrity and Accountability</p> <p>Human Resources Management</p> <p>This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management. The specialization has two required courses.</p>
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<p>Law And Public Management</p> <p>Students enrolled in the MPA program in Public Policy and Administration may complete the Law and Public Management specialization by completing three courses at the CUNY Law School. Students should contact the specialization advisor for guidance and assistance.</p> <p>Students may also complete this specialization while attending law school. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, 9 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students</p>	<p>Law And Public Management</p> <p>Students enrolled in the MPA program in Public Policy and Administration may complete the Law and Public Management specialization by completing three courses at the CUNY Law School. Students should contact the specialization advisor for guidance and assistance.</p> <p>Students may also complete this specialization while attending law school. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, 9 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students</p>

must also pass the MPA Qualifying Examination and the Capstone Course and fulfill remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the program director to transfer up to 12 credits from law school toward this concentration.

Courses in this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.

Management And Operations

This concentration prepares students to assume supervisory and managerial responsibilities in operational services. Additional materials for this specialization are available from the specialization coordinator.

Required Courses

PAD 712	Management Systems and Techniques in the Pu
PAD 714	Organizational Performance Assessment

Electives

PAD 713	Management of Information Technology
PAD 716	Cases in Productive Public Management

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Electives

PAD 713	Management of Information Technology
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PAD 718	International Public Policy and Administration	PAD 718	International Public Policy and Administration
PAD 719	Delivery Systems in Justice and Urban Services	PAD 719	Delivery Systems in Justice and Urban Services Systems
PAD 726	The Politics and Process of Outsourcing	PAD 726	The Politics and Process of Outsourcing
PAD 745	Program Development and Evaluation	PAD 745	Program Development and Evaluation
PAD 746	Comparative Public Administration	PAD 746	Comparative Public Administration
PAD 748	Project Management	PAD 748	Project Management
PAD 758	Ethics, Integrity and Accountability	PAD 758	Ethics, Integrity and Accountability
PAD 770	Cases and Techniques in Quantitative Policy Analysis	PAD 770	Cases and Techniques in Quantitative Policy Analysis
<p>Public Policy Analysis</p> <p>This specialization provides students with the opportunity to develop their skills in policy analysis and evaluation by examining analytical techniques, substantive policy issues and their impacts.</p>		<p>Public Policy Analysis</p> <p>This specialization provides students with the opportunity to develop their skills in policy analysis and evaluation by examining analytical techniques, substantive policy issues and their impacts.</p>	
<p>Required Courses</p>		<p>Required Courses</p>	
PAD 756	Tools and Techniques of Policy Analysis	PAD 756	Tools and Techniques of Policy Analysis
PAD 745	Program Development and Evaluation	PAD 745	Program Development and Evaluation
<p>Electives</p>		<p>Electives</p>	
PAD 718	International Public Policy and Administration	PAD 718	International Public Policy and Administration
PAD 730	Policy Analysis in Criminal Justice	PAD 730	Policy Analysis in Criminal Justice

PAD 740	Public Sector Inspection and Oversight	PAD 740	Public Sector Inspection and Oversight
PAD 747/CRJ 747	Computer Applications in Public Policy and Management	PAD 747/CRJ 747	Computer Applications in Public Policy and Management
PAD 756	Tools and Techniques of Policy Analysis	PAD 756	Tools and Techniques of Policy Analysis
PAD 770	Cases and Techniques in Quantitative Policy Analysis	PAD 770	Cases and Techniques in Quantitative Policy Analysis
PMT 715	Analytical Methods in Protection Management	PMT 715	Analytical Methods in Protection Management
CRJ 741	An Economic Analysis of Crime	CRJ 741	An Economic Analysis of Crime
CRJU 88100	Criminology and Public Policy	CRJU 88100	Criminology and Public Policy
CRJU 84100	Advanced Policy Analysis	CRJU 84100	Advanced Policy Analysis
<i>CRJU 88100, CRJU 84100: Requires Permission of the CUNY PhD Program in Criminal Justice.</i>		<i>CRJU 88100, CRJU 84100: Requires Permission of the CUNY PhD Program in Criminal Justice.</i>	
Urban Affairs		Urban Affairs	
<p>The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Courses should be selected in consultation with the specialization advisor. The Urban Affairs courses at Hunter College cover topics such as urban development, social and economic analysis and problem solving in urban and community settings.</p>		<p>The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Courses should be selected in consultation with the specialization advisor. The Urban Affairs courses at Hunter College cover topics such as urban development, social and economic analysis and problem solving in urban and community settings.</p>	
Free Electives		Free Electives	
Students must select two elective courses from any MPA offering.		Students must select two elective courses from any MPA offering.	
Total Credit Hours:		Total Credit Hours:	
TOTAL CREDIT HOURS: 42		TOTAL CREDIT HOURS: 42	

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

X No _____ Yes

If yes, what consultation has taken place?

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York

PROPOSED CHANGES TO A DEGREE PROGRAM

Program Name and Degree Awarded: Master of Public Administration – Investigation and Oversight

HEGIS Code: 2102

NY State Program Code: 02533

Effective term: Fall 2023

Rationale for proposed changes:

The MPA Program (Public Policy and Administration | Investigation and Oversight) intends to eliminate the Master of Public Administration Qualifying Exam (MPAQE) from the Graduate Bulletin and requirement for graduation for MPA students who are admitted into the program starting Fall 2023. This decision has been made from stakeholder feedback (virtual meeting tours with current and past MPA students and program directors), MPA annual student survey, and MPA faculty discussion during MPA meetings.

The program approval date is May 5, 2022.

The proposed changes will be made on the Graduate Bulletin links below:

[MPA Investigation and Oversight Graduate Bulletin](#)

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs	List of Course (Prefix, Number, and Name)	Crs

Master of Public Administration: Inspection and Oversight

Program Director: Professor Denise Thompson

The mission of the Master of Public Administration in Inspection and Oversight Program at John Jay College of Criminal Justice is to prepare students for public service careers in inspection and oversight organizations and to advance the study of Public Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service, reinforced by a commitment to accountability, transparency, and equity. The program offers students opportunities to acquire professional and political knowledge and skills, based on academic studies, public service experience and partnerships with faculty in scholarly endeavors.

Specializations are offered in the following fields:

- Forensic Accounting
- Independent and Contractual Inspection and Oversight
- Inspection and Oversight of Health Services
- International Inspection and Oversight
- Investigation and Operational Inspection
- Justice Policy and Oversight (Honors Specialization)
- Law and Inspection and Oversight
- Organizational Assessment and Monitoring

Master of Public Administration: Inspection and Oversight

Program Director: Professor Denise Thompson

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- Law and Inspection and Oversight
- Organizational Assessment and Monitoring

This program may also be completed fully online.

Degree Requirements

Students enrolled in the MPA in Inspection and Oversight Program are required to complete 42 course credits. Students are also required to pass the qualifying examination (MPAQE), which is administered as a part of PAD 700. Complete information about the MPAQE may be found at the John Jay College website at <http://www.jjay.cuny.edu/mpa-qualifying-exam-student-guide>.

Students are advised to complete PAD 700 and two other core foundation courses, PAD 706 and PAD 723, within the first 15 credits of matriculation. Failure to complete any of the requirements described in the paragraph above will result in a student not being permitted to register for future classes without the explicit permission of the program director.

Additional information:

Students who enrolled for the first time at the College in September 2011 or thereafter must complete the program in the form presented in this bulletin. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program (The Master of Public Administration Inspector-General Track) in place at their time of enrollment.

This program may also be completed fully online.

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<p>PAD 747/CRJ 747 Computer Applications in Public Policy and Management</p>	<p>PAD 747/CRJ 747 Computer Applications in Public Policy and Management</p>
<p>PAD 767 Analytical Methods in Health Care Auditing and Investigation</p>	<p>PAD 767 Analytical Methods in Health Care Auditing and Investigation</p>
<p>PAD 770 Cases and Techniques in Quantitative Policy Analysis</p>	<p>PAD 770 Cases and Techniques in Quantitative Policy Analysis</p>
<p>Total Credit Hours:</p> <p><i>*There is no course prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for PAD 713. Students who need additional computer skills will be directed by the program director to other places in the College where they may be obtained. PAD 715 or CRJ 715 is a prerequisite for PAD 745, PAD 767, and PAD 770.</i></p> <p><i>*PAD 767 Analytical Methods in Health Care Auditing and Investigation is required for the Inspection and Oversight of Health Services specialization.</i></p> <p>Specialization</p> <p>A three-course specialization is required. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755/CRJ 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization. Dual specializations are permissible if the student has fulfilled the requirements of both specializations. One course can count as an</p>	<p>Total Credit Hours:</p> <p><i>*There is no course prerequisite for PAD 747 or PAD 713. However, computer skills and experience are assumed for PAD 713. Students who need additional computer skills will be directed by the program director to other places in the College where they may be obtained. PAD 715 or CRJ 715 is a prerequisite for PAD 745, PAD 767, and PAD 770.</i></p> <p><i>*PAD 767 Analytical Methods in Health Care Auditing and Investigation is required for the Inspection and Oversight of Health Services specialization.</i></p> <p>Specialization</p> <p>A three-course specialization is required. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755/CRJ 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization. Dual specializations are permissible if the student has fulfilled the requirements of both specializations. One course can count as an</p>

<p>elective for two specializations with approval from the program director.</p> <p>Total Credit Hours: <i>Select one specialization:</i></p> <p>Forensic Accounting</p> <p>This specialization prepares students for careers in forensic accounting or financial investigation. It is intended for students who seek to complete the Advanced Certificate in Forensic Accounting.</p> <p><u>ACC 701</u> Analytical Methods in Inspection and Oversight must be completed as the second Research Methods and Quantitative Methods course. <u>ACC 710</u> Advanced Financial Reporting must be substituted for <u>PAD 742</u>.</p> <p>Required Courses: Select Three</p> <table border="0"> <tr> <td><u>ACC 702</u></td> <td>Strategic Cost Management</td> </tr> <tr> <td><u>ACC 703</u></td> <td>Advanced Taxation</td> </tr> <tr> <td><u>ACC 705</u></td> <td>Forensic Accounting and Auditing</td> </tr> <tr> <td><u>ACC 720</u></td> <td>Advanced Auditing with Analytical Applicat</td> </tr> </table> <p>Total Credit Hours:</p> <p>Completing the Advanced Certificate:</p>	<u>ACC 702</u>	Strategic Cost Management	<u>ACC 703</u>	Advanced Taxation	<u>ACC 705</u>	Forensic Accounting and Auditing	<u>ACC 720</u>	Advanced Auditing with Analytical Applicat	<p>elective for two specializations with approval from the program director.</p> <p>Total Credit Hours: <i>Select one specialization:</i></p> <p>Forensic Accounting</p> <p>This specialization prepares students for careers in forensic accounting or financial investigation. It is intended for students who seek to complete the Advanced Certificate in Forensic Accounting.</p> <p><u>ACC 701</u> Analytical Methods in Inspection and Oversight must be completed as the second Research Methods and Quantitative Methods course. <u>ACC 710</u> Advanced Financial Reporting must be substituted for <u>PAD 742</u>.</p> <p>Required Courses: Select Three</p> <table border="0"> <tr> <td><u>ACC 702</u></td> <td>Strategic Cost Management</td> </tr> <tr> <td><u>ACC 703</u></td> <td>Advanced Taxation</td> </tr> <tr> <td><u>ACC 705</u></td> <td>Forensic Accounting and Auditing</td> </tr> <tr> <td><u>ACC 720</u></td> <td>Advanced Auditing with Analytical Applicat</td> </tr> </table> <p>Total Credit Hours:</p> <p>Completing the Advanced Certificate:</p>	<u>ACC 702</u>	Strategic Cost Management	<u>ACC 703</u>	Advanced Taxation	<u>ACC 705</u>	Forensic Accounting and Auditing	<u>ACC 720</u>	Advanced Auditing with Analytical Applicat
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<p>Each student who is admitted to the Advanced Certificate Program will be provided an Official Program of Study, signed by the MPA in Inspection and Oversight Program Director, the Advanced Certificate in Forensic Accounting Director, and the Director of Graduate Admissions, specifying the student’s program requirements, and specifying how the student’s course of study satisfies the CPA 150 requirements.</p> <p>N/A</p> <p>Inspection And Oversight Of Health Services</p> <p>This specialization examines how inspection and oversight are conducted in health care organizations.</p> <p>Note: Students in this specialization must take PAD 767 as their required quantitative methods course in addition to the three required courses below.</p> <table border="0"> <tr> <td>PAD 763</td> <td>Public Health Policy and Administration</td> </tr> <tr> <td>PAD 764</td> <td>Health Services Fraud, Waste, and Abuse</td> </tr> <tr> <td>PAD 766</td> <td>Inspection and Oversight of Health Care Delive</td> </tr> </table> <p><i>Students may complete their two program electives by taking Public Health courses in the CUNY School of Public Health. Students should contact MPA Advising for information about recommended courses and ePermit procedures.</i></p>	PAD 763	Public Health Policy and Administration	PAD 764	Health Services Fraud, Waste, and Abuse	PAD 766	Inspection and Oversight of Health Care Delive	<p>Each student who is admitted to the Advanced Certificate Program will be provided an Official Program of Study, signed by the MPA in Inspection and Oversight Program Director, the Advanced Certificate in Forensic Accounting Director, and the Director of Graduate Admissions, specifying the student’s program requirements, and specifying how the student’s course of study satisfies the CPA 150 requirements.</p> <p>N/A</p> <p>Inspection And Oversight Of Health Services</p> <p>This specialization examines how inspection and oversight are conducted in health care organizations.</p> <p>Note: Students in this specialization must take PAD 767 as their required quantitative methods course in addition to the three required courses below.</p> <table border="0"> <tr> <td>PAD 763</td> <td>Public Health Policy and Administration</td> </tr> <tr> <td>PAD 764</td> <td>Health Services Fraud, Waste, and Abuse</td> </tr> <tr> <td>PAD 766</td> <td>Inspection and Oversight of Health Care Delive</td> </tr> </table> <p><i>Students may complete their two program electives by taking Public Health courses in the CUNY School of Public Health. Students should contact MPA Advising for information about recommended courses and ePermit procedures.</i></p>	PAD 763	Public Health Policy and Administration	PAD 764	Health Services Fraud, Waste, and Abuse	PAD 766	Inspection and Oversight of Health Care Delive
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with a GPA of 3.5 or above, a grade of 3.5 or above in [PAD 715](#), and GREV and GREQ scores comparable to those required by the CUNY Doctoral Program in Criminal Justice. Courses are completed in the Policy, Oversight and Administration (CRJPOA) Track of the CUNY Doctoral Program in Criminal Justice, or in cross-listed John Jay College graduate course sections. Students already admitted to the CRJPOA track who seek the MPA degree may satisfy their MPA specialization with doctoral-level versions of these courses. Student who complete these courses and who are subsequently admitted to the CRJPOA track may satisfy CRJPOA course requirements with these courses.

Required Courses

CRJU 88100/PAD 881	Criminology and Public Policy
CRJU 84100/PAD 841	Advanced Policy Analysis
PAD 770	Cases and Techniques in Quantitative Po

Law And Inspection And Oversight

This specialization prepares students to apply management and policy concepts and skills in a legal environment.

Required Courses

PAD 741	Administrative Law and Regulation
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At least 6 credits of law courses completed at the CUNY Law School or other law schools.

Law Courses During MPA Studies:

Students enrolled in the MPA Program in Public Policy and Administration may complete the Law and Public Management specialization by completing nine credits of courses approved by the MPA Program Director. The course will concern legal research, criminal and civil procedure, and/or public institutions and the law.

The CUNY Law School will permit John Jay MPA students – who meet academic qualifications noted below – to register for CUNY Law courses, from among those specified in a “advising list” available from the Specialization Advisor, Professor Dan Feldman (dfeldman@jjay.cuny.edu). To be permitted to take classes at CUNY Law School, an MPA student must have maintained a GPA of at least 3.5 and have completed PAD 741, Administrative Law, with a grade of A or A-.

Law Courses From Law School:

Students may also complete this specialization while attending law school after partially completing the MPA at John Jay. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Inspection and Oversight, and complete their specialization while attending law school. Subject to the approval of the program director, 12 credits of law courses concerning legal research, civil and criminal procedure, and other topics related to

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inspection and oversight, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill any other remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Inspection and Oversight may apply to the program director to transfer up to 12 credits from law school toward this concentration. Courses in either version of this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.

Organizational Assessment And Monitoring

This specialization prepares students to assess, evaluate and monitor the performance of public and not-for-profit agencies. The specialization is particularly appropriate for students interested in professional careers in performance auditing and regulation. This specialization has two required courses.

Required Courses

PAD 714	Organizational Performance Assessment
PAD 745	Program Development and Evaluation

Electives

PAD 701	Fraud, Abuse, Waste and Corruption
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PAD 726	The Politics and Process of Outsourcing	PAD 726	The Politics and Process of Outsourcing
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PAD 748	Project Management	PAD 748	Project Management
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TOTAL CREDIT HOURS: 42		TOTAL CREDIT HOURS: 42	

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

X No _____ Yes

If yes, what consultation has taken place?

