JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA
& ATTACHMENTS

TUESDAY, OCTOBER 19, 2021

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

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

October 19, 2021 – 1:40 pm
(Remote Conferencing via Zoom)

I. Adoption of the Agenda

II. Approval of the Minutes of the September 23, 2021 College Council (Attachment A), **Pg. 2**

III. Approval of Members of the College Council Committees (Attachment B), **Pg. 5**

Effective September 23, 2021, the Student Council Treasurer position is vacant on the following committees until further notice:
- College Council
- Budget and Planning Committee

Graduate Studies Committee
Perry Callhan and Fatumata Tunkhara will serve as two graduate students.

IV. Report from the Committee on Graduate Studies (Attachments C1-C9) – Dean of Graduate Studies Elsa-Sofia Morote

New Courses
C1. PMT 780: Public Health Emergency Management, **Pg. 22**
C2. HR 790 Social Entrepreneurship Lab: Practicum and Fundraising Tutorial, **Pg. 39**
C3. Advanced Certificate in Social Entrepreneurship and Innovation, **Pg. 63**

Course Revisions
C4. ECO 740 Economic Development, **Pg. 73**

Degree Program Revisions
C5. Emergency Management M.S., **Pg. 75**
C6. Human Rights M.A., **Pg. 79**
C7. Economics M.A., **Pg. 82**
C8. Advance Certificate in Transnational Organized Crime Studies, **Pg. 84**
C9. International Crime and Justice M.A., **Pg. 87**

V. New Business

VI. Administrative Announcements – President Karol Mason

VII. Announcements from the Student Council – President Andrew Berezhansky

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

IX. Announcements from the HEO Council – President Brian Cortijo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL
September 23, 2021

The College Council held its first meeting of the 2021-2022 academic year on Thursday, September 23, 2021. The meeting was called to order at 1:44 p.m. and the following members were present: Adam Wandt, Alex Alexandrou, Andrea Balis, Catherine Kemp, Chevy Alford, Christopher Herrmann, David Brotherton, Erica King-Toler, Francis Sheehan, Fritz Umbach, Gerald Markowitz, Gregory Sheppard, Jay Hamilton, Jessica Gordon-Nembhard, John Gutierrez, Joyce Lau, Karen Kaplowitz, Lissette Delgado-Cruzata, Maureen Richards, Mickey Melendez, Mohamed Ben-Zid, Ned Benton, Samantha Majic, Sung-Suk Violet Yu, Veronica Johnson, Vicente Lecuna, Aiisha J. Qudusi, Andrew Berezhansky, Katelynn Seodarsan, Brian Cortijo, Cat Alves, Janet Winter, Rulisa Galloway-Perry, Brian Kerr, Dara Byrne, Elsa-Sofia Morote, Karol Mason, Mark Flower, Yi Li, Anthony Carpi*, Jennifer Lorenzo*, Anru Lee*, Heath Grant*, Maria (Maki) Haberfeld*, Patrick Raftery*.

Absent: Alexander Long, Charles Stone, Elton Beckett, Marta-Laura Suska, Daniel Matos*, Helen Keier*, Jonathan Epstein*, Marta Concheiro-Guisan*.

Guests: Allison Pease, Alexander Bolesta, Anna Austenfeld, Belinda Rincon, Helen Kapstein, Jill Maxwell, Joe Laub, José Luis Morín, Kathy Killoran, Kim Chandler, Maria D'Agostino, Richard Perez, Shavonne McKiever, Tony Balkissoon.

* Alternates

I. Adoption of the Agenda

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

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.

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. <u>Approval of the Minutes of the May 11, 2021 College Council</u>

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

VI. <u>College Council Orientation</u>

The orientation was presented by Legal Counsel Tony Balkissoon.

VII. <u>Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C7) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne</u>

<u>Programs</u>
A motion was made to adopt the Proposal to Revise the Minor in Counseling (C1). The motion was seconded and approved unanimously.

<u>New Courses</u>
A motion was made to adopt a new course marked LIT 2XX Outlaws (CO: Justice Core I [200-level]) (C2). The motion was seconded and approved unanimously.

<u>Course Revisions</u>
A motion was made to vote on the course revisions marked C3-C7 as a slate. The motion was seconded and approved unanimously.

C3. LIT 265 Foundations of Latinx Literature (moving fr Flex Core: US Exp to CO: Justice Core I [200-level])
C4. LLS/AFR /HIS 263 Blacks in Latin America (appd for World Cultures)
C5. SEC 323 Private Security & Homeland Defense
C6. SEC 327 Risk & Vulnerability Analysis
C7. SEC 329 Security, Risk & Technology ANT 315 Systems of Law (CO: JCII – Justice in Global Perspective)

A motion was made to adopt the course revisions marked C3-C7. The motion was seconded and approved unanimously.

VIII. <u>2020-2021 College Council Committee Activity Report</u>

The committee reviewed the activity report and recognized the work of the College Council committees.

IX. <u>2021-2022 College Council Calendar</u>

The committee was asked to mark the College Council dates on their calendars.

X. <u>New Business</u>

No new business was presented.

XI. <u>Announcements from the Student Council –President Andrew Berezhansky</u>

Student Government President Andrew Berezhansky announced that the Student Council **issued a statement calling on CUNY's divestment from fossil fuels.**

XII. <u>Announcements from the Faculty Senate – President Warren (Ned) Benton</u>

Faculty Senate President Ned Benton announced that the **F**aculty Senate passed a resolution endorsing environmental, social and governance standards for investing. He also reminded the Council of the **CUNY's mandate for student vaccinations for in**-person class attendance, and encouraged the Council to remind students of the vaccination deadline and **consequences of not following the CUNY's mandate.**

XIII. <u>Announcements from the HEO Council – President Brian Cortijo</u>

HEO Council President Brian Cortijo thanked President Karol Mason, VP Tony Balkissoon, and AVP Oswald Fraser for reshaping the HEO and Classified Staff Screening Committees **and praised the college's commitment to hold them on a more regular basis.**

XIV. <u>Administrative Announcements – President Karol Mason</u>

President Karol Mason also thanked VP Tony Balkissoon and AVP Oswald Fraser for their work on the HEO and Classified Staff Screening Committees, and emphasized the importance of vaccination for students to attend in-person classes, and for the college community in general.

The meeting was adjourned at 2:20p.m.
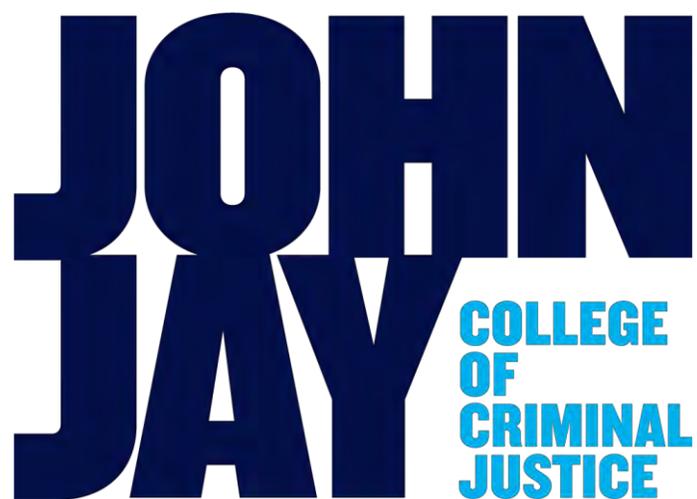
College Council Membership

&

College Council Committees

2021-2022

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College Council Membership

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

Administration
1. President (Chairperson)   Karol Mason
2. Provost and Vice President for Academic Affairs   Yi Li
3. Interim Vice President and Chief Operating Officer   Mark Flower
4. Interim Vice President for Enrollment Management and Student   Brian Kerr
   Affairs
5. Dean of Graduate Studies   Elsa-Sofia Morote
6. Associate Provost for Undergraduate Retention and Dean of   Dara Byrne
   Undergraduate Studies

- 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. Anthony Carpi	2. Daniel Matos

Faculty
   a. Full-time faculty elected from each academic department:
7. Africana Studies   Jessica Gordon-Nembhard
8. Anthropology   Marta-Laura Suska
9. Art & Music   Gregory Sheppard
10. Communications & Theatre Arts   Elton Beckett
11. Counseling   Mickey Melendez
12. Criminal Justice   Violet Yu
13. Economics   Jay Hamilton
14. English   Alexander Long
15. History   Greg Umbach
16. Interdisciplinary Studies   Gerald Markowitz
17. Latin American & Latinx Studies   John Gutierrez
18. Law, Police Science & Criminal Justice   Christopher Herrmann
19. Library   Maureen Richards
20. Mathematics & CS   Mohamed Ben Zid
21. Modern Language & Literature   Vicente Lecuna (*Fall*)
                                                 Silvia Dapia (*Spring*)
22. Philosophy   Catherine Kemp
23. Political Science   Samantha Majic
24. Psychology   Veronica Johnson
25. Public Management   Adam Wandt
26. Sciences   Yuk-Ting (Joyce) Lau
27. Security, Fire & Emergency Management   Alexander Alexandrou
28. SEEK   Erica King-Toler
29. Sociology   David Brotherton

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

30. English   Karen Kaplowitz
31. History   Andrea Balis
32. Psychology   Charles Stone
33. Public Management   Warren (Ned) Benton
34. Sciences   Lissette Delgado-Cruzata
35. Sciences   Francis Sheehan
36. SEEK   Schevaletta (Chevy) Alford

- 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. Maki (Maria) Haberfeld	5. Anru Lee
2. Patrick Raftery	6. Heath Grant
3. Marta Concheiro-Guisan	7. Vacant
4. Jonathan Epstein	8. Vacant

Higher Education Officers elected by the Higher Education Officers Council:
37. Brian Cortijo (ex officio)
38. Catherine Alves
39. Rulisa Galloway-Perry
40. Janet Winter

- Two (2) Higher Education Officer alternates who may vote, make motions and be counted as part of th**e College Council's quorum only during the absence of a permanent higher** education officer representative:

1. Helen Keier	2. Jennifer Lorenzo

Students
41. President of the Student Council   Andrew Berezhansky
42. Vice President of the Student Council   Aiisha Qudusi
43. Treasurer of the Student Council   Vacant
44. Secretary of the Student Council   Katelynn Seodarsan
45. Elected At-Large Representative   Vacant
46. Elected graduate student representative   Vacant
47. Elected senior class representative   Vacant
48. Elected junior class representative   Vacant
49. Elected sophomore class representative   Vacant
50. Freshman representative designated according to a method duly
     adopted by the Student Council.   Vacant

- 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 p**ermanent 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:

- President (Chairperson)   Karol Mason
- Provost and Vice President for Academic Affairs   Yi Li
- Vice President and Chief Operating Officer   Mark Flower
- Vice President for Enrollment Management and Student   Brian Kerr
  Affairs
- President of the Faculty Senate   Warren (Ned) Benton
- Vice-President of the Faculty Senate   Karen Kaplowitz
- Two (2) other members of the Faculty Senate
     1. Andrea Balis
     2. Francis Sheehan
- President of the Higher Education Officers Council   Brian Cortijo
- Vice-President of the Higher Education Officers Council   Hera Javaid
- President of the Student Council   Andrew Berezhansky
- Vice-President of the Student Council   Aiisha Qudusi

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson)   Karol Mason
- Provost and Vice President for Academic Affairs   Yi Li
- Vice President and Chief Operating Officer   Mark Flower
- Vice President for Enrollment Management and Student Affairs   Brian Kerr

- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
    1. Warren (Ned) Benton
    2. Karen Kaplowitz
    3. Francis Sheehan
    4. Schevaletta (Chevy) Alford
    5. Lissette Delgado-Cruzata
    6. Heath Grant
    7. Andrea Balis
- Two (2) higher education officers
    1. Brian Cortijo
    2. Vacant
- Three (3) students
    1. Andrew Berezhansky
    2. Aiisha Qudusi
    3. Vacant

Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)   Dara Byrne
- Vice President for Enrollment Management and Student Affairs   Brian Kerr
- Assistant Dean of Undergraduate Studies   Katherine Killoran
- Registrar   Daniel Matos
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years
    1. Africana Studies   Crystal Endsley
    2. Anthropology   Kimberley McKinson
    3. Art and Music   Erin Thompson
    4. Communication & Theater Arts   Lorraine Moller
    5. Counseling and Human Services   Michell Tollinchi (Fall)
    6. Criminal Justice   Valerie West
    7. Economics   Sara Bernardo
    8. English   Bettina Carbonell
    9. History   Ray Patton
    10. Interdisciplinary Studies Program (ISP)   Nina Rose Fischer
    11. Library   Maria Kiriakova

12.	Latin American & Latinx Studies	Lisandro Perez
13.	Law, Police Science & CJA	Beverly Frazier
14.	Mathematics & Computer Science	Michael Puls
15.	Modern languages & Literatures	Cristina Lozano Argüelles
16.	Philosophy	Michael Brownstein
17.	Political Science	Peter Romaniuk
18.	Psychology	Kelly McWilliams
19.	Public Management	Judy-Lynne Peters
20.	Sciences	Daniel Yaverbaum
21.	Security, Fire & Emergency Management	Lucia Velotti
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. Katelynn Seodarsan
  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:

- Assistant Vice President and Dean of Students (Chairperson)   Michael Sachs
- Deputy Director of Athletics   Catherine Alves
- Senior Director for Student Affairs   Danielle Officer
- Two (2) members of the faculty
  1. Ellen Belcher
  2. Nicole Elias
- Six (6) students
  1. Denisse Batista
  2. Janice Johnson
  3. Julia Jacobellis
  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. Robert McCrie
    2. David Shapiro
    3. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
    1. Claudia Calirman
    2. Jamie Longazel
    3. Aida Martinez-Gomez
    4. Maureen Richards
    5. Martin Wallenstein
    6. Vacant

- The 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. Omari Joseph
    2. Maria Vidal
    3. Justin Barden
    4. Yolanda Casillas
    5. Jarrett Foster
    6. Vacant

- 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. Michaela Herrit
    2. Naylea Henriquez
    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:

- President (Chairperson) — Karol Mason
- Provost and Vice President for Academic Affairs — Yi Li
- Dean of Graduate Studies — Elsa-Sofia Morote
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies — Dara Byrne
- Associate Provost and Dean of Research — Anthony Carpi
- Chairperson of each academic department
    1. Africana Studies — Teresa Booker
    2. Anthropology — Ed Snadjr
    3. Art and Music — Benjamin Bierman
    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 — Jay Gates
    9. History — Michael Pfeifer
    10. Interdisciplinary Studies — Katie Gentile
    11. Latin American and Latinx Studies — Jose Luis Morin
    12. Law, Police Science, and Criminal Justice Administration — Maria (Maki) Haberfeld
    13. Library — Jeffrey Kroessler
    14. Mathematics and Computer Science — Aftab Ahmad
    15. Modern Languages and Literatures — Vicente Lecuna
    16. Philosophy — Jonathan Jacobs
    17. Political Science — Andrew Sidman
    18. Psychology — Daryl Wout
    19. Public Management — Warren Eller
    20. Sciences — Shu-Yuan Cheng
    21. Security, Fire and Emergency Management — Robert McCrie

    22. SEEK   Monica Son
    23. Sociology   Robert Garot/ Jayne Mooney

- 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. Schevaletta (Chevy) Alford, Associate Professor, SEEK
    2. Heath Brown, Associate Professor, Public Management
    3. Monica Varsanyi, Professor, Political Science

- 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. Brian Arbour, Associate Professor, Political Science
    2. Gail Garfield, Professor, Sociology
    3. Jean Mills, Associate Professor, English

- 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. Gregory Kirsopp
    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
- Provost and Vice President for Academic Affairs — Yi Li
- Vice President and Chief Operating Officer — Mark Flower
- Vice President for Enrollment Management and Student Affairs — Brian Kerr
- Interim Associate Provost for Institutional Effectiveness — Allison Pease
- Assistant Vice President for Administration — Oswald Fraser
- Dean of Graduate Studies — Elsa-Sofia Morote
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies — Dara Byrne
- Associate Provost and Dean of Research — Anthony Carpi
- Assistant Vice President for Finance — Ajisa Dervisevic

- Vice President for Institutional Advancement — **Vacant**
- President of the Faculty Senate — Warren (Ned) Benton
- Vice President of the Faculty Senate — Karen Kaplowitz
- Two (2) members chosen by the **F**aculty **S**enate
    1. Francis Sheehan
    2. Erica King-Toler
- Chairperson of each academic department
    1. Africana Studies — Teresa Booker
    2. Anthropology — Ed Snadjr
    3. Art and Music — Benjamin Bierman
    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 — Jay Gates
    9. History — Michael Pfeifer
    10. Interdisciplinary Studies — Katie Gentile
    11. Latin American and Latinx Studies — Jose Luis Morin
    12. Law, Police Science, and Criminal Justice Administration — Maria (Maki) Haberfeld
    13. Library — Jeffrey Kroessler
    14. Mathematics and Computer Science — Aftab Ahmad
    15. Modern Languages and Literatures — Vicente Lecuna
    16. Philosophy — Jonathan Jacobs
    17. Political Science — Andrew Sidman
    18. Psychology — Daryl Wout
    19. Public Management — Warren Eller
    20. Sciences — Shu-Yuan Cheng
    21. Security, Fire and Emergency Management — Robert McCrie
    22. SEEK — Monica Son
    23. Sociology — Robert Garot/**Jayne Mooney**
- President of the Higher Education Officers Council — Brian Cortijo
- Two (2) higher education officer representatives
    1. Vacant
    2. Vacant
- President of the Student Council or designee — Andrew-Berezhansky
- Treasurer of the Student Council or designee — Vacant
- Additional student representative — Naylea Henriquez
- Additional student representative — Vacant
- 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

<u>Financial Planning Subcommittee</u>

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:

• Vice President and Chief Operating Officer (Chairperson)	Mark Flower
• Provost and Vice President for Academic Affairs	Yi Li
• President of the Faculty Senate	Warren (Ned) Benton
• Vice President of the Faculty Senate	Karen Kaplowitz
• One (1) representative chosen by the Faculty Senate	Erica King-Toler
• Chair of the Council of Chairs	Jay Gates
• Vice Chair of the Council of Chairs	Andrew Sidman
• One (1) representative chosen by the Council of Chairs	Geert Dhondt
• Chair of the Higher Education Officers Council	Brian Cortijo
• Student representative	Tyrell Farrulla
• Student representative	Saaif Alam

The Assistant Vice President for Finance, Ajisa Dervisevic, **and the Provost's Assistant Dean for Academic Operations and Financial Affairs,** Kinya Chandler shall staff the subcommittee.

<u>Strategic Planning Subcommittee</u>

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:

• Provost and Vice President for Academic Affairs (Chairperson)	Yi Li
• Interim Associate Provost for Institutional Effectiveness	Allison Pease
• 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. Francis Sheehan	
• Chair of the Council of Chairs	Jay Gates
• Two (2) representatives chosen by the Council of Chairs	
1. Teresa Booker	
2. Vacant	
• President of the Higher Education Officers Council	Brian Cortijo
• Two (2) student representatives:	

1. Andrew Berezhansky
2. Vacant

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

Committee on Graduate Studies

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

- Vice President for Enrollment Management and Student Affairs — Brian Kerr
- Dean of Graduate Studies (Chairperson) — Elsa-Sofia Morote
- Assistant Vice President and Dean of Students — Michael Sachs
- Chief Librarian — Jeffrey Kroessler
- Graduate Program Directors
    1. Criminal Justice — Heath Grant
    2. Criminal Justice (Online) — Frank Pezzella
    3. Digital Forensics and Cybersecurity — Shweta Jain
    4. Economics — Zhun Xu
    5. Emergency Management — Charles Jennings
    6. Forensic Mental Health Counseling — Chitra Raghavan
    7. Forensic Psychology — Chitra Raghavan
    8. Forensic Psychology and Law (Dual Degree) — Chitra Raghavan
    9. Forensic Psychology BA/MA Program — Rebeca Weiss
    10. Forensic Science — Mechthild Prinz
    11. Human Rights — Charlotte Walker-Said
    12. International Crime and Justice — Gohar Petrossian
    13. Law and Public Accountability (Dual Degree) — Daniel Feldman
    14. Protection Management — Glen Corbett
    15. Public Policy and Protection Management (Dual Degree) — Yi Lu
    16. MPA: Public Policy and Administration — Yi Lu
    17. MPA: Public Policy and Administration (Online) — Nicole Elias
    18. MPA: Inspection and Oversight — Denise Thompson
    19. MPA: Inspection and Oversight (Online) — Jean-Marie Col
    20. Security Management — Chelsea Binns
- Two (2) graduate students
    1. Perry Callhan
    2. Fatumata Tunkhara

<u>Committee on Student Evaluation of the Faculty</u>

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. Cristopher Herrmann
    3. Daniel Yaverbaum
    4. Sung-Suk Violet Yu
- Two (2) students
    1. Poonam Latchman
    2. Gregory Kirsopp

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

<u>Provost Advisory Council</u>

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

- Provost and Vice President for Academic Affairs (Chairperson)   Yi Li
- Assistant Dean of Academic Operations and Financial Affairs,   Kinya Chandler
  Office of the Provost
- 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   Benjamin Bierman
    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   Jay Gates
    9. History   Michael Pfeifer
    10. Interdisciplinary Studies   Katie Gentile
    11. Latin American and Latinx Studies   Jose Luis Morin
    12. Law, Police Science, and Criminal Justice Administration   Maria (Maki) Haberfeld
    13. Library   Jeffrey Kroessler
    14. Mathematics and Computer Science   Aftab Ahmad

15. Modern Languages and Literatures	Vicente Lecuna
16. Philosophy	Jonathan Jacobs
17. Political Science	Andrew Sidman
18. Psychology	Daryl Wout
19. Public Management	Warren Eller
20. Sciences	Shu-Yuan Cheng
21. Security, Fire and Emergency Management	Robert McCrie
22. SEEK	Monica Son
23. Sociology	Robert Garot/Jayne Mooney

Council of Undergraduate Program Coordinators

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)   Dara Byrne
- Coordinators of Undergraduate Majors

1.	Anthropology	Shonna Trinch
2.	Applied Mathematics: Data Science & Cryptography	Samuel Graff
3.	Cell & Molecular Biology	Jason Rauceo
4.	Computer Science and Information Security	Kumar Ramansenthil
5.	Criminal Justice (B.A.)	Brian Lawton
6.	Criminal Justice (B.S.)	Christopher Hermann
7.	Criminal Justice Management	Henry Smart
8.	Criminology	Andrew Karman (Fall)/ David Green (Spring)
9.	Deviance, Crime and Culture	Avram Bornstein
10.	Dispute Resolution Certificate	Maria Volpe
11.	Economics	Sara Bernardo
12.	English	Navidita Majumdar
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	Crystal Jackson
19.	Global History	Matthew Perry
20.	Humanities and Justice	Allison Kavey
21.	Human Services and Community Justice	Nancy Velazquez-Torres
22.	International Criminal Justice	Rosemary Barberet
23.	Latin American and Latinx Studies	Brian Montes
24.	Law and Society	Jennifer Rutledge* and Jamie Longazel*
25.	Library	Karen Okamoto
26.	Philosophy	Amie Macdonald
27.	Police Studies	Arthur Storch

28.	Political Science	Jennifer Rutledge*
		Janice Bockmeyer*
		Jamie Longazel*
29.	Public Administration	Judy-Lynne Peters (Fall)
		Elizabeth Nisbet (Spring)
30.	Security Management	Robert McCrie
31.	Sociology	Louis Kontos
32.	Spanish	Maria Julia Rossi (major concentration A and certificates)
		Cristina Lozano (major concentration B and minor)
33.	Toxicology	Shu-Yuan (Demi) Cheng
		Marta Concheiro-Guisan

*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
- Assistant Vice President and Dean of Students   Michael Sachs
- Senior Director for Student Affairs   Danielle Officer
- Three (3) full-time members of the faculty
  1. Catherine Mulder
  2. Anru Lee
  3. Gloria Proni
- 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. Michaela Herrit
  2. Vacant
  3. Vacant

College-Wide Grade Appeals Committee

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

1. Kashka (Katarzyna) Celinska
2. Matthew Perry
3. Melinda Powers
4. Toy-Fung Tung
5. Michael Puls

College-Wide Assessment Committee

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

- Director of Assessment (ex officio)   Dyanna Pooley
- Interim Associate Provost for Institutional Effectiveness   Allison Pease
  (ex officio)
- Seven (7) Full-time Faculty Members
  1. Jennifer Holst
  2. Edward Kennedy
  3. Peter Mameli
  4. Tim McCormack
  5. Shilpa Viswanath
  6. David Shapiro
  7. Sandra Swenson
- Three (3) Higher Education Officers
  1. Vacant
  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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies: April 30, 2021
Date of Program Approval: April 1, 2021
Date of CGS Approval: May 5, 2021

1. **Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
George W. Contreras	gcontreras@jjay.cuny.edu	646-425-0111
Glenn Corbett	gcorbett@jjay.cuny.edu	212-237-8092

2. **Course details:**

Program Name	M.S. Emergency Management
Course Prefix & Number	PMT 780
Course Title	Public Health Emergency Management
Catalog Description	This three (3) credit course is designed to introduce students to the world of emergency management and the role of public health to mitigate, prepare, respond and recover from natural, technological and man-made disasters. This course deals with public health and mental health issues involved in crises and emergencies. The wide range of medical and mental health issues inherent to crises and emergencies are described and reviewed using past events in which public health and mental health issues were encountered. The course covers topics such as: differentiation between natural (e.g. earthquakes, tornadoes, hurricanes, cyclones, and heat waves) and outbreaks in the community (e.g. H1N1, SARS, MERS, smallpox, Ebola, zika, and COVID-19). This course is designed to meet the need for a recognized curriculum in the public health aspects of disaster care and organized emergency medical services systems while simultaneously considering the mental health needs of the affected communities and emergency responders. The course uses both academic and practitioners' national and international perspectives on the intersection of emergency management and public health.

Pre- and/or Corequisites (specify which are pre, co, or both)	No prerequisites. No corequisites.
Credits	Three (3)
Contact Hours (per week)	Three (3)
Lab Hours	None

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).

Competency in public health emergency management is vital for anyone who aspires to work in emergency management both in private and public sectors. To increase the student's knowledge regarding emergency management and public health, it is important to provide knowledge and experience from practitioners at the local, national, and international level. Any large-scale event or disaster will have public health consequences and it is critical that the student is able to observe, collect, analyze, and prepare strategies in order to mitigate, prepare, respond or recover from any natural, man-made or technological disaster.

Public health readiness is an important aspect that transcends all sectors of society. No matter the type of organization, emergency management and public health measures must be undertaken to protect human life, respond to the event and reduce property loss.

This new course will provide the knowledge and practical skills to prepare the student to undertake a critical role in any organization to ensure readiness using an all-hazards approach to public health emergency management which can be applicable in both the private and public sectors.

4. **Degree requirements satisfied by the course:**
   Elective requirement

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

   Yes ____X____ No _____

   If yes, please provide the following:
   I. Semester(s) and Year(s):   Spring 2021
   II. Teacher(s):   George W. Contreras
   III. Enrollment(s):   11
   IV. Prerequisite(s):   0

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

   1. Explain the various phases of emergency management within public health.
   2. Understand the role of the emergency manager from a public health perspective.

3. Apply the tools used in public health and emergency management to develop strategies in the public and private sectors.
4. Identify, assess, and analyze mitigation, preparedness, response, and recovery strategies regarding biological threats including pandemics.
5. Identify careers in the field of public health and emergency management.
6. Identify and specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
7. Explain the roles and responsibilities of public health response teams at all levels of government during a natural disaster or complex emergency.

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

The Master of Science in Emergency Management program prepares students for responsible positions and leadership in public, non-profit, and private organizations. The program includes preparing for, responding to, recovering from, and mitigating future losses from the broad range of threats including natural and public health hazards and man-made or technological events. The program includes courses in emerging technologies, legal and organizational frameworks, and necessary knowledge to design and implement effective programs to reduce the toll that disasters and other emergencies take on individuals, organizations, and society in complex urban environments. This course parallels the program outcomes of preparing students to work in the field of emergency management in both the private and public sectors.

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

Student assessment will be based on discussions, writing assignments, and additional online learning such as FEMA independent study courses.

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

Textbook:

Landesman, L. and Burke, R. Public Health Management of Disasters: The Practice Guide. 4th edition. APHA Publications. Washington, DC. 2017. ISBN: 9780875532790.

Supplementary readings:

Abbas, J. Crisis management, transnational healthcare challenges and opportunities: The intersection of COVID-19 pandemic and global mental health. *Research in Globalization* (2021), https://doi.org/10.1016/j.resglo.2021.100037.

Aruru M, Truong H, and Clark S. Pharmacy Emergency Preparedness and Response (PEPR): a proposed framework for expanding pharmacy professionals' roles and contributions to emergency preparedness and response during the COVID-19 pandemic and beyond. *Research in Social and Administrative Pharmacy*. January 2021. Vol 17(1):1967-1977. https://doi.org/10.1016/j.sapharm.2020.04.002

Block, A and Contreras, GW. LoHud and USA Today network. September 16, 2020. As we emerge into "a new normal", balance your risk. https://www.lohud.com/story/opinion/2020/09/16/covid-19-balance-risks-opinion/5808178002/

Brencic, D, Pinto M, Gill A, Kinzer M, Hernandez L and Pasi O. CDC Support for Global Public Health Emergency Management. *Emerging Infectious Diseases.* www.cdc.gov/eid. Vol 23: S183-S189.   DOI: https://doi.org/10.3201/eid2313.170542

Contreras, G. *LoHud and USA Today network.* April 2, 2021. COVID-19 vaccines are here. So why are cases still rising? We can't relent. https://www.lohud.com/story/opinion/2021/04/02/covid-19-vaccines-here-so-why-cases-still-rising/4836099001/

Contreras, G. *MedPage Today.* December 31, 2020. Vaccines are here but do not let your guard down. https://www.medpagetoday.com/infectiousdisease/covid19/90481

Contreras, G. *Healthcare Business Today.* December 13, 2020. Even though president elect Biden finally has the green light, the most effective tool to combat COVID-19 is in our hands. https://www.healthcarebusinesstoday.com/even-though-president-elect-biden-finally-has-the-green-light-the-most-effective-tool-to-combat-covid-19-is-in-our-hands/

Contreras, G. *LoHud and USA Today network.* October 29, 2020. The tale of two lines- COVID testing sites and voting sites- in one city. https://www.lohud.com/story/opinion/2020/10/29/tale-two-lines-covid-testing-sites-and-polling-sites/6068848002/

Contreras, G. *New York Daily News.* October 9, 2020. How to contain the COVID hotspots in NYC. https://www.nydailynews.com/opinion/ny-oped-whose-to-blame-for-covid-hotspots-nyc-20201009-4fc6z3iqgfftzpqe5pq4vzzeqq-story.html

*Contreras, G and Kittleson, M. New York Medical College School of Health Sciences and Practice's Response to COVID-19. *Journal of Security, Intelligence and Resilience Education (JSIRE).* September 2020. 10 (14): 1-4. https://jsire.org/wp-content/uploads/sites/661/2020/12/v10-14-conteras-kittleson.pdf

Contreras, G. *Healthcare Business Today.* August 9, 2020. Is another shutdown the answer to the rampant COVID019 pandemic in the United States? https://www.healthcarebusinesstoday.com/is-another-shut-down-the-answer-to-the-rampant-covid-19-pandemic-in-the-united-states/

Contreras, G. *Healthcare Business Today.* June 23, 2020. Amid a historic pandemic, public health must take the lead even among other concurrent disasters. https://www.healthcarebusinesstoday.com/amid-a-historic-pandemic-public-health-must-take-the-lead-even-with-other-concurrent-disasters/

Contreras, G. *STAT News.* June 20, 2020. The Trump rally in Tulsa is a recipe for disaster. https://www.statnews.com/2020/06/20/trump-rally-tulsa-recipe-for-disaster/

Contreras, G. *New York Daily News.* June 19, 2020. 'I can't breathe': A plea that resonates in policing reform and vigilance against the coronavirus. https://www.nydailynews.com/opinion/ny-oped-i-cant-breathe-20200619-wowkuy6vs5gn3pdrojxdwgfabm-story.html

*Contreras G. Getting Ready for the next phase of the COVID-19 pandemic. *American Journal of Disaster Medicine*. June 2020; 14(2): 231-234. DOI:10.5055/ajdm.2019.0336

Contreras, G. *Journal of Emergency Medical Services*. May 21, 2020. A poignant EMS week amid a historic pandemic. https://www.jems.com/ems-week/a-poignant-ems-week-amid-a-historic-pandemic/

Contreras, G. *New York Daily News*. April 28, 2020. NYC paramedic describes holding 'ad hoc wake' in ambulance for coronavirus victim; 'I've never seen so many people die in one shift'. https://www.nydailynews.com/opinion/ny-coronavirus-20200428-ezcwdw5jlzaq5eackfhjhy5xke-story.html

*Contreras G. Getting Ready for the next pandemic COVID-19: Why we need to be more prepared and less scared. *Journal of Emergency Management*. March/April 2020; 18(2):87-89. DOI:10.5055/jem.2020.0461

*Contreras G, Lopez A, and Perez M. A Different Spin to Emergency Nursing: Spain, Part 2. *Journal of Emergency Nursing.* November 2018. 44(6): 659-661.

*Contreras G, Lopez A, and Perez M. A Different Spin to Emergency Nursing: Spain, Part 1. *Journal of Emergency Nursing*. September 2018. 44(5): 526-528.

*Contreras G, Bellomo T and Cichminksi L. Epidemic! Opioid Overdose in America. *Nursing Made Incredibly Easy!* March/April 2017. 15(2): 27-31.

Contreras, G. Preparing for a Disaster or Catastrophic Event. Bellevue Wealth Management Group at Morgan Stanley. Summer 2013. Special Edition. P.1-4.

Dale A. Rose, Shivani Murthy, Jennifer Brooks, Jeffrey Bryant, "The Evolution of Public Health Emergency Management as a Field of Practice", *American Journal of Public Health.* 107, no. S2 (September 1, 2017): pp. S126-S133. https://doi.org/10.2105/AJPH.2017.303947

Duan W, Cao Z, Wang Y, Zhu B, Zeng D, Wang F, Qiu X, Song H and Wang Y. An ACP Approach to Public Health Emergency Management: Using a Campus Outbreak of H1N1 Influenza as a Case Study. *IEEE Transactions on Systems, Man and Cybernetics: Systems.* September 2013. Vol 43(5):1028-1041. DOI:10.1109/TSMC.2013.2256855.

Fan D, Li Y, Liu W, Xue X, and Boustras G. Weaving public health and safety nets to respond the COVID-19 pandemic. *Safety and Science*. February 2021. Vol 134:105058. https://doi.org/10.1016/j.ssci.2020.105058

Foltin GL, Arquilla B, Uraneck K, Contreras GW et al. Pediatric Disaster Toolkit: Hospital Guidelines for Pediatrics in Disasters. 2006. 1st edition. New York City Department of Health and Mental Hygiene. This publication was supported by grant number U3RHS05957-01-00 from the Health Resources and Services Administration.

Guilamo-Ramos V, Thimm-Kaiser M, Benzekri A, Hidalgo A, Lanier Y, Tlou S, Rosas Lopez M, Soletti A, and Hagan H. Nurses at the frontline of public health emergency preparedness and response: lessons learned from the HIV/AIDS pandemic and emerging infectious disease outbreaks. *The Lancet: Infectious Diseases*. March 18, 2021. https://doi.org/10.1016/S1473-3099(20)30983-X

Hope K, Durrheim D, Barnett D, D'Este C, Kewley C, Dalton C, Manager N, Kohlhagen J, and Links J. Willingness of frontline health care workers to work during a public health emergency. *The Australian Journal of Emergency Management.* July 2010. Vol 25 (3): 39-47. https://search.informit.org/doi/pdf/10.3316/ielapa.308600251592329

Ocampo J, Lavery J, Huang Y, Paul D, Paniagua-Avila A, and Punjani N. Student Perspectives From a COVID-19 Epicenter: Bridging Educational Training and Public Health Practice. *American Journal of Public Health.* January 2021. 71-75. https://ajph.aphapublications.org/doi/epub/10.2105/AJPH.2020.306003

Painter E, Ussery E, Patel A, Hughes M, Zell E, Moulia D, Gibbs L, Lynch M, Ritchey M, Toblin R, Patel B, Harris L, Wasley A, Rose D, Cohn A, and Messonier N. Demographic Characteristics of Persons Vaccinated During the First Month of the COVID-19 Vaccination Program — United States, December 14, 2020–January 14, 2021. *Morbidity and Mortality Weekly Report.* February 5, 2021. Vol 70(5):174-177. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7861480/pdf/mm7005e1.pdf

Ramsbottom A, O'Brien E, Ciotti L, and Takacs J. Enablers and Barriers to Community Engagement in Public Health Emergency Preparedness: A Literature Review. *Journal of Community Health.* 2018. 43:412-420. DOI 10.1007/s10900-017-0415-7. https://link.springer.com/content/pdf/10.1007/s10900-017-0415-7.pdf

Samuel S, Matthew M, Suresh S, Varma S, Elsubeihi E, Arshad F, Elkerimi Y, Elsahn N, and Khalil E. Pediatric dental emergency management and parental treatment preferences during COVID-19 pandemic as compared to 2019. *Saudi Journal of Biological Sciences.* Vol 28(4):2591-2597. https://doi.org/10.1016/j.sjbs.2021.02.002

Xu M and Li S. Analysis of good practice of public health Emergency Operations Centers. *Asian Pacific Journal of Tropical Medicine.* August 2015. Vol 8(8):677-682. https://doi.org/10.1016/j.apjtm.2015.07.006

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.

Librarians consulted: Karen Okamoto (lead), Maureen Richards, Maria Kiriakova

8. Identify and assess the adequacy of available library resources

a. Databases

PILOTS. Cites literature on post-traumatic stress disorder and other mental health concerns stemming from traumatic events.

National Emergency Training Center Library Catalog. Freely available to the public, this catalog, provided by the National Fire Academy indexes journal articles, books and reports in fire science and emergency management.

Social Services Abstracts**.** Covers research on human services, social work and related areas.

Other sociology/social sciences databases such as Science Direct, Social Sciences Full Text, Social Sciences Premium Collection, SocINDEX, Sociological Abstracts, Applied Social Sciences Index and Abstracts.

Health-related databases: CINAHL, Health & Medicine, Health Policy Reference Center, Scopus.

News databases such as Nexis Uni and National Newspapers Core

b. Books, Journals and eJournals

Journal of Emergency Nursing.
American Journal of Public Health.
The Lancet: Infectious Diseases.
American Journal of Public Health.

9. Identify recommended additional library resources

Journal of Security Intelligence and Resilience Education
American Journal of Disaster Medicine
Journal of Emergency Management (e-version needed. The library has the print edition)
Journal of Community Health, most recent issues (one year embargo on current subscription)
Journal of Emergency Medical Services (current e-version issues needed)

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

The cost of the textbook is currently $25 through the college bookstore. It is suggested that the JJC library wait until the next edition is available and that it be purchased at that time.

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).

See section 8a above for list databases that will be suggested/identified to students.

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: **George W. Contreras**
                                                            Adjunct Associate Professor

14. Other resources needed to offer this course:

None

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

N/A

16. Syllabus

8-week syllabus also attached in order to match other graduate level courses

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
524 W. 59th St, New York, NY 10019
Department of Security, Fire and Emergency Management

PMT 780 -Public Health Emergency Management
Fall 2021

Professor: George W. Contreras, DrPH(c), MEP, MPH, MS, CEM

Adjunct Associate Professor

Office location: Haaren Hall 43006HH

Email address: gcontreras@jjay.cuny.edu

Phone:

Office hours: By appointment only via zoom or phone

Course description

This three (3) credit course is designed to introduce students to the world of emergency management and the role of public health to mitigate, prepare, respond and recover from natural, technological and man-made disasters. This course deals with public health and mental health issues involved in crises and emergencies. The wide range of medical and mental health issues inherent to crises and emergencies are described and reviewed using past events in which public health and mental health issues were encountered. The course covers topics such as: differentiation between natural (e.g. earthquakes, tornadoes, hurricanes, cyclones, and heat waves) and outbreaks in the community (e.g. H1N1, SARS, MERS, smallpox, Ebola, zika, and COVID-19). This course is designed to meet the need for a recognized curriculum in the public health aspects of disaster care and organized emergency medical services systems while simultaneously considering the mental health needs of the affected communities and emergency responders. The course uses both academic and practitioners' national and international perspectives on the intersection of emergency management and public health.

Learning outcomes

1. Explain the various phases of emergency management within public health.
2. Understand the role of the emergency manager from a public health perspective.
3. Apply the tools used in public health and emergency management to develop strategies in the public and private sectors.
4. Identify, assess, and analyze mitigation, preparedness, response, and recovery strategies regarding biological threats including pandemics.

5. Identify careers in the field of public health and emergency management.
6. Identify and specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
7. Explain the roles and responsibilities of public health response teams at all levels of government during a natural disaster or complex emergency.

Course pre-requisites or co-requisites

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

Course Policies and Procedures

Submitting Work – All work in this course must be submitted inside the course in Blackboard. The instructor will not accept work via email unless previously arranged. All work is expected to be submitted on time. Late work will not be accepted except under extenuating circumstances and only with advanced permission.

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

Course Calendar – For an outline of the course requirements see the course calendar located at the end of the syllabus. This is subject to change. You will be emailed regarding any changes.

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

Citation and format style – The citation style that you have to use for all your work is APA 6th edition. All paper assignments must be double-spaced. If you are not familiar with this style, you can look at https://owl.english.purdue.edu/owl/resource/664/01/

Required Textbook and supplemental readings

Textbook:

Landesman, L. and Burke, R. Public Health Management of Disasters: The Practice Guide. 4th edition. APHA Publications. Washington, DC. 2017. ISBN: 9780875532790.

Supplemental readings:

Abbas, J. Crisis management, transnational healthcare challenges and opportunities: The intersection of COVID-19 pandemic and global mental health. *Research in Globalization* (2021), https://doi.org/10.1016/j.resglo.2021.100037.

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Contreras, G. *MedPage Today***.** December 31, 2020. Vaccines are here but do not let your guard down. https://www.medpagetoday.com/infectiousdisease/covid19/90481

Contreras, G. *Healthcare Business Today***.** December 13, 2020. Even though president elect Biden finally has the green light, the most effective tool to combat COVID-19 is in our hands. https://www.healthcarebusinesstoday.com/even-though-president-elect-biden-finally-has-the-green-light-the-most-effective-tool-to-combat-covid-19-is-in-our-hands/

Contreras, G. *LoHud and USA Today network*. October 29, 2020. The tale of two lines- COVID testing sites and voting sites- in one city. https://www.lohud.com/story/opinion/2020/10/29/tale-two-lines-covid-testing-sites-and-polling-sites/6068848002/

Contreras, G. *New York Daily News*. October 9, 2020. How to contain the COVID hotspots in NYC. https://www.nydailynews.com/opinion/ny-oped-whose-to-blame-for-covid-hotspots-nyc-20201009-4fc6z3iqgfftzpqe5pq4vzzeqq-story.html

*****Contreras, G** and Kittleson, M. New York Medical College School of Health Sciences and Practice's Response to COVID-19. *Journal of Security, Intelligence and Resilience Education (JSIRE).* September 2020. 10 (14): 1-4. https://jsire.org/wp-content/uploads/sites/661/2020/12/v10-14-conteras-kittleson.pdf

Contreras, G. *Healthcare Business Today***.** August 9, 2020. Is another shutdown the answer to the rampant COVID019 pandemic in the United States? https://www.healthcarebusinesstoday.com/is-another-shut-down-the-answer-to-the-rampant-covid-19-pandemic-in-the-united-states/

Contreras, G. *Healthcare Business Today***.** June 23, 2020. Amid a historic pandemic, public health must take the lead even among other concurrent disasters. https://www.healthcarebusinesstoday.com/amid-a-historic-pandemic-public-health-must-take-the-lead-even-with-other-concurrent-disasters/

Contreras, G. *STAT News*. June 20, 2020. The Trump rally in Tulsa is a recipe for disaster. https://www.statnews.com/2020/06/20/trump-rally-tulsa-recipe-for-disaster/

Contreras, G. *New York Daily News*. June 19, 2020. 'I can't breathe': A plea that resonates in policing reform and vigilance against the coronavirus. https://www.nydailynews.com/opinion/ny-oped-i-cant-breathe-20200619-wowkuy6vs5gn3pdrojxdwgfabm-story.html

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Contreras, G. *Journal of Emergency Medical Services.* May 21, 2020. A poignant EMS week amid a historic pandemic. https://www.jems.com/ems-week/a-poignant-ems-week-amid-a-historic-pandemic/

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*****Contreras G**, Lopez A, and Perez M. A Different Spin to Emergency Nursing: Spain, Part 1. *Journal of Emergency Nursing.* September 2018. 44(5): 526-528.

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Contreras, G. Preparing for a Disaster or Catastrophic Event. Bellevue Wealth Management Group at Morgan Stanley. Summer 2013. Special Edition. P.1-4.

Dale A. Rose, Shivani Murthy, Jennifer Brooks, Jeffrey Bryant, "The Evolution of Public Health Emergency Management as a Field of Practice", *American Journal of Public Health.* 107, no. S2 (September 1, 2017): pp. S126-S133. https://doi.org/10.2105/AJPH.2017.303947

Duan W, Cao Z, Wang Y, Zhu B, Zeng D, Wang F, Qiu X, Song H and Wang Y. An ACP Approach to Public Health Emergency Management: Using a Campus Outbreak of H1N1 Influenza as a Case Study. *IEEE Transactions on Systems, Man and Cybernetics: Systems.* September 2013. Vol 43(5):1028-1041. DOI:10.1109/TSMC.2013.2256855.

Fan D, Li Y, Liu W, Xue X, and Boustras G. Weaving public health and safety nets to respond the COVID-19 pandemic. *Safety and Science.* February 2021. Vol 134:105058. https://doi.org/10.1016/j.ssci.2020.105058

Foltin GL, Arquilla B, Uraneck K, **Contreras GW** et al. Pediatric Disaster Toolkit: Hospital Guidelines for Pediatrics in Disasters. 2006. 1st edition. New York City Department of Health and Mental Hygiene. This publication was supported by grant number U3RHS05957-01-00 from the Health Resources and Services Administration.

Guilamo-Ramos V, Thimm-Kaiser M, Benzekri A, Hidalgo A, Lanier Y, Tlou S, Rosas Lopez M, Soletti A, and Hagan H. Nurses at the frontline of public health emergency preparedness and response: lessons learned from the HIV/AIDS pandemic and emerging infectious disease outbreaks. *The Lancet: Infectious Diseases.* March 18, 2021. https://doi.org/10.1016/S1473-3099(20)30983-X

Hope K, Durrheim D, Barnett D, D'Este C, Kewley C, Dalton C, Manager N, Kohlhagen J, and Links J. Willingness of frontline health care workers to work during a public health emergency. *The Australian Journal of Emergency Management.* July 2010. Vol 25 (3): 39-47. https://search.informit.org/doi/pdf/10.3316/ielapa.308600251592329

Ocampo J, Lavery J, Huang Y, Paul D, Paniagua-Avila A, and Punjani N. Student Perspectives From a COVID-19 Epicenter: Bridging Educational Training and Public Health Practice. *American Journal of Public Health.* January 2021. 71-75. https://ajph.aphapublications.org/doi/epub/10.2105/AJPH.2020.306003

Painter E, Ussery E, Patel A, Hughes M, Zell E, Moulia D, Gibbs L, Lynch M, Ritchey M, Toblin R, Patel B, Harris L, Wasley A, Rose D, Cohn A, and Messonier N. Demographic Characteristics of Persons Vaccinated During the First Month of the COVID-19 Vaccination Program — United States, December 14, 2020–January 14, 2021. *Morbidity and Mortality Weekly Report.* February 5, 2021. Vol 70(5):174-177. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7861480/pdf/mm7005e1.pdf

Ramsbottom A, O'Brien E, Ciotti L, and Takacs J. Enablers and Barriers to Community Engagement in Public Health Emergency Preparedness: A Literature Review. *Journal of Community Health.* 2018. 43:412-420. DOI 10.1007/s10900-017-0415-7. https://link.springer.com/content/pdf/10.1007/s10900-017-0415-7.pdf

Samuel S, Matthew M, Suresh S, Varma S, Elsubeihi E, Arshad F, Elkerimi Y, Elsahn N, and Khalil E. Pediatric dental emergency management and parental treatment preferences during COVID-19 pandemic as compared to 2019. *Saudi Journal of Biological Sciences.* Vol 28(4):2591-2597. https://doi.org/10.1016/j.sjbs.2021.02.002

Xu M and Li S. Analysis of good practice of public health Emergency Operations Centers. *Asian Pacific Journal of Tropical Medicine.* August 2015. Vol 8(8):677-682. https://doi.org/10.1016/j.apjtm.2015.07.006

Assignments and evaluations

Discussion boards (60%)
Every week, there will be a discussion on a specific topic. The instructor will post a question on the Monday of every week and you will need to provide an initial response of at least 750 words by Thursday (1159PM) of that same week. Then you will need to comment on a classmates' initial response of at least 500 words by Sunday (1159PM). Each week will have clearly defined deadlines. Since each week consists of a different topic, it is important that you submit by the posted deadlines. Otherwise, you will lose points for that week. As a reminder, the discussion board is 60% of your course grade.

FEMA Independent Study courses (10%)
The instructor will assign specific FEMA Independent Study courses for you to take. These courses are self-paced and are meant to complement your course learning. Once completed, you will need to upload the pdf certificate of completion (not the link!) as instructed.

Final paper (30%)
For this assignment, you will select an event (local, regional, national or international) and provide a summary and critique of the event from a public health and emergency management perspective. Please make sure to provide the event to the instructor for approval by the deadline. There is a wide range of events from which to select so there is no need for duplication among the students.

Summary of grades

Item/assignment	Percentage of your final grade
Discussion boards	60%
FEMA courses	10%
Final Paper	30%

Grade values

Grade explanation	Value equivalents	Numerical Percentage
A Excellent	93 – 100	4.0
A-	90.0 – 92.9	3.7
B+	87.1 – 89.9	3.3
B Good	83.0 – 87.0	3.0
B-	80.0 – 82.9	2.7
C+	77.1 – 79.9	2.3
C Satisfactory	73.0 – 77.0	2.0
C-	70.0 – 72.9	1.7
D+	67.1- 69.9	1.3
D Passing	63.0 -67.0	1.0
D-	60.0-62.9	0.7
F Failure/Unsuccessful	Below 60.0	0.00
INC	--	--

Withdrawals and Incompletes

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

Appeal procedure

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

College wide policies

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

Americans with Disabilities Act (ADA) Policies

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

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

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.

Useful Information

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

Blackboard Support

If you need assistance you may contact the Blackboard Student Support Help Desk (212) 237- 8200 or by email at blackboardstudent@jjay.cuny.edu. Blackboard tutorials for students are available at http://doitapps.jjay.cuny.edu/blackboard/students/index.php.

Course calendar

Subject to change as per the instructor. Notice will be sent if any changes are made to the schedule.

Date	Topic	Ch	Assignment
Week 1	Introduction Types of disasters and their consequences	1 and assigned supplemental readings	Welcome and introductions Respond to discussion forum Complete Centers for Disease Control Public Health Emergency Law (PHEL) https://www.train.org/cdctrain/training_plan/4120
Week 2	Role/responsibility of public health Structure and organization of health management in disaster response	2 & 3 and assigned supplemental readings	Respond to discussion forum #2 Think about topic for paper
Week 3	Essentials of disaster planning Disaster surveillance and information systems	4 & 5 and assigned supplemental readings	Submit topic for paper. Respond to discussion forum #3
Week 4	Risk and rapid health assessments Disaster communications	6 & 7 and assigned supplemental readings	Respond to discussion forum #4. .
Week 5	Behavioral health strategies Environmental health issues	8 & 9 and assigned supplemental readings	Respond to discussion forum #5.
Week 6	Occupational health in disasters People with disabilities and others with access and functional needs	10 & 11 and assigned supplemental readings	Respond to discussion forum #6.
Week 7	PH response to emerging infectious diseases and biological incidents PH considerations in recovery and reconstruction	12 & 13 and assigned supplemental readings	Respond to discussion forum #7 Association of State and Territorial Health Officials, Modules 1 and 2, covid-19 FAQs, Guidance on Community-Related Exposure to covid-19 ,https://www.astho.org/COVID-19/Making-Contact-Tracer-Training/
Week 8	Evaluation methods for assessing PH and medical response Ethical considerations in PH emergencies	14 & 15 and assigned supplemental readings	Respond to discussion forum #8. Submit final paper. No late papers accepted.

If you have any questions or concerns, please feel free to email me at gcontreras@jjay.cuny.edu. Life events can happen which may disrupt your participation in the course. If anything should occur and you are having trouble, **please email instructor ASAP** (prior to the deadline) to see if we can work it out. If you come to me after the deadline, then you will lose points for late submission (e.g. discussions, assignments, etc) or get no credit at all if not submitted.

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 Graduate and Professional Studies for the consideration of the Committee on Graduate Studies. The proposal form, along with a syllabus and bibliography, should be submitted via email as a single attachment to the Dean of Graduate Studies at emorote@jjay.cuny.edu

Date submitted to the Office of Graduate Studies: May 4, 2021
Date of Program Approval: May 3, 2021
Date of CGS Approval: May 5, 2021

1. **Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
Charlotte Walker-Said	cwalker-said@jjay.cuny.edu	212-237-8758

2. **Course details:**

Program Name	Human Rights MA / Social Entrepreneurship Advanced Certificate
Course Prefix & Number	HR 790
Course Title	Social Entrepreneurship Lab: Practicum and Fundraising Tutorial
Catalog Description	This course provides students the opportunity to observe and document the professional world of social enterprise while connecting these experiences to academic concepts and theories learned within coursework. At the end of the practicum experience, students will create an e-portfolio to electronically present their professional experiences to future employers. Students will also complete a fundraising tutorial that will allow them to learn the financing practices of social enterprises and socially engaged organizations as part of their broader professional development.
Pre- and/or Corequisites (specify which are pre, co, or both)	Students must have completed all the core courses of the MA in HR program or the Social Entrepreneurship Advanced Certificate, have a 3.0 GPA, and have received the permission of the director to pursue the practicum. Under certain exceptions and with permission of the certificate director, a student may take the lab course simultaneously with other certificate or MA courses.
Credits	6

Contact Hours (per week)	6
Lab Hours	0

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

This course will be the primary advanced certificate completion track for professionally minded students in the Social Entrepreneurship Advanced Certificate. It is also offered within the Human Rights MA program as an elective. In addition to observing and documenting operations and management at their social enterprise placement, students will also work on a professional e-portfolio that will link together their academic training, professional experiences, and core capabilities. The fundraising tutorial component of the course will allow students to build their skills in an activity of major importance to the social enterprise community and in entrepreneurship broadly. Students will learn financial sustainability as a foundation for all social enterprises.

4. **Degree requirements satisfied by the course:**
Required <u>certificate</u> completion track: practicum

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

    Yes _____   No _x_____

    If yes, please provide the following:
    I.   Semester(s) and Year(s):
    II. Teacher(s):
    III. Enrollment(s):
    IV. Prerequisite(s):

6. **Learning Outcomes:**
    a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?
    ● Analyze and contextualize their practicum experiences with academic knowledge of social entrepreneurship, including theories and concepts, knowledge of social enterprise and organizations that address unmet needs or solve social or environmental problems through market-driven approaches
    ● Hone essential professional development skills for success in social enterprise career fields, including fundraising, building broad coalitions of partners, client and relationship management, and assessing social and market needs
    ● Become familiar with the operations of a social enterprise, including how the organization fits into the broader field of social innovation and how the enterprise sustains itself financially
    ● Describe common obstacles social entrepreneurs face and practice overcoming those obstacles
    ● Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.

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

Program outcome	Course outcome
(1) Understand how to begin and sustain a social enterprise or an organization that addresses an unmet need or solves a social or environmental problem	● Analyze and contextualize their practicum experiences with academic knowledge of social entrepreneurship, including theories and concepts, knowledge of social enterprise and organizations that address unmet needs or solve social or environmental problems through market-driven approaches
(2) Understand history and theory of social enterprises in the United States, their relationship to government, business, and nonprofit sectors, and their role in social change	● Become familiar with the operations of a social enterprise, including how the organization fits into the broader field of social innovation and how the enterprise sustains itself financially ● Hone essential professional development skills for success in social enterprise career fields, including fundraising, building broad coalitions of partners, client and relationship management, and assessing social and market needs
(3) Understand how community economic development can be supported by a social entrepreneur	● Become familiar with the operations of a social enterprise, including how the organization fits into the broader field of social innovation and how the enterprise sustains itself financially ● Describe common obstacles social entrepreneurs face and practice overcoming those obstacles
(4) Use innovative, market-based and community-focused processes and responses such as identifying and addressing unmet needs, building a value proposition, creating transformative products or services, and finding customers.	● Analyze and contextualize their practicum experiences with academic knowledge of social entrepreneurship, including theories and concepts, knowledge of social enterprise and organizations that address unmet needs or solve social or environmental problems through market-driven approaches ● Hone essential professional development skills for success in social enterprise career fields, including fundraising, building broad coalitions of partners, client and relationship management, and assessing social and market needs
(5) Know how to bring creative, entrepreneurial techniques to an existing enterprise to promote a culture of innovation	● Describe common obstacles social entrepreneurs face and practice overcoming those obstacles ● Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences

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

● Analyze and contextualize their practicum experiences with academic knowledge of social entrepreneurship, including theories and concepts, knowledge of social enterprise and organizations that address unmet needs or solve social or environmental problems through market-driven approaches
- This will be assessed through journal entries and discussion board assignments, as well as the e-portfolio.

- Hone essential professional development skills for success in social enterprise career fields, including fundraising, building broad coalitions of partners, client and relationship management, and assessing social and market needs
- This will be assessed through the oral presentations and strategy papers required in the fundraising tutorial and the e-portfolio for the social enterprise practicum

- Become familiar with the operations of a social enterprise, including how the organization fits into the broader field of social innovation and how the enterprise sustains itself financially
- This will be assessed through journal entries, discussion board assignments, and strategy papers

- Describe common obstacles social entrepreneurs face and practice overcoming those obstacles.
- This will be assessed through the discussion board assignments, oral presentations, and the e-portfolio assignment

- Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences.
- This will be assessed through the e-portfolio assignment and the strategy papers in the fundraising tutorial

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

Cambridge, Darren. 2010. *Eportfolios for Lifelong Learning and Assessment*. San Franciscso: Jossey-Bass. ISBN: 978-0470503768.

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

8. Identify and assess the adequacy of available library resources
   a. Databases
JSTOR, Academic Search Premier, Lexis-Nexis, Weaver's Social Enterprise Directory, The Directory of Social Enterprises, Philanthropy News Digest, Bloomberg, Carbon Disclosure Project (CDP), MSCI Environmental, Social, and Governance Research, The Foundation Directory Online

   b. Books, Journals and eJournals
Journals: Social Enterprise Journal, Journal of Social Entrepreneurship, Stanford Social Innovation Review, Journal of Economic Issues, International Small Business Journal, ACRN Journal of Entrepreneurship Perspectives (JoEP), Impresa Sociale, Nonprofit and Voluntary Sector Quarterly, Journal of Nonprofit & Public Sector Marketing, Nonprofit Management & Leadership, Nonprofit Policy Forum, The Nonprofit Times, Entrepreneurship Theory and Practice, Journal of Business Venturing, Journal of Busines Ethics, Journal of Developmental Entrepreneurship, Small Business

Economics, Chronicle of Philanthropy, International Journal of Entrepreneurial Behaviour & Research, Journal of World Business

Books:

Andreasen, Alan R. (ed.). Ethics in Social Marketing. Washington, DC: Georgetown University Press, 2001.

Andreasen, Alan R. Social Marketing in the 21st Century. Thousand Oaks, CA: Sage Publications, 2005.

Barber, Putnam (ed.). Accountability: A Challenge for Charities and Fundraisers. New Directions for Philanthropic Fundraising. Vol. 31. San Francisco, CA: Jossey-Bass, Inc., 2001.

Boris, Elizabeth T. and C. Eugene Steuerle. Nonprofits and Government, (2nd Edition). Washington, D.C.: Urban Institute Press, 2006.

Borzaga, C. & Defourny, J. The Emergence of Social Enterprise. New York: Routledge, 2001.

Brinckerhoff, P.C., Social Entrepreneurship: The Art of Mission-based Venture Development. New York: Wiley, 2000.

Brooks, A. Social Entrepreneurship: A Modern Approach to Social Value Creation. Upper Saddle River, New Jersey: Prentice Hall, 2009.

Cohen, B. & Warwick, M. Values-driven Business: How to Change the World, Make Money, and Have Fun. San Francisco, CA: Berrett-Koehler Publishers, 2006.

Crutchfield, Leslie R. and Heather McLeod Grant. Forces for Good: The Six Practices of High-Impact Nonprofits. San Francisco: Jossey-Bass, 2012.

Daw, Jocelyne. Cause Marketing for Nonprofits: Partner for Purpose, Passion, and Profits. San Francisco: Jossey-Bass, 2006.

Dropkin, Murray. The Budget-Building Book for Nonprofits: A Step by Step Guide for Managers and Boards. San Francisco: Jossey-Bass, 2007.

Drucker, P. The Practice of Management. London: Pan Books, 1979.

Duhl, L.J. The Social Entrepreneurship of Change. New York: Pace University Press, 2000.

Elkington, John. Green Swans: The Coming Boom of Regenerative Capitalism. San Francisco: Fast Company, 2020.

Flynn, Patrice, and Virginia A. Hodgkinson, (eds.). Measuring the Impact of the Nonprofit Sector. New York: Kluwer Academic/Plenum Publishing Corporation, 2002.

Gelb, Michael J. and Rajendra Sisodia. The Healing Organization: Awakening the Conscience of Business to Help Save the World. New York: HarperCollins Leadership, 2019.

Grant, Adam. Give and Take: Why Helping Others Drives Our Success. New York: Penguin, 2014.

Hanberg, Erik. The Little Book of Nonprofit Leadership: An Executive Director's Handbook for Small (and Very Small) Nonprofits. Independent 2021.

Hargreaves, Paul. Forces for Good: Creating a Better World Through Purpose-Driven Businesses. London: SRA Books, 2019.

Jana, Tiffany and Ryan Honeyman. The B Corp Handbook, Second Edition: How You Can Use Business as a Force for Good. Boston: Berrett-Koehler Publishers, 2019.

Kanter, Beth, Allison Fine, and Randi Zuckerberg. The Networked Nonprofit. San Francisco: Jossey-Bass, 2010.

Leadbeater, C. The Rise of the social Entrepreneur. London: Demos, 1997.

Light, P.C. The Search for Social Entrepreneurship. Washington DC: Brookings Institution Press, 2008.

Mair, J., J. Robinson & K. Hockerts (eds), Social Entrepreneurship. Basingstoke: Palgrave Macmillan, 2006.

Miller, Kivi Leroux. The Nonprofit Marketing Guide: High-Impact, Low-Cost Ways to Build Support for Your Good Cause. Hoboken, NJ: Wiley, 2021.

Morino, Mario. Leap to Reason. Managing to Outcomes in an ERA of Scarcity. Washington DC: Venture Philamthropy Partners, 2011.

Mycoskie, Blake. Start Something That Matters. New York: Random House, 2012.

Nicholls, A. (ed.). Social Entrepreneurship: New Paradigms of Sustainable Social Change. Oxford: Oxford University Press, 2006.

Nichols, Judith E. Transforming Fundraising: A Practical Guide to Evaluating and Strengthening Fundraising to Grow With Change. San Francisco: Jossey-Bass, 1999.

Novelli, Bill. Good Business: The Talk, Fight, Win Way to Change the World. Baltimore: Johns Hopkins University Press, 2021.

Pallotta, Dan. Charity Case: How the Nonprofit Community Can Stand Up For Itself and Really Change the World. San Francisco: Jossey-Bass, 2012.

Paton, R. Managing and Measuring Social Enterprises. London: Sage Publications Ltd., 2003.

Poister, Theodore H. Measuring Performance in Public and Nonprofit Organizations. San Francisco: Jossey-Bass, 2003.

Steyaert, C. & Hjorth, D. Entrepreneurship as Social Change: A Third Movements in Entrepreneurship Book. Northampton, Massachusetts: Edward Elgar Publishing Limited, 2006.

Stoddard, Russ. Rise Up: How to Build a Socially Conscious Business. New York: Elevate Publishing, 2017.

Sullivan, N.P. You Can Hear Me Now: How Microloans and Cell Phones are Connecting the World's Poor to the Global Economy. San Francisco, CA: Jossey-Bass, 2007.

Warrillow, John. The Art of Selling Your Business: Winning Strategies & Secret Hacks for Exiting on Top. Dayton: An Inc Original, 2021.

Weese, Chastity L. Nonprofit Management: Everything You Need to Know About Managing Your Organization Explained Simply. Ocala, FL: Atlantic Publishing Group Inc., 2009.

Yunus, M. & Weber, K. Creating a World without Poverty. New York: Public Affairs, 2008.

Yunus, M. Building a Social Business: The New Kind of Capitalism That Serves Humanity's Most Pressing Needs. New York: PublicAffairs, 2011.

9. Identify recommended additional library resources
Cornell, C.J. The Age of Metapreneurship: A Journey Into the Future of Entrepreneurship. Phoenix: Venture Point Press, 2017.

10. Estimate the cost of recommended additional library resources (For new courses and programs):
   $30.

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).
JSTOR, Academic Search Premier, Lexis-Nexis, Weaver's Social Enterprise Directory, The Directory of Social Enterprises, Philanthropy News Digest, Bloomberg, Carbon Disclosure Project (CDP), MSCI Environmental, Social, and Governance Research, The Foundation Directory Online

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:
Charlotte Walker-Said, Susan Kang

14. Other resources needed to offer this course:
N/a

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

16. Syllabus

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

The syllabus should include grading schemas and course policies. A class calendar with the following elements: a week-by-week listing of topics, readings with page numbers and all other assignments must be included. If this course has been taught on an experimental basis, an actual syllabus may be attached.

HR790: SOCIAL ENTREPRENEURSHIP LAB: PRACTICUM AND FUNDRAISING TUTORIAL

SYLLABUS

Prof. Charlotte Walker-Said
(212) 237-8758
cwalker-said@jjay.cuny.edu
6 credits
Online Course

COURSE DESCRIPTION

This course provides students the opportunity to observe and document the professional world of social enterprise while connecting these experiences to academic concepts and theories learned within coursework. At the end of the practicum experience, students will create an e-portfolio to electronically present their professional experiences to future employers.
Students will also complete a fundraising tutorial that will allow them to learn the financing practices of social enterprises and socially engaged organizations as part of their broader professional development.

Prerequisites: Students must have completed all the required courses of the Social Entrepreneurship Advanced Certificate or the MA in Human Rights program, have a 3.5 GPA, and have received the permission of the director to pursue the lab. Under certain exceptions and with permission of the certificate director, a student may take the lab course simultaneously with other certificate or MA courses.

LEARNING OBJECTIVES

The lab course with a practicum and a tutorial component in Social Entrepreneurship will allow students to:
- Analyze and contextualize their practicum experiences with academic knowledge of social entrepreneurship, including theories and concepts, knowledge of social enterprise and organizations that address unmet needs or solve social or environmental problems through market-driven approaches
- Hone essential professional development skills for success in social enterprise career fields, including fundraising, building broad coalitions of partners, client and relationship management, and assessing social and market needs
- Become familiar with the operations of a social enterprise, including how the organization fits into the broader field of social innovation and how the enterprise sustains itself financially
- Describe common obstacles social entrepreneurs face and practice overcoming those obstacles
- Develop portfolio and electronic presentation skills to ideally situate and easily publicize skills, knowledge, and professional experiences

REQUIREMENTS

This course contains an online component that complements the hours spent on the practicum (for a total of 280 hours) and also has a fundraising tutorial built into this online component. The online complement to the practicum (including the fundraising tutorial) will be taught as an asynchronous online course. This allows students to participate in practicums inside and outside the NY area and participate in course requirements in a flexible manner. Students will write weekly journal entries in response to a prompt online, as well as participate in discussion board and other online written activities. Students are also required to comment on other students' contributions, stimulating a classroom discussion within the online environment.

In sum, to fulfill the requirements for the lab course, students are required to:

1. Spend a total of 140 hours observing and documenting operations and management of a social enterprise at an approved organization. This translates into 10 hours per week, over a period of 14 weeks of regular semester hours. Students must receive a satisfactory evaluation from their placement supervisor at the end of their practicum. In addition, students must ensure that these hours are documented by the college appropriately. The next 40 hours are completed through the online component (for a total of 180 hours)
2. Journal their practicum experiences online on a weekly basis, as instructed in the course outline.
3. Actively participate in online discussion board forum.
4. Submit four (4) short to medium length writing assignments (2-5 pages) that constitute strategy papers that reflect 1) best practices learned in operations and management of a social enterprise and 2) fundraising strategies and plans. Some (not all) of these assignments will also be loaded into the discussion forum to stimulate discussion among your peers. Note that all of your assignments must be uploaded and analyzed by SafeAssign. DO NOT PLAGIARIZE OR RECYCLE YOUR OWN WORK.
5. Complete one (1) end of semester e-portfolio assignment analyzing your practicum placement experience with your coursework experience within the Advanced Certificate program. You will orally present this final assignment to the class. It will be used not only to as an assessment tool, but can be the basis of future changes to the Advanced Certificate program.
6. Submit all necessary paper work to the John Jay College Center for Career & Professional Development, including from practicum supervisor (please see relevant documents under the "Course Information" folder on Blackboard).

A practicum placement agreement signed by the student and the agency supervisor or a representative must be submitted to professor at the beginning of the course, as well as periodic and final time sheets. I will conduct a site visit (in person or remotely) about halfway through the semester. If your placement is not in the tri-state area, or a site visit proves otherwise difficult, I will have a phone conversation with your placement supervisor. You may not change your placement without approval of the professor. If you have difficulties at your placement that go beyond those typical of routine adaptation to a new setting, I ask that you contact me immediately. By this I mean such issues as sexual harassment, workplace violence such as bullying, poor or neglectful supervision, ethical or legal issues, or serious physical or mental

stress. The College has many resources to help us with these difficulties, and I am the one to link you to them and/or speak to your supervisor about them.

Journaling:

Students will use the "blog" feature in Blackboard (under Content) to post weekly journal entries by, except during spring break. Only one entry is needed per week and the syllabus indicates the topic to be addressed in each weekly journal entry. You should always try to reference relevant course materials in your journal entries. Your journal entries should be between **100 and 200 words**. In addition to a weekly entry, each student should comment on the journal entry of one other student, in a comparative manner. That comment need not be more than **50 words**, but it should show that the student has read the journal entry of the classmate, has reflected on it and poses a reflective question, offers a suggestion, or helps resolve an issue or problem. You will be graded on your journal entries and on your comments on other students' journal entries. Please ensure to check with your placement supervisor as to what you can and cannot journal, due to confidentiality. These entries must be kept confidential and no one else will have access to the course page.

Discussion forum:

Our discussion forum is where we will discuss the course materials (readings, videos) as well as some (not all) of the students' assignments. Please pay careful attention to the instructions for the discussion postings, which include word ranges or limits. Best practice suggests that you write your discussion board posting in word, edit it, proofread it, grammar/spellcheck it and *then* load it.

Online presence:

Regular and timely online participation is important. Therefore, any prolonged absence from our online classroom will affect your grade. You will generally need to consult our Blackboard site a minimum of **twice a week**. You may prepare assignments before they are due, but please do not post or submit them too far in advance of the deadline: this will throw off the rhythm of the course. For this course, it is *very* important that you keep your John Jay inbox clean. I will be sending announcements and emails through Blackboard, and they all go to your John Jay email address. Please note: if Blackboard suffers any prolonged outage, we will adjust the deadlines in the syllabus.

ONLINE CLASSROOM COMMUNICATION GUIDELINES

1. Be concise and to the point.
2. Use proper spelling, grammar and punctuation. This is not texting.
3. Be mindful of your tone.
4. Do not use abbreviations or emoticons. Again, this is not texting!
Please do not to use abbreviations such as BTW, IMO, and LOL. These are not appropriate in professional communication. The same goes for emoticons, such as the smiley :-).
5. Do not write in CAPS.

6. Read your text before you send it.

COURSE MATERIALS

The key text for this course is a guidebook to e-portfolios:
Cambridge, Darren. 2010. *Eportfolios for Lifelong Learning and Assessment*. San Francisco: Jossey-Bass. ISBN: 978-0470503768 (referred to as Cambridge)

All readings and other materials (voice files, videos) will be posted on Blackboard under Course Documents. If you cannot access them for some reason, let the professor know immediately.

Parilla, P. F., & Hesser, G. W. (1998). Internships and the Sociological Perspective: Applying Principles of Experiential Learning. *Teaching Sociology*, *26*(4), 310–329

Austin, J. , Stevenson, H. & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship theory and practice*, 30, 1: 1–22

Rehli, F., & Jäger, U. P. (2011). The Governance of International Nongovernmental Organizations: How Funding and Volunteer Involvement Affect Board Nomination Modes and Stakeholder Representation in International Nongovernmental Organizations. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, *22*(4),

Alvord, S.H. , Brown, L.D. & Letts, C.W. (2004). Social entrepreneurship & societal transformation: An exploratory study . *Journal of Applied Behavioral Science*, 40, 3, 260–82

Myers, K. K., & Sadaghiani, K. (2010). Millennials in the Workplace: A Communication Perspective on Millennials' Organizational Relationships and Performance. *Journal of Business and Psychology*, *25*(2), 225–238.

Brenda J. Kowske, R. R. (2010). Millennials' (Lack of) Attitude Problem: An Empirical Examination of Generational Effects on Work Attitudes. *Journal of Business &; Psychology*, *25*(2), 265–279

Dart, R. (2004). The legitimacy of social enterprise . *Non-profit Management and Leadership*, 14, 4: 411–24

Hemingway, C.A. (2005). Personal values as a catalyst for corporate social entrepreneurship . *Journal of Business Ethic*s, 60, 3: 233–49

Irani, Z. & Tony, E. (2008). Creating social entrepreneurship in local government . *European Journal of Information Systems*, 17, 4: 336–42

Light, P.C. (2008). *The Search for Social Entrepreneurship*. Washington DC: Brookings Institution Press

Dann, S. , Harris, P. , Mort, G.S. , Fry, M-L. & Binney, W. (2007). Reigniting the fire: A contemporary research agenda for social, political and nonprofit marketing . *Journal of Public Affairs*, 7, 3: 291–304

Mort, G.S. , Weerawardena, J. & Carnegie, K. (2003). Social entrepreneurship: Towards conceptualisation. *International Journal of Non-profit & Voluntary Sector Marketing*, 8, 1: 76–88.

Brooks, David. 2011. "Should Graduate Students Create E-Portfolios?" *Chronicle of Higher Education.* November 22, http://chronicle.com/article/Should-Graduate-Students/129813/

Joseph D. Novak & Alberto J. Cañas, 2008. "The Theory Underlying Concept Maps and How to Construct and Use Them," Technical Report IHMC CmapTools 2006-01 Rev 2008-01. http://cmap.ihmc.us/docs/theory-of-concept-maps

Online resource: Grow Ensemble, "Social Enterprise Marketing: The 6-Step Framework to Marketing a Mission-Driven Business Online" https://growensemble.com/social-enterprise-marketing/

GRADING

The final grade for the lab will be based on academic assignments and practicum fieldwork. Practicum Field work: (50%): based on written evaluation by your placement supervisor. The professor will send an evaluation sheet to your placement supervisor, who will email or mail it back to the professor at the end of the semester. In addition, you must submit a form documenting your completed hours (filled out weekly), signed by your supervisor. Failure to get these forms to the professor by the end of the semester can lead to an INC.

Academic performance (50%):
● Online journal entries and commentaries on your classmates' journal entries 10%
● Online discussion board postings on readings 10%
● 4 short to medium length writing assignments, to be submitted online 10%
● E-portfolio: 20%
Please note that you are expected to hand assignments/complete electronic assignments on time. I will use my discretion to decide to evaluate/penalize late contributions. As an online class, your regular, timely participation is necessary for your success in this class.

Portfolio:
E-portfolio/professional page:
E-portfolios are a great resource to help in your career development. They serve as public representations of your work and many employees now appreciate e-portfolios in the hiring and recruitment process. We will be working towards a complete e-portfolio throughout the semester, and you will be assigned to read

Your portfolio should include the following five components:
● Professional Bio and Picture - one or multiple tabs (who are you, what is your education and professional work experience, what coursework do you feel is relevant to your academic/professional goals)

● Professional Resume

● Concept map or reflective practitioner model of your practicum experience

- The concept map should be a visual representation of your knowledge areas, experiences and expertise. For more information, see http://cmap.ihmc.us/docs/theory-of-concept-maps
- A brief (one or two paragraphs) should accompany the concept map.
- Two to Four 'Artifacts':
- Artifacts are items that demonstrate the student's perception of how practicum objectives and strategies were met.
- Artifacts can include video, Power Points, interviews, non-classified documents, web sites you have worked on or designed, event material, etc.
- Artifacts must be accompanied by a description and analysis of why the particular item you have selected demonstrates how the practicum objectives and strategies were met.

- Practicum Connections and Future Academic / Career Goals
- Brief analysis and discussion of the connections made between coursework and practicum, skills and knowledge you gained during the practicum and how this impacts your future academic and career goals (can be taken from final reflection paper).

For information on how to make an e-portfolio on Google pages, please see the following resources:
http://www.montclair.edu/media/montclairedu/oit/documentation/eportfolios/Google-Sites-ePortfolio-3-13-PF-Final.pdf
https://sites.google.com/site/eportfolios/How-To-Create-ePortfolios-with-GoogleApps
A video tutorial is available here: https://www.youtube.com/watch?v=CQbW_0i29Vk

CUNY POLICY ON ACADEMIC INTEGRITY

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.
Definitions and Examples of Academic Dishonesty
I. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.

- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

II. Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Students who are unsure how and when to provide documentation are advised to consult with me. The Library has free guides designed to help students with problems of documentation.

EXPECTATIONS FOR STUDENTS OF THE PROFESSOR:

You can expect a 24 hour turnaround on emails for the course. Please email me directly for any questions about the course. I will be monitoring your journaling and discussion board a few times a week and I will make comments as well. You can expect a week´s turnaround on your assignments. Thus, given that assignments are due on Fridays, you can receive feedback on your assignments by the following Friday.

COURSE OUTLINE

Week 1: Orientation
To-do:
- Read the syllabus and be sure to familiarize yourself with the course's content, requirements, and assignments. Navigate the Blackboard site and be sure to know where the journal, discussion board, and SafeAssign areas are. If you have any questions, please contact me ASAP.
- Email me your placement site, mailing address, supervisor's name and title/position, email address, and phone number. I will send a contact letter to your supervisor introducing myself and outlining your supervisor's responsibilities.
- Download a time sheet found in the Course Information folder, fill it out weekly and get it signed by your supervisor.
- **Journal:** (found under Content folder): due on Tuesday: Introduce yourself to the class, tell the class about your placement, why you chose it, how your placement relates to the

Human Rights program, your responsibilities at your placement and what you hope to learn. **Comment** on another student's post by Friday.

- **Short Assignment 1:** Due next week
  - ◦ Evaluate your résumé for gaps in knowledge and skills that might be acquired at your placement. If you would like help on refining your resume, please make an appointment at career services
  - ◦ In your first week at your practicum, read background material on your organization and any existing materials that will assist with your practicum responsibilities of observing and documenting the organization's operations and management techniques and processes.
  - ◦ Read Chapter 4 from Light under Course Documents.
  - ◦ Download the practicum placement agreement under Course Information.
  - ◦ Draft your agreement and discuss it with your placement supervisor. Consult your professor as needed.
  - ◦ **Submit your final agreement and your current resume to me in <u>one file</u> as Assignment 1 by next Friday. If you have not started your practicum yet, or are unable to finalize your assignment, take a stab at it, label it 'draft' and submit it anyway.**

Week 2 The practicum goals. This week we will discuss how to fulfill the requirements of observation and documentation of the social enterprise of your practicum. We will discuss participant observation, and how to make the practicum a learning experience.

- Assignment 1 (resume and practicum agreement) is due today.
- Cambridge book: Skim chapter 1

- Read articles found under "Practicum Guide" folder:
  - o Hemingway, C.A. (2005). Personal values as a catalyst for corporate social entrepreneurship . *Journal of Business Ethics*, 60, 3: 233–49.
  - o Parilla, P. F., & Hesser, G. W. (1998). Internships and the Sociological Perspective: Applying Principles of Experiential Learning. *Teaching Sociology*, *26*(4), 310–329.

- Discussion Board:
- (Due Friday) Respond to thread entitled "Goals of the Practicum". Answer the thread about the readings by hitting reply and put your name in the subject of the reply. (i.e. my reply posting, 'RE: Goals of the Practicum – Charlotte Walker-Said.)
- In 100-200 words: How does observation allow us to recognize core strengths of an organization, according to Parilla & Hesser? How does it allow us to perceive values of the organization's leaders, per Hemingway?

- Journal: Topic: How do you plan to introduce yourself and your purpose in the practicum to fellow professionals in the organization? Respond by Tuesday, comment on another student's post by Friday

- This coming week, find your organization's 'mission statement' – this may also be called organizational goals, statement of purpose, remit, or charge. Normally, it is located on the organization´s website, but it could also be in their policy and procedures manuals or in a legal document. If you cannot find it, ask your supervisor as a last resort. Hold onto it.

Week 3 Organizations: This session covers organizational characteristics, the political, legal and economic backdrop to the social enterprise and organizational goals.

- Read under the "Organizations" folder:
    - Rehli, F., & Jäger, U. P. (2011). The Governance of International Nongovernmental Organizations: How Funding and Volunteer Involvement Affect Board Nomination Modes and Stakeholder Representation in International Nongovernmental Organizations. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, *22*(4)
    - Austin, J. , Stevenson, H. & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: Same, different, or both? Entrepreneurship theory and practice, 30, 1: 1–22
    - Irani, Z. & Tony, E. (2008). Creating social entrepreneurship in local government . *European Journal of Information Systems*, 17, 4: 336–42

- Read the mission statements of the following social enterprises:
    - Groundswell: https://www.groundswell.nyc/about/our-vision
    - The Awesome Foundation, https://www.awesomefoundation.org/en/about_us
    - BioLite, https://www.bioliteenergy.com/pages/mission

- This coming week (by next Friday) answer the thread about the readings by hitting reply on Organizations. Put your name in the subject of the reply. The question is: How do Rehli & Jäger, Stevenson & Wei-Skillern, and Irani & Tony differently understanding the conflicting dynamics within social enterprises (non-profit, government, and for-profit dimensions)? Which conflicts do you seen in your own placement? 100-200 words.

- Journal in our class blog by Tuesday. Topic: How will this practicum allow you to more deeply understand how to execute an organization's mission, as per its mission statement? Comment on another student´s journal entry by Friday.

- Start **Assignment 2**, due next week: Organizational Introductory Paper. Write a three-page, double spaced paper on your social enterprise where you have decided to carry out your practicum. Address all the points below. Submit it by next Friday as Assignment 2 and paste it as an attachment in a reply to the thread in our Discussion Board labelled Assignment 2, with your name in the subject line.

Your assignment must include the following information, in narrative (i.e. not bullet point, or pasted in from the internet) format:
- The mission of the social enterprise and the relationship of this organization to others
- The clients/customers/constituents/stakeholders of the social enterprise
- The product/service/tasks/deliverables of the social enterprise
- The key individuals with whom you will be working

- The structure/hierarchy of the social enterprise (you *may* paste in an organizational chart here, but be sure to explain it in your narrative)
- Where you fit in the organizational chart, and areas of the organization to which you will be exposed

Week 4
Professional Trajectories I: Careers in Social Enterprise

Assignment 2 is due today; Comment on another student's Assignment 2 by Friday

- **Cambridge Book:** Skim Ch. 2
- **Readings:** Selections from Light, 2008. *The Search for Social Entrepreneurship*. Read chapters 1, 2, and 3

- Discussion Board: Career placements: Following the readings, explain how social enterprise functions at the intersection of business, nonprofit/charity, and government. What specific institution discussed in the readings is the most influential in how your social enterprise operates? 200-300 words. Due on Friday.

- Journal: What kind of career did you initially hope for upon application to this Advanced Certificate program? How has your thinking about your ideal career changed during your time here? (100-200 words). Due Tuesday. Comment on another student's post by Friday.

Week 5 Professional Trajectories II. This session addresses challenges to individual career paths in social enterprise. Start thinking about who you could interview about their career in social entrepreneurship at your placement and ask them for an appointment to interview them.

- Respond to another student's practicum placement post by Tuesday.

- Journal in our class blog by Tuesday, February 24th. Topic: How can I contribute a fresh perspective to this placement? By Friday, comment on another student's journal entry.

- Readings (in Professional Trajectories folder):
    1. Professional biographies of social entrepreneurs:
        o Durell Coleman, https://causeartist.com/social-entrepreneurs-to-watch-for-2019/.
        o Muhammad Yunus, https://premierespeakers.com/muhammad-yunus/bio.
        o Cynthia Hellen, https://www.cynthiahellen.com/bio

- By Friday, answer the following questions on the discussion board thread (500 words maximum):
    - How does national or local experience connect or inform broader enterprise experience?
    - How do personal trajectories meld (or not) with professional ones?

- What seem to be main points of satisfaction for the professionals in the readings?
- *Based on these readings and voice files, what sorts of questions do you want to ask your supervisor in their interview? Draft these questions (limit yourself to 4-6).*

Week 6 Your supervisor. This week we are going to concentrate on your supervisor. The readings from last week complement your assignment below.

- Comment on someone else's discussion board post by next Friday, as well as on their Assignment 2.

- Journal in our class blog by Tuesday. Topic: Is there anything about your supervisor that you would like to emulate? Describe. By Friday, comment on another classmate's journal entry.

- Assignment 3: Interview assignment. This week you are to work on and complete **Assignment 3**, Supervisor's Interview (due March 6th). This assignment should be a detailed report of a one-on-one interview with your placement supervisor or, if he or she is unavailable or unwilling, someone else you admire at your practicum. The learning outcome for this assignment is to learn and reflect on the strategies for having a satisfying professional and personal career.

  The first step is to finalize an outline of questions to discuss in the interview, based on the feedback from the professor from last week's draft of questions. Questions asked should typically pertain to the interviewee's career path, philosophy, advice for achieving success in social enterprise or industry broadly, critical decisions or actions that made a difference in the organization(s) where he/she has worked, advice in balancing family life and business, leadership styles, and future plans. Be sure to ask about your supervisor's successes and failures, and his or her "hindsight" gained from these experiences.

  The second step is to ask your supervisor for an appointment of about 30-45 minutes to complete the interview. You may find it easiest to audiotape the interview (contingent on permission first from your interviewee, of course) so you may listen to it afterwards in order to complete the third step. The third step is to write a 3-5 page report (double spaced) on the interview. This report is to be a well written summary and reflection <u>in your own words</u>, not a list of questions and answers. The first half of the report should summarize the interview. The second half should be your own reflections and thoughts about what you learned from the interview, and how it may be helpful in your professional career.

  Please load your report under "Assignment 3" and paste it as well into a reply to the thread in our Discussion Board labelled Assignment 3 and your name, by Friday.

  Your interview will be assessed by the following elements: (1) expression and correct use of the English language (2) attention to both the personal and professional biography of your interviewee (3) careful reflection on your interview and relation to your own personal and professional aspirations.

This is an assignment that students typically enjoy. Please relax and have fun with it! Please advise your interviewee that what they tell you in their interview will be shared with the professor and your classmates, but not beyond our group.

Week 7 Interview wrap-up and Intergenerational Communication.

- Assignment 3 is due today.

- Cambridge book: Skim Ch. 6

- Read another student's Assignment 3 interview this week and comment on it by next Friday.

- Journal in our class blog by Tuesday. Topic: Are generational categories useful? What *generational* differences do you notice at your placement? By Friday, comment on another student's journal entry.

- **Intergenerational Communication.**
- Readings:
    - o Myers, K. K., & Sadaghiani, K. (2010). Millennials in the Workplace: A Communication Perspective on Millennials' Organizational Relationships and Performance. *Journal of Business and Psychology*, *25*(2), 225–238.
    - o Brenda J. Kowske, R. R. (2010). Millennials' (Lack of) Attitude Problem: An Empirical Examination of Generational Effects on Work Attitudes. *Journal of Business &; Psychology*, *25*(2), 265–279.

- On the discussion board, answer the thread by next Friday, on the readings. The question is: According to the readings, what must it be like for someone not from your generation to supervise you? 50-100 words.

Week 8 Fundraising Tutorial Part 1: Marketing the Mission of Your Social Enterprise

- Readings:
    - o Dann, S. , Harris, P. , Mort, G.S. , Fry, M-L. & Binney, W. (2007). Reigniting the fire: A contemporary research agenda for social, political and nonprofit marketing . *Journal of Public Affairs*, 7, 3: 291–304
    - o Mort, G.S. , Weerawardena, J. & Carnegie, K. (2003). Social entrepreneurship: Towards conceptualisation. *International Journal of Non-profit & Voluntary Sector Marketing*, 8, 1: 76–88

- Journal: What is the core value, service, or deliverable being marketed in the social enterprise at which you have your practicum? Due Tuesday; comment on another student's entry by Friday.

- Discussion Board: What do you believe is the most essential component to communicate about a social enterprise in marketing? (200-300 words). Due Friday

- **Worksite visits start now. Be sure to email the professor about possible times and date**

Week 9 Fundraising Tutorial Part 2: Social Media Strategy. This session examines the nature of social media and how social media can be used to carry out the fundraising goals of the organization. We will take a close look at pitfalls and hazards of social media here as well.

- The Grow Ensemble Framework Section 1: The Digital Marketing Strategy for Social Entrepreneurs & Triple Bottom Line Businesses: The Grow Ensemble Framework https://growensemble.com/social-enterprise-marketing/

- Watch the videos on social media strategy in nonprofit marketing

- Journal on our class blog by Tuesday. Topics: What social media platforms are most effective for communicating marketing information about a social enterprise? How can cultural competence within social enterprise and industry make one a more effective marketer? How can social media use for marketing also lead to challenges and communication problems for a social enterprise. By Friday, comment on another student's journal entry.

- On the discussion thread, answer the following by next Friday: (300 words maximum)
1. Is the use of social media necessary for marketing a social enterprise?
2. How do the lessons and examples of social media use apply to new social enterprises being formed now?

Week 10 Fundraising Tutorial Part 3: identify your target audience and their interests as it relates to your business—both your mission and products/services. This session covers how you create valuable content – either blogs, podcasts, videos, or even Tweets that address these interests, that can be applied on social media or other marketing materials

- The Grow Ensemble Framework Section 2: Core Principles of The Framework & Marketing a Social Enterprise
  - What is content?
  - What is *leading* a marketing strategy?
- Journal in our class blog by Tuesday: Do people at your practicum placement follow the Grow Ensemble Framework (and the other) recommendations about social enterprise marketing? Give an example of how they do or how they don´t. Comment on another student's journal entry by Friday.

- Discussion Board: Write a 200-300 email to your supervisor about a marketing issue relating to your practicum following the workplace writing norms described in the Myers & Sadaghiani readings. Due Friday.

Week 11 Fundraising Tutorial Part 4: Key Metrics and Tracking of Fundraising

- What numbers should an enterprise track or be looking for regarding fundraising performance?
- We will learn to use tools like Google Analytics and Ahrefs to identify:
    o What content see the greatest traffic?
    o What content sees the greatest engagement? (Time on page, low bounce rate, etc.)
    o What content is getting some traction in Google? (ranking for keywords)
    o What content falls flat? (Doesn't perform as expected)
- Becoming familiar with the best online fundraising platforms and software
    o Kindful
    o Classy
    o PayPal
    o Handbid
    o Qgiv
    o Fundraise Up
    o RaiseDonors
    o Giving Fuel

- Online reading: Lon Swartzentruber, "Three Essential Elements of a Successful Fundraising Campaign", https://www.designgroupinternational.com/lon-l-swartzentruber-blog/three-essential-elements-of-a-successful-capital-campaign-relationships.
-
- Short Paper #3 (**Assignment 3)** due next Friday:
    o Fundraising strategy paper: Identify a historically successful fundraising campaign at your practicum placement (or another organization) and the three key elements that made it successful. Incorporate Swartzentruber's analysis of a) purpose; b) relationships; and c) time in a fundraising campaign

- Journal in our class blog by Tuesday. Topic: Do you think fundraising strategy at your placement is based on 'evidence', 'science' or 'research'? Give examples. Comment on another student's journal entry by Friday.

- Discussion Board: Search in relevant social enterprise and nonprofit fundraising databases for an article that you think the staff at your practicum placement should read. On the discussion board this week, enter your article and a brief 2-3 sentence rationale of why you think your supervisor should read this article.

Week 12 Assessing your experience and career planning.

- Cambridge book: Skim Ch. 8

- This week, write a letter to the next practicum participant. How would you assess your practicum, and what would you recommend to the next person who observes and documents an organization? Post this under **Assignment 4** by Friday. 2 pages double spaced. Use your good workplace writing techniques.

- Journal in our class blog by Tuesday. Topic: Have you changed somehow since you started your placement (as a result of it)? How? If not – why? Comment on another student's journal entry by Friday.

- It is at this point that your supervisor should be filling out your evaluation and conducting an exit interview with you. Please remind your supervisor to return the evaluation to me (preferably by email, if not by post). A copy of the evaluation is available under Course Information.
- *Please note that this evaluation is separate than the form provided by the Center for Career & Professional Development.*

Week 13: E-portfolio development
- **Letter to the next practicum participant (paper 4) due.** Be sure to upload to Discussion Board thread title Assignment 4 and comment another student's post by Friday.

- **Readings:**
- Brooks, David. 2011. "Should Graduate Students Create E-Portfolios?" *Chronicle of Higher Education.* November 22, http://chronicle.com/article/Should-Graduate-Students/129813/
- Joseph D. Novak & Alberto J. Cañas, 2008. "The Theory Underlying Concept Maps and How to Construct and Use Them," Technical Report IHMC CmapTools 2006-01 Rev 2008-01. http://cmap.ihmc.us/docs/theory-of-concept-maps
- Review Ch. 8 of Cambridge (especially p. 202-214).

- Journal: What are the key competencies that you've developed during your time in your practicum? What will you be placing your concept map? Due Tuesday. Comment on another student's post on Friday.

Week 14 Wrapping up
- **Journal: What's on your mind?** Open post to discuss any remaining issues, questions, ideas, findings from your time at your placement. 100-200 words, due Tuesday.

- E-portfolio due: submit to "Final project" under Blackboard SafeAssign by final week.

- May 16th is also the day to submit your time sheet. Please scan it and load it under, Assignments, Final Timesheet. Be sure your timesheet totals to at least 180 hours and that your supervisor has signed off on all your hours.

- Be sure that your supervisor has sent the electronic version of your performance evaluation to the professor by May 17!

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

PROPOSAL FOR A NEW GRADUATE PROGRAM

Please attach this cover memo to either a full proposal for a new master's program or the New York State Application for Registration of a New Certificate or Advanced Certificate Program. Information regarding proposals for new advanced certificate and master's programs, along with templates for new programs, can be found at http://www.jjay.cuny.edu/academics/4628.php.

Please submit these documents via email to the Associate Dean of Graduate Studies at

Date Submitted to the Office of Graduate Studies:
Date of Program Approval:
Date of CSG Approval:

1. **Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
Elsa Sofia Morote	emorote@jjay.cuny.edu	631-949-1114
Charlotte Walker-Said	cwalker-said@jjay.cuny.edu	240-535-7766

2. **Abstract or brief overview of the program:**

In this graduate advanced certificate program, students will learn to solve existent problems and drive mission impact through social innovation and entrepreneurship. Students will address key social problems in their communities or in the world by developing and launching a social enterprise idea. Courses in the program will teach financial insights and language of funding, prototyping, scaling, marketing, and measuring impact of social enterprises and innovations. Students will develop impactful social enterprise ideas and operational models by learning business and financial structures of existing organizations that apply social innovation tools and frameworks

3. **Brief rationale for creating the program** (1-3 paragraphs):

The certificate program in Social Innovation and Entrepreneurship prepares students for working in fields that seek to improve the lives of society's most marginalized and least-served people. The program will teach students how to design and execute evidence-based strategies for advancing human welfare and it advances John Jay College's strategic imperative, which is to "Be a fierce advocate for justice."

This program will prepare those joining the ranks of nonprofit leadership as well as those training for management positions at fundraising institutions, cause-driven businesses, or donor-advised philanthropies. According to the Johns Hopkins Center for Civil Society Studies (2016), nonprofits are creating jobs three times faster than for-profits and is the third largest industry in the U.S. The nonprofit industry is highly diverse, with employers based in large cities and suburban and rural

areas. Nonprofit professionals can seek employment in healthcare, education, social services, arts and culture, and more. Some job titles that would be appropriate for graduates of this advanced certificate program include Social Enterprise Consultant, Social Innovation Program Manager, Social Media Analyst, Corporate Giving Director, Corporate Social Responsibility Advisor, Youth Entrepreneurship Facilitator, Organizational Development Director, Community Fundraising Director, Minority Economic Development Program Director, Sustainable Social Impact Assessor, After-School Program Director, Director of Grants, Influencer Community Manager, Community Liaison.

4. Does this program affect or involve any other programs?

_x_ No _____ Yes

If yes, what consultation has taken place?

Rev. Spring 2014
Office of Graduate Studies

64

Draft proposal: **Advanced Certificate in Social Entrepreneurship & Innovation**

Dr. Elsa-Sofia Morote   emorote@jjay.cuny.edu

Dr. Charlotte Walker-Said   cwalker-said@jjay.cuny.edu

Advanced Certificate in Social Entrepreneurship & Innovation (12 credits)

Brief description of the program as it will appear in the catalogue

In this graduate advanced certificate program, students will learn to solve existent problems and drive mission impact through social innovation and entrepreneurship. Students will address key social problems in their communities or in the world by developing and launching a social enterprise idea. Courses in the program will teach financial insights and language of funding, prototyping, scaling, marketing, and measuring impact of social enterprises and innovations. Students will develop impactful social enterprise ideas and operational models by learning business and financial structures of existing organizations that apply social innovation tools and frameworks.

How this certificate relates to John Jay College's mission:

The certificate program in Social Innovation and Entrepreneurship prepares students for working in fields that seek to improve the lives of society's most marginalized and least-served people. The program will teach students how to design and execute evidence-based strategies for advancing human welfare and it advances John Jay College's strategic imperative, which is to "Be a fierce advocate for justice."

Educational and career objectives of the program:

This program will prepare those joining the ranks of nonprofit leadership as well as those training for management positions at fundraising institutions, cause-driven businesses, or donor-advised philanthropies. According to the Johns Hopkins Center for Civil Society Studies (2016), nonprofits are creating jobs three times faster than for-profits and is the third largest industry in the U.S. The nonprofit industry is highly diverse, with employers based in large cities and suburban and rural areas. Nonprofit professionals can seek employment in healthcare, education, social services, arts and culture, and more. Some job titles that would be appropriate for graduates of this advanced certificate program include Social Enterprise Consultant, Social Innovation Program Manager, Social Media Analyst, Corporate Giving Director, Corporate Social Responsibility Advisor, Youth Entrepreneurship Facilitator, Organizational Development Director, Community Fundraising Director, Minority Economic Development Program Director, Sustainable Social Impact Assessor, After-School Program Director, Director of Grants, Influencer Community Manager, Community Liaison.

<u>Learning Outcomes for this Advanced Certificate</u>

- Understand how to begin and sustain a social enterprise or an organization that addresses an unmet need, addresses injustice, or solves a social or environmental problem
- Understand history and theory of social enterprises in the United States and the world, their relationship to government, business, and nonprofit sectors, and their role in social change.
- Understand how community social and economic development can be supported by a social entrepreneur
- Use innovative, market-based and community-focused processes and responses such as identifying and addressing unmet needs, building a value proposition, creating transformative products or services, and finding customers.
- Know how to bring creative, entrepreneurial techniques to an existing enterprise to promote a culture of innovation

Upon Completion of this Certificate some credits are transferable to some Masters programs such as Economics, Human Rights and Public Administration.

Required Courses:

PAD 736. How to begin a non for-profit business (3 credits)

Views the role of evaluation in program creation, implementation and impact. Develops criteria, benchmarks and measures to assess the accountability, efficiency and effectiveness of a program. Involves students in the design, administration and presentation of an evaluation study. Students will prepare an executive plan that includes mission, Choosing Your Mission and Crafting Your Mission Statement, Assessing the Need and Analyzing Resources, Seed Money, Incorporating, Writing By-Laws and Applying for Tax-Exempt Status, Public Charity or Private Foundation? Your Name, Logo, Media Kit and Website, Strategic Planning and Establishing Credibility

HR 790. Social Innovation Lab (6 credits)

This course is designed for students who have a passion for improving conditions for workers, society, and the environment, whether locally, regionally, nationally, or internationally. This course is designed to assist students in their careers in innovative nonprofits, mission-driven companies and disruptive technologies to create change and opportunity in their local communities and the world beyond.
This course is two-fold.

Part I: Social Enterprise Practicum: Students learn to become social innovators and entrepreneurs as they observe and document leaders and organizational contributors build citizen and community engagement and develop partnerships and multi-sector coalitions among social justice organizations, nonprofits, businesses, and public agencies. In this course component, a student will link with an organization to seek mentorship, and observe and document operations and management of a social enterprise. They will then contextualize their experience of the practicum in an online classroom setting with reflection papers, professional writing exercises, and readings on the profession of social enterprise.

Students will document how their chosen practicum site addresses needs and meets client and community goals, They will observe and report on the products, services, or approaches to social problems their practicum site offers as part of their business model in their final e-portfolio. Students will present their e-portfolio of their practicum experience in a live lab where they exchange ideas and learning outcomes of their practicum experiences.
Experiences can include a community service abroad in coordination with the Office of International Studies, where a student can spend 4-6 weeks observing and receiving mentorship with a social enterprise or not-for-profit organization. John Jay college's OIS has agreements with institutions on Europe/ Latin America/ Africa/ Indonesia.

Part II: Fundraising Tutorial. In this component, students will learn the principles behind raising money. The final outcome will be a mock fundraising plan that will include 1) Prospecting and Seeking Donations; 2) Event organizing; and 3) Grant writing. Students will learn how to approach Corporations, Foundations and Individuals for donations and they will also learn the basics of grant proposal writing for private and government Grants. Lastly, the course will explore how nonprofits can earn income through selling services and products.

Elective courses

HR 713. Economic, Social and Cultural Rights

(In development with John Jay Online) Economic, social and cultural rights include the rights to health, healthy environment, housing, education, food, social security, and work. This class critically examines the content and development of the substantive and procedural development of these rights. In addition, the class analyzes the issue of interdependence, the role of core content requirements, the debate over justiciability, the role of NGOs in norm development, corporate social responsibility, and issues of extraterritoriality. Students will be expected to conduct an in-depth analysis of one ESC right of their choosing.

CRJ 7XX. Skills for Social Advocacy

In development with John Jay Online.

PAD 732. The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy

This course provides an introduction to the role of non-profit organizations and charitable foundations in the so-called "independent sector" - i.e. organizations that are neither government nor business. The course examines the history and theory of nonprofits in the United States their relationship to government and their role in social change. The course also instructs students on the fundamentals of non-profit governance, strategic planning and fundraising.

Possibilities for international experiential learning: (Prepared by the international students office/ Study Abroad)

CARIBBEAN & CENTRAL AMERICA

Costa Rica
This unique program offers a blended learning experience; on-site, you will learn by living and working on an organic farm for two weeks. Upon returning stateside, you'll continue learning through a 3- or 4-credit course, taught virtually, while continuing to connect with your Costa Rican community and earning a digital badge.

Experiential in its design, this program is in a safe, contained natural setting in a country known for its dedication to environmental issues and sustainable practices. We invite you to expand your horizons through living for two weeks on an organic farm in one of the world's most environmentally progressive countries alongside a small group of similarly minded peers.

Dominican Republic
There is a program partner that has service learning to empower community members to direct all projects through locally skilled tradespeople to work with our students. Our goal is enable individuals, families and communities to take greater control over their health, education and environment primarily through infrastructure building. Our community led projects have included Bottle Houses, bathroom construction, local professional led medical brigades and agricultural projects to promote local economies and community structures to be used for health and education.

SOUTH AMERICA

Ecuador
Through an ecology program, students learn about the diverse ecological zones of Ecuador, major plant and animal adaptations to life in each zone, local use of natural resources, and current environmental and conservation issues. Students are also introduced to a panorama of Ecuadorian life and culture.

Peru
Explore some of the world's most productive and vulnerable landscapes to witness how climate change impacts regions differently and how communities are responding to the climate crisis. In different cultural and socio-ecological contexts, you'll analyze the challenges of working toward more equitable food, water, and energy policies. Examine the problems and possible solutions with researchers, farmers, activists, social entrepreneurs, non-governmental organizations, and policymakers. In Peru, you will discuss and envision a world where traditional cultural knowledge and indigenous epistemologies shape the way that we work for a more just and sustainable future.

ASIA

Indonesia
This program will take place in Ubud, Bali, which provides a good point of contrast to the United States for understanding complexities of self and culture and its application to psychopathology and

healing. While Indonesia is host to the largest Muslim population in the world, the majority of residents in Bali are Hindu. Students will be exposed to Balinese Hindu and animist spiritual beliefs as it pertains to the Balinese construction of self, wellness, psychopathology, and healing. Classwork will be supplemented with Balinese guest lecturers, visits to cultural sites, temples, traditional healers and nonprofit organizations.

Thailand
The project site is hosted by a well-established organization that works with young women from an impoverished district in Bangkok. Due to its success rehabilitating abused and under-privileged women from the area, this center has been able to reach out and accept teenage girls from 60 provinces around Thailand.

AFRICA

Senegal
The John Jay College—Dakar Institute of African Studies (DIAS) Summer Program is an interdisciplinary undergraduate program open to all graduate programs. The course practicum will be hosted by a nongovernmental organization in Dakar, Senegal. Students will have the opportunity for peer-to-peer learning as well as learning from a John Jay instructor.

Morocco
This program offers different placements starting from 4 weeks up to 12 weeks in Morocco with enriching placements namely Education, Women Empowerment, Youth, Human Rights, and Social Entrepreneurship etc. The program includes orientation, homestay with a Moroccan family, optional language classes in Standard Arabic, Moroccan Arabic, or French. In addition to weekly debriefings and constant follow up with Idmaj staff members.

South Africa
CIS: Work on projects developed by a program manager to address protection and exercising of human rights in South Africa. The organization was founded as a civilian oversight group aimed at restoring public confidence; and developing a culture of human rights, integrity and transparency within the police. The organization offers legal and social services support to other groups, including women's shelters, refugee centers, and centers supporting ex-offenders. Depending on your background, you may assess and identify potential cases, develop resources for outreach, or assist clients with legal and other advice.

Comparable Graduate Programs in New York

College/ University	School	Degree
Baruch	Business https://zicklin.baruch.cuny.edu/faculty-research/centers-institutes/lawrence-n-field-center-entrepreneurship/	BAA Entrepreneurship Minor: Social Innovation
Cornell University	The Cornell Institute for Public Affairs https://www.human.cornell.edu/cipa	MPA Concentration in Public and non-for profit management
NYU	https://www.sps.nyu.edu/professional-pathways/topics/entrepreneurship/social-entrepreneurship.html	- MPA in Public Nonprofit Management and Policy at Wagner, - MBA in Social Innovation and Impact at Stern.
Walden University	Online https://www.waldenu.edu/online-masters-programs/ms-in-nonprofit-management-and-leadership/social-entrepreneurship-and-innovation	MS in Nonprofit Management and Leadership Social Entrepreneurship and Innovation specialization -

NEW YORK NETWORKS

NY Labor department entrepreneur resources. Social entrepreneurs and impact investors alike should be sure to know about these organizations in New York and beyond.

https://labor.ny.gov/seap/entrepreneur-resources.shtm

Centre for Social Innovation (CSI): Begun in Toronto, Canada in 2003, the Centre's first New

York location opened in 2013 and has since become a hub for social entrepreneurs in the city. The Chelsea center has a co-working space, holds workshops and panels on topics relevant to social entrepreneurs, and has partnerships with New York foundations and institutions to help members grow.

Be Social Change (BSC): With over 4,000 members, BSC originally started as a meetup group and is now the largest community for social entrepreneurs in New York City. They host events including fireside chats with influential social entrepreneurs and professionals, networking happy hours, and classes on a range of useful topics for entrepreneurs in general. They help social entrepreneurs build their careers through workshops and an online job listings board.

Global Impact Investing Network (GIIN): The GIIN is a multi-faceted nonprofit organization that works to make impact investing more visible, widespread and effective. A project of the Rockefeller Philanthropy Advisors, the GIIN has various initiatives to promote their mission, including The GIIN Investors Council, and ImpactBase, an online database of impact investment funds and products. They also research and publish reports on impact investing and offer extensive information and resources on impact investing and social entrepreneurship on their website.

SOCIAL IMPACT INVESTORS AND FUNDS IN NEW YORK

Echoing Green: Echoing Green runs three fellowship programs which offer seed funding to support emerging leaders set to bring about positive social change. They provide "recoverable grants to global fellows with for-profit business models in order to recycle investment capital from their ventures to support future generations of social entrepreneurs."

Acumen: Acumen is a non-profit that raises charitable donations to invest in social entrepreneurs and companies focused on "changing the way the world tackles poverty." In addition the charity provides several different fellowship programs in leadership training.

CDVCA: The Community Development Venture Capital Alliance is a network for impact investment funds, specifically in the community development field.

Mission Markets: Is a financial technology firm using their online marketplace and community network to make it easier for investors to learn about, discuss and make investments that improve society and protect the environment.

SJF Ventures: In addition to other investments, this venture fund specifically looks to partner with entrepreneurs who are committed to positively impacting the world through the businesses that they are creating.

City Light Capital: The venture firm is focused creating a better world by investing in mission-based entrepreneurs to enable them to "enact social change at the speed of business."

SOCIAL IMPACT INCUBATORS AND ACCELERATORS IN NYC

Blue Ridge Labs: This Brooklyn-based incubator offers fellowships, grants, and workshops for social innovators with a specific focus on solving challenges faced by low-income individuals. Each year, Blue Ridge Labs offers an intensive summer fellowship program over a 12 week period. Each program tackles a different set of specific focus issues.

Impact Hub: In addition to coworking and event space Impact Hub offers a variety of free events and networking for entrepreneurs who are working to drive positive social and environmental change.

Points of Light Civic Accelerator: This 12-week program is dedicated to ventures which are equipping and mobilizing people to create positive change. The program offers training in topics such as pitching, fundraising, staffing, and mobilizing individuals.

IMPACT ORGANIZATIONS OUTSIDE NYC

The United Nations Foundation: The UN Foundation's Global Accelerator program works through the global UN agency system to accelerate and scale entrepreneurs and businesses around the world who are tackling global development challenges. The foundation is always looking for innovative solutions to global challenges—social enterprises can pitch their idea to the foundation any time via the foundation's website.

Ashoka: Originally founded in 1980, Ashoka has been around since before the term social entrepreneurship came into use. Today, the organization supports 3,000 fellows in 70 countries with funding, connections, and other business needs. Ashoka has a strong focus on building community and bringing social entrepreneurs together to make the most of their skills and create an "Everyone is a Changemaker World."

The Skoll Foundation: As one of the largest foundations in the world supporting social entrepreneurs, the Skoll Foundation invests in startups with $25 million portfolio of program-related investments (PRIs). Each year in Oxford, England, they host the Skoll World Forum, the largest conference for social entrepreneurs in the world with more than 1,000 distinguished participants.

The Social Enterprise Alliance: This US organization based in Minnesota works to build up social enterprise communities by advocating supportive public policy and enabling social entrepreneurs with knowledge, networking, and partnership-building. The SEA hosts a yearly Social Enterprise Summit which takes place over three days and brings between 500 and 700 attendees to hear from dozens of experts in the space. The SEA has chapters across the US including two in New York.

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

CHANGE IN EXISTING GRADUATE COURSE

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

Date Submitted to the Office of Graduate Studies: 4/30/2021
Date of Program Approval: 3/24/2021
Date of CGS Approval: 9/14/2021

1. **Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
Ian J. Seda-Irizarry	isedairi@gmail.com	413-306-8683

2. **Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.**

FROM (~~strikethrough~~ the changes)		TO (<u>underline</u> changes)	
Program	MA Economics	**Program**	
Course		**Course**	
Pre- and/or Corequisites (specify which are pre, co, or both)		**Pre- and/or Corequisites** (specify which are pre, co, or both)	
Hours		**Hours**	
Credits		**Credits**	
Description		**Description**	Eco 740 as an elective
		Effective Term	Spring 2022

3. **Rationale for the proposed change(s):**

CORE faculty voted 6-0 in favor of changing class from requirement to elective.

Given that:

1) program has expanded (more than doubled in size)

2) we have limited resources

3) Eco 740 was part of original proposal to have MA program focused on Economic Development (currently program does not have that focus, its more political economy oriented)

We would like to:

1) provide more flexibility for students in terms of classes they can take towards completing their degree

2) have more flexibility in constructing semester schedules leading to MA degree. As of now, given that it's a requirement, we would have to offer two sections to satisfy new enrollment needs and this class requires a particular expertise covered by Prof. Jessica Gordon Nembhard, who has multiple teaching responsibilities across CUNY.

4. Enrollment in past semesters:
 Spring 2021: 9
Spring 2020: 10
Spring 2019: 13

5. Does this change affect other programs?

　　　　X_ No 　　　　 Yes

　　If yes, what consultation has taken place?

PROGRAM IN EMERGENCY MANAGEMENT

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for leading to the M.S. Degree in Emergency Management.

Program Name and Degree Awarded: M.S. Emergency Management
HEGIS Code: **2010.00**
NY State Program Code:
Effective term: Fall 2021

Date of Program Approval: 4/1/21
Date of CGS approval: 9/14/2021

Rationale for proposed changes:

PMT 780 *Public Health Emergency Management* is added to the list of electives to allow students the opportunity of learning about the issues of emergency management within the context of public health services including emergency medical services and healthcare facilities.

FROM		TO	
List of Course	Crs.	List of Course: PMT 780 Public Health Emergency Management	Crs.
Requirements for the Degree Program:		Requirements for the Degree Program: .	
Required Courses (12 credits) PMT 711 Introduction to Emergency Management PMT 760 Emergency Management: Mitigation and Recovery PMT 763 Emergency Management: Preparedness PMT 764 Managing Response to Large-Scale Incidents	12	Required Courses (12 credits) PMT 711 Introduction to Emergency Management PMT 760 Emergency Management: Mitigation and Recovery PMT 763 Emergency Management: Preparedness PMT 764 Managing Response to Large-Scale Incidents	12
Required Management and Analytic Courses (12 credits) PMT 748 Project Management SEC 715 Analytical Methods in Protection Management PAD 705 Organization Theory and Management PAD 744 Capital and Operational Budgeting	12	Required Management and Analytic Courses (12 credits) PMT 748 Project Management SEC 715 Analytical Methods in Protection Management PAD 705 Organization Theory and Management PAD 744 Capital and Operational Budgeting	12
Electives (choose 4/12 credits) PMT 720 Geographic Information Systems for Public Safety and Emergency Management PMT 761 Technology in Emergency Management PMT 762 Business Continuity Planning PMT 725 Seminar in Emergency Management and Response (1-3 credits) PMT 740 Safety and Security in the Built Environment PMT 781 Risk Analysis and Loss Prevention PMT 701 Introduction to Protection Management Systems PMT 750 Security of Information and Technology PMT 712 Theory and Design of Fire Protection Systems PMT 703 Analysis of Building and Fire Codes	12	Electives (choose 4/12 credits) PMT 720 Geographic Information Systems for Public Safety and Emergency Management PMT 761 Technology in Emergency Management PMT 762 Business Continuity Planning PMT 725 Seminar in Emergency Management and Response (1-3 credits) PMT 740 Safety and Security in the Built Environment PMT 781 Risk Analysis and Loss Prevention PMT 701 Introduction to Protection Management Systems PMT 750 Security of Information and Technology PMT 712 Theory and Design of Fire Protection Systems PMT 703 Analysis of Building and Fire Codes PMT 780 Public Health Emergency Management	12

CRJ 744 Terrorism and Politics
CRJ 746 Terrorism and Apocalyptic Violence
PAD 714 Organizational Performance Assessment
PAD 740 Public Sector Inspection and Oversight
SEC 730 Private Security: Function and Role in Homeland Defense
SEC 731 Risk, Threat, and Critical Infrastructure
SEC 740 Safety and Security in he Built Environment
SEC 753 Theory and Design of Security Systems

Thesis Track

Students may ask for approval from the Program Director to complete the program through the Thesis Track, which allows eligible students to earn six credits in Electives for completing a Thesis prospectus and Thesis document. This option is available only to students with a GPA of 3.5 or higher.

Comprehensive Examination

All students in the program must pass a Comprehensive Exam that measures knowledge essential to emergency management and is administered by the program. The exam is offered every six months. The Program Director will issue a list of readings and texts at least 30 days before the administration of each exam. Students must complete 24 credits in the program in order to be eligible to complete the exam. Students who fail the exam have two additional opportunities to retake it, in accordance with normal academic calendar.

Sub-total 24 credits Electives 12 credits Total credits required: 36 credits		Sub-total 24 credits Electives 12 credits Total credits required: 36 credits	

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?

PROGRAM IN HUMAN RIGHTS

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the Human Rights Program leading to the Master of Arts Degree.

Program Name and Degree Awarded: Human Rights MA
HEGIS Code: 2299
NY State Program Code: 38851
Effective term: Fall 2021

Date of Program Approval:
Date of CGS approval: 9/14/2021

Rationale for proposed changes:

A growing number of students are enrolling in the Human Rights MA. As of July 2021, the Human Rights MA has 77 enrolled MA candidates. To demonstrate our growth, in January 2020, the program had 57 enrolled students.

The rapid expansion of our program has resulted in a need to expand our course offerings. Many students are requesting courses in social entrepreneurship and social enterprise management. This program change is the inclusion of a newly-developed course, HR 790: Social Entrepreneurship Lab: Practicum and Fundraising Tutorial in the Human Rights MA as an elective credit. This course aims to meet the demands and needs of our growing student population.

This course provides students the opportunity to observe and document the professional world of social enterprise while connecting these experiences to academic concepts and theories learned within coursework. At the end of the practicum experience, students will create an e-portfolio to electronically present their professional experiences to future employers. Students will also complete a fundraising tutorial that will allow them to learn the financing practices of social enterprises and socially engaged organizations as part of their broader professional development.

We have sought—and have received—approval for introducing the below course that was developed in spring 2021 as an approved course offered at the graduate level. This was approved by the committee on Graduate Studies in May 2021.

I am also applying to include this newly-developed course as an elective in the Human Rights MA course of study.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
Requirements for the Degree Program: **strikethrough what is to be changed. Degree Requirements The Master of Arts in Human Rights consists of 36 credits. Students should be able to complete the course of study in two years of full-time study or four years of part-time study. The program culminates for all students in HR 750: Advanced Seminar in Human Rights, in which students participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs. Students also have the option of engaging in an internship or, those with overall GPAs of 3.5 or higher and an A- or better in ICJ 715, may write a thesis with the approval of the program director. Internships and theses can count toward elective credit. Core Requirements (24 credits) HR 700 Introduction to Human Rights HR 701 International Human Rights: Organizations and Institutions HR 702 Human Rights: International and Domestic Legal Frameworks ICJ 703 International Criminal Law HR 705 Philosophy of Human Rights HR 706 Human Rights Advocacy and Activism ICJ 715 Applied Research Methods in International Crime and Justice HR 750 Advanced Seminar in Human Rights Electives (12 credits) *Select four courses:* HR 711 Human Rights and Humanitarianism HR 712 Civil and Political Rights and Civil Liberties HR 713 Economic, Social and Cultural Rights HR 714 Human Rights and Corporate Social Responsibilities HR 718 Health as a Human Right		Requirements for the Degree Program: **underline the changes. Degree Requirements The Master of Arts in Human Rights consists of 36 credits. Students should be able to complete the course of study in two years of full-time study or four years of part-time study. The program culminates for all students in HR 750: Advanced Seminar in Human Rights, in which students participate in collaborative research and advocacy with a human rights organization serving as a client, and produce a value added original policy paper to serve the organization's needs. Students also have the option of engaging in an internship or, those with overall GPAs of 3.5 or higher and an A- or better in ICJ 715, may write a thesis with the approval of the program director. Internships and theses can count toward elective credit. Core Requirements (24 credits) HR 700 Introduction to Human Rights HR 701 International Human Rights: Organizations and Institutions HR 702 Human Rights: International and Domestic Legal Frameworks ICJ 703 International Criminal Law HR 705 Philosophy of Human Rights HR 706 Human Rights Advocacy and Activism ICJ 715 Applied Research Methods in International Crime and Justice HR 750 Advanced Seminar in Human Rights Electives (12 credits) *Select four courses:* HR 711 Human Rights and Humanitarianism HR 712 Civil and Political Rights and Civil Liberties HR 713 Economic, Social and Cultural Rights HR 714 Human Rights and Corporate Social Responsibilities HR 718 Health as a Human Right	

PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy CRJ 765 Social Movements, Revolution, and Terrorism CRJ 778 Victimology PSY 705 Victimology CRJ 754/PAD 754 Investigative Techniques FOS 761 Forensic Anthropology: Osteological & Genetic Identification PAD 718 International Public Policy and Administration HR 780 Internship in Human Rights ICJ 703 International Criminal Law ICJ 704 Crime, Justice, and Cultural Struggles ICJ 705 Human Rights and Counterterrorism ICJ 706 Transnational Crime ICJ 715 Applied Research Methods in International Crime and Justice ICJ 730 Human Trafficking CRJ 744 Terrorism and Politics CRJ 784 Organized Crime	PAD 732 The Independent Sector: Contemporary Issues in Nonprofits and Philanthropy CRJ 765 Social Movements, Revolution, and Terrorism CRJ 778 Victimology PSY 705 Victimology CRJ 754/PAD 754 Investigative Techniques FOS 761 Forensic Anthropology: Osteological & Genetic Identification PAD 718 International Public Policy and Administration HR 780 Internship in Human Rights ICJ 703 International Criminal Law ICJ 704 Crime, Justice, and Cultural Struggles ICJ 705 Human Rights and Counterterrorism ICJ 706 Transnational Crime ICJ 715 Applied Research Methods in International Crime and Justice ICJ 730 Human Trafficking CRJ 744 Terrorism and Politics CRJ 784 Organized Crime HR 790: Social Entrepreneurship Lab: Practicum and Fundraising Tutorial	
Sub-total 24 Electives 12 Total credits required: 36	Sub-total 24 Electives 12 Total credits required: 36	

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

Does this change affect any other program?

_X_ No   _____ Yes

If yes, what consultation has taken place?

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MASTERS PROGRAM IN ECONOMICS

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

PROPOSED CHANGES IN A DEGREE PROGRAM

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The following is the revised curriculum for Economics leading to the Masters Degree.

Program Name and Degree Awarded: Economics MA degree
HEGIS Code:
NY State Program Code:
Effective term:

Date of Program Approval: 3/24/2021
Date of CGS approval: 9/14/2021

Rationale for proposed changes:

CORE faculty voted 6-0 in favor of changing Eco 740 from requirement to an elective course.

Given that:

1) program has expanded (more than doubled in size)

2) we have limited resources

3) Eco 740 was part of original proposal to have MA program focused on Economic Development (currently program does not have that focus, its more political economy oriented)

We would like to:

1) provide more flexibility for students in terms of classes they can take towards completing their degree

2) have more flexibility in constructing semester schedules leading to the MA degree. As of now, given that it's a requirement, we would have to offer two sections to satisfy new enrollment needs and this class requires a particular expertise covered by Prof. Jessica Gordon Nembhard, who has multiple teaching responsibilities across CUNY.

3) continue offering Eco 740 as an elective instead of a required course.

FROM		TO	
List of Course (Prefix, Number, and Name)	Crs.	List of Course (Prefix, Number, and Name)	Crs.
Requirements for the Degree Program: **~~strikethrough~~ what is to be changed.		Requirements for the Degree Program: **<u>underline</u> the changes.	
Eco 713: Political Economy	3	Eco 713: Political Economy	3
Eco 720: Macroeconomics	3	Eco 720: Macroeconomics	3
Eco 725: Microeconomics	3	Eco 725: Microeconomics	3
~~Eco 740: Community Economic Development~~	3	Eco 750: Mathematics for Economists	3
Eco 750: Mathematics for Economists	3	Eco 751: Research Methods I	3
Eco 751: Research Methods I	3	Eco 752: Research Methods II	3
Eco 752: Research Methods II	3	Eco 799: Seminar in Economics	3
Eco 799: Seminar in Economics	3		
Sub-total	24	Sub-total	21
Electives	12	Electives	15
Total credits required:	36	Total credits required:	36

<u>Note</u>: 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?

PROGRAM IN ADVANCED CERTIFICATE IN TRANSNATIONAL ORGANIZED CRIME STUDIES

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for [program name] leading to the [type of degree] Degree.

Program Name and Degree Awarded: Advanced Certificate in Transnational Organized Crime Studies

HEGIS Code:
NY State Program Code:
Effective term: Fall, 2021

Date of Program Approval: 02/03/2021
Date of CGS approval: 9/14/2021

Rationale for proposed changes:

The International Crime and Justice Masters Program would like to introduce the following change to the Advanced Certificate in Transnational Organized Crime Studies (ACTOCS). The change is outlined below.

Add ICJ/SEC727 (Information Technology and Cybercrime) and ICJ729 (Organized Crime: An International Perspective) as new electives for the ACTOCS certificate.

ICJ/SEC727: Information Technology and Cybercrime
The borderless nature of cybercrime, along with its anonymity and speed provides unique opportunities for criminality. The exponential growth of cybercrime is enabled by the fast adaptions of cybercriminals exploiting cyber space and new technologies. Regardless of how effective and elaborate the technical layers of security in a system are, the human element will always be the weakest link in the system. Cybercrime is a transnational problem requiring collaboration and training at the global level. This course covers the history, causes and evolution of cybercrime through study of surveys, system and human factors, cybercrime laws and policies, and motives and attitudes of cyber criminals. The course additionally covers fundamentals of computer Network Security, principles, and methods used in making informed security decisions. The course offers an interdisciplinary approach that combines criminal justice and cybersecurity.

ICJ729: Organized Crime: An International Perspective

The course provides a comprehensive overview of organized crime taken from an international perspective. It presents students with the historical background of organized crime and its contemporary forms. The course covers various criminal organizations worldwide with the focus on highly organized and immensely violent mafia-type groups. Students will discuss issues of race and ethnicity as an organizing principle of criminal organizations, the social embeddedness of organized crime groups, and their ability to control societies and entrepreneurship. Additionally, there will be a review of control measures and policies for mitigating the threats posed by organized crime in the United States and globally.

Rationale: Both classes are strongly related to transnational organized crime, and will be offered regularly. Importantly, this will give our students a broader range of classes (electives) to choose from.

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

Requirements for the Degree Program:
 **~~strikethrough~~ what is to be changed.
 	
 Core Courses
   CRJ 784 Organized Crime
   ICJ 706 Transnational Crime
 	
 Electives
 	
 Category 1
   ICJ 725 Environmental Crime
   ICJ 730 Human Trafficking
   ICJ/PAD 762 Corruption and the Global Economy
   CRJ 713 White Collar Crime
   CRJ/FCM 727 Cyber Criminology
 	
 Category 2
   CRJ 744: Terrorism and Politics
   CRJ 746: Terrorism and Apocalyptic Violence
   CRJ 748: Counter Terrorism Policy For Law Enforcement
   ICJ 705: Counter-Terrorism and Human Rights
		Requirements for the Degree Program:
		 **<u>underline</u> the changes.
		
		 Core Courses
		   ICJ 706 Transnational Crime
		
		 Electives
		
		   ICJ 725 Environmental Crime
		   ICJ 730 Human Trafficking
		   ICJ/PAD 762 Corruption and the Global Economy
		   CRJ 713 White Collar Crime
		   CRJ/FCM 727 Cyber Criminology
		   CRJ 784 Organized Crime
		   ICJ726 Drug Trafficking
		   ICJ 755: Terrorism and Transnational Crime
		
		 ICJ/SEC727 Information Technology and Cybercrime
		 ICJ729 Organized Crime: An International Perspective	

Sub-total: 6 credits **Electives: 6 credits** **Total credits required: 12 credits**		Sub-total: 3 credits Electives: 9 credits **Total credits required: 12 credits**	

<u>Note</u>: 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?

PROGRAM IN INTERNATIONAL CRIME AND JUSTICE

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for International Crime and Justice leading to the MA Degree.

Program Name and Degree Awarded: International Crime and Justice, MA
HEGIS Code:
NY State Program Code:
Effective term: Fall, 2021

Date of Program Approval: March, 2021
Date of CGS approval: Sept. 14 2021

Rationale for proposed changes: The International Crime and Justice MA program students have recently requested that the program consider adding elective courses to the list of approved electives for the program. The ICJ MA faculty have generously developed several new courses for our students to meet this demand. The courses include ICJXXX (History of Genocide), ICJXXX (Organized Crime: An International Perspective), and ICJ/SECXXX (Information Technology and Cybercrime. We, therefore, request that these courses be added as approved electives for the International Crime and Justice Masters Program.

ICJ/SEC727: Information Technology and Cybercrime
The borderless nature of cybercrime, along with its anonymity and speed provides unique opportunities for criminality. The exponential growth of cybercrime is enabled by the fast adaptions of cybercriminals exploiting cyber space and new technologies. Regardless of how effective and elaborate the technical layers of security in a system are, the human element will always be the weakest link in the system. Cybercrime is a transnational problem requiring collaboration and training at the global level. This course covers the history, causes and evolution of cybercrime through study of surveys, system and human factors, cybercrime laws and policies, and motives and attitudes of cyber criminals. The course additionally covers fundamentals of computer Network Security, principles, and methods used in making informed security decisions. The course offers an interdisciplinary approach that combines criminal justice and cybersecurity.

ICJ728: History of Genocide
This course is a rigorous thinking course, with a stress on current application and discussions on racial justice, U.S. foreign policy and war crime tribunals, offering a comprehensive analysis of the political, social, cultural, economic, and geographic context of international criminal justice, or lack thereof, that led to genocide. Students will gain understanding of relevant definitions of genocide, and identify major facts, strategies, personalities, and movements in particular situations. Focus will be given to acts of genocide against Indigenous people in Africa and in the Americas, Armenians, Soviet citizens, the Jewish Holocaust, Cambodians, Yugoslavians, and Rwandans, and the difference between international socialism and (German) National Socialism (Nazis).

ICJ729: Organized Crime: An International Perspective

The course provides a comprehensive overview of organized crime taken from an international perspective. It presents students with the historical background of organized crime and its contemporary forms. The course covers various criminal organizations worldwide with the focus on highly organized and immensely violent mafia-type groups. Students will discuss issues of race and ethnicity as an organizing principle of criminal organizations, the social embeddedness of organized crime groups, and their ability to control societies and entrepreneurship. Additionally, there will be a review of control measures and policies for mitigating the threats posed by organized crime in the United States and globally.

FROM		TO	
List of Course (Prefix, Number, and Name)	**Crs.**	**List of Course (Prefix, Number, and Name)**	**Crs.**
Requirements for the Degree Program: ****strikethrough** what is to be changed. **Degree Requirements** The Master of Arts in International Crime and Justice requires 36 credits of coursework, consisting of 24 credits from required courses and 12 credits from elective courses. Electives may be selected from the "International Criminology" or "International Law Enforcement and Crime Control" themes, or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the program director. Students may use their 12 elective credits to complete courses toward the Advanced Certificate in Transnational Organized Crime Studies or the Advanced Certificate in Terrorism Studies, or students can take a combination of different courses chosen from a list of approved electives. Please see the Graduate Bulletin for the list of approved electives. Students who have completed 15 credits and have a GPA of 3.5 or above are eligible to take the following electives: Internship (6 credits) & Thesis I & Thesis II (6 credits). The thesis elective is taken over a period of two semester sequence ICJ 791 and ICJ 792. The Internship course (ICJ 780) is an online course which is accompanied by a mandatory 280 hours in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. Students are encouraged to pursue one or more internships during their		**Requirements for the Degree Program:** ****<u>underline</u>** the changes. **Degree Requirements** The Master of Arts in International Crime and Justice requires 36 credits of coursework, consisting of 24 credits from required courses and 12 credits from elective courses. Electives may be selected from the "International Criminology" or "International Law Enforcement and Crime Control" themes, or from any of the graduate courses offered at John Jay and CUNY, subject to the approval of the program director. Students may use their 12 elective credits to complete courses toward the Advanced Certificate in Transnational Organized Crime Studies or the Advanced Certificate in Terrorism Studies, or students can take a combination of different courses chosen from a list of approved electives. Please see the Graduate Bulletin for the list of approved electives. Students who have completed 15 credits and have a GPA of 3.5 or above are eligible to take the following electives: Internship (6 credits) & Thesis I & Thesis II (6 credits). The thesis elective is taken over a period of two semester sequence ICJ 791 and ICJ 792. The Internship course (ICJ 780) is an online course which is accompanied by a mandatory 280 hours in an internship site. Placements in internship sites are arranged at the initiative of the student in consultation with the Center for Career and Professional Development Center and the program director. Students interested in the internship elective should start their search for an internship site at least a semester in advance. Students are encouraged to pursue one or more internships during their graduate	In

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graduate studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits).

Core Requirements (24 credits)

Course Code	Course Title
ICJ 700	International Crime & Justice Theory
ICJ 701	Illegal Markets & Economic Justice
ICJ 702	Comparative CRJ Systems
ICJ 703	International Criminal Law
ICJ 704	Crime, Justice & Cultural Struggles
ICJ 706	Transnational Crime
ICJ 715	Applied Research Methods in IC&J
ICJ 770	Capstone Course in International Crime & Justice

ICJ MA general electives

Course Code	Course Title
ICJ 705	Human Rights & Counterterrorism
ICJ 720	Crime & Justice in the Balkans
ICJ 721	International Perspectives on Women in Criminal Justice
ICJ 725	Environmental Crime
ICJ 730	Human Trafficking
ICJ 803	UN Permanent Forum on Indigenous Issues: International Rights & Beyond
ICJ 806	Transitional Justice
ICJ/PAD 762	Corruption & the Global Economy
CRJ 739	Crime Mapping
CRJ 759	Comparative Police Administration
CRJ 784	Organized Crime
CRJ 797	Homeland Security & International Relations
CRJ 713	White Collar Crime
CRJ 727	Cybercriminology
CRJ 744	Terrorism & Politics
CRJ 746	Terrorism & Apocalyptic Violence
CRJ 798	Homeland Security & Terrorism

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studies, even if they are not taking the Internship elective course, potentially as an Independent Study (3 credits).

Core Requirements (24 credits)

Course Code	Course Title
ICJ 700	International Crime & Justice Theory
ICJ 701	Illegal Markets & Economic Justice
ICJ 702	Comparative CRJ Systems
ICJ 703	International Criminal Law
ICJ 704	Crime, Justice & Cultural Struggles
ICJ 706	Transnational Crime
ICJ 715	Applied Research Methods in IC&J
ICJ 770	Capstone Course in International Crime & Justice

ICJ MA general electives

Course Code	Course Title
ICJ 705	Human Rights & Counterterrorism
ICJ 720	Crime & Justice in the Balkans
ICJ 721	International Perspectives on Women in Criminal Justice
ICJ 725	Environmental Crime
ICJ 730	Human Trafficking
ICJ 762	Corruption & the Global Economy
ICJ 755	Terrorism and Transnational Crime
ICJ 726	Drug Trafficking
ICJ 750	Special Topics in International Crime and Justice
CRJ 739	Crime Mapping
CRJ 759	Comparative Police Administration
CRJ 784	Organized Crime
CRJ 797	Homeland Security & International Relations
CRJ 713	White Collar Crime
CRJ 727	Cybercriminology
CRJ 744	Terrorism & Politics

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PAD 718 International Public Policy & Administration PAD 746 Comparative Public Administration PAD 772 International Inspection & Oversight PSY 729 Terrorism PSY 705 Victimology		CRJ 746 Terrorism & Apocalyptic Violence CRJ 798 Homeland Security & Terrorism PAD 718 International Public Policy & Administration PAD 746 Comparative Public Administration PAD 772 International Inspection & Oversight PSY 729 Terrorism PSY 705 Victimology **ICJ/SEC727 Information Technology and Cybercrime** **ICJ728 History of Genocide** **ICJ729 Organized Crime: An International Perspective**	
Sub-total: 24 credits **Electives:** 9 credits **Total credits required:** 36 credits		**Sub-total:** 24 credits **Electives:** 9 credits **Total credits required:** 36 credits	

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?