

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

COLLEGE COUNCIL

AGENDA & ATTACHMENTS

WEDNESDAY, FEBRUARY 17, 2021

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

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

February 17, 2021 – 1:40 pm
(Remote Conferencing via Zoom)

- I. Adoption of the Agenda
- II. Approval of the Minutes of the December 7, 2020 and December 9, 2020 College Council (Attachment A1 and A2), Pg. 3-10
- III. Approval of Members of the College Council Committees (Attachment B), Pg. 11-27

College Council

- Crystal Jackson will serve as a faculty representative for the Sociology Department.
- Thalia Vrachopoulos will serve as a faculty representative for Department of Art and Music.
- Atiba Rougier will serve as a faculty representative for the Department of Anthropology.
- **Charles Stone** will replace Catherine Mulder as an alternate faculty representative.
- Jose Perez and Maria Maxhari have resigned as student representatives.

Strategic Planning Subcommittee

- **Marie Springer** will replace Catherine Mulder on the committee.

Committee on Student Interests:

- Maria Maxhari has resigned from the committee as a student representative.

Committee on Student Evaluation of the Faculty:

- Jose Perez has resigned from the committee as a student representative.

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C24) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Academic Standards

C1. Academic Acceleration Workshop Model, Pg. 28

Programs

C2. Proposal to Revise the BS in Criminal Justice Management, Pg. 32

New Courses

C3. CJM 1XX (101) Introduction to Criminal Justice Management, Pg. 40

C4. CJM 3XX (301) Organizational Behavior & Management in Criminal Justice Agencies, Pg. 50

C5. POL 2XX Political Science Internship, Pg. 62

Course Revisions

C6. AFR 325 Research Methods in Human Services & Community Justice, Pg. 76

C7. MAT 141 Pre-Calculus, Pg. 80

C8. PAD Course Revision Memo (PAD 314, 343, 346, 348, 360, 404), Pg. 82

- C9. ESA 355 Geographic Info Systems for Emergency Services, Pg. 83
- C10. FIS 209 Analysis of Urban Hazardous Materials, Tactics & Strategy, Pg. 85
- C11. FIS 210 Fire Safety Administration, Pg. 87
- C12. FIS 319 Hazard Identification and Mitigation, Pg. 89
- C13. FIS 350 Management Applications in Fire Protection, Pg. 91
- C14. SEC 217 Cybercrime Investigations, Pg. 93
- C15. SEC 220 Terrorism, Security and Emergency Management, Pg. 95
- C16. SEC 307 Cyberpredators, Pg. 97
- C17. SEC 313 Cyberservice, Pg. 99
- C18. SEC 317 Cyberfraud and Identity Theft, Pg. 101
- C19. SEC 333 Intelligence and Counterintelligence, Pg. 103
- C20. POL 325 Politics of Transnational Crime, Pg. 105
- C21. POL 328 Politics of International Security, Pg. 107
- C22. POL 362 Terrorism & international Relations, Pg. 109
- C23. POL 371 American Politics Philosophy, Pg. 111
- C24. POL 389 Independent Study 300-level, Pg. 113

- V.** Report from the Committee on Graduate Studies (Attachment D) – Dean of Graduate Studies Elsa-Sofia Morote

New Graduate Course Proposal

- D. PSY 762 Transdiagnostic Mindfulness Treatment for Impulsive, Addictive, and Self-Destructive Behaviors, Pg. 115

- VI.** New Business
- VII.** Administrative Announcements – President Karol Mason
- VIII.** Announcements from the Student Council – President Amber Rivero
- IX.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- X.** 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

December 7, 2020

The College Council held its fourth meeting of the 2020-2021 academic year on Monday, December 7, 2020. The meeting was called to order at 1:47 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Benton, Ned; Bladek, Marta; Brownstein, Michael; Delgado-Cruzata, Lissette; Gordon Nembhard, Jessica; Green, Amy; Gutierrez, John; Haberfeld, Maria; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Parenti, Christian; Pastrana Jr., Antonio; Paulino, Edward; Suska, Marta-Laura; Sheehan, Francis; Velotti, Lucia; Wandt, Adam; Yu, Sung-Suk (Violet); Berezahnsky, Andrew; Bernabe, Franklyn; Chavez, Julio; Luna, Aileen; Tunkara, Fatumata; Perez, Jose; Rivero, Amber; Seodarsan, Katelynn; Solomon, Sharon; Loorkhoor, Elizebeth; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Hartigan, Ellen; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Mulder, Catherine; *Lee, Anru; *Caesar, Neil; *Mendez Garcia, Jan Luis; *Yambo, Kenneth; *Thomas, Alisa; *Carpi, Anthony; *Daniel Matos.

Absent: Johnson, Veronica; Ben Zid, Mohamed; Dapia, Silvia; Lapidus, Ben; Park, Hyunhee; *Concheiro-Guisan, Marta; *Maxhari, Maria;

Guests: Davis, Raeanne; Estrada, Alvin; Villanueva, Sumaya; Liao, Kim; Gentile, Katie; Munns, David; Jackson, Crystal; McKiever, Shavonne; Bolesta, Alexander; Szur, Kate; Arismendi, Malleidulid; Austenfeld, Anna; Balkissoon, Tony; Dora Silva Santana; Sidman, Andrew; Martinez, Isabel; McCormack, Tim; Ferdinand, Wynne; Killoran, Katherine; Maxwell, Jill;

* Alternates

I. Adoption of the Agenda

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

II. Approval of the Minutes of the November 12, 2020 College Council

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

III. 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.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments C1-C17) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

A motion was made to adopt the Proposal to Add Ability to Earn a Minor to Bulletin Info for 2nd Bachelor's Degree Students (C1.). The motion was seconded and approved unanimously.

New Courses

A motion was made to vote on the adoption of new courses marked C2-C5 as a slate. The motion was seconded and approved unanimously.

- C2. ENG 2XX (240) Technical Writing in Computer Science, Math & Science
- C3. ISP 1XX Creative Movements: How, When and Why They Happen (FC: Creative Exp)
- C4. ISP 1YY Murder: Historical & Cultural Perspectives (FC: Ind & Soc)
- C5. HIS 2XX History of Eugenics: (CO: Learn from Past)

A motion was made to adopt the new courses marked C2-C5. The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked C6-C17 as a slate. The motion was seconded and approved unanimously.

- C6. MAT 105 College Algebra
- C7. MAT 108 Social Science Mathematics
- C8. MAT 250 Elements of Mathematical Proof
- C9. POL 257 Comparative Politics
- C10. POL 260 International Relations
- C11. POL 308 State Courts & State Constitutional Law
- C12. POL 316 Politics of Rights
- C13. POL 406 Seminar & Internship in NYC Government
- C14. POL 407 NYS Assembly-Senate Session Program
- C15. POL 408 CUNY Washington, DC Summer Internship
- C16. POL 409 Colloquium for Research in Government & Politics
- C17. SOC 385 Selected Topics in Criminology

A motion was made to adopt the course revisions marked C6-C17. The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (Attachment D1-D2) – Dean of Graduate Studies Elsa-Sofia Morote

A motion was made to vote on the adoption of new courses marked D1-D2 as a slate. The motion was seconded and approved unanimously.

D1. ICJ/SEC XXX Cybercrime & Information Technology (International Crime and Justice M.A.)

D2. ECO 731 Economic Development (Economics M.A.)

A motion was made to adopt the new courses marked D1-D2. The motion was seconded and approved unanimously.

VI. Policy Resolution on Faculty Confidential Voting in Electronic Meetings (Attachment E) – Faculty Senate President Warren (Ned) Benton

A motion was made to adopt the Policy Resolution on Faculty Confidential Voting in Electronic Meetings. The motion was seconded and approved unanimously.

VII. Proposal to Unhouse Gender Studies Program from the Department of Interdisciplinary Studies (Attachment F) - Provost Yi Li

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

VIII. Student Council Resolution 15 “John Jay Student Council Call for Continuation of CR/NC Policy for Fall 2020” (Attachment G) – Student Council President Amber Rivero

The Council discussed the student Resolution and continuation of CR/NC Policy for Fall 2020. The Faculty Senate introduced the Proposed College Council Resolution from the Faculty Senate.

A motion was made to adopt the Proposed College Council Resolution from the Faculty Senate. The motion was seconded and approved.

In Favor: 46

Opposed: 0

Abstention: 1

IX. New Business

No new business was presented.

The meeting was adjourned at 3:14p.m.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

December 9, 2020

The College Council held its fifth meeting of the 2020-2021 academic year on Wednesday, December 9, 2020. The meeting was called to order at 1:47 p.m. and the following members were present: Alford, Schevaletta; Beckett, Elton; Benton, Ned; Ben Zid, Mohamed; Bladek, Marta; Brownstein, Michael; Delgado-Cruzata, Lissette; Gordon Nembhard, Jessica; Green, Amy; Gutierrez, John; Haberfeld, Maria; Herrmann, Christopher; Kaplowitz, Karen; King-Toler, Erica; Lau, Yuk-Ting (Joyce); Long, Alexander; Mak, Maxwell; Melendez, Mickey; Parenti, Christian; Pastrana Jr., Antonio; Paulino, Edward; Suska, Marta-Laura; Sheehan, Francis; Velotti, Lucia; Wandt, Adam; Yu, Sung-Suk (Violet); Lapidus, Ben; Park, Hyunhee; Dapia, Silvia; Berezansky, Andrew; Bernabe, Franklyn; Chavez, Julio; Luna, Aileen; Tunkara, Fatumata; Perez, Jose; Rivero, Amber; Seodarsan, Katelynn; Solomon, Sharon; Loorkhoor, Elizebeth; Alves, Catherine; Cortijo, Brian; Galloway-Perry, Rulisa; Winter, Janet; Byrne, Dara; Flower, Mark; Li, Yi; Mason, Karol; Hartigan, Ellen; Morote, Elsa-Sofia; *Balis, Andrea; *Binns, Chelsea; *Epstein, Jonathan; *Freiser, Joel; *Grant, Heath; *Mulder, Catherine; *Lee, Anru; *Mendez Garcia, Jan Luis; *Thomas, Alisa; *Carpi, Anthony; *Daniel Matos; and *Maxhari, Maria.

Absent: Johnson, Veronica; *Concheiro-Guisan, Marta; *Yambo, Kenneth; and *Caesar, Neil.

Guests: Pease, Allison; Bierman, Ben; Morales-Witten, Berlyn; Carbonell, Bettina; Wout, Daryl; Gates, Jay; Morin, Jose Luis; Sullivan, Larry; Booker, Teresa; Gutierrez, Vanessa; Davis, Raeanne; Estrada, Alvin; Munns, David; McKiever, Shavonne; Bolesta, Alexander; Szur, Kate; Arismendi, Malleidulid; Balkissoon, Tony; Sidman, Andrew; Killoran, Katherine; and Maxwell, Jill.

* Alternates

I. Adoption of the Agenda

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

II. Proposed College Council Resolution from the Faculty Senate (Attachment A)

The Faculty Senate presented the Proposed College Council Resolution adopted by the Faculty Senate on December 8, 2020.

A motion was made to adopt the Resolution. The motion was seconded.

The floor was opened for a discussion. The Council was presented with a revised version of the Faculty Senate Resolution with amendments discussed at the Executive Committee's meeting on 12/8/2020. The Council discussed the amendments.

A motion was made to adopt the College Council Resolution from the Faculty Senate with amendments up to the penultimate paragraph.

(Attachment: Final Version of the Resolution)

The motion was seconded and approved.

In Favor: 43

Opposed: 0

Abstention: 7

The meeting was adjourned at 3:30p.m.

College Council Resolution from the Faculty Senate on Fall 2020 CR/NC Policy

Adopted December 9, 2020

Whereas, The Student Council of John Jay College of Criminal Justice adopted a resolution on November 12, 2020, that clearly and forcefully articulates the very serious challenges and risks for student academic success that have been created by the transition to fully online and distance learning modalities necessitated by the COVID-19 pandemic, and

Whereas, The Student Council resolution calls for the extension of the *Flexible Grading Policy* (aka the Credit/No Credit Policy) enacted by CUNY for the Spring 2020 semester, and

Whereas, CUNY did not extend the Credit/No Credit Policy for the Summer 2020 or Fall 2020 semesters, and

Whereas, on December 7, 2020, Vice Chancellor Cruz communicated that colleges are to adopt one of the following three options:

1. Allow the use of CR/NC grades for all Fall 2020 courses as in the Spring 2020 term.
2. Allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.
3. Do not allow the use of CR/NC grades in Fall 2020 but expand access to the college's existing flexible grading policies using the University's P/NC grading framework.

Whereas, the communication by Vice Chancellor Cruz specified that in extending the Spring 2020 CR/NC Policy to the Fall 2020 term, the University is also extending to all colleges the provision in said policy stating that "students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy." And as was administratively determined for Spring 2020, consistent with the intent of the University's COVID-19 CR/NC Policy for students transferring to CUNY from outside the University, the University will honor and transfer in binary grades for all courses taken in Spring and Fall 2020 that would normally transfer, without negative impact on admission, transfer credit or degree requirements. This provision must be honored even if colleges choose to expand access to their own flexible grading policies using the P/NC grading framework.

Whereas, the communication by Vice Chancellor Cruz further specified that in extending the Spring 2020 CR/NC Policy to the Fall 2020 term, it is also extending to all colleges the provisions of the Special COVID-19 Graduate Admissions Policy approved by the Board of Trustees on April 27, 2020, which seek to ensure that "in evaluating future candidates for admission into graduate programs, they will not disadvantage students who present P (pass) or CR (credit) grades in their transcripts for courses specifically taken during Spring 2020 and other terms which could be affected by the COVID-19 pandemic — regardless of whether their institutions imposed a flexible or similar grading policy for all students or gave them the choice to opt-in" and that to this end "all University graduate admissions committees shall adjust their selection

processes to honor this commitment while keeping with the norms of their specific programs and corresponding disciplines.” These provisions must be honored even if colleges choose to expand access to their own flexible grading policies using the P/NC grading framework.

Whereas, the Credit/No Credit policy enacted for the Spring 2020 semester was enacted in the context of waivers enacted at the federal and state level that protected students from the potentially negative consequences of the policy for financial aid, for Veterans’ benefits eligibility, for transferability of courses, and for graduate and professional program admission, waivers that are no longer in effect.

Whereas, the communication by Vice Chancellor Cruz further specified that colleges “must develop and implement a broad communications and advising plan to ensure equitable access to the localized policy to students and informed implementation to faculty and staff.”

Therefore, the College Council calls on John Jay academic and administrative leaders and college faculty to

- respond with empathy and concern for John Jay’s undergraduate and graduate students facing challenges that may impair their academic success;
- apply discretion in registration and academic standing reviews where it is within the discretion of college officials to defer the implementation of deadline and academic standing decisions;
- extend, when possible, the deadlines of policies designed to help students who are challenged in their academic work; and
- promote access to programs and services that enable students to successfully complete classes with additional support.

Therefore, and furthermore, the College Council, acting on the recommendation of the Undergraduate Committee on Academic Standards and Curriculum and the Committee on Graduate Studies, adopts Option 2 to “allow the use of CR/NC grades for all Fall 2020 courses except those the college designates to be excluded.” The courses to be excluded will be identified by the Undergraduate Committee on Academic Standards and Curriculum and the Committee on Graduate Studies, upon the advice of departments and programs. The choice of courses, if any, for exclusion from the Fall 2020 CR/NC Policy by the Undergraduate Committee on Academic Standards and Curriculum and the Committee on Graduate Studies shall not require approval by the College Council. Without limiting the authority and discretion of those bodies, the Council notes that courses appropriate for exclusion may include, but are not limited to, courses that are prerequisites to subsequent courses that require specific levels of competency and knowledge that are essential for academic success in the subsequent course.

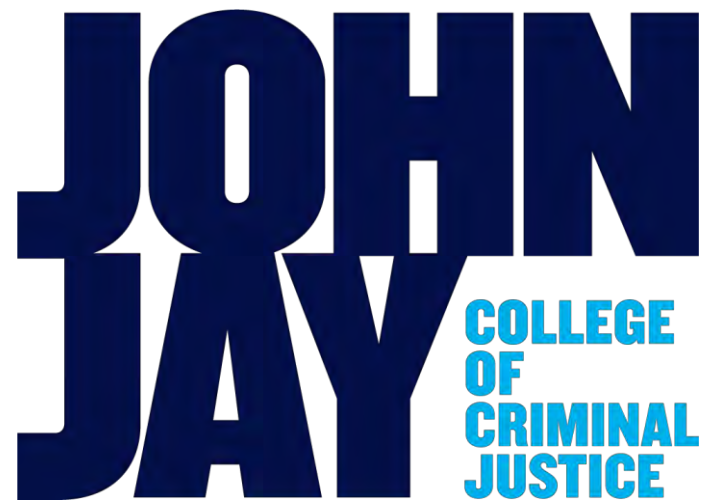
Therefore, and furthermore, the College Council calls upon all faculty, staff and student leaders to be robust and proactive allies of all students. Students considering opting for a *Fall 2020 CR/NC* grade should be directed to appropriate resources and personnel in order to be informed of the known, and there may be unknown, potential negative and unintended

consequences of opting for a *Fall 2020 CR/NC* grade. The central administration in CUNY and John Jay College cannot foresee the full universe of potential negative consequences that may result from the *Fall 2020 CR/NC* policy, which may include, among others, the possible loss of TAP for the subsequent semester; the possible loss of PELL; the possible requirement to repay PELL funds received for the semester; the possible loss of scholarships; the possible loss of immigration status; the possible loss of Veterans' benefits; the possible non-transferability of courses outside of CUNY; the possible negative effect on licensure; the possible negative effect on graduate and professional school admission; and the possible negative effect on competitiveness within the job market.

Therefore, and furthermore, the College Council calls on the student body to proactively prepare by assessing their future academic and career goals, and by meeting with faculty and student advisors, and members of key student support service areas such as financial aid, particularly when deciding whether to take advantage of the *Fall 2020 CR/NC* option for an individual course.

Therefore, and furthermore, the College Council calls on the John Jay administration to provide a structured informed consent protocol to be completed by students before electing a *Fall 2020 CR/NC* grade.

Therefore, and furthermore, the College Council calls on the Faculty Senate, the Student Council, college administrators, and John Jay academic policy committees to continue to study and propose ways to implement for the Spring 2021 Semester, and beyond, local policies and procedures that allow students to resolve academic challenges without exposing students to harmful and unintended consequences of *Fall 2020 CR/NC* grades.



College Council
Membership

&

College Council
Committees

2020-2021

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College Council Membership

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

Administration

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

- 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
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Faculty

- a. Full-time faculty elected from each academic department:
- | | |
|--|-------------------------|
| 7. Africana Studies | Jessica Gordon-Nembhard |
| 8. Anthropology | Atiba Rougier |
| 9. Art & Music | Thalia Vrachopoulos |
| 10. Communications & Theatre Arts | Elton Beckett |
| 11. Counseling | Mickey Melendez |
| 12. Criminal Justice | Violet Yu |
| 13. Economics | Christian Parenti |
| 14. English | Alexander Long |
| 15. History | Edward Paulino |
| 16. Interdisciplinary Studies | Amy Green |
| 17. Latin American & Latinx Studies | John Gutierrez |
| 18. Law, Police Science & Criminal Justice | Christopher Herrmann |
| 19. Library | Marta Bladek |
| 20. Mathematics & CS | Mohamed Ben Zid |
| 21. Modern Language & Literature | Silvia Dapia |
| 22. Philosophy | Michael Brownstein |
| 23. Political Science | Maxwell Mak |
| 24. Psychology | Veronica Johnson |
| 25. Public Management | Adam Wandt |
| 26. Sciences | Joyce Lau |
| 27. Security, Fire & Emergency Management | Lucia Velotti |
| 28. SEEK | Erica King-Toler |
| 29. Sociology | Crystal Jackson |

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

- | | |
|--|----------------------------|
| 30. English | Karen Kaplowitz |
| 31. History | Hyunhee Park |
| 32. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Habersfeld |
| 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. Andrea Balis	5. Joel Freiser
2. Chelsea Binns	6. Heath Grant
3. Marta Concheiro-Guisan	7. Anru Lee
4. Jonathan Epstein	8. Charles Stone

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 the College Council’s quorum only during the absence of a permanent higher education officer representative:**

1. Neil Caesar	2. Alisa Thomas
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Students

- | | |
|---|--------------------|
| 41. President of the Student Council | Amber Rivero |
| 42. Vice President of the Student Council | Andrew Berezhansky |
| 43. Treasurer of the Student Council | Franklyn Bernabe |
| 44. Secretary of the Student Council | Aileen Luna |
| 45. Elected At-Large Representative | Fatumata Tunkara |
| 46. Elected graduate student representative | Sharon Solomon |
| 47. Elected senior class representative | Julio Chavez |
| 48. Elected junior class representative | Katelynn Seodarsan |
| 49. Elected sophomore class representative | Vacant |
| 50. Freshman representative designated according to a method duly adopted by the Student Council. | Elizebeth Lookhoor |

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

1. Jan Luis Mendez Garcia	3. Vacant
2. Kenneth Yambo	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
- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- President of the Faculty Senate Warren (Ned) Benton
- Vice-President of the Faculty Senate Karen Kaplowitz
- Two (2) other members of the Faculty Senate
 1. Andrea Balis
 2. Francis Sheehan
- President of the Higher Education Officers Council Brian Cortijo
- Vice-President of the Higher Education Officers Council Vacant
- President of the Student Council Amber Rivero
- Vice-President of the Student Council Andrew Berezghansky

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li

- Interim Vice President for Finance and Administration Mark Flower
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan

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

Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Assistant Dean of Undergraduate Studies Katherine Killoran
- Registrar Daniel Matos
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years
 1. Africana Studies Crystal Endsley
 2. Anthropology Edward Snajdr
 3. Art and Music Erin Thompson
 4. Communication & Theater Arts Lorraine Moller
 5. Counseling and Human Services Vacant
 6. Criminal Justice Valerie West
 7. Economics Zhun Xu

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	Suzanne Oboler
13. Law, Police Science & CJA	Beverly Frazier
14. Mathematics & Computer Science	Michael Puls
15. Modern languages & Literature	Maria Julia Rossi
16. Philosophy	Sergio Gallegos
17. Political Science	Ke Li
18. Psychology	Kelly McWilliams
19. Public Management	Judy-Lynne Peters
20. Sciences	Angelique Corthals
21. Security, Fire & Emergency Management	Lucia Velotti
22. SEEK	Virginia Diaz-Mendoza
23. Sociology	Fall: Henry Pontell Spring: Jana Arsovska

- 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. Tayvhon Pierce
 3. Ciomara Dominguez

Committee on Student Interests

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

- Assistant Vice President and Dean of Students (Chairperson) Michael Sachs
- Director of Athletics Mark Francis
- Senior Director for Student Affairs Danielle Officer
- Two (2) members of the faculty
 1. Ellen Belcher
 2. Nicole Elias
- Six (6) students
 1. Jan Luis Mendez Garcia
 2. Julia Jacobellis
 3. Esther Sompolinsky
 4. Michaela D'Argenio
 5. Kayla Noll
 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. Thurai Kugan

- 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. Michael Scaduto
 2. Electra (Nikki) Gupton
 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. Sharon Solomon
 2. Pedro Hernandez
 3. Rhojay Brown
 4. Luis Sanchez
 5. Avijit Roy
 6. Hashaam Shahzad

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 | Alisse Waterston |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | David Munns |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Peter Moskos |

13. Library	Larry Sullivan
14. Mathematics and Computer Science	Douglas Salane
15. Modern Languages and Literatures	Vicente Lecuna
16. Philosophy	Jonathan Jacobs
17. Political Science	Andrew Sidman
18. Psychology	Daryl Wout
19. Public Management	Warren Eller
20. Sciences	Shu-Yuan Cheng
21. Security, Fire and Emergency Management	Charles Nemeth
22. SEEK	Monica Son
23. Sociology	Robert Garot

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Schevaletta (Chevy) Alford, Associate Professor, SEEK
 2. Marta Bladek, Associate Professor, Library
 3. Paul Narkunas, Associate Professor, English

- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
 1. Warren (Ned) Benton, Professor, Public Management
 2. Gail Garfield, Professor, Sociology
 3. Maria (Maki) Haberfeld, Professor, Law & Police Science

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

Budget and Planning Committee

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

- | | |
|---|-------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Interim Vice President for Finance and Administration | Mark Flower |

- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Interim Associate Provost for Institutional Effectiveness Allison Pease
- 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 Vacant
- Vice President for Institutional Advancement Robin Merle
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Two (2) members chosen by the faculty senate
 1. Maki Haberfeld
 2. Erica King-Toler
- Chairperson of each academic department
 1. Africana Studies Teresa Booker
 2. Anthropology Alisse Waterston
 3. Art and Music Benjamin Bierman
 4. Communication and Theater Arts Seth Baumrin
 5. Counseling and Human Services Katherine Stavrianopoulos
 6. Criminal Justice Brian Lawton
 7. Economics Geert Dhondt
 8. English Jay Gates
 9. History David Munns
 10. Interdisciplinary Studies Katie Gentile
 11. Latin American and Latinx Studies Jose Luis Morin
 12. Law, Police Science, and Criminal Justice Administration Peter Moskos
 13. Library Larry Sullivan
 14. Mathematics and Computer Science Douglas Salane
 15. Modern Languages and Literatures Vicente Lecuna
 16. Philosophy Jonathan Jacobs
 17. Political Science Andrew Sidman
 18. Psychology Daryl Wout
 19. Public Management Warren Eller
 20. Sciences Shu-Yuan Cheng
 21. Security, Fire and Emergency Management Charles Nemeth
 22. SEEK Monica Son
 23. Sociology Robert Garot
- President of the Higher Education Officers Council Brian Cortijo
- Two (2) higher education officer representatives
 1. Catherine Alves
 2. Eli Cohen
- President of the Student Council or designee Amber Rivero
- Treasurer of the Student Council or designee Franklyn Bernabe
- Additional student representative Tayvhon Pierce
- Additional student representative Gregory Kirsopp

- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 1. Anthony Chambers
 2. Vacant

Financial Planning Subcommittee

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

- | | |
|---|---------------------|
| • Interim President of Finance and Administration (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 | Vacant |
| • Chair of the Higher Education Officers Council | Brian Cortijo |
| • Student representative | Saaif Alam |
| • Student representative | Franklyn Bernabe |

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

Strategic Planning Subcommittee

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

- | | |
|---|---------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Interim Associate Provost for Institutional Effectiveness | Allison Pease |
| • Interim Vice President of Finance and Administration | 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 <ol style="list-style-type: none"> 1. Heath Grant 2. Marie Springer | |
| • Chair of the Council of Chairs | Jay Gates |
| • Two (2) representatives chosen by the Council of Chairs | |

1. Warren Eller
2. Monica Son
- President of the Higher Education Officers Council Brian Cortijo
- Two (2) student representatives
 1. Amber Rivero
 2. Aiisha Qudusi

The Director of Institutional Research, Ricardo M. Anzaldúa 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:

- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Dean of Graduate Studies (Chairperson) Elsa-Sofia Morote
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
 1. Criminal Justice Heath Grant
 2. Digital Forensics and Cybersecurity Doug Salane
 3. Economics Ian Seda
 4. Emergency Management Charles Jennings
 5. Forensic Mental Health Counseling Chitra Raghavan
 6. Forensic Psychology Diana Falkenbach
 7. Forensic Psychology BA/MA Program Charles Stone
 8. Forensic Science Mechthild Prinz
 9. Human Rights Charlotte Walker-Said
 10. International Crime and Justice Gohar Petrossian
 11. Protection Management Robert McCrie
 12. MPA: Public Policy and Administration Yi Lu
 13. MPA: Inspection and Oversight Dan Feldman
 14. Security Management Charles Nemeth
- Two (2) graduate students
 1. Cassandra Rodriguez
 2. Ruby Orth

Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
 1. Keith Markus
 2. Cristopher Herrmann
 3. Daniel Yaverbaum
 4. Violet Yu
- Two (2) students
 1. Vacant
 2. Jayvhon Thomas

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

Provost Advisory Council

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

- | | |
|--|---------------------------|
| • Provost and Vice President for Academic Affairs (Chairperson) | Yi Li |
| • Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost | Kinya Chandler |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Chairperson of each academic department | |
| 1. Africana Studies | Teresa Booker |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Geert Dhondt |
| 8. English | Jay Gates |
| 9. History | David Munns |
| 10. Interdisciplinary Studies | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose Luis Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Peter Moskos |
| 13. Library | Larry Sullivan |

14. Mathematics and Computer Science	Douglas Salane
15. Modern Languages and Literatures	Vicente Lecuna
16. Philosophy	Jonathan Jacobs
17. Political Science	Andrew Sidman
18. Psychology	Daryl Wout
19. Public Management	Warren Eiler
20. Sciences	Shu-Yuan Cheng
21. Security, Fire and Emergency Management	Charles Nemeth
22. SEEK	Monica Son
23. Sociology	Robert Garot

Council of Undergraduate Program Coordinators

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Coordinators of Undergraduate Majors
 1. Anthropology Ed Snajdr
 2. Applied Mathematics: Data Science & Cryptography Samuel Graff
 3. Cell & Molecular Biology Jason Rauceo
 4. Computer Science and Information Security Kumar Ramansenthil
 5. Criminal Justice (B.A.) Evan Mandery
 6. Criminal Justice (B.S.) Eugene O'Donnell
 7. Criminal Justice Management Henry Smart
 8. Criminology (B.A.) Andrew Karmen
 9. Culture and Deviance Studies Shonna Trinch
 10. Dispute Resolution Maria Volpe
 11. Economics Geert Dhondt
 12. English Olivera Jokic
 13. Emergency Services Administration Robert Till
 14. Fire Science Robert Till
 15. Forensic Psychology (B.A.) Silvia Mazzula*
 16. Forensic Science (B.S.) Angela Crossman*
 17. Fraud Examination and Financial Forensics Jennifer Rosati
 18. Gender Studies David Shapiro
 19. Global History (B.A.) Crystal Jackson
 20. Humanities and Justice Anissa Helie
 21. Human Services and Community Justice Allison Kavey
 22. International Criminal Justice Nancy Velazquez-Torres
 23. Latin American and Latinx Studies Rosemary Barberet
 24. Law and Society Brian Montes
 25. Legal Studies Ke Li*
 26. Jamie Longazel*
 27. Andrew Sidman

26. Library	Karen Okamoto
27. Philosophy	Amie Macdonald
28. Police Studies	Arthur Storch
29. Political Science	Brian Arbour
30. Public Administration	Elizabeth Nisbet
31. Security Management	Robert McCrie
32. Sociology	Janice Johnson-Dias
33. Spanish	Aida Martinez-Gomez
34. Toxicology	Shu-Yuan (Demi) Cheng

*Co-coordinators

Committee on Honors, Prizes and Awards

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

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson) Ellen Hartigan
- Assistant Vice President and Dean of Students Michael Sachs
- Senior Director for Student Affairs Danielle Officer
- Three (3) full-time members of the faculty
 1. Kate Cauley
 2. Anru Lee
 3. Hung-Lung Wei
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
 1. Talia Salamatbad
 2. Fernanda Lujan
 3. Marco Alba

College-Wide Grade Appeals Committee

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

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

College-Wide Assessment Committee

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

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

Special Committee of the College Council Committee on Faculty Elections

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

1. Maria Kiriakova
2. Matluba Khodjaeva
3. Hyunhee Park
4. Maureen Richards
5. Vacant

PROPOSAL

TO: UCASC Policies and Standards Subcommittee

FROM: Wynne Ferdinand, Director of General Education and Educational Partnerships

RE: Academic Acceleration Workshops Format and Grading Procedures

DATE: 12/11/20

Proposed Policy Statement for Bulletin 2021-22

Academic Acceleration Workshops are a non-credit bearing academic intervention for students who earned a D or F grade in a major gateway or general education course. The intervention occurs during winter or summer intersession immediately following the semester where the D or F grade was earned. Eligible students are identified by faculty and the criteria is established by the academic department offering the workshop, in partnership with the Office of Undergraduate Studies. Upon successful completion of workshop requirements, students are eligible for a grade change upon the recommendation of the faculty member overseeing the program.

Rationale for Academic Acceleration Workshop Policy

This proposal is necessary to codify the grade change process for students who complete academic acceleration workshops. While the intervention can continue without this policy, formalizing it allows the Registrar's Office, Undergraduate Studies, and participating departments to simplify the grade change process and authenticate the approach for auditing purposes. Included below is a rationale for the intervention, a description of the proposed grade change process, an overview of the workshop format, and details about students' eligibility to participate.

When students do not successfully complete a gateway or major prerequisite like English Composition 101 or College Algebra MAT 105, they are at major risk of losing momentum and are likely to lag behind for the rest of their academic journey. Academic Acceleration Workshops (AAW) afford eligible students the opportunity to deepen their knowledge of core academic concepts, increase and sustain credit accumulation, and improve cumulative GPA to maintain satisfactory progress towards their degree without incurring additional costs or use of financial aid.

AAW are a non-credit bearing intervention for students to improve upon an unsuccessful grade earned in a major gateway or general education course during the semester. Students who earned a D or F during the semester are eligible to complete the workshop and this is determined by the faculty teaching these courses. On average, eligible D or F students will earn a grade of a C (satisfactory) in a course.

To date, AAWs have been piloted by the English department, for ENG 101, and in the Math and Computer Science Department for MAT 105. The outcomes of the AAWs are promising, as an example, in the winter 2020 English AAW pilot, 83% of participants earned a passing grade of C- or better. While the number of students participating has been small, their benefits are significant to both the individuals who participate and maintain satisfactory progress and to the college in meeting the academic momentum objectives for core courses included in CUNY's Performance Metrics.

Grade Change Process

When faculty complete an AAW referral form, they will also indicate the student's current grade. As usual, the faculty member will assign that grade to students by the grading deadline for the semester. The workshop referral form serves as certification that a student is eligible for a grade change. The faculty workshop facilitator for the AAW is charged with determining the new grade for each student who participates. The new grades are then sent to the Registrar's Office. See appendix B for additional details on the proposed grade change process.

Workshop Offerings & Format

AAW require at least 20 and up to 30 hours of active student engagement, including participation in virtual or in-person synchronous workshop sessions, homework and assignment completion, and attendance at academic support and advising activities. Depending on the nature of the course, students may complete diagnostic activities to identify skills or concept development needs, assignments and readings to master difficult concepts, revise or complete missing assignments, or other activities to successfully resolve course learning gaps. Departmental faculty will collaborate with the Office of Undergraduate Studies, including staff from advising, academic support centers, and cohort programs to integrate academic activities with student success supports.

All AAW will have a workshop syllabus that includes information about the instructor, workshop format and learning objectives, grading structure, participation requirements, and calendar of readings, assignments, activities or other features. The workshop facilitator is a faculty member who regularly teaches the course for which the workshop is offered.

Student Eligibility

Academic Acceleration Workshops serve a limited, targeted group of students who are referred by their faculty. AAW participants must meet the following requirements:

- 1) completed a majority of the activities and coursework required to earn a grade in the course;
- 2) be eligible to earn a letter grade of D or F;
- 3) not have withdrawn from the course or earned a WU or WN; and

4) be registered for courses in the next semester following the workshop.

Students may only participate in the AAW offered in the first intercession following enrollment in the fall or spring version of the course.

See appendix A for recent grade outcomes for high enrollment, high D/F courses: these figures represent the group of students who would typically be reviewed for eligibility to participate in AAW.

To date this success initiative has been funding dependent. It requires significant resources and investment of faculty time. Thus, it has been small (n=~30 student participants in 2020), yet impactful.

Funding & Development

Undergraduate Studies provides funding for the workshop, subject to availability of funding and student needs. Departmental faculty collaborate with Undergraduate Studies to develop AAW interventions for courses where a significant number of students might benefit.

Appendix A

D or F Grade Outcomes Fall 2018

Course	Enrolled	# Students Earned D or F	% Eligible for Academic Acceleration Workshops (before faculty review)
MAT 105	1495	269	18%
MAT 108	493	75	15%
ENG 101	1651	132	8%
PSY 101	634	115	18%

D or F Grade Outcomes Fall 2019

Course	Enrolled	# Students Earned D or F	% Eligible for Academic Acceleration Workshops (before faculty review)
MAT 105	1442	393	27%
MAT 108	420	53	13%
ENG 101	1806	165	9%
PSY 101	645	111	17%

Appendix B

Grading Procedures

When faculty complete a referral form for students, they will also indicate the grade a student will earn for the semester. The faculty member will assign that grade in CUNYFirst to students by the grade deadline for the semester. The workshop referral form serves as certification from the faculty member that a student is eligible for a grade change. The faculty facilitator for the AAW is charged with determining the new grade for each student who participates.

Based on students' successful completion of workshop, the facilitator will determine what new grade the student is eligible to earn. The workshop facilitator will receive a grade change roster from Undergraduate Studies on the last day of the academic acceleration workshop. Following receipt of the roster, they will have 5 business days to determine students' revised grade and submit via to the Office of Undergraduate Studies and the Registrar.

Following receipt of the grade change roster, the Registrar staff will complete change of grades in CUNY First for all eligible students by the third week of the following semester. While grade changes are pending, the Office of Undergraduate Studies will facilitate course registration permissions for students interested in courses with prerequisites as needed.

John Jay College of Criminal Justice
Committee on Undergraduate Curriculum and Academic Standards

Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to kkilloran@jjay.cuny.edu.

1. **Date submitted:** August 31, 2020
2. **Department or program proposing these revisions:**
 - a. **Name and contact information of proposer(s):** Denise D. P. Thompson & Henry Smart III
 - b. **Email address of proposer:** dthompson@jjay.cuny.edu
 - c. **Phone number:** 570 350 5262
3. **Name of major, minor or certificate program being revised:** **Criminal Justice Management BS**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: Public Management Curriculum Committee also the full faculty at our Department's Strategic Planning Meeting in September 2019.
 - a. Please provide the meeting date: 9/25/2019 (Strategic Planning Meeting) and 10/2/2019 (Public Management Curriculum Committee Meeting):
 - b. Name of department chair or major/minor coordinators approving this proposal: Warren Eller, Chair, Department of Public Management
Denise Thompson, Major Coordinator, CJM Program
5. **Please describe the curriculum changes you are proposing:**
(narrative or bullet points are acceptable as long as there is adequate explanation)

We have built a spine for the program that incorporates the following courses: Introduction to Criminal Justice Management (101), Introduction to Research Methods (200-level), Organization Behavior and Management in Criminal Justice Agencies (300 level), Professional Ethics (400 level), and Institutional Racism (from another department – AFR 237). These courses are all new courses for which syllabi have been developed with the exception of AFR 237, which is housed in Africana Studies. These new courses will have the CJM designation. None of our courses in the existing major currently bears that designation.

We have also revised the Capstone course (PAD 445) to focus more centrally on supervision, management and leadership and have revised the Justice Planning and Policy course (PAD 348) to become Justice Planning and Program Evaluation, which we believe better reflects the focus on management. We have added PAD 346 Human Resources from PAD among our electives.

We have reintroduced Stats 250 as an elective in the major, which not only complements our methods course but could also be substituted for MAT 108 Social Science Math for transfer students. It is worth noting here that most of our students are transfers.

The total credits in the major now stands at 48 up from 39; General Education remains at 42 credits and electives now stand at 30 credits down from 39.

6. Please provide a rationale for the changes:

(narrative format to go to CUNY and NYSED reports)

Criminal Justice Management is one of three distinct undergraduate programs in the Public Management Department at John Jay College of Criminal Justice (Public Administration and Fraud Examination and Financial Forensics are the other two). Criminal Justice Management professionals are responsible for administering, managing, and leading different aspects of their organizations including conducting general supervision, managing cost and work processes, recruiting, training, establishing operational policies in criminal justice agencies. Our graduates must also ensure compliance with relevant local, state, and federal laws. This revised program moves away from a focus on policy analysis to one focused on developing students' pedagogical and experiential knowledge and skills in supervision, management, and leadership. The revised program is also meant to build students' appreciation for ethical principles in professional settings and introduces them to institutional racism. These courses must be guiding principles for supervisors and managers who aspire to build a more just society in the 21st Century.

Although there are three distinct programs in the Public Management department, the curriculum looked more like two. The Criminal Justice Management (CJM) and Public Administration (PAD) curricula are almost identical. We need to better distinguish them to serve the intended purpose. In addition, students now pursuing the CJM BS do not receive the depth of knowledge that would adequately prepare them for a path in criminal justice management careers or equip students to pursue graduate work after college. Importantly, the depth of study is lacking when compared to other liberal arts degrees at the college.

Realizing this, we set out to develop a distinct CJM program that makes our students more competitive either to enter CJM careers or to undertake advanced study post-graduation. Our revision was driven by the following questions:

- a. What do we want our students to know?
- b. How do we deliver it?

The challenges of career preparation and leadership development in the 21st century are complex. Employers have communicated time and again that there is a gap between the readiness of new college graduates and the expectations of employers. That gap comes in the form of both technical skills (hard skills) and transferable skills (soft skills). (Peck and Preston, 2018). Our motivation to revise the CJM coursework

was driven, then, by a need to make CJM students career or graduate school ready by focusing on building a set of competencies that would make them more able to effectively compete in the criminal Justice management terrain either through work or continued study. As such, *the revision focused on:*

a. Knowledge based competencies (National Association of Colleges and Employers, 2019):

- *Critical Thinking/Problem Solving:* Exercise sound reasoning to analyze issues, make decisions, and overcome problems: ~100% Percent of employers that deem critical thinking/problem solving as very to extremely essential in new hires (Job Outlook 2019)
- *Professional Ethics:* setting and requiring a high standard of ethics, organizations are setting their employees up for success; clearly defined code of ethics for both the organization and its employees; ethical decision making; operating practices that are governed by ethical standards; understand that there is no black and white answers, instead grey areas where the answers aren't so simple.
- *Decision-making:* solicit feedback, evaluate, and revise information to make sound decisions. In doing so, recognize the differences among facts, opinions, and judgments and recognize and meaningfully respond to logical fallacies
- *Questioning:* Ask relevant, detailed, and probing questions; make connections among disciplines of study; apply learning
- *Global/Intercultural Fluency:* Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.
- *Oral/Written Communications:* Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization.
- *Digital Technology:* Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

b. Career readiness competencies (Soft Skills)

- *Teamwork/Collaboration:* Build collaborative relationships with colleagues and cohort representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints: ~ 70.1% of employers rate students as very/extremely proficient in teamwork competency (Job Outlook 2019).
- *Professionalism/Work Ethic:* Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and

time workload management, and understand the impact of non-verbal communication on professional work image. ~ Internships

- *Leadership*: Leverage the strengths of others to achieve common goals; and use interpersonal skills to coach and develop others.
- *Career Management*: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals; and, identify areas necessary for professional growth.

7. How do these proposed changes affect other academic programs or departments?

- a. Which program(s) or department(s) will be affected?

The following programs might be affected by our revisions:

- Public Administration
- Africana Studies
- Sociology
- Law and Police Science

8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments

First PAD 101 is no longer a required course for the CJM majors although it can be used as a substitution for CJM 101. Discussions with Warren Eller (Chair of PAD), Major coordinator of the PA program and the department's curriculum committee show no significant impact to the PA program.

Second, AFR 237 is now a required course. Consultation with the Chair Teresa Booker (early September 2020) shows that with advanced planning, our students can be accommodated without significant burden on the department.

Third, Sociology (SOC 213: Sociology of Race and Ethnic Relations) and LAW and Political Science (LAW 313/POL 313: Law and Politics of Race Relations) are two diversity courses that we added as electives. Additionally, Discussions were had with both departments (Peter Moskos and Heath Grant for LAW/POL 313 as they staff the course; Jean Carmalt and, Andrew Sidman for Political Science. From Sociology, Robert Garot noted that he was sure they could accommodate our students, providing they receive the information in advance so that they can plan. They asked us to work with their Higher Education Officer, Alisa Thomas, and Deputy Chair in charge of scheduling, Richard Ocejo to best insure we can meet your department's needs. (1/7/2020 11:35 AM)

Fourth, students will take MAT 108 Social Science Math as their Gen Ed math to enhance their quantitative reasoning skills. STA 250 will be an elective in the major. Students interested in pursuing a graduate degree will be advised to take statistics.

Other activities [partners]:

PAD Curriculum Committee: We have had several meetings and discussions with the curriculum committee about the revision. The Curriculum Committee has approved the changes to the existing CJM curriculum.

Meeting with Kathy Killoran and Dean Byrne, Allison Pease, Dyanna Pooley, Gina Foster, -about the approach to the revision and its workability. The revisions were seen as needed not only because they would improve the major, but also because they could ease the burden on the Criminal Justice program that has grown exponentially over the years.

Meeting with Chantelle Wright, Careers. Discussion to see how and where we can embed career preparation prior to the internship.

Meeting with Kathryn Crawford (Associate Director of Experiential Learning) and Cristina DiMeo (LEAP Manager) on internship preparation.

9. **Please attach the current bulletin information** for the program reflecting the proposed changes. (Kathy Killoran (kkilloran@jjay.cuny.edu) will provide you a copy in Word format upon request).

See below

Criminal Justice Management, Bachelor of Science (with Revisions)

Criminal Justice Management is an **interdisciplinary** major that focuses on the development of leadership, supervision, and analytic skills of students who aspire to **supervisory** and executive positions in the criminal justice system including ~~such as~~ law enforcement agencies, **federal and state agencies**, correctional facilities, and courts. The major is ~~designed to introduce students to the American criminal justice system,~~ exposes students to management **concepts content and methods** ~~issues that are grounded in~~ introduce ethical **principles and** considerations, and provides students with the ~~basic~~ academic and practical ~~management~~ skills necessary to **succeed in** ~~that are necessary~~ for supervisory and executive positions.

Learning Outcomes. Students will:

1. Identify core management and administrative challenges that affect the delivery of services by criminal justice organizations.
2. Explain the political, economic, legal, and social environments in which criminal justice agencies operate.
3. **Identify and respond to ethical standards within criminal justice organizations.**
4. **Analyze and** synthesize information and use analytical approaches in designing appropriate courses of action for management-related problems in criminal justice agencies.
5. Design basic planning, decision-making, and management activities in public, private, or nonprofit criminal justice organizations.
6. **Evaluate, generate,** organize and communicate information to a diverse workforce and citizenry **using tools such as** ~~by means of~~ oral presentations, written documents, presentation graphics, and online tools ~~techniques~~.
7. **Describe a basic career progression within law enforcement, the courts, and corrections.**
8. ~~Observe and identify examples of decision-making, leadership and management skills in public, private, or non-profit criminal justice organizations.~~
9. ~~Distinguish which policies and practices adversely impact people of color and other marginalized groups.~~

Credits Required.

Criminal Justice Management Major	<u>48</u>
General Education	<u>42</u>
Electives	<u>30</u>
Total Credits Required for B.S. Degree	120

~~**Prerequisite. POL 101.** This course fulfills the Flexible Core: U.S. Experience in its Diversity area of the general education requirements.~~

Coordinator. Professor Denise Thompson, Department of Public Management
(dthompson@jjay.cuny.edu)

Advisor. Ms. Yvonne Purdie, Department of Public Management (212.237.8554, ypurdie@jjay.cuny.edu)

Advising information. [Advising Resources Page](#) including a Sample Four-year Advising Plan of Study.

Baccalaureate/Master's Program in Criminal Justice Management. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's degree in criminal justice management, and either a Master's degree in Criminal Justice or the Master of Public

Administration degree. For additional information, see [BA/MA webpage](#) or email: bamadirector@jjay.cuny.edu.

Additional information. Students who enroll for the first time at the College or changed to this major in September ~~2021~~ 2014–or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2021-22 ~~2014–2015~~ Undergraduate Bulletin.

Part One. Foundation Courses

Subtotal: 15 cr.

Required

CJBS 101 – Introduction to the American Criminal Justice System

CJM 1XX (101) Introduction to Criminal Justice Management (new prefix)

AFR 237 Institutional Racism

ENG 235 Writing for Management, Business and Public Administration (moved from Part II)

LAW 203 Constitutional Law

PAD 101 Intro to Public Administration

Advisors Recommendation: Students should take MAT 108 Social Science Math or higher (MAT 141 or 241 or 242 or STA 250) to satisfy the Required Core: Math and Quantitative Literacy area of Gen Ed Program.

Part Two. Management Courses

Subtotal: ~~21 cr.~~ 12 cr.

Required

PAD 121 Information in Public Administration

CJM 2XX (200) Introduction to Research Methods in Criminal Justice Management

CJM 3XX (301) Organizational Behavior and Management in Criminal Justice Agencies

PAD 314 Leadership, Supervision and Performance

PAD 343 Administration of Financial Resources

PAD 348 Justice Planning and Policy Analysis (moves from Part IV) – will be revised to CJM 345

Justice Planning and Program Evaluation

CJM 4XX (401) Professional Ethics in Criminal Justice Management

English 235 Writing for Management, Business and Public Administration (*moves to Part I*)

PAD 318 Decisions in Crises

Part Three. Electives Technical Courses

Subtotal: 9 cr. ~~12 cr.~~

Choose three courses from the following list. If you choose PAD 402 Seminar and Internship in Public Administration (6 cr.) then you can only choose one additional course.

CJM 380 - Selected Topics in Criminal Justice Management

SOC 213 - Sociology of Race and Ethic Relations

STA 250 – Principles and Methods in Statistics (if not taken in Part I)

POL/LAW 313 – The Law and Politics of Race Relations

CRJ 255 – Computer Applications in Criminal Justice

PSC 216 – Crime Mapping

PAD 318 Decisions in Crisis (moved from Part II)

PAD 346 - Human Resources Administration

PAD 121 Information in Public Administration (moved to part II)

PAD 402 – Seminar and Internship in Public Administration (6 credits)
 PAD 404 – Practicum in Public Administration

PSC 201 Police Organization and Administration

PSC 340 – Planning for Police Operations and Management

COR 202 Administration of Corrections Programs for Juveniles

COR 282 Principles of Correctional Operations

COR 303 – Comparative Corrections Systems

COM 285 – Courtroom Communication

Note: If students take PAD 402 the internship or PAD 404 practicum, the placement or project must involve an agency with a criminal justice-related mission to count in the Criminal Justice Management major.

Note: **In-service students** in the uniformed services may apply up to **6 credits** ~~12 credits~~ of external credit for **advanced** training approved by the College or by the American Council on Education (ACE), provided that the student's total external credits do not exceed curricular limitations on total external credits toward a degree. Advanced training is training that is not part of the initial program of training for new uniformed service personnel.

~~Part Four. Criminal Justice Planning and Policy Analysis~~

Required

~~PAD 348 – Justice Planning and Policy Analysis (moves to Part II)~~

Part Four FIVE. Capstone Seminar

Subtotal: 3 cr.

PAD 445 – Seminar in Justice Administration and Planning (will be revised to CJM 445 Seminar in Management and Leadership)

~~Seminar in selected problems involved in planning and administration of programs and agencies involved in criminal justice. Students examine actual and simulated cases involving the development and implementation of criminal justice policy. Cases require the analysis of management technique and policy strategy in the context of theory and practice in public administration and criminal justice.~~

REPLACE with below:

CJM 445 – Seminar in Management and Leadership

This project-focused course provides students with a rich learning experience that gives them the pedagogical insights and experiential skills necessary to effectively lead and get results while administering and managing criminal Justice agencies. Students apply what they learn throughout the program to an actual administration or management case and in the process, help create value to the organization. At the same time achieving goals.

Prerequisites: CJM 301, PAD 314, PAD 348 (CJM 348) **or** PAD 343, and CJM 401

TOTAL CREDIT HOURS: 48

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

Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted: 4/7/2020

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

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

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

Name: Henry Smart

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

Phone number(s) 212-393-6865

2. a. **Title of the course: Introduction to Criminal Justice Management**

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

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

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

The course is intended to introduce students to basic concepts and career related topics for criminal justice management. The course content serves as a key primer for the more complex courses that constitute the core curriculum such as *Organizational Behavior in Criminal Justice Organizations* and *Professional Ethics in Criminal Justice Management*.

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

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

This course is part of a larger change intended to improve knowledge delivery for Criminal Justice Management students. The current curriculum lacks a course that provides foundational knowledge for the major and this course will serve that purpose.

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

This course is an introduction to prominent administrative and management challenges across the three major focal areas of the criminal justice system —law enforcement, courts, and corrections. Within each of these focal areas, students will explore the relationship between administrative actors (behavior) and administrative failures (outcomes). The course will also expose students to contemporary innovations that were a direct response to administrative and managerial failures.

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

6. Number of:
- Class hours 3
 - Lab hours
 - Credits 3

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

 X No Yes. If yes, then please provide:

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

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

Students will:

- Construct a general career progression within law enforcement, the courts and/or corrections.
- Identify core management and administrative challenges that affect the delivery of services by criminal justice organizations.
- Explain justice strategies, statistics, and narratives to a diverse workforce and citizenry by means of oral presentations, written documents, presentation graphics, and online platforms.

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

 No X Yes

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

Criminal Justice Management (major) – Part One. Foundations

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

No Yes _____ If yes, please indicate the area:

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

There are two major assignments—the weekly tasks and the blog—for this course that are based on the three learning outcomes. A standardized grading rubric will be used to grade the weekly tasks and the blog. The grades for these assignments will be used to determine if students have mastered the course content. Periodically, students will be surveyed to determine their level of satisfaction with the course.

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

No. This course will be delivered in OER format and the sources were gathered by the submitted (Henry Smart).

Yes _____ No

- If yes, please state the librarian's name _____
- Are there adequate resources in the library to support students' work in the course
Yes No _____

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 11/2019

15. **Faculty** - Who will be assigned to teach this course? The course lead will be Henry Smart. Other qualified adjunct faculty might teach the course.
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?

No

Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

PAD 101 - The other introductory course within the Department of Public Management is PAD 101-*Introduction to Public Administration*, which provides students with a broad overview of the history and functions of public administration. This course differs from PAD 101 because it exposes students to knowledge, skills and abilities that are specific to the management of criminal justice agencies. PAD 101 is tailored for general practice and CJM 101 is designed for specialized practice.

CJBS 101 – The Department of Law, Police Science and Criminal Justice Administration offers CJBS 101 – *Introduction to the American Criminal Justice System*. How this course differs from CJBS 101 is that its prime focus is on the actors within the criminal justice system, specifically those who find themselves in managerial and administrative roles.

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

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

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

No

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

19. Approvals:

Warren Eller, Chair, Department of Public Management

John Jay College of Criminal Justice
Department of Public Management
 524 W. 59th Street, New York, NY 10019



Syllabus for Introduction to Criminal Justice Management - CJM 101

Professor: _____

Office Location: _____

Website/Bio: _____

Email: _____

Phone: _____

Office Hours:

Day	Mode	Drop-In	By Appointment

I. Course Description

This course is an introduction to prominent administrative and management challenges across the three major focal areas of the criminal justice system —law enforcement, courts, and corrections. Within each of these focal areas, students will explore the relationship between administrative actors (behavior) and administrative failures (outcomes). The course will also expose students to contemporary innovations that were a direct response to administrative and managerial failures.

Prerequisites: N/A

II. Learning Outcomes. Students will:

1. Identify core management and administrative challenges that affect the delivery of services by criminal justice organizations.
2. Explain justice strategies, statistics, and narratives to a diverse workforce and citizenry by means of oral presentations, written documents, presentation graphics, and online platforms.
3. Construct a general career progression within law enforcement, the courts and/or corrections.

III. Graded Components

Component/Requirement	Learning Objective(s)	Points Towards Final Grade
a. Simulated Career Trajectory	2,3	10
b. Participation	N/A	15
c. Video/Audio Blog (4)	1	20
d. Weekly Tasks (10) *	1 & 2	30
e. Final Exam	1 & 2	25
Max points = 100		
*Extra Credit/Group Work = 4 points		

IV. Graded Components with Expectations

- a) ***Simulated Career Trajectory.*** Each student will design a 10-year plan and present their plan in class.

Expectation: You are expected to construct a general plan that illustrates a career progression in law enforcement, the courts and/or corrections. You are to select a career role from the list of examples posted to Blackboard. Then, draft a plan that depicts the various roles you will assume which should span from entry-level to senior management. In addition, the plan should outline all required achievements and milestones. You will have five minutes to present an abbreviated version of your written plan in class.

- b) ***Participation/Attendance Policy.*** Students should plan to attend each of the scheduled sessions. If you need to miss a class, please submit your request for an excused absence via email at least 24 hours before class. An example of an excusable absence would be a debilitating injury or illness or the death of an immediate family member. Within two hours of receipt of your request to be excused, I will inform you of my decision. Upon your request, you and I will design an appropriate makeup assignment. An excused absence, coupled with the timely submission of the makeup assignment, will not adversely impact your grade.

Expectation: You are expected to be physically present and to actively participate in every class session. It is your responsibility to inform the instructor of an anticipated absence. In addition, it is your responsibility to ask for a makeup assignment. A lack of effort to provide notice of an absence will adversely impact your grade. If you miss a session of class, you should contact the instructor to design an appropriate make-up assignment. You have one week to complete make-up assignments; make-up assignments are due prior to the start of the next class.

- c) ***Video/Audio Blog.*** Each student will maintain a video/audio blog throughout the semester.

4. **Expectation:** For each blog entry, you are expected to identify core management and administrative challenges that affect the delivery of services by criminal justice organizations. You are expected to post four blog entries during the semester. In your post, you will respond to a resource (e.g., article, video) that will be accompanied by a set of questions. Your post should answer each question. We will use VoiceThread as the platform for all blog activity. If you are unfamiliar with VoiceThread, watch this tutorial: <https://youtu.be/L3NII3fwbYo>.

- d) ***Weekly Tasks.*** Each week, you will be responsible for completing a single task outside of our in-person sessions. Often, these tasks will be related to a current event or known challenges within criminal justice management. To complete a weekly task, you will need to engage the session prep (e.g., readings) assigned for that specific week.

Expectation: You are expected to identify challenges and offer solutions that can be understood by a diverse workforce and citizenry. When you engage each task, you will be wearing your “manager hat”. Use both the syllabus and Blackboard to determine if there are weekly tasks due. Blackboard will have a more detailed explanation of the weekly tasks under the discussion board entitled “Weekly Tasks”. If you foresee an issue with completing a task on time, you should make arrangements with me prior to the due date for the task.

- e) ***Final Exam.*** Information about the final exam will be provided at the mid-point of the semester.

V. Session Format

Except for holidays, we will meet each week for approximately two hours. The general format for our in-person sessions could include the following: 1) a discussion of the weekly online content; 2) an interactive lecture; and/or 3) practical application exercises.

VI. Required Reading/Viewing

There are no assigned textbooks for this course. Each week, you will be responsible for readings and/or viewing course content posted to Blackboard. The required reading/viewing content will include journal articles, videos and podcasts. An abbreviated list of required readings can be found at the end of the syllabus.

VII. Academic Integrity and Plagiarism

CUNY's Policy on Academic Integrity is in effect for this course, and all course requirements shall be subject to the stipulations outlined in this policy. To familiarize yourself with the policy, please visit this [link](#) or refer to the most recent undergraduate [bulletin](#).

“Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations of 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 your 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” (Source: JJC’s Undergraduate Bulletin).

Note: The instructor will use Blackboard’s SafeAssign to check writing assignments for plagiarism.

VIII. Accommodations

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. Please review [John Jay’s](#) policy and [CUNY’s](#) procedures for implementing reasonable accommodations and academic adjustments.

IX. Inclement Weather

We will use Blackboard Collaborate to conduct class during times of inclement weather. The use of this contingency plan will be communicated to you at least four hours before the start of class. Be sure to check your John Jay email for communications from the instructor and campus administration.

Course Schedule

Week	Topics/Themes	Date	Session Prep (Review & Reading)	Tasks & Assignments
#1	Code(s) of Ethics		Review: course syllabus Review: DOJ's Ethics Handbook Review: ASPA's Code of Ethics	Due: Complete and post the "Introduce Me" assignment prior to the start of our first class.
#2	Careers in CJ		Review: Careers in CJ	
#3	Traditional Models, Frames & Concepts, Part I		Reading: Packer – Two Models of the Criminal Process	Presentations: 10-year plan
#4	Traditional Models, Frame, & Concepts, Part II		Reading: Feeley - Two Models of the Criminal Justice System: An Organizational Perspective Reading: Roach – Four Models of the Criminal Process	Due: Weekly Task #1
#5	Contemporary Models, Frames & Concepts		View: Sliva - How Restorative Justice Could End Mass Incarceration	Due: Weekly Task #2
#6	Enforcement: Organizational Performance		Primer: Federal Law Enforcement Reading: Nicholson-Crotty & O'Toole - Public Management and Organizational Performance: The Case of Law Enforcement Agencies	Due: Weekly Task #3
#7	Enforcement: Organizations & Communities		Reading: Wolfe & Nix - The Alleged "Ferguson Effect" and Police Willingness to Engage in Community Partnership Reading: Wolfe & Nix- Managing Police Departments Post-Ferguson	Due: Blog Post #1
#8	Courts: Discretion		Reading: McPherson & Sauder - Logics in action: Managing institutional complexity in a drug court	Due: Weekly Task #4
#9	Courts: Case Management		Reading: Ijoma & Fazari - Applying the Case Management CourTools: Findings from an Urban Trial Court	Due: Weekly Task #5
#10	Corrections: Efficiency		Reading: Coyle – Managing Prisons in a Time of Change , pg. 87-98	Due: Weekly Task #6
#11	Corrections: Middle Management		Reading: Kras, Portillo & Taxman - Managing from the Middle: Frontline Supervisors and Perceptions of Their Organizational Power	Due: Blog Post #2
#12	Policy and Practice Failures		Reading: Southall – Why Stop and Frisk Inflamed Black and Hispanic Neighborhoods Reading: Alexander – The New Jim Crow	Due: Weekly Task #7
#13	Avoiding Failure		Reading: Cissner & Farole – Avoiding Failures of Implementation	Due: Weekly Task #8

Week	Topics/Themes	Date	Session Prep (Review & Reading)	Tasks & Assignments
#14	Big Challenges, Case Study I		Reading: The Atlantic – An Epidemic of Disbelief: What Research Reveals About Sexual Predators, and Why Police Fail to Catch Them	Due: Weekly Task #9 In-Class Group Work: Innovations for Big Challenges
#15	Big Challenges, Case Study II		Reading: Henrichson and Delaney - The Price of Prisons-What Incarceration Costs Taxpayers	Due: Blog Post #3 In-Class Group Work: Innovations for Big Challenges
#16	Prep for the final / Final Lecture		No required reading.	Due: Weekly Task #10 Adjusted 10-year plan
	Final Exam			Due: Blog Post #4

Required Reading

Alexander, M. (2011). [The new jim crow](#). Ohio St. J. Crim. L., 9, 7.

Cissner, A. B., & Farole, D. J. (2009). [Avoiding failures of implementation: Lessons from process evaluations](#). Center for Court Innovation.

Coyle, A., & University of London. International Centre for Prison Studies. (2002). [Managing prisons in a time of change](#). London: International Centre for Prison Studies.

FederalLawEnforcement.org (2019). *The Scope and Mission of Federal Law Enforcement*. Retrieved from, <https://www.federallawenforcement.org/what-is-federal-law-enforcement>

Feeley, M. (2017). [Two models of the criminal justice system: An organizational perspective](#). In *Crime, Law and Society* (pp. 119-137). Routledge.

Henrichson, C., & Delaney, R. (2012). [The price of prisons: What incarceration costs taxpayers](#). *Fed. Sent'g Rep.*, 25, 68.

Ijoma, C. E., & Fazari, G. M. (2011). [Applying the Case Management Court Tools: Findings from an Urban Trial Court](#). In *IJCA* (Vol. 4, p. 21).

Kras, K. R., Portillo, S., & Taxman, F. S. (2017). [Managing from the Middle: Frontline Supervisors and Perceptions of Their Organizational Power](#). *Law & Policy*, 39(3), 215-236.

McPherson, C. M., & Sauder, M. (2013). [Logics in action: Managing institutional complexity in a drug court](#). *Administrative Science Quarterly*, 58(2), 165-196.

New York Times (2019). Why 'Stop and Frisk' Inflamed Black and Hispanic Neighborhoods. Retrieved from, <https://www.nytimes.com/2019/11/17/nyregion/bloomberg-stop-and-frisk-new-york.html>

Nicholson-Crotty, S., & O'Toole Jr, L. J. (2004). [Public management and organizational performance: The case of law enforcement agencies](#). *Journal of Public Administration Research and Theory*, 14(1), 1-18.

- Packer, H. L. (1964). [Two models of the criminal process](#). *U. Pa. L. Rev.*, 113, 1.
- Roach, K. (1998). [Four models of the criminal process](#). *J. Crim. L. & Criminology*, 89, 671.
- Silva, S. (2019) *How Restorative Justice Could End Mass Incarceration*. Retrieved from, <https://youtu.be/wPA-p6UUDl4>
- The Atlantic (2019). *These Attacks Could Have Been Prevented*. Retrieved from, <https://www.theatlantic.com/newsletters/archive/2019/07/nationwide-epidemic-of-untested-rape-kits-atlantic-daily/594046/>
- Wolfe, S. E., & Nix, J. (2016). [The alleged “Ferguson Effect” and police willingness to engage in community partnership](#). *Law and human behavior*, 40(1), 1.
- Wolfe, S. E., & Nix, J. (2016). Managing police departments post-Ferguson: Officers want fairness and transparency from their bosses. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/09/managing-police-departments-post-ferguson>.

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

New Course Proposal Form

Date Submitted: 4/7/2020

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

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

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

Name: **Henry Smart**

Email address(es) **hsmart@jjay.cuny.edu**

Phone number(s) **212-393-6865**

2. a. **Title of the course:** **Organizational Behavior and Management in Criminal Justice Agencies**

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

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

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

The course draws upon knowledge, skills and abilities from courses at the 100 and 200 level. Moreover, the course content is rigorous enough to qualify the course at the 300 level.

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

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

This course is part of a larger change intended to improve knowledge delivery for CJM students. The current CJM curriculum lacks a course that provides critical exposure to topics related to the dynamics of organizational behavior with a criminal justice context. In addition, we asked frontline managers about the desired skillset for new hires. These managers stated that they would like to see more candidates who have a better understanding of organizational dynamics. This course will provide our

students will the necessary skills to be more competitive candidates for the world of work.

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

This course explores management in criminal justice agencies by examining the role of individuals and groups in these agencies, culture, group dynamics/power dimensions, decision-making, conflict management, change, and organization development. The course examines administrative and managerial concepts underlying decision-making, policy formulation, operational strategies, and coordination and control procedures.

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

ENG 201, ENG 235 Writing for Management, Business and Public Administration, CJM 1XX (101)

6. Number of:
- Class hours 3
 - Lab hours
 - Credits 3

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

No Yes. If yes, then please provide:

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

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

Students will:

- Recall concepts and practices for effective managerial leadership.
- Explain how organization theory has developed over time.
- Implement motivational techniques for inducing employee contributions.
- Explain the characteristics, operation and influence of organizational culture.
- Analyze organization and management cases in criminal justice agencies.

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

_____ No X Yes

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

Criminal Justice Management (major), Part II. Management Courses

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

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

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

There are two major exams for this course that are based on the learning outcomes. The grades for these exams will be used to determine if students are mastering the course content. Periodically, students will be surveyed to determine their level of satisfaction with the course.

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

No. This course will be delivered in OER format and the sources were gathered by the submitted (Henry Smart).

Yes _____ No X

- If yes, please state the librarian's name _____
- Are there adequate resources in the library to support students' work in the course
Yes X No _____
- Will your students be expected to use any of the following library resources? Check all that apply.

- | | |
|--|--------------------------------|
| ➤ The library catalog, CUNY+ <u> X </u> | ➤ PsycINFO _____ |
| ➤ EBSCOhost Academic Search Complete _____ | ➤ Sociological Abstracts _____ |
| ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____ | ➤ JSTOR _____ |
| ➤ LexisNexis Universe _____ | ➤ SCOPUS _____ |
| ➤ Criminal Justice Abstracts _____ | ➤ Other (please name) _____ |

13. **Syllabus - see attached**

14. Date of **Department curriculum committee** approval: **11/2019**
15. **Faculty** - Who will be assigned to teach this course? **Henry Smart, Denise Thompson, and adjunct faculty**
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
 No
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.
- The Department of Public Management offers a graduate course that is similar to this course. The proposed course was designed by one of the faculty members who has taught the graduate equivalent for several years.**
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
 Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.
18. Will any course be **withdrawn**, if this course is approved?
 No
 Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals: Warren Eller, Chair, Department of Public Management



**John Jay College of Criminal Justice
Department of Public Management
524 W. 59th Street, New York, NY 10019**

**Syllabus for Organizational Behavior and Management in Criminal Justice Agencies -
CJM 301**

Professor: _____
Office Location: _____
Bio: _____
Email: _____
Phone: _____
Office Hours:

Day	Mode	Drop-In	By Appointment

Course Description

This course explores management in criminal justice agencies by examining the role of individuals and groups in these agencies, culture, group dynamics/power dimensions, decision-making, conflict management, change, and organization development. The course examines administrative and managerial concepts underlying decision-making, policy formulation, operational strategies, and coordination and control procedures.

Learning Outcomes. Students will:

1. Recall concepts and practices for effective managerial leadership.
2. Explain how organization theory has developed over time.
3. Implement motivational techniques for inducing employee contributions.
4. Explain the characteristics, operation and influence of organizational culture.
5. Analyze organization and management cases in criminal justice agencies.

Graded Components

Component/Requirement	Learning Objective(s)	Points Towards Final Grade
a. Mid-Term Exam	1, 5	25
b. Group Presentation	1, 2	20
c. Case Review - Paper	3, 4	25
d. Final Exam	1, 2, 4, 5	30
Max points = 100		

Graded Components with Expectations

- a) **Mid-Term Exam.** The mid-term exam will cover content from Weeks 1 through 8. It will consist of 16 multiple-choice and four (4) essay questions.

Expectation: For the multiple-choice questions, you will be expected to demonstrate an understanding of common concepts and practices related to managerial leadership. For the essay portion of the exam, you

will demonstrate your ability to apply critical thought to common managerial challenges within criminal justice agencies.

- b) **Group Presentation.** At the start of the semester, each student will be assigned to a group. Each week, an assigned group will present a case that applies the concepts and theories from the prior week to a historical case.

Expectation: Each group is expected to identify a historical case, clearly explain the specifics of the case, and explain how the concepts and/or theories are relevant to the case. Each group will present once during the semester.

- c) **Case Review.** The case review is a brief memo that will focus on organizational behavior and motivation, which is covered during Weeks 6 through 10. This exercise will require students to apply motivational techniques to a selected case.

Expectation: You are expected to draft a brief memo, between 5-6 pages, which will focus on the application of motivational techniques for multiple organizational actors. You will be expected to confront key considerations such as organizational culture.

- d) **Final Exam.** The final exam will cover content from Weeks 1 through 13. It will consist of the 16 multiple-choice questions from the mid-term exam, 16 multiple-choice questions related to Weeks 9 through 13, and two (2) essay questions related to Weeks 1 through 13.

Expectation: For the multiple-choice questions, you will be expected to demonstrate an understanding of common concepts and practices related to leadership, culture, behavior dynamics, and power. For the essay portion of the exam, you will demonstrate your ability to apply critical thought to common managerial and organizational challenges within criminal justice agencies.

Schedule & Readings

Introduction to Organization and Management (Week 1)

Introduction of Students and Faculty; Course Overview (1.1)
Structural Evolution of U.S. Law Enforcement Industry (1.2)

Dissell, R. (2016) The roots of policing: Sir Robert Peel's 9 principles. *Cleveland.com* (Updated May 19, 2019).
https://www.cleveland.com/metro/2016/06/the_roots_of_policing_sir_robe.html

Greatvideoresources (2013). Evolution of Management (Podcast). <https://youtu.be/EobeHwOw3S4>

Mastrofski, S., & Willis, J. (2010). Police Organization Continuity and Change: Into the Twenty first Century. *Crime and Justice*, 39(1), 55-144. <https://www-jstor-org.ez.lib.jjay.cuny.edu/stable/10.1086/653046> pp. 55-68

Part I: Organizational Management and Control (Weeks 2-4)

Week 2

Authority in Modernizing Societies: Max Weber (2.1)
Legal Authority and Bureaucracy: Weber (2.2)

Serpa, Sandro & Ferreira, Carlos. (2019). The Concept of Bureaucracy by Max Weber. *International Journal of Social Science Studies*. 7. 12. 10.11114/ijsss.v7i2.3979.

Weber, Max (1922). "The Basis of Legitimacy." In *Economy and Society*. CA: University of California Press. <http://burawoy.berkeley.edu/Reader.102/Weber.Legitimacy.pdf>

Weber, Max (1922). "Bureaucracy." In *Economy and Society*. CA: University of California Press. <https://www.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/papers/reading/Weber.pdf>

Lyon, A. *Max Weber, Bureaucracy* (YouTube Podcast). Organizational Communications Channel. Accessed at <https://youtu.be/zp554tcdWO8>

Week 3

Engineering Efficiency into Modern Organization: Frederick Taylor (3.1)

Managerial Principles: Henri Fayol, Gulick/Urwick (3.2)

Darmody, P. B. (2007). "Henry L. Gantt and Frederick Taylor: The Pioneers of Scientific Management." *AACE International Transactions*, 15.1-15.3. Accessed at John Jay Library Permalink: <http://ez.lib.jjay.cuny.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=25912748&site=ehost-live>

Lyon, A. *Frederick Taylor, Scientific Management* (YouTube Podcast). Organizational Communications Channel. Accessed at https://www.youtube.com/watch?v=vNfy_AHG-MU

Van Riper, P. (1995), "Luther Gulick on Frederick Taylor and scientific management", *Journal of Management History (Archive)*, Vol. 1 No. 2, pp. 6-7. <https://doi-org.ez.lib.jjay.cuny.edu/10.1108/13552529510088286>

Fells, M. (2000), "Fayol stands the test of time", *Journal of Management History (Archive)*, Vol. 6 No. 8, pp. 345-360. <https://doi-org.ez.lib.jjay.cuny.edu/10.1108/13552520010359379>

Gulick, L. "Notes On The Theory Of Organization With Special Reference To Government In The United States" in *Papers on the Science of Administration*, edited by Luther Gulick, and L. Urwick, Routledge, 2003. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?docID=182335>.

Lyon, A. *Henri Fayol's Principles of Management* (YouTube Podcast). Organizational Communications Channel. Accessed at <https://youtu.be/90qpziPNRnY>

Week 4

Quality Management: Deming (4.1)

Strategic Vision, Mission Clarity and Facilitating Values (4.2)

American Society for Quality (n.d.), "W. Edward Deming's 14 Points for Total Quality Management." <https://asq.org/quality-resources/total-quality-management/deming-points>

American Society for Quality (n.d.), "What is Total Quality Management (TQM)." <https://asq.org/quality-resources/total-quality-management>

Deming Institute. *W. Edwards Deming: The 14 Points* (YouTube Podcast). <https://www.youtube.com/watch?v=tsF-8u-V4j4>

Miller, B. (2014) "Strategy, Mission and Vision: How Do They All Fit Together?" *HR Daily Advisor*, Sept. 9, 2014 <https://hrdailyadvisor.blr.com/2014/09/09/strategy-mission-and-vision-how-do-they-all-fit-together/>

Swiss, J. E. (1992). Adapting total quality management (TQM) to government. *Public Administration Review*, 52(4), 356. Retrieved from <https://ez.lib.jjay.cuny.edu/login?url=https://search-proquest-com.ez.lib.jjay.cuny.edu/docview/197164110?accountid=11724>

Week 5

Organizational/Technological Evolution in U.S. Law Enforcement (5.1/5.2)

Mastrofski, S., & Willis, J. (2010). Police Organization Continuity and Change: Into the Twenty first Century. *Crime and Justice*, 39(1), 55-144. <https://www-jstor-org.ez.lib.jjay.cuny.edu/stable/10.1086/653046> pp. 68-94

Baker, A. & Goodman, J.D. (2016). The Evolution of William Bratton, in 5 Videos. New York Times, July 25, 2016. <https://nyti.ms/2oDglzw> (Ad-blocker may need to be turned off to view videos.)

Week 6

Part II: Behavioral Dynamics in Organization

Motivation via Pay for Performance: Taylor (6.1)

Motivation via Recognition, Attention, Respect: Mayo, Roethlisberger (6.2)

Paulsen, R. (2015). Non-work at work: Resistance or what? *Organization*, 22(3), 351–367. <https://doi.org/10.1177/1350508413515541>

Giorgio Zuffo, R. (2011). Taylor is Dead, Hurray Taylor! The “Human Factor” in Scientific Management: Between Ethics, Scientific Psychology and Common Sense. *Journal of Business & Management*, 17(1), 23–41. <http://ez.lib.jjay.cuny.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=79274945&site=ehost-live>

Wooldridge, A. (n.d.). Did the Solution Make the Problem Worse: Thoughts on Pay Incentives. *Briefings Magazine*. CA: Korn Ferry. <https://www.kornferry.com/insights/articles/did-solution-make-problem-worse>

Riley, J. (n.d.) Motivation – Taylor (Podcast). *Tutor2u*. <https://www.tutor2u.net/business/reference/motivation-taylor-scientific-management>

Jung, C. S., & Lee, S.-Y. (2015). The Hawthorne Studies Revisited: Evidence From the U.S. Federal Workforce. *Administration & Society*, 47(5), 507–531. <https://doi.org/10.1177/0095399712459731>

(2017). Mayo’s Hawthorne Effect—Employee Motivation (Podcast). *Mister Simplify*. <https://youtu.be/UUMYVN-4wFw>

Week 7

Motivation by Activating Individual Self-Esteem; Maslow, McGregor (7.1)

Two-Factor Motivation: Herzberg (7.2)

Lyon, A. (2016) *Maslow’s Hierarchy of Needs in the Workplace* (YouTube Podcast). Organizational Communications Channel. https://youtu.be/nASV5I_WG3k

SADRI, G., & BOWEN, R. C. (2011). Meeting EMPLOYEE requirements: Maslow’s hierarchy of needs is still a reliable guide to motivating staff. *Industrial Engineer: IE*, 43(10), 44–48. <http://ez.lib.jjay.cuny.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=66247063&site=ehost-live>

Lyon, A. (2016) *Douglas McGregor’s Theory X and Theory Y* (YouTube Podcast). Organizational Communications Channel. <https://youtu.be/CXAZRnJo2o>

Bobic, M., & Davis, W. (2003). A Kind Word for Theory X: Or Why So Many Newfangled Management Techniques Quickly Fail. *Journal of Public Administration Research and Theory: J-PART*, 13(3), 239-264. <https://www-jstor-org.ez.lib.jjay.cuny.edu/stable/3525849>

_____ (2016). Herzberg's Motivation Theory (YouTube Podcast). Flixabout.com <https://youtu.be/6rieObMYOs>

Jewell, B. (2004, November). Herzberg's two-factor theory. *Business Review [UK]*, 11(2), 30. https://link-gale-com.ez.lib.jjay.cuny.edu/apps/doc/A126557271/ITOF?u=cuny_johnjay&sid=ITOF&xid=510a4d08

Week 8

Mid-Term Exam (8.1)

Motivating Workgroups: Managing Conflict or Coordination (8.2)

Harsh, A. Understanding Group Dynamics at Work. *Huffington Post*, Dec. 6, 2017. https://www.huffpost.com/entry/understanding-group-dynam_b_9729822

Wyatt, M. (2012). 5 Keys of Dealing with Workplace Conflict. *Fortune*, Feb. 22, 2012. <https://www.forbes.com/sites/mikemyatt/2012/02/22/5-keys-to-dealing-with-workplace-conflict/#774bcb381e95>

Kislik, E. (2018). Why There's So Much Conflict at Work and What You Can Do to Fix It. (Tedx Talk). Baylor School. <https://youtu.be/2l-AOBz69KU>

_____, (2016). Resolving Conflict. KPR Schools. <https://youtu.be/QyXFirOUeUk>

Week 9

Culture: Collective Identity, Attitude and Behavior in Organization (9.1)

Building High Performance Cultures (9.2)

Schein, E. H. (1986). What You Need to Know About Organizational Culture. *Training & Development Journal*, 40(1), 30.

<http://ez.lib.jjay.cuny.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=9072670&site=eehost-live>

Buch, Kimberly, & Wetzell, David K. (2001). Analyzing and realigning organizational culture. *Leadership & Organization Development Journal*, 40. https://onsearch.cuny.edu/permalink/f/1gluo2t/TN_gale_ofa72613626

Lyon, A. (2017). *Henri Fayol's Organizational Culture Edgar Schein* (YouTube Podcast). Organizational Communications Channel. <https://youtu.be/wd1bsxWeM6Q>

Rochlin, G., La Porte, T. & Roberts, K. (1998). The self-designing high-reliability organization: Aircraft carrier flight operations at sea. *Naval War College Review*, 51(3), 97-113. Retrieved from <https://ez.lib.jjay.cuny.edu/login?url=https://search-proquest-com.ez.lib.jjay.cuny.edu/docview/205934090?accountid=11724>

_____, (2017). 6 Characteristics of a High Performance Culture. Newton Institute. https://youtu.be/0kkPmppKm_4

Week 10

Motivation, Conflict & Culture in Law Enforcement (10.1)

Aligning Culture and Strategy in Service to Communities (10.2)

Mastrofski, S., & Willis, J. (2010). Police Organization Continuity and Change: Into the Twenty first Century. *Crime and Justice*, 39(1), 55-144. <https://www-jstor-org.ez.lib.jjay.cuny.edu/stable/10.1086/653046> pp. 94-109

Skogan, W. (2008). Why reforms fail. *Policing & Society*, 18(1), 23–34. <https://doi-org.ez.lib.jjay.cuny.edu/10.1080/10439460701718534>

Rosenbaum, D. P., & McCarty, W. P. (2017). Organizational justice and officer "buy in" in American policing. *Policing*, 40(1), 71-85. <http://dx.doi.org.ez.lib.jjay.cuny.edu/10.1108/PIJPSM-07-2016-0114>

Part III: Power, Leadership and Change in Law Enforcement Organizations

Week 11

Bases of Power in Organization (11.1)

Leadership Styles (11.1)

Situational Leadership (11.2)

Raven, B. "The Bases of Power and the Power/Interaction Model of Interpersonal Influence." *Analyses of Social Issues & Public Policy*. Dec2008, Vol. 8 Issue 1
https://onesearch.cuny.edu/permalink/f/1gluo2t/TN_wj10.1111/j.1530-2415.2008.00159.x

Lyon, A. (2017). *Leadership Styles: Autocratic, Democratic, Laissez-Faire* (YouTube Podcast). Communication Coach Channel. <https://youtu.be/1AZMiq6Mg-k>

Sinek, S. (2014). Why Good Leaders Make You Feel Safe (Ted Talk). *Ted Conference*.
<https://youtu.be/lmyZMtPVodo>

Luizzi, P. (2017). Situational Leadership. *Fire Engineering*, 170(8), 65–66.
<http://ez.lib.jjay.cuny.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=125135968&site=ehost-live>

Schmalz, F. (2016, January 29). How to Master Situational Leadership. *Govexec.com*. Retrieved from https://link-gale-com.ez.lib.jjay.cuny.edu/apps/doc/A441786249/ITOF?u=cuny_johnjay&sid=ITOF&xid=e17f8b97

Sinek, S. (2014). Why Good Leaders Make You Feel Safe (Ted Talk). *Ted Conference*.
<https://youtu.be/lmyZMtPVodo>

Week 12

From Situational to Transformational Leadership (12.1)

Organizational Development in Policing (12.2)

McCleskey, J. A. (2014). Situational, transformational, transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4), 117-130. Retrieved from
<https://ez.lib.jjay.cuny.edu/login?url=https://search-proquest-com.ez.lib.jjay.cuny.edu/docview/1548766781?accountid=11724>

Ryan Cohen, R. (2017). The Force and the Resistance: Why Changing the Police Force is Neither Inevitable, nor Impossible. *University of Pennsylvania Journal of Law and Social Change*, 20, 2.
<https://scholarship.law.upenn.edu/jlasc/vol20/iss2/2>

O'Hara, P. (1998) Bill Bratton: The Bruce Springsteen of policing (Review). *Law Enforcement News*, Vol. XXIV, Nos. 491, 492; June 15/30, 1998. <https://www.dropbox.com/s/ff121zwwhz4dbpu/Review%20of%20Turnaround%20Bratton%20.pdf?dl=0>

Bratton, W. J. (2016). How to Reform Policing from Within. *New York Times*, Sept. 16, 2016 <https://nyti.ms/2cKivH1>

WNBC I-Team (2016). Inside the NYPD: CompStat (Podcast). *WNBC New York* <https://vimeo.com/203178078>

Week 13

Situating Police Policy Decisions in Governance Environments (13.1)

Situating Police Policy Decisions in Community Environments (13.2)

Mastrofski, S., & Willis, J. (2010). Police Organization Continuity and Change: Into the Twenty first Century. *Crime and Justice*, 39(1), 55-144. <https://www-jstor-org.ez.lib.jjay.cuny.edu/stable/10.1086/653046> pp. 109-128.

Orrick W.D. (2008) *Maneuvering Successfully in the Political Environment* (Best Practices Guide). International Association of Chiefs of Police. <https://www.theiacp.org/sites/default/files/2018-08/BP-ManeuveringinthePoliticalEnvironment.pdf>

Guzman, Z. (2018). Bill Bratton reveals what his 'biggest mistake' taught him about ambition (Article/video). *Make It: The Definitive Guide to Business*, July 13, 2018. <https://www.cncb.com/2018/07/12/bill-bratton-reveals-what-his-biggest-mistake-taught-him-about-manag.html>

Tyler, T. (2017). From Harm Reduction to Community Engagement: Redefining the Goals of American Policing in the Twenty-First Century. *Northwestern University Law Review*, Winter, 2017, Vol.111(6), p.1537-1564 <https://heinonline.org/HOL/P?h=hein.journals/illlr111&i=1575>

_____. (2018). Cleveland police introduce community engagement officers tasked with improving relationship with public (Article/video). *Cleveland.com*, Jan. 30, 2018. https://www.cleveland.com/metro/2018/07/cleveland_police_introduce_com.html

Week 14

Discussion of Student Papers (14.1)

Course Retrospective/Final Review (14.2)

Week 15 Final Exam

Policies

I. Academic Integrity

CUNY's Policy on Academic Integrity is in effect for this course, and all course requirements shall be subject to the stipulations outlined in this policy. To familiarize yourself with the policy, please visit this [link](#) or refer to the most recent undergraduate [bulletin](#).

II. 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 of 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 your 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” (Source: JJC’s Undergraduate Bulletin).

Note: The instructor will use Blackboard’s *SafeAssign* or *Turnitin* to check writing assignments for plagiarism.

III. Accommodations

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. Please review [John Jay’s](#) policy and [CUNY’s](#) procedures for implementing reasonable accommodations and academic adjustments.

IV. Inclement Weather

We will use Blackboard Collaborate to conduct class during times of inclement weather. The use of this contingency plan will be communicated to you at least four hours before the start of class. Be sure to check your John Jay email for communications from the instructor and campus administration.

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

New Course Proposal Form

Date Submitted: November, 2020

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

1.
 - a. **Department(s) or program(s)** proposing this course_ Political Science _____
 - b. **Name** and contact information of proposer(s)_ Maxwell Mak _____
 Email address(es)_ mmak@jjay.cuny.edu _____
 Phone number(s)_ 646-557-4662 _____
2.
 - a. **Title of the course: Political Science Internship** _____
 - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) _POL SCI INTERNSHP _____
 - c. **Level** of this course ___ 100 Level XX 200 Level ___ 300 Level ___ 400 Level

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

Through this internship course, students will gain real-world experience at a placement site, and enhance their professional experiences with academic concepts and skills related to their professional placements. Each of the placement sites requires solid writing and interpersonal skills, but internships at the 200-level should be less independent than those earning academic credit at the 300- or 400-level, allowing a safe academic environment for student to develop their career goals; we believe 300- and 400-level internship courses should help student revise and refine those goals. As a result, this course provides significantly more guidance, instruction, and preparation in academic development and professional refinement than 300- and 400-level internship courses. As the sample syllabus illustrates, the course readings for the academic portion of this course are from newspaper articles, political commentary pieces, and some peer-reviewed journals, asking students to summarize, engage and apply concepts to their internship experiences. The internships and academic components are designed to build on introductory concepts covered at the 100-level, preparing students for the work in 300- and 400-level traditional and optional, internship courses.

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

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

There is a growing need and demand for alternative learning environments that provide John Jay students with professional opportunities as well as rich academic experiences. This course presents students with an alternative to the traditional classroom environment. This internship will meet requirements in both the Law and Society and Political Science majors.

In 2016-17, the Political Science Department undertook a self-evaluation of the Political Science Major preparatory to an external examination. The external evaluation noted that the Department was strong in providing internship and research opportunities both in the Political Science and Law and Society majors. Because of the limited capacity and lack of sufficient staffing and instructors, these experiential learning opportunities admittedly service mainly high-achieving students exclusively at the 300- and 400-levels. Please note that this is also mirrored by the current internship offerings in all other departments throughout the College, providing opportunities (at the very least) only to students who have advanced further in their academic careers.

The department's response to the external reviewers' recommendations include exploring the development of internship opportunities at the 200-level, providing students with an earlier experiential learning experience to help start the process of professional development and refinement before the junior year. Moreover, several of the College's student achievement programs (i.e., ACE, SEEK, LEAP, and the PLI) have started 200-level experiential learning courses (UGR 277) that seek to accomplish these goals. Gender Studies, Interdisciplinary Studies and Environmental Justice and Sustainability have also created introduction to experiential learning courses in their respective programs.

By once again working with the Pre-Law Institute (PLI), we believe the Political Science Department is now able to offer their own iteration of the introduction to experiential learning courses that have increased in number and diversity. The PLI and the Department will work with a partnering placement site to provide internship opportunities for 15-20 students in a given semester, which to our understanding has never been accomplished on this scale. To date, we have identified three potential public organizations and have begun discussions of an articulation agreement that would allow for such a large contingent of interns at one time, accommodating for various student schedules. Moreover, the partnering sites will agree to accepting students with only a cursory review of applications and a potential quick interview process. Also, the placement sites will also agree to a lower minimum GPA requirement (from 3.0 to 2.5) to allow more students to participate, hoping that a transformative learning experience earlier than the recommended college career path will help students academically, realizing that additional rewarding opportunities in the majors are present for students with sufficient academic and professional achievement.

We believe this course differs from UGR 277 as well as those in GEN, EJS and ISP. Rather than having professionals in residence teach courses with strong experiential learning components, this course represents an actual internship. A professional in residence (an adjunct) will be hired from the placement site to teach academic and theoretical concepts and skills necessary to successfully start and work at the placement site AND serve as the on-site liaison for all the interns. Students will work at the placement site for 4-6 hours each week (depending on the semester schedule, academic calendar, number of students, and capacity of the placement site). Then, students will complete a cumulative project or assignment that fuses the academic and real-world components of the course. The adjunct will be responsible for the following: (1) providing the theoretical and academic background necessary to work at the internship site; (2) providing supervised, transformative experiences at the placement site; (3) completing consistent progress reports and coordination with on-site supervisors; (4) assisting students to draw connections between theory and practice; and (5) working with students to complete a major project/assignment that draws upon the knowledge developed through the synergy of academic concepts, real-world, practical experiences, and reflection of those lessons and how they apply to their own academic, personal and educational goals.

Moreover, the development, support, and instruction provided in this course should also make students more competitive in the internship application process for LWS 378 and potentially raise the qualifications for internship seekers for POL 406, 407, and 408, which are internship courses offered by the Political Science Department.

Internships that include strong academic components provide students with several opportunities that cannot be provided in traditional classroom environments: (1) working experience in a placement relevant to revising their future occupational or academic careers; (2) challenging demands in professional as well as academic settings; and (3) academically rigorous work tied closely to the professional tasks and goals of the placement site. This internship will create a synergistic relationship and learning environment for our students, developing skills and gaining experience necessary for John Jay students to be competitive in a global economy.

This course will be 3-credits, where students will work approximately 96 hours at their placement sites.

As a first iteration, this course will be partnering with the Bronx District Attorney's Office, where the adjunct will most likely teach a course on public justice, accountability and the community. But, this class will function like a special topics course in experiential learning, which is why we are writing a general course description to accommodate future partnerships. Therefore, the topics are subject to change to match emerging student interest and current events, the expertise of the adjunct (or Professional in Residence), and the work and mission of partnering placement sites.

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

This course focuses on the purpose and mission of a particular placement site that all students will work at over the course of the semester. Students will make connections between academic concepts, contemporary news, and the professional experiences learned at their internships, understanding and engaging with the possibilities and limits of theoretical concepts explaining real-world phenomena. The emphasis of the course is a synthesis of the students' classwork and guided observations and tasks in the placement site, linking academic lessons to professional experiences. Students work at the assigned placement site, attend class regularly, and must complete regular writing assignments.

Note: Students will be provided with an internship site where they must complete a minimum of 96 hours.

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

ENG 201, POL 101, upper freshman standing or above, and permission of the instructor.

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

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

XX__ No

____ Yes. If yes, then please provide:

- a. Semester(s) and year(s):
- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

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

Students will be able to do the following:

- 1) Summarize, analyze and critique contemporary and academic readings focusing on the purpose and mission of the placement site;
- 2) Understand and explain the organization and structure of the placement site;
- 3) Apply academic concepts and skills in professional settings; and
- 4) Form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation.

These outcomes will be accomplished through working at the placement site, scheduled meetings with the instructors, course assignments and readings, as well as a final paper.

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

No

Yes

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

In the revised version of the **Political Science major**, approved this year, the course will exist in Part Four (Political Science Electives), under the Internship Courses section. Also, this course will be one of the experiential learning/internships options in Part Five of the **Law and Society major**.

Political Science minor (only six credits of internships allowed)

For both majors, students will be able to take this option to fulfill major requirements, but this is not a required course for completion of either major.

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

As the sample syllabus illustrates, these outcomes will be assessed through four course metrics: (1) placement site evaluations; (2) response papers, which are intended to be 2 to 4 pages in length; (3) journal entries, which are intended to be 2 to 3 pages in length; (4) attendance and participation (including an exercise in Week 9).

First, the placement site evaluations are designed to assess learning outcomes two, three and four. Second, for the response papers, students will be asked to summarize and assess the readings for the given meeting, integrating aspects of their internship experiences, and relating them to the academic literature; this is designed to assess learning outcomes one, two and four. Third, journal entries will be used to assess learning outcomes three and four. Fourth, there will be a homework assignment (designed specifically for assessing learning outcome three) in preparation for a workshop to be held at Week 9. There, students will craft new paragraphs regarding their internship experiences for inclusion in personal statements for graduate and law school applications and cover letters for job applications and other communications. These workshops will also be assisted by the Pre-Law Institute and the Office of Post Graduate Opportunities to offer one-on-one consultations regarding the student's future goals and endeavors.

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

Yes No

- If yes, please state the librarian's name Jeffrey Kroessler

- Are there adequate resources in the library to support students' work in the course
Yes No
- Will your students be expected to use any of the following library resources? Check all that apply.

- X The library catalog, CUNY+ (*particularly, the collection of career books for criminal justice, law and law enforcement*)
- X EBSCOhost Academic Search Complete
- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
- X LexisNexis Universe
- X Criminal Justice Abstracts
- X Public Administration Abstracts
- PsycINFO
- X Sociological Abstracts
- X Business Source Complete
- X JSTOR
- SCOPUS
- Other (please name) _____

12. **Syllabus – see attached**

13. Date of **Department curriculum committee** approval: 11/13/20

14. **Faculty** - Who will be assigned to teach this course? Adjuncts hired from the partnering organization/placement site. Adjuncts will be hired by the Department chair, using the same procedures, requirements, and guidelines in place for all adjunct hires.

Please note: We are moving forward with this project because it provides our students with an opportunity to intern at a placement site that will partner with the Department and the PLI to accept students into an internship experiences who traditionally may not have had such an opportunity due to the ever-increasing competitiveness of the internship selection process. And, it is a chance to help students gain real-world experiences and skills to make them more competitive for highly competitive internships later in their academic journeys.

In short, the Political Science Department believes in this program and its ability to significantly and substantially add to the growth and development of our students to compete in a global economy. We simply do not have enough faculty to provide this service to our students; so we must rely on adjuncts for this course, which we admit is not ideal nor truly appropriate. Despite sharing our goal to make a successful 200-level internship experience for John Jay students, the PLI at its current capacity cannot be expected to carry the entire administrative load of an internship course as well as the

continued relationship with the placement site. Internship programs are most successful when there are full-time faculty willing and able to devote time in fostering relationships with the placement sites, mentoring the students throughout the entire process, and providing the institutional stability required for sustainability and success. We also believe that an administrative office alone cannot and probably should not be responsible for staffing academic internship programs. Despite the initial success of UGR 277, we believe this experience provides students with a new and innovative model for internships, but this approach is unsustainable without additional institutional support in terms of faculty and staffing at the PLI.

Moreover, the full-time faculty member should be the main contact person, given the fact that this is an internship and not a traditional course. Relationships will have to be fostered and maintained, requiring a full-time faculty person to serve as the representative for the Department and the College. Without full-time faculty to teach these courses, adjuncts will be used. While well-intentioned, the burden will still fall on a full-time faculty member to mentor, train and support the adjunct professor. This requirement (and a potential reliance on adjuncts to teach), however, will perpetuate a problem of undocumented workload without compensation. We are then left with the most painful of choices: do it because it is the right thing for our students regardless of being already overloaded OR not build it at all because the College and the University are unable or unwilling to support new initiatives and partnerships despite the mandate from the Governor for more experiential learning opportunities.

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

No

Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

Although many different programs and majors offer internship courses, this course will serve as an additional option for Law and Society and Political Science majors. Given the level (200), approach (see below), and the course format, we believe it is an additional, unique experience for John Jay students who want to participate in internships. Please see Q16 for more details.

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

Not applicable

No

Yes. If yes, give a short summary of the consultation process and results.

Although this course does not overlap with existing offerings, I have consulted extensively with faculty colleagues and administrators that oversee internship

programs. I consulted with James Cauthen and Andrew Sidman of the Political Science Department. We discussed how this internship course could meet the requirements for students in the Political Science and Law and Society majors. We also recognized the need for full-time faculty in order to make this program a successful and sustainable model. We believe this will strengthen the internship offerings in the majors as well as serve as an appropriate recruitment tool for LWS and POL.

I have met with Charles Davidson, Jerylle Kemp, and Elizabeth Broccoli from the Pre-Law Institute, who govern the Judicial Internship Program and is the primary source of students in LWS 378. We discussed the need for additional internship opportunities, especially for students who previously have not had access to education privilege and internship experiences usually reserved for high achieving students. We discussed several potential placement sites that would work as appropriate partners to build the initial wave of internship experiences with and how this can adequately serve the goals of the PLI and the Political Science Department.

Informally, I have had conversation with the Dean of Undergraduate Studies, regarding the need for courses like these as well as the need for ACE students to complete internship opportunities as part of the program's requirements. I see this course potentially matching up with ACE's potential sophomore experience. Students will complete UGR 277 and then this course the following semester OR even take this course instead of UGR 277. With limited spacing, we will give preference to PLI students, as well as Political Science and Law and Society majors.

I have consulted with Daniel Auld and Nancy Yang during the development of UGR 277, discussing how the ePortfolio can be employed to serve as an appropriate framework for students to complete assignments, collaborate with each other, and eventually use materials from this course as components for their electronic resume. I believe the ePortfolio system will be employed for this class as well.

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

No

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

18. Signature/s of Endorsement



Andrew Sidman, Chair, Political Science

POL 2xx: Political Science Internship
[Instructor Name]

Section 1
Days and Time
Room Assignment

Phone: [instructor phone number]
Email: [instructor email]

Office: [instructor office]
Office Hours: TBA
Or by Appointment

Course Description

This course focuses specifically on mission and purpose of the placement site. Students will make connections between academic concepts, contemporary news coverage, and the professional experiences learned at their internships, understanding and engaging with the possibilities and limits of theoretical concepts explaining real-world experiences. The emphasis of the course is a synthesis of the students' classwork and guided observations in the placement site, reflecting a dual focus on academic and professional development. Students work at their assigned placement sites, attend class regularly, and must complete regular writing assignments.

Note: A minimum of 96 hours must be completed at the placement site.

Learning Outcomes

Students will be able to do the following: (1) summarize, analyze and critique contemporary and academic readings focusing on the purpose and mission of the placement site; (2) understand and explain the organization and structure of the placement site; (3) apply academic concepts and skills in professional settings; and (4) form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation. These outcomes will be accomplished through working at the placement site, class discussion and course readings and assignments.

Course Policies

Students are to complete the assigned readings before class, where we will engage in discussions of the theoretical and academic literature. Through a series of weekly online, supplemental assignments, students will continue to apply concepts and ideas (from the readings and class) to their internship experiences as well as other real-world settings. These online activities include discussion forums and journaling. Please note that both components (face-to-face and online) are equally important for a successful course experience.

This class will be a seminar, where student preparation and answers will drive the discussion. Participation—answers and comments from you—will be expected in discussion of all readings, which again are to be read prior to the class for which they are assigned. Questions or comments are welcomed during class. Feel free to ask for clarification if you do not understand something said in class. Similarly, you should feel free to comment if you disagree or agree with something said. You may also want to ask questions about text material even if it is not directly touched on in class. In general, questions are very useful, so do not hesitate to raise them.

Regarding class attendance, you are expected to attend every class. These classes are required and are a vital component to this course. If a student for whatever reason cannot make a scheduled class, it is upon them to contact the instructor as soon as possible and schedule a make-up individual meeting. Please

be respectful in class, which includes silencing any electronic devices (cell phones, etc.) and paying attention to class discussions.

All assignments are to be completed using APA citation. Please see the individual assignment instructions for additional formatting guidelines. Incompletes and extensions will only be given in the most extreme of circumstances and, of course, requires proper and appropriate documentation.

All assignments turned in on-time will be graded within one week of submission. Also, the instructor will be accessing Blackboard once a day Mondays through Fridays (except as noted or if the college is closed). If something pressing requires a quicker response time from the instructor, please use email or come to office hours.

If students are having difficulty with the course materials, assignments or attendance, I encourage them to please come see me during office hours or schedule an appointment as soon as possible. My office hours are there to answer any questions and offer any assistance or guidance that I can. *Moreover, students are held responsible for checking their college email and the course's Blackboard site daily.*

Grading

Placement Site Evaluation	30%
Response Papers, due at the beginning of each class session	20%
Journal Entries, due by 5pm every Wednesday	20%
In-Class and Online Participation	10%

Please note that this course is letter graded. Although the majority of the grade will be determined by the evaluation from placement site and the final paper, you will be graded on **all** aspects of this internship.

The grading rubric for the course is as follows:

- A 100.0-93.0
- A- 92.9-90.0
- B+ 89.9-87.1
- B 87.0-83.0
- B- 82.9-80.0
- C+ 79.9-77.1
- C 77.0-73.0
- C- 72.9-70.0
- D+ 69.9-67.1
- D 67.0-63.0
- D- 62.9-60.0
- F 59.9-0.0

Course Requirements

1. Work at the assigned placement site as assigned by your instructor and in consultation with your placement site supervisor and based on your course credits. Requirements and duties are to be determined by the placement site supervisor to which you are assigned. ***Failure to meet these requirements will result in a failing grade for the course.***
2. Read assigned readings in preparation for each class meeting. Copies will be sent to you by e-mail or posted on Blackboard for you to download. If you want additional readings or supplemental readings regarding different aspects of your internship, please feel free to contact me.
3. **Response Papers** are due at the beginning of every class with substantive readings. You will be asked to summarize and assess the readings for the given meeting, integrating aspects of your internship experiences and relating them to the academic literature. Specific instructions and potential questions you may want to consider for your response papers are posted on Blackboard.

4. **Journal entries** are due at 5pm every Wednesday (except when the college is closed). The journal entries are meant to be self-reflections on your internship experiences as well as aspects of professional development covered in assigned readings for certain entries. Please be sure to consult the journal entry instructions

Statement of the College Policy on Plagiarism

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. For the assignments, I encourage students to work together if they want, but each student is responsible for their own work and therefore *answers must be completed by the student alone*. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. Also note that plagiarism is taken very seriously both in this class and by the College. *There is a handout regarding plagiarism posted on the course's Blackboard site. Students are responsible for any information covered in the plagiarism handout. Any student found to be in violation of the plagiarism policy will receive a zero for the course.* The following is from the John Jay College Undergraduate Bulletin:

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

Please also note that the final paper will be submitted to turnitin.com and students found in violation of the plagiarism/academic honesty policy will be subject to appropriate remedies.

College Services

First, there is a writing requirement. If you feel you need help in this area, please visit the Writing Center in Room 1.69 in the New Building. If you need help with writing because English is not your native language, please visit the Center for English Language Support (CELS) in Room 1201 North Hall. Please note that CELS may be moving to the New Building in the middle of the semester.

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Office of Accessibility Services (OAS) in Room L.66.00 in the New Building (212-237-8031). The office provides support services and counseling for students who are physically challenged, have learning disabilities and/or have medical conditions which affect their performance in the classroom setting. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by OAS. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which again is located at L.66.00 in the New Building or by phone at 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.

Course Outline

Week 1: Preparation for Internships

Required Attendance at the Following Sessions

Internship Orientation held by the Center for Career & Professional Development

Date: ----

Time: ----

Location: ----

Tools in Legal Research and Writing held by the Library

Date: ----

Time: ----

Location: ----

Assignments Due

1. Journal Entry 1 due by 5pm on Wednesday

Week 2: Title VII of the Civil Rights Act and the EEOC

Readings

1. Equal Employment Opportunity Commission. (n.d.) Retrieved from: https://www.law.cornell.edu/wex/equal_employment_opportunity_commission
2. About EEOC (n.d.) Retrieved from: <https://www1.eeoc.gov/eeoc/index.cfm>
Please read the following sections: Overview; Laws, Regulations, Guidance & MOUs; EEOC History
3. Selmi, Michael (2001). Why are Employment Discrimination Cases So Hard to Win? *Louisiana Law Review* 61 (3): 555-575.

Assignments Due

1. Journal Entry 2 due by 5pm on Wednesday

Week 3: Racial Discrimination

Readings

1. Tomaskovic-Devey, Donald, and Kevin Stainback. 2007. "Discrimination and Desegregation: Equal Opportunity in U.S. Private Sector Workplaces since the Civil Rights Act." *Annals of the American Academy of Political and Social Science* 609: 49-84.
2. Walker, Rob (2017, July 7). When Co-Worker Behavior Seems Discriminatory. *New York Times*. Retrieved from: <https://www.nytimes.com/2017/07/07/business/when-co-worker-behavior-seems-discriminatory.html>

Assignments Due

1. Response Paper due at the beginning of class
2. Journal Entry 3 due by 5pm on Wednesday

Week 4: Gender Discrimination

1. Risen, Clay (2014, February 7). The Accidental Feminist: Fifty years ago a Southern segregationist made sure the Civil Rights Act would protect women. No Joke. *Slate*. Retrieved from: http://www.slate.com/articles/news_and_politics/jurisprudence/2014/02/the_50th_anniversary_of_title_vii_of_the_civil_rights_act_and_the_southern.html
2. Equal Employment Opportunity Commission v. Sears, Roebuck and Co (1986), 628 F. Supp 1264.

Assignments Due

1. Response Paper due at the beginning of class

2. Journal Entry 4 due by 5pm on Wednesday

Week 5: Other Types of Discrimination

1. Blumberg, Jonathan (2017, August 16). Yes, your boss can fire you for being a white supremacist. *CNBC*. Retrieved from: <https://www.cnbc.com/2017/08/16/yes-your-boss-can-fire-you-for-being-a-white-supremacist.html>
2. Lemov, Penelope (2013, April 30). What It Takes to Win an Age Discrimination Suit. *Forbes*. Retrieved from: <https://www.forbes.com/sites/nextavenue/2013/04/30/what-it-takes-to-win-an-age-discrimination-suit/#2b236d73757e>
3. Bagenstos, Samuel (2015, July 26). Disability Laws Are Not Enough to Combat Discrimination. *New York Times*. Retrieved from: <https://www.nytimes.com/roomfordebate/2015/07/26/the-americans-with-disabilities-act-25-years-later/disability-laws-are-not-enough-to-combat-discrimination>

Assignments Due

1. Response Paper due at the beginning of class
2. Journal Entry 5 due by 5pm on Wednesday

Week 6: Intersectionality and Employment Discrimination

1. Liptak, Adam (2015, June 1). Muslim Woman Denied Job Over Head Scarf Wins in Supreme Court. *New York Times*. Retrieved from: <https://www.nytimes.com/2015/06/02/us/supreme-court-rules-in-samantha-elauf-abercrombie-fitch-case.html>
2. Shaw, Linda R., Fong Chan, and Brian T. McMahon. (2011) Intersectionality and Disability Harassment: The Interactive effects of Disability, Race, Age, and Gender. *Rehabilitation Counseling Bulletin* 55: 82-91.
3. Castro, Rosalio and Lucia Corral. (1993). Woman of Color and Employment Discrimination: Race and Gender Combined in Title VII Claims. *La Raza Law Journal* 6: 159.

Assignments Due

1. Response Paper due at the beginning of class
2. Journal Entry 6 due by 5pm on Wednesday

Week 7: Equal Pay

Readings

1. Editorial Board (2017, September 9). Pay transparency could help close “wage gap.” EEOC shouldn’t write it off. *Washington Post*. Retrieved from: https://www.washingtonpost.com/opinions/pay-transparency-could-help-close-the-wage-gap-the-eeoc-shouldnt-write-it-off/2017/09/09/9d262f44-93f6-11e7-aace-04b862b2b3f3_story.html
2. Das, Andrew. (2016, March 31). Top Female Players Accuse U.S. Soccer of Wage Discrimination. *New York Times*. Retrieved from: <https://www.nytimes.com/2016/04/01/sports/soccer/uswnt-us-women-carli-lloyd-alex-morgan-hope-solo-complain.html>
- 3.

Assignments Due

1. Response Paper due at the beginning of class
2. Journal Entry 7 due by 5pm on Wednesday

Week 8: Disparate Treatment and Impact

Readings

1. Carle, Susan (2011). A New Look at the History of Title VII Disparate Impact Doctrine. *Florida Law Review* 63: 251-300.

- Furnish, Hannah Arterian (1981). A Path Through the Maze: Disparate Impact and Disparate Treatment Under Title VII of the Civil Rights Act of 1964 After *Beazer* and *Burdine*. *Boston College Law Review* 23: 419.

Assignments Due

- Response Paper due at the beginning of class
- Journal Entry 8 due by 5pm on Wednesday

Week 9: Sexual Harassment and Hostile Work Environments

- Covert, Bryce (2016, August 27). Sexual Harassment Training with Roger Ailes. *New York Times*. Retrieved from: <https://www.nytimes.com/2016/08/28/opinion/sunday/sexual-harassment-training-with-roger-ailes.html>
- Gelles, David and Rachel Abrams (2017, February 28). Hundreds of Workers Allege Sex Bias by Jeweler, Files How. *New York Times*. Retrieved from: <https://www.nytimes.com/2017/02/28/business/sterling-kay-jewelers-jared.html?smid=pl-share>
- Abrams, Rachel (2017, May 5). Sterling Jewelers Settles Charges of Bias Against Female Workers. *New York Times*. Retrieved from: <https://www.nytimes.com/2017/05/05/business/sterling-jewelers-settles-bias-case.html>

Assignments Due

- Response Paper due at the beginning of class
- Journal Entry 9 due by 5pm on Wednesday

Week 10: Retaliation and Mixed Motives

- University of Texas Southwestern Medical Center v. Nassar* (2013), 570 U.S. ____
- Greenhouse, Steven (2013, June 24). Supreme Court Raises Bar to Prove Job Discrimination. *New York Times*. Retrieved from: <http://www.nytimes.com/2013/06/25/business/supreme-court-raises-bar-to-prove-job-discrimination.html>

Assignments Due

- Response Paper due at the beginning of class
- Journal Entry 10 due by 5pm on Wednesday

Week 11: Modern Applications of EEOC in Employment

Readings

- Editorial Board. (2016, April 9). A Fair Chance After a Conviction. *New York Times*. Retrieved from: <https://www.nytimes.com/2016/04/10/opinion/sunday/a-fair-chance-after-a-conviction.html?smid=pl-share>
- Agan, Amanda and Sonja Starr (2017) Ban the Box, Criminal Record, and Racial Discrimination: A Field Experiment. *The Quarterly Journal of Economics*, qjx028. Retrieved from:

Assignments Due

- Response Paper due at the beginning of class
- Journal Entry 11 due by 5pm on Wednesday

Week 12: Impact of Political Administrations in Agency Actions

Readings

- Heydebrand, Wolf. 1990. "Government Litigation and National Policymaking: From Roosevelt to Reagan." *Law and Society Review* 24: 477-496
- Feuer, Alan (2017, July 27). Justice Department Says Rights Law Doesn't Protect Gays. *New York Times*. Retrieved from: <https://www.nytimes.com/2017/07/27/nyregion/justice-department-gays-workplace.html>

Assignments Due

- Response Paper due at the beginning of class

2. Journal Entry 12 due by 5pm on Wednesday

Week 13: Moving Forward

Readings on Proofreading and Revising

1. [Where Do I Begin?](#)
2. [Finding Common Errors](#)
3. [Suggestions for Proofreading Your Paper](#)
4. [Revising for Cohesion](#)
5. [Steps for Revising](#)

Assignments Due

1. Resume and Cover Letter Revisions Due
2. First Revisions to Response Paper
3. Journal Entry 13 due by 5pm on Wednesday

Week 14: Final Thoughts and Discussions

Assignments Due

1. Second Revisions to Response Paper
2. Student Evaluation of Placement Site
3. Journal Entry 14 due by 5pm on Wednesday

Week 15: Finals Week

Assignment Due

1. Journal and Self-Reflection Summary

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

Course Revision Form

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

Date Submitted: 11-30-2020

1. Name of Department or Program: Africana Studies

2. Contact information of proposer(s):

Name(s): Crystal Endsley
 Email(s): cendsley@jjay.cuny.edu
 Phone number(s): 212-393-6402

3. Current number and title of course: **AFR 325 Research Methods in Human Services and Community Justice**

4. Current course description:

This research methods course articulates relationships between human service provision and community justice, and provides students with tools and skills to conduct community-based research, participatory action research, and to apply evidence-based research to practice. It provides students with a working vocabulary, sets of analytical tools, and a variety of qualitative research methods, write scholarly and professional essays and papers, and give oral presentations. Students enhance their capacity to identify problems and interventions, to analyze information, and contribute to the creation of new knowledge. Students proceed through the steps of conducting research, including formulating the research question, finding peer-reviewed sources, annotating their bibliography, producing a literature review, creating a research outline, conducting participatory action research, analyzing data; and completing a research paper.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 45

c. Current prerequisites:

ENG 201, AFR 227, CHS 235, and any one of the following: MAT 108, MAT 141, MAT 241, MAT 242 (or higher), CJBA 240, ECO 255, STA 250

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

We are revising the prerequisites to eliminate the AFR 227, CHS 235, and any one of the following: MAT 108, MAT 141, MAT 241, MAT 242 (or higher), CJBA 240, ECO 255, STA 250 so only ENG 201 is required. We are adding AFR 140 or AFR 145 or CHS 150 instead.

6. Rationale for the proposed change(s):

The Departments of Africana Studies and Counseling and Human Services recognize the need to make this course more accessible to HSCJ majors (for whom this course is required) and Africana Studies minors who often need to take it because the comparable AFR 310 is not always available.

When we created the HSCJ major, we thought that we would be able to guide the students to follow a scaffolded sequence of the required courses; and so wanted them to have taken the mid-level required courses and to have taken the required Math for the major before taking research methods. However, we didn't realize how many of our majors would be from community colleges in the Justice Academy and need to take our courses out of sequence, often taking 3 and 4 required courses at once. As a result, we have had to waive the requirements and let the students in regardless of the sequence. Fall 2020 semester 80 percent of the 40 students had to have the prerequisites waived to take the course. The course also attracts Africana Studies minors who aren't in the HSCJ major, and so may never need to take all the prerequisites. Students will likely be simultaneously enrolled in other courses listed as current prerequisites, or other closely related courses. We also want to ensure that transfer students are able to access the relevant and timely content in this course and removing the prerequisites will achieve this goal. We want the students to be able to graduate on time and not have to wait to take this course. Finally, after teaching the course the past 2 semesters with a majority of students who have not had the prerequisites, we find that most of the students are still able to earn a C or higher in the course. We are therefore seeking to revise the prerequisites except ENG 201. We will add the 100-level courses in the major and Africana Studies minors. Doing so will increase students' accessibility to this course.

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

a. Revised course description: N/A

b. Revised course title: N/A

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/A

d. Revised learning outcomes N/A

e. Revised assignments and activities related to revised outcomes N/A

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: ENG 201; and AFR 140 or AFR 145 or CHS 150

8. Enrollment in past semesters: approximately 40 for Fall 2020; 38 Spring 2020

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

Africana Studies curriculum committee approved this and discussed it with HSCJ. Human Services and Community Justice Curriculum Sub-Committee approved this as well.

11. Date of Department or Program Curriculum Committee approval: October 15, 2020 (AFR)

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

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

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

Date Submitted: 11/10/2020

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

2. Contact information of proposer(s):

Name(s): Alvin Estrada

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

Phone number(s): 212.237.1434

3. Current number and title of course: **MAT 141 Pre-Calculus**

4. Current course description: Recommended for Forensic Science majors. Topics include a study of the conic section, systems of linear equations, determinants, two-dimensional vector geometry functions, and limits.

a. Number of credits: 3

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

c. Current prerequisites: MAT 104 or MAT 105 or EXE 106 OR Placement into MAT 141 based on high school Mathematics record OR ACT MATH Placement Part 1 score greater than 34 and Part 2 score greater than 58 and Part 3 score 36-45 OR Accuplacer Part 6 score of 50-64

5. Describe the nature of the revision (what are you changing?): To change the current prerequisites and revise the course description.

6. Rationale for the proposed change(s): Due to CUNY-wide entry level math changes, college algebra and pre-calculus will be primarily for STEM students although other students can opt to take them. Students will be advised in taking college algebra (MAT 105) prior to taking pre-calculus or based on students' high school preparation if appropriate. This revision also updates the topics that are currently taught in the course.

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

a. Revised course description: **This course examines elementary functions and their role in the study of polynomial, rational, exponential, logarithmic, and trigonometric functions. Topics are presented from a function perspective graphically, numerically, analytically, and verbally. Topics include a review of college algebra, functions, trigonometric functions, analytical trigonometry, conic sections, and miscellaneous topics. This course prepares students for the study of calculus and further develops their mathematical maturity.**

b. Revised course title: NA

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): NA

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **MAT 105 OR Placement into MAT 141 based on high school preparation**

8. Enrollment in past semesters: AY 2018-19 (n=652), AY 2017-18 (n=589)

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

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

This course is already approved as a STEM variant for the Required core: Math and Quantitative Reasoning area.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 10/28/2020

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

Douglas Salane

TO: Kathy Killoran and UCASC

From: Warren Eller, Chair, Department of Pubic Management

Date: December 15, 2020

Re: PAD Course Revisions for Changes to CJM major

Howdy,

The revised CJM major is replacing PAD 101 with CJM 101 which will affect the students' ability to take several PAD courses. Students in the CJM major will need to be able to take PAD 314, 343, and 348 with CJM 101 instead of PAD 101. Additionally, they are open to take PAD 346, 360, and 404 as part of their electives so those should also allow them to substitute CJM 101 for PAD 101.

As a solution, we would like to change the prerequisite for the following 300-level PAD courses from PAD 101, to "Pad 101 or CJM 101."

Course Number	Current Prerequisites	Revised Prerequisites
PAD 314: Leadership, Supervision and Performance	ENG 201 and PAD 101	ENG 201; and PAD 101, or CJM 101
PAD 343: Administration of Financial Resources	ENG 201 and PAD 101	ENG 201; and PAD 101, or CJM 101
PAD 346: Human Resources Administration	ENG 201 and PAD 101	ENG 20;1 and PAD 101 or CJM 101
PAD 348: Justice Planning and Policy Analysis	ENG 201 and PAD 101	ENG 201; and PAD 101 or CJM 101
PAD 360: Court Administration	ENG 201 and PAD 101	ENG 201; and PAD 101 or CJM 101
PAD 404: Practicum in Public Administration	ENG 201; senior standing; and PAD 121 or PAD 241 or PAD 400	ENG 201; senior standing; and PAD 121 or PAD 241 or PAD 400 or CJM 101

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
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Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

ESA 355 Geographic Information Systems for Emergency Services

4. Current course description:

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

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; and ESA 101 and FIS 101

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201, ESA 101**

8. Enrollment in past semesters: S20: 10

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

Charles Nemeth

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
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Please submit to Kathy Killoran (kkilloran@jjay.cuny.edu) via email in the Office of Undergraduate Studies.

Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

FIS 209 Analysis of Urban Hazardous Materials, Tactics and Strategy

4. Current course description:

A study of the storage, transportation, and use of hazardous materials with an emphasis on flammable liquids, gases, cryogenics, and radioactive materials. It includes a systems analysis of methods of prevention, detection, control and suppression of emergency situations. Case studies form the basis of the course. Critical parameters and characteristics of hazardous materials are defined and studied.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101; FIS 101

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters: F20: 23; S20: 14; F19: 19; S19: 26

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

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Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

FIS 210 Fire Safety Administration

4. Current course description:

The course focuses on satisfying the administrative needs of a student who is preparing for a career requiring a knowledge of the principles of fire safety and the various laws that have been enacted to assure fire safety in the workplace.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101 and FIS 106

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have

noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters: S20: 22; S19: 17

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

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Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

FIS 319 Hazard Identification and Mitigation

4. Current course description:

This course is a review of two basic concepts in emergency management: hazard identification and hazard mitigation. Students will explore the range of natural hazards such as hurricanes and earthquakes, as well as human or unnatural disasters such as terrorist attacks and building collapses. The frequency and severity of hazards are quantified. The course will also include discussions of a variety of mitigation techniques such as hazard abatement and structural hardening as well as risk/benefit analysis.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201 and FIS 101

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201**

8. Enrollment in past semesters: S20: 26; S19: 28

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

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

Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth
 Email(s): cnemeth@jjay.cuny.edu
 Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

FIS 350 Management Applications in Fire Protection

4. Current course description:

Theory and practice of public management applied to fire protection. Examination of organizational structure and command, personnel development and management, budgeting and fiscal management, and management systems and techniques within the context of contemporary fire protection management. Assessment of policy development and advocacy by fire protection administrators in the political and private sector.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and PAD 140 or PAD 240 or permission of the instructor

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201**

8. Enrollment in past semesters: F20: 12; F19: 10

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

Charles Nemeth

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

Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 217 Cybercrime Investigations

4. Current course description:

This course provides a comprehensive analysis of national and international public and private cybercrime investigations, looking in particular at: the manner in which these investigations are conducted, digital evidence, rules of evidence, and the legal admissibility of digital evidence. This emphasis of this course is on the investigation of crimes involving the Internet, computers, and related technology, including network, email, social media, cloud, mobile device, gaming console, and Internet of things forensics. Special attention will be paid to the challenges private security professionals and criminal justice agents face in the detection, investigation, prosecution, and prevention of cybercrime committed on the visible web and Darknet, and the measures needed to overcome these challenges.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, SEC 107, and SEC 213

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 101, SEC 107**

8. Enrollment in past semesters: F19: 13; S19: 9

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

Charles Nemeth

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Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

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

Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 220 Terrorism, Security and Emergency Management

4. Current course description:

Using a multidisciplinary lens, this course critically evaluates discourses, narratives, and perspectives on terrorism, counterterrorism, and antiterrorism, and promotes evidence-based analyses of “what works” and “what does not work” in countering and combating terrorism. In this course, students differentiate between different forms of terrorism by examining the structure, goals, tactics, targets and ideologies of international and domestic terrorists, and carefully consider existing national and international antiterrorism and counterterrorism measures. Special attention is paid to the role of private security in counterterrorism and antiterrorism, and the obstacles these professionals encounter in identifying terrorists and responding to, preparing for, and mitigating terrorism.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101, SEC 112

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters: F20: 29

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

Charles Nemeth

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

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Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 307 Cyberpredators

4. Current course description:

This course explores the cybercrimes committed by online predators; namely, Internet trolling, swatting, cyberbullying, cyberharassment, cyberstalking, sextortion, revenge porn, sexting, and child sexual exploitation. Students will examine the use of the Internet and technology by cyberpredators to commit these interpersonal cybercrimes, the online forums in which these crimes occur, and obstacles in combating these cybercriminals nationally and internationally. The course also considers the manufacture, possession and distribution of child pornography and sexual predators' use of the internet to stalk, lure and subsequently, victimize their targets. Special attention is paid to the unique challenges that the regulation, investigation, and prosecution of these cybercrimes pose to criminal justice and private security agents worldwide.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, SEC 213, SEC 217

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201, SEC 107**

8. Enrollment in past semesters: F20: 28; F19: 9

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

Charles Nemeth

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Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 313 Cybercrime

4. Current course description:

This course explores the cybercrimes that are collectively known as cybercrimes; namely, cyberprostitution, the sale of drugs online, and Internet gambling. Particularly, students will examine the use of the Internet and technology to facilitate prostitution, the proliferation of cyberprostitution, the forums in which it occurs, and issues with combating this cybercrime nationally and internationally. This course also covers the identification, investigation and prosecution of individuals running online pharmacies that illegally sell prescription drugs and controlled substances. Finally, this course examines the legality of online gambling and the measures implemented by public and private security sectors to combat it. The course concludes by covering effective ways to combat cybercrimes.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, SEC 213, SEC 217

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201, SEC 107**

8. Enrollment in past semesters: F20: 27; F19: 13

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

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

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Date Submitted: 12/8/20

1. Name of Department or Program:

Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 317 Cyberfraud and Identity Theft

4. Current course description:

This course explores different types of cyberfraud: debit card, credit card, and securities fraud, and online scams. It further investigates the ways in which individuals steal personal data, the locations from which data is often stolen, and ways in which victims can protect themselves from identity theft and fraud. Special attention will be paid to international public and private investigations of identity thieves and those engaging in cyberfraud.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, SEC 107, SEC 213, SEC 217

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201, SEC 107**

8. Enrollment in past semesters: S20: 19

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

(reminder - complete the CUNY Common Core or JJ College Option form if appropriate)

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

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Date Submitted: 12/8/20

1. Name of Department or Program: Security, Fire and Emergency Management

2. Contact information of proposer(s):

Name(s): Charles Nemeth

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

Phone number(s): 212-237-8756

3. Current number, title, and abbreviated title of course:

SEC 333 Intelligence and Counterintelligence: Public and Private Practices

4. Current course description:

Intelligence is a product of the gathering, processing, assimilating, examining, evaluating, and interpreting information from open-source and/or confidential methods and sources. Intelligence is fundamental to the public and private security sectors. This course covers intelligence collection, analysis, and dissemination tactics from human, technical and open sources and the laws and policies that govern these tactics. This course further explores the intelligence community in the U.S. and intelligence agencies abroad, looking in particular at their structure, agencies, organizational cultures, and practices, and the challenges that the intelligence community faces. Special attention will be paid to counterintelligence practices.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; SEC 112, 220

5. Describe the nature of the revision: Removal of prerequisites

6. Rationale for the proposed change(s):

The department grants so many waivers due to the demand that for all intents and purposes there is little adherence to the pre-requisite policy. In addition, instructors have noticed no negative impact on student performance because of these waivers, nor have students indicated any negative educational impacts. The problem has become especially acute in the Minors where course scheduling, due to demand has become nightmarish. Aside from the extraordinary growth- the inability to offer multiple sections due to budget considerations, is making the problem worse. Add to this the difficulty of reconciling course offerings with Fire Science and ESA majors, and the problems keep increasing.

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

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

8. Enrollment in past semesters: S20: 15

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/8/20

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

Charles Nemeth

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

Date Submitted: May 5 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 325, The Politics of Transnational Crime**

4. Current course description:

Transnational crime and violence have become major concerns for governments around the world as they work to stem the flow of drugs, control trade in human beings and deal with the problem of stateless terrorism. In this course, we will study the developing literature on this issue by examining how crime has altered state sovereignty, posed challenges to governance, changed conceptions of human rights and affected international organizations.

- a. Number of credits: 3
- b. Number of class hours (please specify if the course has lab hours): 3
- c. Current prerequisites: ENG 201, and GOV 101 or POL 101.

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

We are revising the title, prerequisites, and course description.

6. Rationale for the proposed change(s):

This is a course that has not been offered in several semesters. The proposed description is aligned to the way it will be taught in future semesters. The prerequisites are also being revised to require that students have taken an introductory course in comparative politics or

international relations. Either of these courses are sufficient for providing students with the background knowledge they will need in this advanced course. We are removing POL 101 as a prerequisite because it is redundant. POL 101 is already a prerequisite for both POL 257 and POL 260.

In addition, we are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description:

Transnational crime has become one of the major concerns for governments and international organizations as they work to stem the illicit flows of drugs and firearms, control the trade in human beings and wildlife products, and deal with money laundering, counterfeiting, and other cross-border offences. This course covers the literature on transnational crime and transnational criminal law, inviting students to examine how crime has altered state sovereignty, posed challenges to governance, and changed conceptions of human rights and justice. Students will also learn about the mechanisms of state cooperation with respect to transnational crimes, such as mutual legal assistance and extradition, and will study the workings of relevant international organizations and agencies.

b. Revised course title: **Transnational Crime**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Transnational Crime**

d. Revised learning outcomes: n/a

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 201; and POL 257 or POL 260**

8. Enrollment in past semesters: Not offered in recent semesters

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: Feb 3, 2020

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Andrew H. Sidman, Chair of Political Science

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

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

Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s): Andrew H. Sidman
 Email(s): asidman@jjay.cuny.edu
 Phone number(s): 646-557-4613

3. Current number and title of course: **POL 328, The Politics of International Security**

4. Current course description:

How are terrorist attacks and a failure to stop climate change linked? Both of these political problems are understood as important security threats. This course explores both traditional and contemporary challenges of security, to advance students' understanding of the sources of conflict and peace in world politics. States must deal with many new threats both external (international) and internal (domestic) that reflect emerging political, technological, and social developments. Topics of study include "traditional" security concerns such as wars peacekeeping insurgency child soldiers nuclear proliferation and new human security concerns.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and POL 257 or POL 260 or permission of the instructor.

5. Describe the nature of the revision (what are you changing?): We are revising the title and description.

6. Rationale for the proposed change(s):

The proposed title and description better reflect the way the course is currently taught. While

traditional security challenges are still an important part of the course, the revised description identifies several contemporary challenges to international security.

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

a. Revised course description:

This course explores challenges to international security and their sources and consequences. Topics covered in the course include “traditional” security concerns, such as wars, peacekeeping, nuclear proliferation, and new security threats posed by migration, climate change, natural disasters and hazards, food and water shortages, and other issues. Students will gain insight into the complex interplay of factors that shape contemporary international security politics and will examine the role of national governments, international organizations, and non-state actors in the global security architecture.

b. Revised course title: **International Security**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **International Security**

d. Revised learning outcomes: n/a

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: n/a

8. Enrollment in past semesters: Not offered in recent semesters

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

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: Feb 3, 2020

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

Andrew H. Sidman, Chair of Political Science

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Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 362, Terrorism and International Relations**

4. Current course description:

This course engages students in the study of terrorism and counter-terrorism by analyzing the international political implications of terrorist activity. Framed by theories of international relations, the course explores topics such as international security, international organizations, human rights and foreign aid. In this way, students will assess the impact of the "global war on terror," and compare and contrast the post-9/11 period with earlier efforts to suppress terrorism.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and GOV 101 or POL 101. In addition, GOV 260 or POL 260 is strongly recommended.

5. Describe the nature of the revision (what are you changing?): We are revising the title, prerequisites, and course description.

6. Rationale for the proposed change(s):

- The proposed title and description more appropriately identify the breadth of the material and the course's focus on recent developments in the study of terrorism.
- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

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

a. Revised course description:

This course surveys knowledge on terrorism and counter-terrorism from the disciplinary perspective of political science. Students will learn the major theories and concepts utilized by scholars and practitioners in the field, comparing and contrasting current research and analysis with recent and historical accounts. Topics covered include: the definition of terrorism; the causes of terrorism; radicalization; terrorism in the developing world; right wing extremism; counter-terrorism and countering violent extremism; counter-terrorism cooperation; and critical approaches to understanding terrorism and counter-terrorism.

b. Revised course title: **Terrorism and Politics**

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): **Terrorism and Politics**

d. Revised learning outcomes: n/a

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 201 and POL 101. In addition, POL 260 is strongly recommended.**

8. Enrollment in past semesters: 34 in Spring 2019

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Andrew H. Sidman, Chair of Political Science

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Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 371, American Political Philosophy**

4. Current course description:

This course will survey the basic books of contemporary American liberal and conservative political thought, examining them in terms of the categories of state theory, economic policy, social policy, the race problem, foreign policy, and criminal justice policy. There will also be an introduction to the most recent secondary literature dealing with liberalism and conservatism.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, and GOV 101 or POL 101, and junior standing or above.

5. Describe the nature of the revision (what are you changing?): We are updating the prerequisites and course description.

6. Rationale for the proposed change(s):

- The proposed prerequisites are essentially the same as the current prerequisites. We are removing reference to GOV 101, which POL 101 was called many years ago.

- The proposed description better reflects the way the course is taught.

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

a. Revised course description:

This course examines classic and contemporary works of American political thought, with particular attention to statesmen and thinkers who have fundamentally shaped the American constitutional order or have provided cogent criticism of it. Readings may include some non-American thinkers, such as Locke or deTocqueville, central to a philosophic understanding of American politics.

b. Revised course title: n/a

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/a

d. Revised learning outcomes: n/a

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: **ENG 201, POL 101, and junior standing or above.**

8. Enrollment in past semesters: 22, 34, 24 in recent semesters

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: Feb 3, 2020

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

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Date Submitted: May 5, 2020

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s):	Andrew H. Sidman
Email(s):	asidman@jjay.cuny.edu
Phone number(s):	646-557-4613

3. Current number and title of course: **POL 389, Independent Study 300-level**

4. Current course description:

This course number is used by the Registrar's Office for independent study. The topic of the independent study will be identified by the student and instructor. Notes: To register, an independent study form must be approved and submitted to Jay Express by the third week of classes. This course may be repeated for credit. Course hours and credits can be variable (1-12) with permission from the Office of Undergraduate Studies.

- a. Number of credits: variable
- b. Number of class hours (please specify if the course has lab hours): variable
- c. Current prerequisites: ENG 201 and permission of the instructor and department.

5. Describe the nature of the revision (what are you changing?): We are updating the course description.

6. Rationale for the proposed change(s): We are adjusting the course description to differentiate this research experience from POL 385. In POL 385, students conduct research with a faculty member on a project chosen by the faculty member. In POL 389, students

conduct research, guided by a faculty member, on a project chosen by the student.

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

a. Revised course description:

This course number is used by the Registrar's Office for independent study. The student will conduct independent research on a topic of his or her choosing, and approved by the instructor. Notes: To register, an independent study form must be approved and submitted to Jay Express by the third week of classes. This course may be repeated for credit. Course hours and credits can be variable (1-12) with permission from the Office of Undergraduate Studies.

b. Revised course title: n/a

c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): n/a

d. Revised learning outcomes: n/a

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

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: n/a

8. Enrollment in past semesters: N/A

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: Feb 3, 2020

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

Andrew H. Sidman, Chair of Political Science

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 Office of Graduate Studies at aaustenfeld@jjay.cuny.edu.

Date submitted to the Office of Graduate Studies:

Date of Program Approval:

Date of CGS Approval: 12/15/20

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Peggilee Wupperman	pwupperman@jjay.cuny.edu	214.682.2763

2. Course details:

Program Name	Psychology
Course Prefix & Number	PSY 762
Course Title	Transdiagnostic Mindfulness Treatment for Impulsive, Addictive, and Self-Destructive Behaviors
Catalog Description	<p>Clients with dysregulated behaviors often have difficulties with treatment engagement and compliance, high drop-out rates, and poor treatment outcomes. In this course, students will gain the skills necessary to improve treatment engagement and outcome in clients with dysregulated behaviors. Students will master strategies from a transdiagnostic therapy for behavior dysregulation that can be modified to target one or more specific behaviors. Mindfulness & Modification Therapy (MMT) strategically integrates key strategies from the following evidence-based treatments: Dialectical Behavior Therapy, Motivational Interviewing, Mindfulness-Based Relapse Prevention, Acceptance and Commitment Therapy, Cognitive Behavior Therapy, and Mentalization Based Therapy. Techniques and procedures from each of these treatments were systematically integrated and targeted toward the aim of decreasing dysregulated behavior. Students will conceptualize and treat dysregulated behaviors in ways that 1) help clients move toward lives that fit their values and 2) help students become more-effective counselors. Students</p>

	will learn to customize treatment to fit diverse client needs and values. The class will include lectures, case vignettes, therapy videos, and role-plays of techniques.
Pre- and/or Corequisites (specify which are pre, co, or both)	Recommended (not required): PSY 714
Credits	3
Contact Hours (per week)	3
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).

Dysregulated behaviors are any behaviors that a person finds difficult to resist despite negative consequences (e.g., aggression, substance abuse, binge eating, compulsive sexual behavior, compulsive criminal behavior, etc.). Conventional treatments for dysregulated behaviors are often stymied because dysregulated behaviors rarely occur alone. For example, individuals abusing alcohol or drugs have greatly increased likelihoods of co-occurring aggression, gambling, compulsive sex, binge eating, self-injury, smoking, and compulsive criminal behavior (e.g., Bulik, Sullivan, Cotter, & Joyce, 1997; Goodman, 2008; Klonsky & Muehlenkamp, 2007; Petry, Stinson, & Grant, 2005). As a further challenge, individuals treated for one dysregulated behavior often segue to a “replacement” behavior once the previous concern has been treated (e.g., someone quits smoking but begins overeating; e.g., Manley & Boland, 1983). Finally, individuals in therapy for dysregulated behavior often have trouble inhibiting treatment-interfering behaviors; these individuals often have difficulties engaging in treatment, maintaining motivation, completing home practice, and even attending session. Consequently, treatment outcome is often poor, and relapse is common.

In this course, students will master strategies from a transdiagnostic therapy for behavior dysregulation that can be modified to target specific dysregulated behaviors. Mindfulness & Modification Therapy; MMT; (Wupperman, 2019) strategically integrates key strategies and principles from the following evidence-based treatments: Mindfulness-Based Relapse Prevention, Dialectical Behavior Therapy, Motivational Interviewing, Acceptance and Commitment Therapy, Cognitive Behavior Therapy, and Mentalization Based Therapy. Strategies and procedures from each of these treatments were identified, systematically integrated, and targeted toward the aim of decreasing dysregulated behavior. Effective implementation includes customization to fit diverse client needs and values.

Student in the Forensic Mental Health Program usually leave John Jay to pursue careers in counseling – which often include jobs in facilities that treat forensic clients and/or facilities specifically targeting dysregulated behaviors. These transdiagnostic counseling skills taught in this class will be beneficial for students on externships and in their careers as licensed mental health counselors. These skills will help students provide more-effective treatment to clients while also helping students be more competitive in acquiring jobs and in advancing in their careers.

4. Degree requirements satisfied by the course:

Psy 714 recommended but not required.

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 2019, Fall 2019, Fall 2020
- II. Teacher(s): Peggilee Wupperman
- III. Enrollment(s): 13-18 per semester
- IV. Prerequisite(s): See above.

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?

The primary objective is for students to acquire skills for the effective treatment of clients with dysregulated behavior (i.e., impulsive, addictive, and/or self-destructive behavior). Through this course, students will be able to:

1. Develop individualized conceptualizations and treatment plans for a variety of behaviors and culturally diverse range of clients;
2. Acquire basic knowledge of the bio/psycho/social factors contributing to dysregulated behavior, with an awareness of the impact of diversity issues;
3. Demonstrate a familiarity with evidence-backed principles and strategies for conceptualizing and treating dysregulated behavior;
4. Develop an awareness of multicultural and socio-economic factors when treating clients with dysregulated behavior;
5. Display basic knowledge of mechanisms of mindfulness related to dysregulated behavior;
6. Display the ability to customize and modify treatment based on diverse client needs.
7. Display the ability to analyze and critique ongoing effectiveness of treatments for dysregulated behavior;
8. Develop a greater understanding of the experience of the clients.

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

Provides students with mastery of specialized skills to work with difficult-to-treat forensic populations, both offenders and victims.

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

Students demonstrate they have achieved the outcomes through:

1. In-class mock-therapy role-plays.
2. Two in-class exams
3. One take-home exam: a written role-play in which students are given 16 client descriptions and statements and told to write their answer as though they are responding to each client statement.
4. Students will record a mock-therapy session (with students playing the therapist), which they will submit to the instructor for observation and a detailed written review -OR-
A paper on treatment for dysregulated behavior. (Students are given the option of the role-play or the paper so students can choose which assignment fits their learning style.)
5. Class discussions.

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

Wupperman, P. (2019). *Treating impulsive, addictive, and self-destructive behaviors: Mindfulness and modification therapy*. The Guilford Press. ISBN 1462538835

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change., 3rd edition*. Guilford Press. ISBN 1609182278

Additional research articles are found on the syllabus.

Note: Author of book #1 is the proposed instructor. She waives any profit from sales of the book in this course.

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

8. Identify and assess the adequacy of available library resources

Since the class has been taught three times in the past, I know that no additional library resources are needed.

a. Databases

PsychInfo (Library has the resources)

b. Books, Journals and eJournals

9. Identify recommended additional library resources

N/A

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

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

Articles assigned in the course will be posted on Blackboard by the instructor for student access. Students will need to use databases such as psychinfo for their additional topics paper.

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

Yes XX Yes _____ No _____

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

13. Proposed instructors:

Peggilee Wupperman, Ph.D.

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:

The course does not conflict with existing courses.

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.

PSYCHOLOGY 762 (01) – Working Syllabus
Transdiagnostic Mindfulness Treatment for Impulsive, Addictive, and Self-Destructive Behaviors

Fall 2020; Wednesdays 6:00-8:00 p.m.
 cuny.zoom.us/j/99017351823
 Instructor: Peggilee Wupperman, Ph.D.
 pwupperman@jjay.cuny.edu
 212.237.8792

Zoom: <https://jjay->

Office Hours: Wednesday 1:30-3:30 or by appt.
 (Send an email to set appointment.)

Required Readings:

1. Wupperman, P. (2019). *Treating Impulsive, Addictive, and Self-Destructive Behavior: Mindfulness and Modification Therapy*. The Guilford Press.
2. Miller, R., & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change* (3rd Ed.). The Guilford Press.
3. Additional reading is also required. This additional material will be uploaded on Blackboard.

Course Objectives:

The primary objective is for students to acquire skills for the effective treatment of clients with dysregulated behavior (i.e., impulsive, addictive, and/or self-destructive behavior). Through this course, students will be able to:

1. Develop individualized conceptualizations and treatment plans for a variety of behaviors and culturally diverse range of clients;
2. Acquire basic knowledge of the bio/psycho/social factors contributing to dysregulated behavior, with an awareness of the impact of diversity issues;
3. Demonstrate a familiarity with evidence-backed principles and strategies for conceptualizing and treating dysregulated behavior;
4. Develop an awareness of multicultural and socio-economic factors when treating clients with dysregulated behavior;
5. Display basic knowledge of mechanisms of mindfulness related to dysregulated behavior;
6. Display the ability to customize and modify treatment based on diverse client needs (related to race, gender, sexual orientation, etc.).
7. Display the ability to analyze and critique ongoing effectiveness of treatments for dysregulated behavior;
8. Develop a greater understanding of the experience of the clients.

Assignments and grading:

1. Weekly Assignments, Discussion Boards, and Role-Plays: 15%.
2. Mock-Therapy Video/ Additional Topics Paper 15% (Due 11/18)
4. Mid-Term Exam 22.5%
5. Take-home Short-Answer Essays: 25% (Due 12/2)
6. Final (Sort-of Comprehensive): 22.5%

*Note: Class attendance is essential because of extensive in-class exercises. I strongly encourage you to attend every class. Each absence in excess of 2 will result in 5 points deducted from the final exam grade. (For example, a student with 4 absences will have 10 points deducted from her/his grade.) In addition, I will keep track of late arrivals to class. I will count **one absence for any student who arrives***

more than 20 minutes late to 3 classes. I do this not to be mean, but because class attendance is necessary for learning the material.

Weekly Class Overview:

Most classes will consist of four parts (of varying lengths):

1. Lecture,
2. Discussion of readings and other assignments (interspersed in the lecture),
3. Mock-therapy role-plays (beginning week 3ish; not every week)
4. Blackboard assignments (Discussion boards, journals, videos, etc.)

Weekly Assignments:

Experiential exercises will consist of a variety of assignments, including: 1) homework normally assigned to clients, thus allowing you to gain an understanding of the clients' experiences, 2) written role-play exercises, and 3) reaction papers. These exercises will vary in length. *You can miss 1 weekly assignment without points being deducted. Points will be deducted after 1 miss.*

Role Plays:

All students will be required to do paired role-plays. During these role-plays, you will *not* be graded by your acting talent or comfort level. You will be graded on your willingness to make an effort and your display of knowledge of the material. I know that most people dislike (or hate) being involved in role-plays (as do I), but it is the only way to put the learned material into practice during the course. I promise to be kind.

Discussion boards:

We will be using the Discussion Boards some weeks. (See weekly folders on Blackboard for due dates.)

Whenever there's an assignment to post on a discussion board, you will always be expected to post at least one original post and respond to at least one post by a classmate. There are no right or wrong answers for any of the discussion board assignments—except that you must always be respectful and nonjudgmental in your replies to classmates. More information will be given for each specific discussion assignment. When you have an assignment for the Discussion Board, you will see it noted on the weekly schedule on Blackboard.

Mock-Therapy Role Play/Additional-Topics Paper

Students may choose one of two assignments:

1. Students will record themselves playing a therapist conducting MMT in a mock-therapy role-play. More details will be provided in class.
2. Students will write a paper about to further explore empirically supported treatment for the dysregulated behavior of their choice. I will provide a list of potential behaviors and treatments by the 6th week of class. (If I don't provide that list, please remind me!) You may also ask me if you'd like to focus on a behavior or treatment I don't include on the list. Papers should be *at least* 5 pages in lengths (12 pt Times New Roman, 1 inch margins), not counting the reference page. At least 4 references should be included. We will discuss further details in class.

Take-home Short-Answer Essays

The take-home short-answer essays will be assigned three weeks before the due-date. It will include a description of a client attending counseling for dysregulated behavior. You will be given prompts of

things the client says or does, and you will write your responses as though you were talking directly to the client in a counseling session. Further instructions will be provided in class. *Five points will be deducted for each late day.*

Mid-Term and Final Exams:

Mid-Term will consist of multiple-choice questions and short-answer questions. Final will consist of a multiple-choice quiz covering the material from the course.

Administrative Information

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.

Academic Honesty: Statement of the College Policy on Plagiarism

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

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

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

This course uses Turnitin.com, which includes plagiarism detection software.

Reading/Homework Assignments (Readings and weekly assignments are to be completed before class each week):

8/26; Week 1: Introduction. Conceptualizing of Clients
MMT Introduction

9/2; Week 2: Text: Wupperman, Preface (skim), Chap 1 (Introduction), Chap 2: Conceptualization

Psychology Today: Understanding Dysregulated Behavior (uploaded)

American Psychological Association. 2017. Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality. Retrieved from:
<http://www.apa.org/about/policy/multicultural-guidelines.pdf>

9/9; Week 3: Text: Miller and Rollnick, Chapters 1-3; 5-7;

Wupperman, P., Gintoft-Cohen, M., Haller, D.L., Flom, P., Litt, L.C., & Rounsaville, B.J. (2015). Mindfulness and Modification Therapy for behavior dysregulation: A comparison trial focused on substance use and aggression. *Journal of Clinical Psychology, 71*, 964-978.

Bowen, S., Witkiewitz, K., Clifasefi, S. L., Grow, J., Chawla, N., Hsu, S. H., et al. (2014). Relative efficacy of mindfulness-based relapse prevention, standard relapse prevention, and treatment as usual for substance use disorders: A randomized clinical trial. *JAMA Psychiatry, 71*(5), 547–556.

9/16; Week 4: Text: Wupperman, Chapter 4 (MMT Core Strategies 2 & 3) & Chapter 3 (Core Strategy 1)

Chu, J., Leino, A., Pflum, S., & Sue, S. (2016). A model for the theoretical basis of cultural competency to guide psychotherapy. *Professional Psychology: Research and Practice, 47*(1), 18–29.

Recommended:

Wupperman, P., Fickling, M., Klemanski, D. H., Berking, M., & Whitman, J. B. (2013). Borderline personality features and harmful dysregulated behavior: The mediational effect of mindfulness. *Journal of Clinical Psychology, 69*(9), 903–911.

9/23; Week 5:

Readings: Text: Miller and Rollnick Chap 13-16 and Revisit Wupperman, Chaps 3 & 4.

Hays, P. A. (2009). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. *Professional Psychology: Research and Practice, 40*(4), 354.

9/30; Week 6: Readings: Text: Wupperman: pp. 97-108 (Planning and intake session): pp. 118-147 (Session A). Be sure to read all the client handouts and therapist sheets

Holzel, B. K., Carmody, J., Vangel, M., Congleton, C., Yerramsetti, S. M., Gard, T., et al. (2011). Mindfulness practice leads to increases in regional brain gray matter density. *Psychiatry Research: Neuroimaging, 191*(1), 36–43.

Recommended:

Wupperman, P., Marlatt, G.A., Cunningham, A., Bowen, S., Berking, M., Mulvihill-Rivera, N., & Easton, C.E. (2012). Mindfulness and Modification Therapy for behavior dysregulation: Results from a pilot study targeting female alcohol use and aggression. *Journal of Clinical Psychology, 68*, 50-66.

10/7; Week 7: Text: Wupperman, Sessions B, C, & Flex

Fix, R. L., & Fix, S. T. (2013). The effects of mindfulness-based treatments for aggression: A critical review. *Aggression and Violent Behavior, 18*(2), 219–227.

Spinella, M., Martino, S., & Ferri, C. (2013). Mindfulness and addictive behaviors. *Journal of Behavioral Health, 2*(1), 1–7.

10/14; No class. (Classes run on Monday schedule.)

10/21; Week 8: Readings: Text: Wupperman, Chapter 5 (Primary Strategies 4 and 5):

de Lisle, S. M., Dowling, N. A., & Allen, J. S. (2012). Mindfulness and problem gambling: A review of the literature. *Journal of Gambling Studies*, 28(4), 719-739.

10/28; Week 9: Mid-Term Exam.

11/4; Week 10: Readings: Wupperman, chapter 9 (sessions E, F, G, and H): Mindful emotion regulation module

Witkiewitz, K., Bowen, S., Harrop, E. N., Douglas, H., Enkema, M., & Sedgwick, C. (2014). Mindfulness-based treatment to prevent addictive behavior relapse: theoretical models and hypothesized mechanisms of change. *Substance use & misuse*, 49(5), 513-524.

Recommended:

Godfrey, K. M., Gallo, L. C., & Afari, N. (2015). Mindfulness-based interventions for binge eating: A systematic review and meta-analysis. *Journal of Behavioral Medicine*, 38(2), 348–362.

11/11; Week 11: Readings: Text: Wupperman, chapter 10 (sessions I, J): Mindful communication module and Chapter 6 (Common issues/obstacles, functional analysis, and general guidelines)

Recommended:

Benson, A. L., Eisenach, D., Abrams, L., & van Stolk-Cooke, K. (2014). Stopping overshopping: A preliminary randomized controlled trial of group therapy for compulsive buying disorder. *Journal of Groups in Addiction & Recovery*, 9(2), 97-125.

Take-Home Essays assigned

11/18; Week 12: Text: Wupperman, chapter 11 (sessions K, L, M): Mindful acceptance and tolerance of self, others, and situations that can't be changed.

Additional Topics Paper/Video Due at Beginning of Class. Five pts deducted for each day assignment is late.

Recommended:

Neff, K. D., Kirkpatrick, K. L., & Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality*, 41(1), 139–154.

11/25: No Class (Classes follow Friday Schedule)

12/2; Week 13: Reading: Text: Wupperman, chapter 12 (sessions O, P): integration/generalization, planning for future

Take-Home Essays due at Beginning of Class. Five pts deducted for each day assignment is late.

12/9; Week 14: Discuss termination session, catch-up, review. Review essays. Wrap up.

12/16 Final Exam: Final (Exact time to be determined, but probably around the same time as classtime)

Note: This syllabus is not a contract. I reserve the right to alter the schedule based on class needs. It is your responsibility to come to class and/or find out about any schedule changes.

Additional Resources

Chodrin, P. (2002). *Places that scare you: A guide to fearlessness in difficult times*. Boston: Shambhala Classics.

Hahn, T.N. (1999). *The miracle of mindfulness*. Boston, MA: Beacon Press.

Kabat-Zinn, J. (1995). *Wherever you go, there you are*. New York: Hyperion Books.

www.mindfulnessandmodificationtherapy.com

You can also follow MMT on facebook to get updates about trainings in the future.

Resource for jobs: www.idealists.org

