

**COLLEGE COUNCIL**

**AGENDA**

**& ATTACHMENTS**

**MONDAY, DECEMBER 9, 2019**

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

December 9, 2019

1:40 p.m.

9.64 NB

- I.** Adoption of the Agenda
- II.** Approval of the Minutes of the November 11, 2019 College Council (attachment A), Pg. 3
- III.** Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B9) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

- B1. Proposal to Revise the BA in Political Science, Pg. 5
- B2. Proposal to Revise the BA in Law and Society, Pg. 14
- B3. Proposal for a New Minor in Emergency Management, Pg. 22

New Courses

- B4. AFR 2XX (202) Hip Hop Justice (Flex Core: Creative Expression), Pg. 25
- B5. SCI 100 Case Studies in the Sciences: First Year Seminar (College Option: Justice Core I), Pg. 43

Course Revisions

- B6. ACC 307 Forensic Accounting I, Pg. 63
- B7. ACC 309 Forensic Accounting II, Pg. 65
- B8. MAT 341 Advanced Calculus, Pg. 67
- B9. MAT 410 Abstract Algebra, Pg. 69

- IV.** Changes to the College Council Charter (second readings) (attachment C)

- C1. Resolution to Be Adopted by the CUNY Board of Trustees, Pg. 71
- C2. Proposal to Reduce College Council Membership, Pg. 71
- C3. Proposal to Revise Article I, Section 3.d, Pg. 75
- C4. Proposal to Correct the Term of Office for All Representatives, Pg. 75
- C5. Proposal to Revise Who May Propose Items for the College Council Agenda, Pg. 75
- C6. Proposal to Change the name of the Judicial Committee to the Faculty-Student Disciplinary Committee, Pg. 76
- C7. Proposal to Revise Article 2, Paragraph 2, Pg. 76
- C8. Proposal to Delete Article 2, Paragraph 3, Pg. 77

**V.** Changes to the College Council Bylaws (second readings) (attachment D)

- D1. Proposal to Amend Article I, Section 1.ix, Pg. 78
- D2. Proposal to Amend Article I, Section 2.a, Pg. 78
- D3. Proposal to Change the name of the Judiciary Committee to the Faculty-Student Disciplinary Committee, Pg. 79

**VI.** Approval of Members of the College Council Committees (attachment E), Pg. 82

Undergraduate Curriculum and Academic Standards Committee

- Katelynn Seodarsan was elected as a student representative.
- Sudhendra Budidi was elected as a student representative.

Judicial Committee (Faculty-Student Disciplinary Committee)

- Musarrat Lamia was elected as a student representative.
- Melkisedec Francois was elected as a student representative.
- Hadja Bah was elected as a student representative.
- Katelynn Seodarsan was elected as a student representative.

Budget and Planning Committee

- Ella Kiselyuk, Executive Director for Human Resources, is a member of the Budget and Planning Committee.

Committee on Honors, Prizes and Awards

- Rachel Goryachkovsky was elected as a student representative.

**VII.** Determination of Need for the Wednesday, December 11, 2019 College Council Meeting

**VIII.** New Business

**IX.** Administrative Announcements – President Karol Mason

**X.** Announcements from the Student Council – President Musarrat Lamia

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

**XII.** 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**  
**November 11, 2019**

The College Council held its third meeting of the 2019-2020 academic year on Monday, November 11, 2019. The meeting was called to order at 1:50 p.m. and the following members were present: Saaif Alam\*, Schevaletta (Chevy) Alford, Elton Beckett, Warren (Ned) Benton, Chelsea Binns, Marta Bladek, Teresa Booker, Avram Bornstein, Sudhendra Budidi, Dara Byrne, Anthony Carpi, Lucas Carvalho, Jasmine Chevez, Marta Concherio-Guisan, Brian Coritijo, Lissette Delgado-Cruzata, Sven Dietrich, Adam Fane, Joel Freiser, Rulisa Galloway-Perry, Gail Garfield, P.J. Gibson, Heath Grant, Amy Green, \*, John Gutierrez, Maria (Maki) Haberfeld, Ellen Hartigan, Karen Kaplowitz, Erica King-Toler, Musarrat Lamia, Yuk-Ting (Joyce) Lau, Anthony Leonardo, Yi Li, Yue Ma, Peter Mameli, Karol Mason, Mickey Melendez, Sari Mendoza, Catherine Mulder, Fidel Osorio, Kimberly Paredes, Hyunhee Park, Edward Paulino, Allison Pease, John Pittman, Michael Scaduto, David Shapiro, Francis Sheehan, Charles Stone, Marta-Laura Suska, Steven Titan, Hung-Lung Wei, Rebecca Weiss, Janet Winter, Violet Yu, and Guoqi Zhang.

Absent: Karim Adnane, George Andreopoulos, Andrea Balis, Silvia Dapia, Glenn Corbett\*, Jarrett Foster\*, Aaliyah Francis, Robert Garot\*, Michelle Holder, Daiquan Llewellyn, Terencia Martin, and Roberto Visani.

Guests: Marco Alba, Eric Doering, Wynne Ferdinand, Kathy Killoran, and Daniel Matos.

\* Alternates

**I. Adoption of the Agenda**

A motion was made to adopt the agenda with the following change:

- Add a new Item VIII: “Additional Changes to the College Council Charter and College Council Bylaws (first reading):
  1. Charter Amendment: Revise Article I, Section 3.d.
  2. Charter Amendment: Correct the Term of Office for All Representatives.
  3. Charter Amendment: Revise Article 2, Paragraph 2.
  4. Charter Amendment: Delete Article 2, Paragraph 3.
  5. Bylaw Amendment: Amend Article I, Section 1.ix.
  6. Bylaw Amendment: Amend Article I, Section 2.a.”

The motion was seconded and approved unanimously.

**II. Approval of the Minutes of the October 16, 2019 College Council**

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

**III. Report from the Committee on Graduate Studies (attachment B) – Interim Dean of Graduate Studies, Avram Bornstein**

A motion was made to adopt the new course “ICJ 726 Drug Trafficking.” The motion was seconded and approved unanimously.

IV. Charter Amendment (first reading): Proposal to Reduce College Council Membership (attachment C) – Warren Benton, President of the Faculty Senate

The proposal was discussed and will be voted on at the next regular College Council meeting.

V. Charter Amendment (first reading): Changing the name of the Judicial Committee to the Faculty-Student Disciplinary Committee (attachment D) – Legal Counsel Eric Doering

The proposal was discussed and will be voted on at the next regular College Council meeting.

VI. Charter Amendment (first reading): Revision of who may propose items for the College Council Agenda (attachment D) – Karen Kaplowitz, Vice President of the Faculty Senate

The proposal was discussed and will be voted on at the next regular College Council meeting.

VII. Bylaw Amendment (first reading): Changing the name of the Judiciary Committee to the Faculty-Student Disciplinary Committee (attachment E) – Legal Counsel Eric Doering

The proposal was discussed and will be voted on at the next regular College Council meeting.

VIII. Additional Changes to the College Council Charter and College Council Bylaws (first reading):

1. Charter Amendment: Revise Article I, Section 3.d.
2. Charter Amendment: Correct the Term of Office for All Representatives.
3. Charter Amendment: Revise Article 2, Paragraph 2.
4. Charter Amendment: Delete Article 2, Paragraph 3.
5. Bylaw Amendment: Amend Article I, Section 1.ix.
6. Bylaw Amendment: Amend Article I, Section 2.a.

The proposals were discussed and will be voted on at the next regular College Council meeting.

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

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](mailto:kkilloran@jjay.cuny.edu) and [khardy@jjay.cuny.edu](mailto:khardy@jjay.cuny.edu)

1. **Date submitted:** 5/6/19
2. **Department or program proposing these revisions:** Political Science
  - a. Name and contact information of proposer(s): Andrew H. Sidman  
 asidman@jjay.cuny.edu  
 646-557-4613
  - b. Email address of proposer:
  - c. Phone number:
3. **Name of major, minor or certificate program** being revised: **Political Science (BA)**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:  
 Political Science Department Curriculum Committee
  - a. Please provide the meeting date for approval: 4/2/19
  - b. Name of department chair or major/minor coordinators approving this proposal:  
 James Cauthen (at that time); Andrew Sidman (currently)
5. **Please describe the curriculum changes** you are proposing:  
 (narrative or bullet points are acceptable as long as there is adequate explanation)

The Political Science Department is requesting to make two revisions to the structure of the Political Science major. First, we would like to eliminate the concentration requirement from Part Four of the major. Courses will still be presented in concentration-like groupings so that students, who wish to do so, can take more courses in a specific subfield of the discipline. Students, however, will not be required to do so. Students will also not be required to complete a 400-level class in Part IV. Second, we propose moving the major prerequisite, POL 101, into Part One of the major.

6. **Please provide a rationale for the changes:**  
 (narrative format to go to CUNY and NYSED reports)

These revisions are supported by our most recent program review, including the report from our external evaluators. The revisions are designed to make completion of major easier for students, while still maintaining its current rigor.

Briefly, the department proposes eliminating concentrations. This will ease the burdens on students whose schedules are less flexible. Currently, many students have difficulties finding courses in their concentrations that fit in their schedules. Additionally, having to offer courses

across four concentrations spreads our faculty thin, which increases our reliance on adjunct faculty. Even with adjunct coverage, it is difficult to offer enough sections across all four concentrations potentially leading to longer times to completion of the major, especially for transfer and night students. Removing concentrations will make fulltime faculty more available to teach foundation and 300-level courses.

All of the revisions described in this memorandum are presented as changes to the Political Science (BA) page in the 2018-2019 Undergraduate Bulletin. Additions are listed in bold type and underlined. Deletions are struck through. All changes are highlighted.

### **Concentrations**

The Political Science major currently includes 36 credits of course work and has five parts, four required and one optional. Part Four of the major requires students to complete 15 credits in one of four concentrations. A benefit of this structure is that students, after completing foundational courses and gaining exposure to various subfields in the discipline, gain expertise within a particular subfield (insofar as our concentrations matchup to subfields in the discipline). This structure, however, also places significant burdens on students and faculty stemming in part from the lack of resources available to the department.

Requiring a concentration means that enough courses in each concentration must be offered so that students can complete the major. In addition, the major has foundation courses and required courses (POL 235, POL 225, and POL 409) that need to be offered regularly. The rigidity of this structure has led to the following:

- Faculty not able to teach courses they would like (and have likely developed) because of the need to offer other courses
- Significant numbers of courses, including 300-level courses, taught by adjunct faculty
- Students, especially transfer students, having difficulties finding courses they need to complete the major
- Students requesting over tallies to take courses they need and substitutions to take other courses when the courses they need are not offered

This list is by no means exhaustive, but highlights some of the larger areas of concern. The quality of our professional life is improved when we can more regularly teach the courses in which we have a greater interest. The current structure of the major reduces that flexibility. The department has always been, and hopefully remains, very supportive of faculty taking leave. Many of us also have administrative responsibilities, work individually with students, and for a variety of other reasons do not teach the full load. Courses must still be offered, increasing our reliance on adjunct faculty. While we have been fortunate to include a number of excellent adjuncts in our department, this has reduced student exposure to fulltime faculty.

Considering the last two points, it can be difficult for some students to complete the major as designed. Longer times to completion can affect financial aid and student retention. Course substitutions, which many students need to meet major requirements, subvert the logic of requiring students to specialize in a particular area and, at the extreme, lead to a major without concentrations in practice if not in principle. When required/needed courses are offered, they can fill quickly leading students to request over tallies. When granted, over tallies increase the workload of faculty and lead to faculty spending less time per student.

These issues were raised in the self-study and in the external evaluators' report. The external evaluators paid particular attention to two issues related to the current, concentration-based structure. The first is that this structure increases demand for advising in terms of identifying required courses, seeking substitutions, etc. Evaluators highlighted this as a particular concern regarding transfer students. Second and related to the first, the current structure likely increases time to completion, especially for transfer students. From the evaluators' report:

"They face difficult challenges even under strong articulation agreements to identify required courses, substitutions and to simply fit in.... [U]pon transfer, students face a very rigorous and highly structured curriculum that might force students to stay longer to complete. Indeed, they may be thrust directly into a complex list of foundations, concentrations, methods, and a capstone that they have had little opportunity to start in community college."

### **Moving Major Prerequisites into Part One of the Major**

We have also been made aware of the need to move major prerequisites into the major for financial aid purposes. Given that the major already has a "foundations" section (Part One), we placed POL 101, the listed prerequisite of the major, in this section. The language of the Prerequisites section of the undergraduate bulletin has been edited slightly so that POL 101 is identified as a prerequisite for most major courses.

### **Proposed Structure of the Major**

This proposal would make two changes to Part Four of the major. First, Part Four would be amended to simply require 15 credits in Political Science courses. The introduction to Part Four presents three scenarios for completion: five courses, four courses and a 3-credit internship, and three courses and a 6-credit internship.

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

The proposed changes do not affect other programs or departments.

- a. Which program(s) or department(s) will be affected? N/A
- 8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes: N/A
- 9. Please attach the current bulletin information for the program reflecting the proposed changes. – See below

# Political Science, Bachelor of Arts

The major in Political Science introduces students to the principal fields of inquiry in political science. This major provides a program of study for students considering careers in a variety of fields, including public service, law, community affairs, international relations and politics. **In the major's advanced course offerings, S**students may select from among four concentrations of choice **courses from any of the four subfields presented**: Law, Courts and Politics which explores the intersection of the legal system and the broader political system; Justice and Politics, which examines the political philosophy and various societal values that underlie contemporary views of justice; American and Urban Politics and Policy, which emphasizes the role of political institutions in shaping solutions to contemporary urban problems; and Comparative/International Politics and Human Rights, which explores the global dimensions of politics and governance.

**Learning outcomes. Students will:**

- Initiate, develop, and present independent research.
- Write effectively, engage in intellectually grounded debate, and form and express cogent arguments.
- Develop skills in critical thinking in order to become knowledgeable citizens capable of reasoned judgments on contemporary political issues.
- Demonstrate knowledge of the major subfields of political science.

**Credits Required.**

Political Science Major	<b>36-42 39-45</b>
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General Education	<b>42</b>
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Electives	<b>36-42 33-39</b>
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<b>Total Credits Required for B.A. Degree</b>	<b>120</b>
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**Co-Coordinators.** Professors Brian Arbour (646.557.4616, [barbour@jay.cuny.edu](mailto:barbour@jay.cuny.edu)) and Jennifer Rutledge (646.557.4710, [jrutledge@jjay.cuny.edu](mailto:jrutledge@jjay.cuny.edu)), Department of Political Science

**Advisor.** Ms. Catherine Kleint, Academic Advisement Center ([ckleint@jjay.cuny.edu](mailto:ckleint@jjay.cuny.edu))

**Advising resources.** Political Science Major Advising Resources. [Sample Four-year Plan of Study](#). [Major Checklist](#).

**Prerequisites.** [POL 101 \(or GOV 101\)](#). This course, which can fulfill the College's general education requirement in the Flexible Core: U.S. Experience in its Diversity area, **is a prerequisite for several courses in the major.**

**Experiential learning opportunities.** Students in the Political Science major have various opportunities for experiential learning. Students can participate in four credit-bearing internship programs during their junior and senior years. The New York City Internship program places students in the local offices of city, state and federal elected representatives. Students can apply to intern in the N.Y. State Legislature in Albany for a semester or in Washington, D.C. during the summer term. The Judicial Internship places students with judges in New York state courts. In

addition, students can engage in undergraduate research opportunities, either working individually with a faculty member as a research assistant or on their own project or working collaboratively with a group of **three** or more students with a faculty member. Finally, students in the major can participate in John Jay's nationally recognized and award-winning Model United Nations program. **Additional information.** Students who enrolled for the first time at the College or changed to this major in September **2012 [first year in effect]** 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 **2011-12 Undergraduate Bulletin**.

## Part One. Foundation Courses

**All students will take six courses: POL 101 and Select five additional courses, only one course per category listed below.**

<a href="#"><b>POL 101</b></a>	<b>American Government and Politics</b>	<b>3</b>
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### **Category A. Law, Courts and Politics**

<a href="#"><b>POL 235</b></a>	Judicial Processes and Politics	<b>3</b>
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### **Category B. Political Theory**

Select one

<a href="#"><b>POL 270</b></a>	Political Philosophy	<b>3</b>
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<a href="#"><b>POL 273</b></a>	Western Political Thought	<b>3</b>
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### **Category C. Urban Politics and Public Policy**

Select one

<a href="#"><b>POL 206</b></a>	Urban Politics	<b>3</b>
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<a href="#"><b>POL 234</b></a>	Introduction to Public Policy	<b>3</b>
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### **Category D. International/Comparative**

Select one

<a href="#"><b>POL 257</b></a>	Comparative Politics	<b>3</b>
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<a href="#"><b>POL 260</b></a>	International Relations	<b>3</b>
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### **Category E. American Politics**

Select one

<a href="#"><b>POL 214</b></a>	Political Parties, Interest Groups, and Social Movements	<b>3</b>
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Approved by for UCASC, Nov 15, to College Council, Dec 9, 2019

<a href="#"><u>POL 215</u></a>	U.S. Congress	3
<a href="#"><u>POL 220</u></a>	The American Presidency	3
Subtotal:		<b>15 18</b>

## Part Two. Research Methods

### Required

<a href="#"><u>POL 225</u></a>	Introduction to Research in Politics	3
Subtotal:		3

## Part Three. Supervised Research Experience in Political Science

### Optional

<a href="#"><u>POL 385</u></a>	Supervised Research Experience in Political Science	3
Subtotal:		0-6

## Part Four. Concentration Of Choice Political Science Electives

### Select one concentration:

Students selecting Concentration A have three options: 1) students may take five 3-credit courses in the concentration, including one 400-level and two 300-level political science courses; or 2) students may take the [LWS 375](#) internship and four 3-credit courses in the concentration, including an additional 300-level political science course and one 400-level political science course; or 3) students may take the [LWS 378](#) internship and three 3-credit courses in the concentration, including one 400-level political science course.

Students selecting Concentration B or Concentration D, must take five 3-credit courses within their concentration. At least one 400-level and two 300-level political science courses must be completed. Students selecting Concentration C have two options: 1) students may take five 3-credit courses in the concentration, including one 400-level and two 300-level political science courses; or 2) students may take any of the Public Affairs Internships ([POL 406](#), [POL 407](#), or [POL 408](#)) and three 3-credit courses in the concentration, including one 300-level political science course. Even if students take [POL 407](#), only 6 credits of internship apply to the concentration.

Students selecting any of the Public Affairs Internships or the Law and Society Internships must obtain permission of the instructor before registering.

**Students must take fifteen credits from the course offerings listed below. Courses taken as foundations requirements (Part Two) do not count towards this part of the major. Students have three options for completing this part of the major.**

### **1. Take five 3-credit courses, three of which must be at least at the 300-level**

**2. Take 3 credits of an internship (LWS 375, LWS 378, POL 406, POL 407, or POL 408) and four 3-credit courses, two of which must be at least at the 300-level**

**3. Take 6 credits of an internship (LWS 378, POL 406, POL 407, or POL 408) and three 3-credit courses, one of which must be at least at the 300-level**

**Students can take any of the courses listed below to complete Part Four of the major. The courses are presented in subfield groups. Students who wish to specialize in a particular subfield or area are encouraged to take more courses from that area.**

**Course List**

**Concentration A. Law, Courts and Politics**

<a href="#"><u>LWS 375</u></a>	Law and Society Internship	3
<a href="#"><u>LWS 378</u></a>	Law and Society Internship Intensive	6
<a href="#"><u>POL 280</u></a>	Selected Topics in Political Science	3
<a href="#"><u>POL 301</u></a>	Constitutional Powers	3
<a href="#"><u>POL 305</u></a>	Constitutional Rights and Liberties	3
<a href="#"><u>POL 308</u></a>	State Courts and State Constitutional Law	3
<a href="#"><u>POL 313/LAW 313</u></a>	The Law and Politics of Race Relations	3
<a href="#"><u>POL 316</u></a>	The Politics of Rights	3
<a href="#"><u>POL 318</u></a>	Law & Politics of LGBTQ Rights	3
<a href="#"><u>POL 319</u></a>	Gender and Law	3
<a href="#"><u>POL 344</u></a>	The Law and Politics of Immigration	3
<a href="#"><u>POL 420</u></a>	Senior Seminar in Law, Courts and Politics	3

**Concentration B. Justice and Politics**

<a href="#"><u>AFR 270</u></a>	Africana Social and Intellectual Thought	3
<a href="#"><u>LAW 310/PHI 310</u></a>	Ethics and Law	3
<a href="#"><u>POL 270</u></a>	Political Philosophy	3
<a href="#"><u>POL 273</u></a>	Western Political Thought	3
<a href="#"><u>POL 278/SOC 278</u></a>	Political Sociology	3
<a href="#"><u>POL 280</u></a>	Selected Topics in Political Science	3

<a href="#"><u>POL 316</u></a>	The Politics of Rights	3
<a href="#"><u>POL 371</u></a>	American Political Philosophy	3
<a href="#"><u>POL 375</u></a>	Law, Order, Justice and Society	3
<a href="#"><u>POL 423/PHI 423</u></a>	Selected Topics in Justice	3

#### **Concentration C. American and Urban Politics and Policy**

<a href="#"><u>POL 203</u></a>	Municipal and State Government	3
<a href="#"><u>POL 206</u></a>	Urban Politics	3
<a href="#"><u>POL 210</u></a>	Comparative Urban Political Systems	3
<a href="#"><u>POL 214</u></a>	Political Parties, Interest Groups, and Social Movements	3
<a href="#"><u>POL 215</u></a>	U.S. Congress	3
<a href="#"><u>POL 220</u></a>	The American Presidency	3
<a href="#"><u>POL 232</u></a>	Media and Politics	3
<a href="#"><u>POL 234</u></a>	Introduction to Public Policy	3
<a href="#"><u>POL 237</u></a>	Women and Politics	3
<a href="#"><u>POL 280</u></a>	Selected Topics in Political Science	3
<a href="#"><u>POL 302</u></a>	Voting and Public Opinion	3
<a href="#"><u>POL 344</u></a>	The Law and Politics of Immigration	3
<a href="#"><u>POL 406</u></a>	<u>Seminar and Internship in New York City Government and Politics</u>	6
<a href="#"><u>POL 407</u></a>	<u>New York State Assembly/Senate Session Program</u>	12
<a href="#"><u>POL 408</u></a>	<u>CUNY Washington, D.C. Summer Internship Program</u>	6
<a href="#"><u>POL 440</u></a>	Senior Seminar in American and Urban Politics and Policy	3

#### **Concentration D. Comparative/International Politics and Human Rights**

<a href="#"><u>LLS 220</u></a>	Human Rights and Law in Latin America	3
<a href="#"><u>POL 210</u></a>	Comparative Urban Political Systems	3
<a href="#"><u>POL 242/HIS 242/LLS 242</u></a>	U.S. Foreign Policy in Latin America	3
<a href="#"><u>POL 246</u></a>	Politics of Global Inequality	3

<u>POL 250</u>	International Law and Justice	3
<u>POL 257</u>	Comparative Politics	3
<u>POL 259/LAW 259</u>	Comparative Criminal Justice Systems	3
<u>POL 260</u>	International Relations	3
<u>POL 280</u>	Selected Topics in Political Science	3
<u>POL 320</u>	International Human Rights	3
<u>POL 322</u>	International Organizations	3
<u>POL 325</u>	The Politics of Transnational Crime	3
<u>POL 328</u>	Politics of International Security	3
<u>POL 331</u>	Government and Politics in the Middle East and North Africa	3
<u>POL 362</u>	Terrorism and International Relations	3
<u>POL 450</u>	Senior Seminar in International Relations and Comparative Politics	3

#### **Internship Courses**

<u>POL 406</u>	<u>Seminar and Internship in New York City</u>	
<u>POL 406</u>	<u>Government and Politics</u>	<b>6</b>
<u>POL 407</u>	<u>New York State Assembly/Senate Session Program</u>	<b>12</b>
<u>POL 408</u>	<u>CUNY Washington, D.C. Summer Internship Program</u>	<b>6</b>
<u>LWS 375</u>	<u>Law and Society Internship</u>	<b>3</b>
<u>LWS 378</u>	<u>Law and Society Internship Intensive</u>	<b>6</b>

Subtotal: 15

## Part Five. Senior Requirement

<u>POL 409</u>	Colloquium for Research in Government and Politics	3
Subtotal: 3		
<b>TOTAL CREDIT HOURS: 36-42 39-45</b>		

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](mailto:kkilloran@jjay.cuny.edu) and [khardy@jjay.cuny.edu](mailto:khardy@jjay.cuny.edu)

1. **Date submitted:** 5/6/19
2. **Department or program proposing these revisions:** Political Science
  - a. Name and contact information of proposer(s): Andrew H. Sidman  
 asidman@jjay.cuny.edu  
 646-557-4613
3. **Name of major, minor or certificate program** being revised: **Law and Society (BA)**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:  
 Political Science Department Curriculum Committee
  - a. Please provide the meeting date for approval: 4/2/19
  - b. Name of department chair or major/minor coordinators approving this proposal:  
 James Cauthen (at that time); Andrew Sidman (currently)
5. **Please describe the curriculum changes** you are proposing:  
 (narrative or bullet points are acceptable as long as there is adequate explanation)
 

The Political Science Department is requesting to make four minor revisions to the requirements for the BA in Law and Society. First, we would like to remove SSC 325 from Part Two of the major. Second, we would like to remove LAW 206 from Part Three of the major. Third, we would like to switch POL 301 (currently in Part Five) and POL 308 (currently in Part Three). Fourth, we will move the current prerequisites of the major, POL 101 and SOC 101, into Part One.
6. **Please provide a rationale for the changes:**  
 (narrative format to go to CUNY and NYSED reports)
 

These revisions are supported by our most recent program review, including the report from our external evaluators. The revisions are designed to simplify the list of options available to students and to provide course content more consistent with the parts of the major in which these courses are listed. All of the revisions described in this memorandum are presented as changes to the Law and Society page in the 2018-2019 Undergraduate Bulletin. Additions are listed in bold type and underlined. Deletions are struck through. All changes are highlighted.

### **Change to Part Two (Skills)**

LWS 225, Introduction to Research in Law and Society, is now being offered to students. Students declaring as Law and Society majors during or after fall 2016 are required to take LWS 225. The 2018-2019 Undergraduate Bulletin, which is used to present the requested revisions at the end of this document, still lists SSC 325 as an option in Part Two. It should be removed.

### **Changes to Part Three, Category A (American Legal Foundations)**

Students in the Law and Society major are required to take two foundational courses on the American judiciary. One of the options we present to our students is a course on judicial process and politics. At the time the Law and Society major was created, LAW 206, The American Judiciary, was the best fitting introductory (i.e., 200-level) course on this topic. The equivalent course in Political Science was POL 435. We have since created a course, POL 235, that covers many of the same topics as LAW 206. After its creation, POL 235 was added as an option to Part Three, Category A. We opted to keep LAW 206 in the Law and Society major until we could better assess whether both courses are needed. We presently offer several sections of POL 235 each semester and feel that only POL 235 is needed to cover the content present in both courses.

We would also like to remove POL 308, State Courts and State Constitutional Law, from Part Three, Category A, and replace it with POL 305, Constitutional Rights and Liberties, which is currently in Part Five of the major. With respect to content, POL 305 is a better option for a foundational course in the American legal system. Students are required to take one 300-level course in Part Three, Category A. Their current options are POL 308 and POL 301, Constitutional Powers. Students who take POL 308 will move on to courses in Parts Four and Five of the major without background knowledge of how rights and liberties in the U.S. Constitution have been defined by the courts. Changing the options to POL 301 or POL 305 will ensure that students will have the opportunity to learn these topics prior to taking additional 300-level courses in the major that expect background knowledge in constitutional law.

### **Change to Part Five (Societal and Political Change)**

While we believe POL 301 is a better foundation course, POL 308 should remain an option for Law and Society students. Given the course's focus on state courts and constitutions, POL 308 fits best as an option in Part Five of the major.

### **Moving Major Prerequisites into Part One of the Major**

We have also been made aware of the need to move major prerequisites into the major for financial aid purposes. Given that the major already has a "foundations" section (Part Three), we placed POL 101 and SOC 101, the listed prerequisites of the major, in Part One (Introductory Courses), above LWS 200. The language of the Prerequisites section of the undergraduate bulletin has been edited slightly so that the courses do not appear as prerequisites for the major, but are identified as prerequisites for LWS 200.

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

Law & Police Science, which offered LWS 206, may have to change the frequency of this course being offered in response to LWS students no longer taking the course as part of their major.

- a. Which program(s) or department(s) will be affected? LPS
8. Please summarize the result of your consultation with other department(s) or program(s) being affected by these changes:

Professor Sidman discussed the matter with Peter Moskos, Chair of LPS. In an email to Professor Sidman dated 11/4/19, Professor Moskos stated that LPS has no objection to the proposed change to the LWS major.
9. Please attach the current bulletin information for the program reflecting the proposed changes. Please see the following pages.

# Law and Society, Bachelor of Arts

The Law and Society major offers an interdisciplinary approach to the study of law and legal institutions, their impact on society, and society's impact on them. The major is organized around the central theme of understanding law as an instrument of political and social change and examines questions concerning how law matters in people's lives; how law and law-like systems of rules empower and constrain individuals, groups, organizations and communities; and how the structures and values in social institutions shape and are shaped by law.

**Learning Outcomes.** Students will:

- Demonstrate knowledge of law, legal phenomena and legal institutions from a variety of perspectives outside the discipline of law, with a focus on the relationship between law and political and social change.
- Initiate, develop, and present independent research addressing and analyzing the relationship between law and society.
- Develop written and oral communication skills to express informed opinions about issues in law and society.

## Credits Required.

Law and Society Major	<b>36</b>	<b>42</b>
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General Education	<b>42</b>
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Electives	<b>42</b>	<b>36</b>
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<b>Total Credits Required for B.A. Degree</b>	<b>120</b>
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**Prerequisites.** POL 101 and SOC 101. Students are strongly urged to complete these two courses POL 101 and SOC 101 during their first year in the College, and are In order to take LWS 200, students will had to have taken one of these courses. Additionally, these courses are prerequisites for several other courses in the major. These courses can fulfill the College's general education requirement in the Flexible Core: U.S. Experience in its Diversity and the Flexible Core: Individual and Society areas respectively.

Prerequisites for individual courses include ANT 315 which requires at least one course in either ANT or LAW, and ECO 215 which requires ECO 101.

**Co-Coordinators.** Professors Jean Carmalt (212.237.8195, [jcarmalt@jjay.cuny.edu](mailto:jcarmalt@jjay.cuny.edu)) and Michael Yarbrough (646.557.4615, [myarbrough@jjay.cuny.edu](mailto:myarbrough@jjay.cuny.edu)), Department of Political Science

**Advisor.** Ms. Catherine Kleint, Academic Advisement Center (212.393.6864, [ckleint@jjay.cuny.edu](mailto:ckleint@jjay.cuny.edu))

**Advising resources.** [Law & Society Advising Resources](#). [Sample Four-year Plan of Study](#). [Major Checklist](#).

**Experiential learning opportunities.** Students in the Law and Society major have various opportunities for experiential learning. They can participate in one of four internship programs during their junior and senior years. The Judicial Internship ([LWS 378](#)) places students with trial court judges in N.Y. state courts. The New York City Internship program ([POL 406](#)), places students in the local offices of city, state, and federal elected representatives. Lastly, students can apply to intern in the New York State Legislature in Albany for a semester, or in Washington, D.C. during the summer term. Students can also engage in undergraduate research opportunities, either working individually with a faculty member as a research assistant or on their own project or with a group of three or more students working collaboratively with a faculty member. Finally, our students can also join the nationally recognized and award-winning Model United Nations Club.

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2020 ~~2016~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the [2019-20 2015-16 Undergraduate Bulletin](#).

## Part One. Introductory Courses

Subtotal: 3 **9 cr.**

Required

<b>POL 101</b>	<a href="#">American Government &amp; Politics</a>	<b>3</b>
<b>SOC 101</b>	<a href="#">Introduction to Sociology</a>	<b>3</b>
LWS 200	Introduction to Law and Society	3

## Part Two. Skills

Subtotal: 3 cr.

Choose one

LWS 225	Introduction to Research in Law and Society	3
<b>SSC 325</b>	<a href="#">Research Methods in Criminology and Sociology</a>	<b>3</b>

## Part Three. Foundations

Subtotal: 12 cr.

Approved by UCASC, Nov 15, to College Council, Dec 9, 2019

(Two courses in this area must be at the 300-level or above)

### Category A: American Legal Foundations

**Select two (one course must be at 300-level or above)**

HIS 277	American Legal History	3
LAW 206	The American Judiciary	3
POL 235	Judicial Processes and Politics	3
POL 301	Constitutional Powers	3
POL 305	<b>Constitutional Rights and Liberties</b>	3
POL 308	<b>State Courts and State Constitutional Law</b>	3

### Category B: International Legal Foundations

**Select one**

ANT 315	Systems of Law	3
POL 250	International Law and Justice	3
POL 320	International Human Rights	3

### Category C: Sociological Foundations

**Select one**

SOC 206	The Sociology of Conflict and Dispute Resolution	3
SOC 232	Social Stratification	3
SOC 302	Social Problems	3

## Part Four: Philosophy/ Jurisprudence/ Ethics

Select one

Subtotal: 3 cr.

LAW 301	Jurisprudence	3
LAW 310/PHI 310	Ethics and Law	3
PHI 302	The Philosophy of Rights	3
PHI 317	Philosophy of Law in Global Perspective	3
POL 270	Political Philosophy	3
POL 273	Western Political Thought	3
POL 371	American Political Philosophy	3
POL 375	Law, Order, Justice and Society	3

## Part Five: Societal and Political Change

Subtotal: 12 cr.

**Select four courses, or two courses plus a six credit internship (LWS 375, LWS 378, POL 406, POL 407, POL 408, or three courses plus a three-credit internship (LWS 375).** Only one 200-level course and a maximum of six credits of internship can be applied towards Part Five of the major. All students must take at least one course dealing with social change and race, gender, **sexual orientation the LGBTQ community**, or ethnicity (POL 313 or POL 318 or POL 319 or LLS 322 mentioned in the note below).

ANT 330	American Cultural Pluralism and the Law	3
ECO 215	Economics of Regulation and the Law	3
LLS 322	Latinx Struggles for Civil Rights & Social Justice	3
LWS 330	Law in Everyday Life	3
LWS 385	Faculty Mentored Research Experience in Law and Society	3

<b>POL 305</b>	<b>Constitutional Rights and Liberties</b>	<b>3</b>
<b>POL 308</b>	<b><u>State Courts and State Constitutional Law</u></b>	<b><u>3</u></b>
POL 313/LAW 313	The Law and Politics of Race Relations	3
POL 316	The Politics of Rights	3
POL 318	Law & Politics of LGBTQ Rights	3
POL 319	Gender and Law	3
POL 344	The Law and Politics of Immigration	3
SOC 305	The Sociology of Law	3

*LLS 322, POL 313, POL 318, POL 319: All students must take at least one course dealing with social change and race, gender, sexual orientation the LGBTQ community, or ethnicity.*

**Internship Options** (Each internship requires permission of the instructor)

LWS 375	Law and Society Internship	3
LWS 378	Law and Society Internship Intensive	6
POL 406	Seminar and Internship in New York City Government and Politics	6
POL 407	New York State Assembly/Senate Session Program	12
POL 408	CUNY Washington, D.C. Summer Internship Program	6

## Part Six: Senior Capstone

Subtotal: 3 cr.

Required

LWS 425	Colloquium for Research in Law and Society	3
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**TOTAL CREDIT HOURS: 36 42**

John Jay College of Criminal Justice  
 The City University of New York  
 College Curriculum Committee

## New Minor Proposal Form\*

1. **Department(s) proposing this minor:** Security, Fire, and Emergency Management
2. **Name of minor:** Emergency Management
3. **Credits required** (minors must consist of 18-21 credits): 18
4. **Description of minor as it will appear in the *Undergraduate Bulletin*:**

The Minor in Emergency Management is designed to give students an understanding of concepts related to disaster preparedness, response, mitigation, and recovery from the perspectives of individuals, organizations, and government. Students who complete this minor will be capable of understanding and fulfilling assigned emergency management roles in their organizations, including interfacing with the designated local, state, and federal emergency management entities such as the New York City Department of Emergency Management and the Federal Emergency Management Agency.

Note: This Minor is **not** open to students in the Emergency Services Administration or Fire and Emergency Services majors.

5. **Statement of learning outcomes** (what knowledge and/or skills should all students have acquired upon completion of the minor?):

Students will:

- Identify federal, state, and local governmental roles in emergency management.
- Apply principles of incident management to emergency scenarios.
- Explain the interface of organizations with government in emergencies and disasters.
- Assess protective measures necessary to provide for public and workplace safety during and following an event.
- Develop detailed emergency response plans given a set of different potential emergency/disaster scenarios.

6. **Rationale/justification for the minor** (why is this minor important to include in the College's curriculum? what benefits do students derive from taking this minor?):

Approved by UCASC, Nov 15, to College Council, Dec 9, 2019

The field of emergency management is becoming increasingly important in the context of climate change, terrorism, and mass violence in the United States, and globally. The Emergency Management Minor can provide a useful intellectual framework for understanding, preparing for, responding to, and recovering from disasters or extreme events. This analytic perspective and knowledge base is important for community and organizational resilience across diverse fields such as criminal justice, economics, psychology, sociology, and public administration.

From a practical perspective, issues of emergency management impact the professional lives of many of our students, in both the public and private sectors. These range from simply utilizing electronic emergency alert apps on their phones to participating in the development of sophisticated emergency response plans for their workplaces. Given the increasing frequency, complexity and size of natural/man-made disasters, completion of a minor in emergency management will provide students with an important set of skills to engage in emergency management issues that arise in their workplaces (and their own personal lives).

**7. List of courses constituting the minor with required pre-requisites** (Indicate the core requirements, capstone course, etc):

*Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.*

**Requirements:** This minor requires 18 credits; four courses are required and two are electives. A maximum of two courses can overlap with a student's major, other minors, or programs.

**PART ONE: Required Courses**  
(Complete all four courses)

Subtotal: 12 cr.

ESA 101 Introduction to Emergency Management  
ESA 215 Emergency Incident Management  
ESA 225 Responder Health Protection and Safety  
FIS 319 Hazard Identification and Mitigation

**PART TWO: Electives**  
(Choose two courses)

Subtotal: 6 cr.

SEC 310 Emergency Planning  
ESA 227 Emergency Dispatch and Communications  
ESA 355 Geographic Information Systems for Emergency Services  
ESA 360 Response to Large Scale Disaster and Mass Casualty Incidents  
SEC 378 Security Management Internship / Practicum

**8. Administration of the minor:**

a. **Name, location, phone number, and email address of the minor advisor** (to be used in college publications):

Glenn Corbett, 212-237-8092, [gcorbett@jjay.cuny.edu](mailto:gcorbett@jjay.cuny.edu)

b. **Requirements for admission and/or completion of the minor if any** (i.e. GPA, course grades, deadlines, etc.): None

**9. Statement on expected enrollment and resources required:**

We expect enrollment to be approximately 20 students per year. The Minor can be managed with existing resources.

**10. Evaluate the library resources available to support this minor** (paragraph form, please include the names of specific resources as appropriate)

Given our existing offerings in this area, we do not need additional library resources.

**Identify new library resources that are needed** (provide bibliography): None

**11. Evaluate the facilities, computer labs, or other resources needed to support this minor:**

Existing facilities are adequate.

**12. Summarize consultations with other departments that may be affected:**

This Minor is entirely within the Security, Fire, and Emergency Management Department.

**13. Name(s) of the Chairperson(s):** Robert Till (2018-19), Charles Nemeth (2019-20)

Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** 5/14/19

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

**New Course Proposal Form**

Date Submitted 10-7-19

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

1.
  - a. **Department(s) or program(s)** proposing this course Africana Studies
  - b. **Name** and contact information of proposer(s) Crystal Endsley  
 Email address(es) cendsley@jjay.cuny.edu  
 Phone number(s) 212-393-6402
2.
  - a. **Title of the course** Hip-Hop Justice
  - b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Hip-Hop Justice
  - c. **Level** of this course 100 Level  200 Level  300 Level  400 Level

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

This course builds on concepts and practices taught in AFR 132, AFR 121, and AFR 140 and includes Learning Goals appropriate for 200-level students. The history of Hip-hop as a genre of music and as a culture with political roots in struggle for people of color will anchor the course readings. The global impact of Hip-hop aesthetics will be analyzed through interdisciplinary research and writing. Students will be asked to share oral presentations, conduct guided research, and to present their findings in a creative way. The course is also designed to specifically engage sophomore students by incorporating a variety of methods for teaching and learning including events and opportunities for experiential learning outside of the classroom, in-depth critical media analysis, and collaborative projects.

- d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): AFR
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 extends and interweaves the foundational lessons taught in the introductory level Africana Studies courses of *Arts and Culture in the Diaspora* and *Africana*

Approved by UCASC, Nov 15, to College Council, Dec 9, 2019

*Communities.* The theory and research skills introduced in both courses are put to work in *Hip-hop Justice* through a specific focus on the historical, community centered, contemporary practice of Hip-hop and the ways the music and culture intersect with social justice. The course invites students to explore and analyze the influence and cultural impact of Hip-hop and asks them to further their own creative and analytical development. With a strong focus on developing critical media literacy skills, approaches to activism and social justice, this course is designed to guide students through an in-depth look at the global impact of Hip-hop culture.

This course demonstrates that Africana Studies as a field is interdisciplinary and this course foregrounds the perspectives of Black feminists, Hip-hop artists, practitioners, historians, and scholars. The assignments are designed to scaffold writing and critical thinking, and incorporate in-class writing exercises, collaborative and group work, oral presentations, and creative expression. The assignments, along with the scheduled library workshops and Writing Center programs will make clear connections between the research and praxis the students are engaging with and their application in academic and professional settings.

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 the powerful music and culture of Hip-Hop. Through intensive study of the history and elements of the genre, students will understand Hip-Hop as a discourse with orienting values and practices, and will examine its relationship to justice for people of African descent. Students will grapple with contemporary social issues using a Hip-Hop focused lens via weekly writing exercises, in-class open mics, visiting artists, and a public showcase.

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

6. Number of:

- a. Class hours      3
- b. Lab hours
- c. Credits      3

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

       No      X Yes. If yes, then please provide:

- a. Semester(s) and year(s): before 2013 and spring 2014
- b. Teacher(s): Errol Holder, Crystal Endsley
- c. Enrollment(s): 20-36 students

d. Prerequisites(s): ENG 101

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

This course will fulfill the requirements of the Flexible Core in the area of Creative Expression. By the end of the course students will be able to:

1. Gather, interpret, and assess information from a variety of sources and points of view, understanding how concepts and methods of Africana Studies are used in creative production.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Articulate how meaning is created through Hip-Hop as a genre and how experience is interpreted and conveyed through performance.
5. Demonstrate knowledge of the skills involved in the creative process of composing and performing Hip-Hop.
6. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

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

No  Yes

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

This course will qualify as an elective in the Africana Studies Minor.

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

No  Yes  If yes, please indicate the area:

**Flexible Core:**

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

10b. Please explain why this course should be part of the selected area.

This course focuses on the intersection of justice and creative performance which aligns most closely to the Creative Expression Core outcomes. The learning outcomes and materials covered by the course constitute a deep dive into Hip-Hop as an art form and as a tool for social change.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester x \_\_\_\_\_ Number of sections: 1 (perhaps more in future) \_\_\_\_\_

Fall semesters only \_\_\_\_\_ Number of sections: \_\_\_\_\_

Spring semesters only \_\_\_\_\_ Number of sections: \_\_\_\_\_

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

Students will have a variety of opportunities to demonstrate they have grasped the materials and skills utilized in the creation and performance of Hip-Hop as well as the social, cultural, and historic forces which shape its audience.

**1. Reflection Papers: 10% x 2 (650 word minimum)**

Students will write TWO written summaries and critical analyses of the readings, viewings, and class discussions. Students will bring in a hard copy to class to workshop, and then upload their final draft onto the class Blackboard site in the Discussion Board corresponding with each paper due date.

Reflection papers must be a minimum of 650 words and must include a minimum of TWO direct quotes (properly cited) from course readings and ONE link to a related online reading or video.

**2. Class Facilitation: 10%**

Working in small groups, students will be responsible for leading class discussion on a selected date. Students will present at least three major themes/ideas from the assigned readings, and will highlight a Hip-Hop artist whose performance relates to the topic. Facilitations must include information about the artist(s), examples on PowerPoint/display, and five discussion questions for the class. Students will sign-up for dates to facilitate during the second week of class. Further details will be given in class and posted on Blackboard.

**3. Connecting with the Community: 10% (500 word minimum)**

Over the course of the semester, students will attend and participate in at least ONE event (on or off campus) that relate to course materials. I will provide a list of suggestions in class and further instructions will be given. Students will complete a two-page written assessment of the performances, their participation, the effectiveness of the event, and a reflection on what they learned from attending.

**4. Visual Representation: 10%**

Students will take a photo or design an image/video that best represents an important aspect of Hip-Hop culture. This must be an *original* image—one that you have taken, not a borrowed photo that resulted from a Google search. Consider carefully the themes and social issues that stand out most to you after completing your studies thus far. What are some important elements that should be included in your image? Students will also orally present these images to the class. More details and a grading rubric will be posted on Blackboard and discussed in class.

#### 4. Annotated Bibliography: 10%

Students will research a social issue that currently impacts members of the Diaspora. After a workshop with the Writing Center and the Library, students will complete an annotated bibliography with at least four sources. This annotated bibliography will serve as the background research for the topic of the students' presentation that will be shared during the final showcase.

#### 5. Lyrical Portfolio: 15%

Over the course of the semester students will complete weekly writing prompts that incorporate lyrics from Hip-Hop artists. Students will select 10 of these rough drafts to develop into final poems and reflections which will be turned in as part of their lyrical portfolio. This portfolio should be the best representation of the students' creative work over the course of the semester. Detailed instructions will be provided in class.

#### 6. Final Showcase: 15%

Each student will research a topic that connects to Hip-Hop and Justice directly related to a social issue that currently impacts members of the Diaspora. This research will be shared in public during the final class showcase. The topic of the showcase must be clearly related to the social justice issues and/or methods of activism we have discussed. Students will complete a reflective self-assessment based on their showcase and will include their final draft of the paper as part of the evaluation for this project.

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

Yes  No

- If yes, please state the librarian's name  Marta Bladek \_\_\_\_\_
- 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
  - Proquest Social Sciences
  - Sociological Abstracts
  - JSTOR
  - SCOPUS
  - Other (please name) OneSearch, Video Collections; assigned texts may be put on reserve by instructor, and instructors may request the purchase of DVDs ahead of well ahead of time

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval 10/4/2019

15. **Faculty** - Who will be assigned to teach this course? Crystal Endsley

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

x No

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

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

x Not applicable

No

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

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

x No

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

19. Approvals:

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Jessica Gordon-Nembhard

Chair, Proposer's Department

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N/A

Major or Minor Coordinator (if necessary)

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N/A

Chair or Major Coordinator, Affiliated Department (if necessary)

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## CUNY Common Core Course Submission Form

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

College	John Jay
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	AFR 2XX (202)
Course Title	Hip-Hop Justice
Department(s)	Africana Studies
Discipline	Interdisciplinary
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites (if none, enter N/A)	
Catalogue Description	<p><b>This course explores the powerful music and culture of Hip-Hop. Through intensive study of the history and elements of the genre, students will understand Hip-Hop as a discourse with orienting values and practices, and will examine its relationship to justice for people of African descent. Students will grapple with contemporary social issues using a Hip-Hop focused lens via weekly writing exercises, in-class open mics, visiting artists, and a public showcase.</b></p>
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course  revision of current course  a new course being proposed

### CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<p>Required</p> <p><input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematical and Quantitative Reasoning  <input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues  <input type="checkbox"/> US Experience in its Diversity  <input checked="" type="checkbox"/> Creative Expression</p>	<p><input type="checkbox"/> Individual and Society  <input type="checkbox"/> Scientific World</p>
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Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will engage in a Library workshop followed by a workshop at the Writing Center to collect, review, and evaluate sources of information around a social issue addressed by Hip-Hop and impacting the Diaspora during Week 4. Students will be asked to review, evaluate and identify trustworthy sources. As part of the weekly readings, students will also be asked to interpret live and recorded performances, scholarly articles, films, and creative writing.	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
During Week 9 students will complete an Annotated Bibliography which builds on the earlier exercise taking place during Week 4 in the Library and Writing Center. Using 4-6 sources, students will research a social issue of their choosing and assess the scholarly sources, their arguments, and compare/contrast the sources in writing.	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
Twice during the semester, students will write Analysis Papers which will critique and compare the readings by incorporating a minimum of two quotes. In addition, these reflection papers must include one example of a performance by an artist which responds to the critique. As such, students will be required to find scholarly and artistic evidence to support the claims made in their analysis. During class, students will share their papers and receive feedback. They will then revise or adjust each one as needed and publish their final paper on the class Blackboard site.	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
Each week in class students will be asked to complete a creative writing prompt which incorporates Hip-Hop lyrics. These low-stakes assignments will be revised through small group exercises which will require students to evaluate their peers based on their knowledge of Hip-Hop culture and social justice movements.	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
Each week, students will also work in small groups to facilitate class discussion around the class readings and viewings. These oral presentations are another opportunity for students to develop familiarity with the fundamental concepts of Africana Studies as a discipline, creative artistic methods, and the methods of creating, developing, and performing Hip-Hop music.	<ul style="list-style-type: none"> <li>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
During Week 15 students will share an original research project relating to Hip-Hop and justice that they have developed and revised in class over the semester. This showcase will be rehearsed in class and will be required to meet a rubric designed in community with their classmates. Their presentation will take place during a public showcase program which will be planned,	<ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>

organized, and executed by the students.	
During Week 15, students will turn in their Lyrical Portfolio. Over the course of the semester students will complete weekly writing prompts and will select 10 of these rough drafts to develop into poems and written reflections which will be turned in as part of their portfolio. This portfolio should be the best representation of <b>the students' creative</b> work over the course of the semester.	<ul style="list-style-type: none"><li>• Demonstrate knowledge of the skills involved in the creative process.</li></ul>
	<ul style="list-style-type: none"><li>• Use appropriate technologies to conduct research and to communicate.</li></ul>

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
CITY UNIVERSITY OF NEW YORK  
AFRICANA STUDIES, SUITE 9.63  
524 WEST 59<sup>TH</sup> ST.  
NEW YORK, NY 10019**

**AFR 2XX (202) Hip-Hop Justice**

**Instructor:** Dr. Crystal Leigh Endsley

**Office Hours:** M 1:40-3pm or by appt.

**Office:** 9.63.02 NB

**Email:** cendsley@jjay.cuny.edu

**Phone:** 212-393-6402

**Course Description:**

This course explores the powerful music and culture of Hip-Hop. Through intensive study of the history and elements of the genre, students will understand Hip-Hop as a discourse with orienting values and practices, and will examine its relationship to justice for people of African descent. Students will grapple with contemporary social issues using a Hip-Hop focused lens via weekly writing exercises, in-class open mics, visiting artists, and a public showcase.

**LEARNING OUTCOMES**

**Students in this course are expected to:**

1. Gather, interpret, and assess information from a variety of sources and points of view, understanding how concepts and methods of Africana Studies are used in creative production.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.
4. Articulate how meaning is created through Hip-Hop as a genre and how experience is interpreted and conveyed through performance.
5. Demonstrate knowledge of the skills involved in the creative process of composing and performing Hip-Hop.
6. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

**Required Readings:**

- Blackboard articles: these are marked in the syllabus with **(BB)**
- **Required Texts are marked in the syllabus with (RT)**

1. Jay-Z, Decoded. New York: Spiegel & Grau, 2011. **(RT)**
2. Chang, Jeff. Can't stop won't stop: A history of the hip-hop generation. St. Martin's Press, 2004.

## **COURSE REQUIREMENTS AND GRADING:**

### **Grading:**

Analysis Papers (2 x 10%)	<b>20%</b>
Visual Representation	<b>10%</b>
Lyrical Portfolio	<b>15%</b>
Class Facilitation	<b>10%</b>
Connecting with Community	<b>10%</b>
Annotated Bibliography	<b>10%</b>
Final Showcase	<b>15%</b>
<u>Class Participation</u>	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

This course will require extensive writing and reading assignments. All written assignments must be typed, double-spaced, and in 12-pt Times New Roman font unless otherwise designated.

Written assignments, presentations, and scheduled performances are due on the date scheduled, no exceptions. Late assignments will drop one letter grade for each day they are not turned in. I will not accept assignments more than five days late. Being absent from class does not excuse you from having your assignments turned in on time. Being absent from class on the date of a scheduled facilitation will require a meeting during office hours with the professor in order to re-schedule. If you do not meet with the professor, the facilitation cannot be made up.

### **1. Analysis Papers: 10% x 2 (650 word minimum)**

Students will select TWO of the eight Analysis papers to submit over the course of the semester.

These Analysis papers are written summaries and critical analyses of the readings, viewings, and class discussions. There are questions at the end of this syllabus to guide each paper. Students will bring in a hard copy to class to workshop, and then upload their final draft onto the class Blackboard site in the Discussion Board. Analysis papers must be a minimum of 650 words and must include a minimum of TWO direct quotes (properly cited) from course readings and ONE link to a related online reading or video.

### **2. Class Facilitation: 10%**

Working in small groups, students will be responsible for leading class discussion on a selected date. Students will present at least three major themes/ideas from the assigned readings, and will highlight a Hip-Hop artist whose performance relates to the topic. There are guided questions and corresponding Analysis Papers due on these dates which are detailed at the end of this syllabus. Facilitations must include information about the artist(s), examples on PowerPoint/display, and five discussion questions for the class. Students will sign-up for dates to facilitate during the second week of class. Further details will be given in class and posted on Blackboard.

### **3. Connecting with the Community: 10% (500 word minimum)**

Over the course of the semester, students will attend and participate in at least ONE event (on or off campus) that relate to course materials. I will provide a list of suggestions in class and further instructions will be given. Students will complete a two-page written assessment of the performances, their participation, the effectiveness of the event, and a reflection on what they learned from attending.

**4. Visual Representation: 10%**

Students will take a photo or design an image/video that best represents an important aspect of Hip-Hop culture. This must be an *original* image—one that you have taken, not a borrowed photo that resulted from a Google search. Consider carefully the themes and social issues that stand out most to you after completing your studies thus far. What are some important elements that should be included in your image? Students will also orally present these images to the class. More details and a grading rubric will be posted on Blackboard and discussed in class.

**4. Annotated Bibliography: 10%**

Students will research a social issue that currently impacts members of the Diaspora. After a workshop with the Writing Center and the Library, students will complete an annotated bibliography with at least four sources. This annotated bibliography will serve as the background research for the topic of the students' presentation that will be shared during the final showcase.

**5. Lyrical Portfolio: 10%**

Over the course of the semester students will complete weekly writing prompts that incorporate lyrics from Hip-Hop artists. Students will select 10 of these rough drafts to develop into final poems and reflections which will be turned in as part of their lyrical portfolio. This portfolio should be the best representation of the students' creative work over the course of the semester. Detailed instructions will be provided in class.

**6. Final Showcase: 10%**

Each student will research a topic that connects to Hip-Hop and Justice directly related to a social issue that currently impacts members of the Diaspora. This research will be shared in public during the final class showcase. The topic of the showcase must be clearly related to the social justice issues and/or methods of activism we have discussed. Students will complete a reflective self-assessment based on their showcase and will include their final draft of the paper as part of the evaluation for this project.

**7. Class Participation: 20%**

In class participation is critical to creating a community of learning. Students in this class are knowledge producers, who contribute ideas and analysis to co-create the learning environment. Below are some ways that participation will be assessed and valued:

- In class writing assignments will be given throughout the semester. The questions and prompts will focus on summaries of the readings and class discussions.
- In class writing assignments will take place during the first 20 minutes of a class period.
- You are allowed to use your notes for the in class writing assignments. Prompts will also include questions targeting what we have discussed in class as well as your personal experience/analysis.
- Pop quizzes will be given on readings and films, etc., at the professor's discretion. Quizzes may not be made up and are typically given at the start of class.
- We are all going to exchange ideas and learn the differences between beliefs, opinions, and ideology. Sometimes personal experiences and value systems will collide. We will maintain respectful communication at ALL times. Disagreement and debate will likely occur, however, they will occur without disrespect of any kind. Some materials will be

sensitive, personal, and challenging, and rudeness and/or offensive language will not be tolerated and may result in your dismissal from the classroom. Active participation is required and will be considered in the final evaluations for this course.

- Participation is comprised by the following: attending class prepared (completing all readings prior to class time, and turning in assignments on time), being present and ready to start class promptly, contributing to class discussions in thoughtful ways, asking questions of your instructor and your classmates, demonstrating active listening, thoroughly engaging in all of the class activities, and supporting the sense of a safe community in the classroom.
- If you are absent more than 4 classes you are in danger of failing this course. If you arrive more than 5 minutes late, you are considered absent. Ways to demonstrate support of a safe community can include being aware of your verbal and physical communication during classroom conversations, making efforts to be courteous and responsive to the members in our class through language, tone, and actions, and approaching the instructor with your concerns and questions.
- Lateness, early departures, absences, and any other form of disruptive behavior will negatively affect your **final** grade.

*Students are expected to attend all class meetings as scheduled. Excessive absence may result in a failing grade for the course and may also result in the loss of financial aid. Determination of the number of absences that constitute excessive absence is established by the individual instructor, who announces attendance guidelines at the beginning of the semester. (John Jay College Undergraduate Bulletin, p. 43).*

**Extra Credit:** As extra credit opportunities arise, they will be shared with the class. All extra credit assignments are at the discretion of the professor.

### **Course Outline and Reading Assignments**

\*schedule is subject to change\*

Week	Theme	Readings	Assignment Due
1.1	Introductions	Syllabus, Course expectations	
1.2	Hip-Hop Studies: a Field of Inquiry	<p>(BB) Kellner, D., &amp; Share, J. (2005). Toward critical media literacy: Core concepts, debates, organizations, and policy. <i>Discourse: Studies in the cultural politics of education</i>, 26(3), 369-386.</p> <p>(BB) Baszile, D. T. (2009). Deal with it we must: Education, social justice, and the curriculum of hip-hop culture. <i>Equity &amp; Excellence in Education</i>, 42(1), 6-19.</p>	In Class Workshop How to Take Notes
2.1	Birth of Hip Hop & the Elements	<p>(BB) Akom, Antwi A. "Critical hip hop pedagogy as a form of liberatory praxis." <i>Equity &amp; Excellence in Education</i> 42.1 (2009): 52-66.</p> <p>(BB) Ford Jr, Robert. "Jive talking NY DJs rapping away in black discos." <i>That's The Joint: A Hip Hop Studies Reader</i>. Ed. Murray Forman and Mark Anthony Neal. New York: Routledge (2004): 43-44.</p>	

2.2		<p><b>(RT)</b> Chang, J. (2007). "Making a Name: How DJ Kool Herc Lost His Accent and Started Hip Hop" <i>Can't stop won't stop: A history of the hip-hop generation</i>. St. Martin's Press.</p> <p><b>(BB)</b> Pabon, Jorge. "Physical graffiti: The history of hip-hop dance." <i>Total Chaos: The Art and Aesthetics of Hip Hop</i> (2006): 18-26.</p> <p><b>(BB)</b> Castleman, Craig. "The politics of graffiti." <i>That's the Joint!: The Hip-Hop Studies Reader</i>, Ed. Murray Forman and Mark Anthony Neal. New York: Routledge (2004): 21-29.</p> <p><b>Watch:</b> "40 Years of Hip-Hop" by KRS-One  <a href="https://www.youtube.com/watch?v=d0G6RCi5AxA">https://www.youtube.com/watch?v=d0G6RCi5AxA</a></p>	In Class Workshop How to Write an Analysis Paper
3.1	Diasporic Roots	<p><b>(BB)</b> Raquel Rivera, "Enter the New York Ricans" (pp. 11-30) from Raquel Rivera, <u>New York Ricans in the Hip Hop Zone</u> (Palgrave Macmillan, 2002).</p> <p><b>(BB)</b> Jeff Chang, "Sipple Out Deh: Jamaica's Roots"</p> <p><b>Watch:</b> <i>Wu Tang: An American Saga</i>, "Can It All Be So Simple" Episode 1  <a href="https://www.youtube.com/watch?v=QkoqjxTQrp8">https://www.youtube.com/watch?v=QkoqjxTQrp8</a></p>	
3.2	Black & Latino Youth Culture	<p><b>(RT)</b> Jeff Chang, "1982: Rapture in Reagan's America"</p> <p><b>Watch:</b> <i>Wu Tang: An American Saga</i>, "Winter Warz" Episode 2  <a href="https://www.youtube.com/watch?v=3gbMYAR9oAM">https://www.youtube.com/watch?v=3gbMYAR9oAM</a></p>	Group 1 presents: Analysis #1 due in class
4.1	Roots of Social Justice	<p><b>(BB)</b> Kitwana, B. (2004). The state of the hip-hop generation: How hip-hop's cultural movement is evolving into political power. <i>Diogenes</i>, 51(3), 115-120.</p> <p><b>Watch:</b> "Teaching and Being Ratchedemic" by Chris Emdin  <a href="https://www.youtube.com/watch?v=4QmFREcXri0">https://www.youtube.com/watch?v=4QmFREcXri0</a></p>	
4.2		<p>Library Visit: Annotated Bibliography workshop Writing Center: Annotated Bibliography</p>	
5.1	Hip-Hop and Gender Politics	<p><b>(RT)</b> Jay Z. <i>Decoded</i>. "Intro-Part I"</p> <p><b>Watch:</b> <i>Nas: Time is Illmatic</i>, (2004) (available on Netflix)</p>	Group 2 presents: Analysis #2 due in class
5.2		<p>(Film in class) <i>Hip Hop: Beyond Beats &amp; Rhymes</i> (2006)</p>	Visual Representation due online
6.1		(Film in class) <i>Hip Hop: Beyond Beats &amp; Rhymes</i> (2006)	
6.2		<b>(BB)</b> Jeff Chang, "Necropolis: The Bronx and the Politics of Abandonment"	
7.1	Hip-Hop and Gender Politics	<p><b>(RT)</b> Michael P. Jeffries, "Thug Life and Social Death" (pp. 163-175) from Michael Jeffries, <u>Thug Life: Race, Gender, and the Meaning of Hip Hop</u> (University of Chicago Press, 2010).</p>	Group 3 presents: Analysis #3 due in class
7.2		<b>(RT)</b> Jay-Z. <i>Decoded</i> . "Part II"	
8.1	Hip-Hop	<b>(BB)</b> Cheryl L. Keyes, "Empowering Self, Making Choices,	

8.2	Feminism	Creating Spaces: Black Female Identity via Rap Music Performance”  <b>(BB)</b> Joan Morgan, “Hip Hop Feminist” <b>(BB)</b> Pough, G. D. (2007). What it do, Shorty?: Women, hip-hop, and a feminist agenda. <i>Black Women, Gender &amp; Families</i> , 1(2), 78-99.	Group 4 presents: Analysis #4 due in class
9.1	American Dreaming: Get Money	<b>(BB)</b> Jay Z <i>Decoded</i> , “Part III”	Annotated Bibliography Due
9.2		<b>(BB)</b> Keith Negus, “The Business of Rap: Between the Street and the Executive Suit”	Group 5 presents: Analysis #5 due in class
10.1	American Dreaming: Get Money	Planning session for Showcase event: apply for funding, publicity and marketing assignments, tasks for run of show assigned.  <b>(BB)</b> Tricia Rose, “Bad Sistas: Black Women Rappers and Sexual Politics in Rap Music” in <u>Black Noise: Rap Music and Black Culture in Contemporary America</u> . Connecticut: Wesleyan University Press, 1994 pp. 146-182.	
10.2		<b>(RT)</b> Jay Z, <i>Decoded</i> , “Part IV-Conclusion” Film in class: <i>Juice</i> (1992)	Connecting with the Community paper due
11.1	Locked Up	<b>(BB)</b> Paul Butler Conclusion (pp. 216-225), from <u>Let's Get Free: A Hip Hop Theory of Justice</u> (New Press, 2009).	
11.2		<b>(BB)</b> Michelle Alexander, Conclusion (pp. 234-248), from <u>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</u> (The New Press, 2009)	Group 6 presents: Analysis #6 due in class
12.1	Let's Get Free	Workshop for Showcase	Draft of Showcase Presentation due; bring hard copy to class
12.2		Publicity check in; review logistics for Showcase <b>(RT)</b> Jeff Chang, “New World Order: Globalization, Containment, and Counterculture at the End of the Century” <b>Watch:</b>	Group 7 presents: Analysis #7 due in class
13.1	Global Phenomenon	<b>(BB)</b> Endsley & Jaksch, “The Troubadour: K’Naan, East Africa, and the Pedagogy of Trans-National Hip Hop” in <u>Hip Hop(e): the Cultural Practice and Critical Pedagogy of International Hip-Hop</u> New York: Peter Lang, 2012, pp. 132-144.	
13.2		Small group practice for Showcase presentations	Group 8 presents: Analysis #8 due in class
14.1	The Fifth Element	Showcase!	Showcase Presentations
14.2		De-brief of Showcase. Outline of rubric, checklist for Lyrical	

		Portfolio	
15.1	Class (W)rap Up	Lyrical Portfolio due in class	Lyrical Portfolio Self Assessment Due

Final Exam Meeting - TBD

### **ANALYSIS PAPERS /CLASS FACILITATION ASSIGNMENTS**

#### **Analysis #1/Group #1**

List and discuss at least two of the major social issues that faced Black and Latino youth pre-Hip Hop. Do you still see evidence and impact of these issues? How do they relate to you personally?

#### **Analysis #2/Group 2**

Use this reflection to make connections between the concepts of “family,” “identity,” and “social justice” as we have discussed in class. Choose one Jay Z track (that is not included in the first section of the text) that references these concepts, and link a historical event to his lyrics. How do you feel after listening to the song? Can you relate? Explain. Name one other Hip Hop song of your choice that also references these concepts.

#### **Analysis #3/Group 3**

What does being a man mean to you? Explain what social construction is and how it impacts our perceptions of gender roles, particularly for men of color. What roles do Hip Hop and the media play in shaping our understandings of masculinity?

#### **Analysis #4/Group 4**

Discuss the ways in which female Hip Hop artists challenge the stereotype and hypersexualization of the Black female body. Use at least one specific example to support your claims. Discuss how female Hip Hop artists also challenge “the politics of respectability” and provide specific examples to support your claim. Do these challenges disrupt how we read the Black female body? Why is this an important consideration, particularly in discussions about social justice? Be specific.

#### **Analysis #5/Group 5 presents**

What is the American Dream? How does Hip Hop culture respond to that idea? Name two specific examples of negative effects of commercialization of culture. Name two positive examples. How does capitalism impact and affect you? In what ways do you benefit and how are you excluded?

#### **Analysis #6/Group 6 presents**

Discuss three ways Hip Hop culture addresses the social issues of prison, drugs, and gun violence. Why are the concepts of freedom and liberation and the law/government important components of any conversation around Hip Hop culture? Choose an aspect of the relationship between cultural production of the elements of Hip Hop, visual representation, and power to discuss.

#### **Analysis #7/Group 7 presents**

Compare and contrast an international Hip Hop artist with an American based Hip Hop artist for your example in this reflection. Name two effects of the globalization of Hip Hop culture. Discuss the implications for these effects as they relate to how youth of color in America are perceived.

#### **Analysis #8/Group 8 presents**

Consider your earlier reflections and understandings of social justice. How do concepts of justice impact your daily life? Your community and family? Based on the readings and on your personal experiences, how can Hip Hop effectively function as a tool for addressing social issues that you encounter on a regular basis?

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### **Additional Course Information:**

#### **LIFE CHALLENGES:**

Life challenges: While I expect you to do all the required work for the class I know you live busy and responsible lives. At times there are going to be crises, you might be ill or some other stressful event will occur. Ask for help if you need it. Either let me know that you are having a problem-I don't need to know the details- or speak to someone at the Wellness Center, they will keep your business private. Use their services whenever you or your family need support. RM: L.68 (NB). <http://www.jjay.cuny.edu/wellness-center> mail: [SingleStop@jjay.cuny.edu](mailto:SingleStop@jjay.cuny.edu) ; TEL: 212-237-8111.

#### **John Jay Wellness Center:**

The Wellness Center has many free services for students:

- Breakfast and Lunch program, 9am-11am + 1:40-2:50pm Mon-Thurs in L.68
- Food Bank open Monday-Thursdays (10 am - 4 or 6 pm)
- Mental Health Counseling
- Emergency Funding for students who are struggling financially
- Single Stop Free Legal Services, Financial Counseling, advice on Public Benefits, and Tax Preparation
- Health Services that include sick visits, vaccines, pregnancy tests
- Accessibility services for students with hearing/visual impairments, mobility impairments, learning disabilities, chronic illnesses and psychological impairments.

Think about attending any of their short seminars on financial literacy, managing relationships, health and sexual/gender identity issues, time management, immigration, taxes and other issues.

#### **Immigrant Student Success Center:**

Both John Jay and CUNY provide resources for students experiencing individual or family immigration status challenges. The new Immigrant Student Success Center is available to provide you with support and advocacy. Please visit them in L2.69.11 (new Building) Mon-Fri 9AM – 5PM or contact the Center's manager: Cynthia Carvajal ([ccarvajal@jjay.cuny.edu](mailto:ccarvajal@jjay.cuny.edu)). For ALL immigration issues, visit the Resources for Undocumented and DACA Students webpage: <http://www.jjay.cuny.edu/undocumentedstudents>. John Jay is committed to assisting ALL students and families in a variety of ways. Also see <http://www.jjay.cuny.edu/legal-resources> .

#### **Statement Regarding Students with Disabilities:**

The Office of Services for Students with Disabilities (at 237-8122) 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. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.

#### **CUNY's Non-Discrimination Policy:**

"The University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University." The use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process. This will not be tolerated in my class and is unacceptable behavior on our campus. This is a safe classroom where professor and students mutually

engage in respectful discourse and supportive, constructive exchanges that create and maintain a classroom environment that is truly conducive to teaching and learning.

**Statement of College Policy on Plagiarism and Academic Integrity:**

Academic Integrity: It is the student's responsibility to understand what plagiarism and cheating entail, and to refrain from engaging in unethical, dishonest scholarship.

**Plagiarism** (as defined by the John Jay College Undergraduate Bulletin) is the act of presenting another person's ideas, words; artistic, scientific or technical work; research or writings as your own. 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. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

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

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. The following are some examples of plagiarism, but by no means is it an exhaustive list:

Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source (even if it is from your own previous work);  
Presenting another person's ideas or theories in your own words without acknowledging the source;  
Using information that is not common knowledge without acknowledging the sources;  
Failing to acknowledge collaborators on homework and laboratory assignments;  
Putting your name on a paper that you did not write.

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

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

For the complete text of the CUNY Policy on Academic Integrity and the John Jay College Policy on Academic Integrity and other college-wide policies see the John Jay *Undergraduate Bulletin*, Chapter IV Academic Standards.

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

**New Course Proposal Form**

Date Submitted: March 27, 2019

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

1.
  - a. **Department(s) or program(s)** proposing this course: Department of Sciences \_\_\_\_\_
  - b. **Name** and contact information of proposer(s) \_\_\_\_\_ Sandra Swenson & Shu-Yuan Cheng \_\_\_\_\_  
 Email address(es) \_\_\_\_\_ sswenson@jjay.cuny.edu \_\_\_\_\_ shcheng@jjay.cuny.edu \_\_\_\_\_  
 Phone number(s) \_\_\_\_\_ 212.237.8820 & 646-557-4637 \_\_\_\_\_
  - a. **Title of the course** \_\_\_\_\_ Case Studies in the Sciences: First Year Justice Core Seminar  
**Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) \_\_\_\_\_ Case Studies in Sci FYS \_\_\_\_\_
  - c. **Level** of this course     100 Level     200 Level     300 Level     400 Level

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

This is an opportunity for Freshman to become familiar with their academic program of study and campus resources which will support them in their Freshman year.

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

2. **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 has been designed as a 100-level First Year Seminar. The assignments and readings are appropriate for the 100-level and the course incorporates the usual strategies to promote student engagement as similar FYS seminars designed for this purpose. The course supports science majors in their adjustment to college and in success in their first year of course work. Data Shows that students who take a First Year Seminar have much higher retention rates than those students who do not. Students in FYS classes are supported by a "Success

Team" including the FYS faculty member, an academic advisor, a peer success coach and a career specialist.

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

This course examines case studies in the sciences and how to use them to understand real-world problems. Students will become familiar with the discipline of the natural sciences as well as policy, cultural, ethical, and professional considerations. This course will emphasize collaborative learning. Case studies tell important stories about real-life controversy and allow students to role-play events they may be faced with in a professional setting. The cases will focus on three topical areas - cell and molecular biology, toxicology, and criminalistics.

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

5. Number of:

- a. Class hours    3
- b. Lab hours
- c. Credits          3

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

      No  X  Yes. If yes, then please provide: It is being taught experimentally in the fall 2019.

- a. Semester(s) and year(s): Fall and spring
- b. Teacher(s): Luis Matias Barajas Saldaña
- c. Enrollment(s): 48
- d. Prerequisites(s): N/A

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

## **LEARNING OUTCOMES:**

**Students will enhance their skills and knowledge in the following four categories:**

### **1. Reasoning**

**Students will draw appropriate scientific conclusions from evidence and experimental data.**

- Critically evaluate current biological, chemical and physical knowledge, recognize the significance of the scientific process in problem solving and develop a valid research approach
- Determine and compose appropriate conclusions based on scientific evidence
- Collect and evaluate evidence pertinent to an issue of justice using criteria or a framework appropriate to course content/subject matter

## 2. Knowledge

Students will acquire broad fundamental concepts, theories, and principles in physical and biological sciences.

- Develop a good knowledge of basic science and current scientific discoveries relevant to their study and research.
- Correctly apply information from popular media and primary scientific literature to support their perspectives and research findings.

## 3. Practical skills

Students will develop practical research skills, including emphasizing the role of objectivity in scientific data collection and how these relate to the system of professional ethics in science.

- Apply research protocols for beginning foundations of doing research
- Use appropriate statistical analyses
- Set academic and personal goals related to course requirements and college success
- Use academic and social support resources to achieve identified personal and academic goals
- Students will develop competence in oral and written forms of scientific communication using sound scientific reporting techniques

## 4. Collaboration

- Assume an active and engaged role in collaborations
- Identify and practice collaboration strategies
- Recognize and support contributions of team members

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

x  No       Yes

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

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

**College Option:**

Justice core 100-level: Justice & the Individual	<input checked="" type="checkbox"/>
Justice core 300-level: Struggle for Justice & Equality in U.S.	<input type="checkbox"/>
Justice core 300-level: Justice in Global Perspective	<input type="checkbox"/>
Learning from the Past	<input type="checkbox"/>
Communication	<input type="checkbox"/>

10b. Please explain why this course should be part of the selected area.

In first year seminars, students explore key methods and concepts in a specific discipline and make connections to their own lives, or the world beyond the classroom. In addition, first year seminar course content also plays an important role in facilitating students' successful transition to college.

First Year Seminar students are supported by a success team, comprised of a peer success coach, academic advisor, and career specialist. The goal of the success teams is to support first year students' effective transition to college through individualized coaching, academic planning and advising, exploration of career options, and development of a supportive network on campus

- Finding ways to integrate the three first year seminar learning outcomes into assignments will create an authentic experience of what it means to use collaboration and planning skills in the context of rigorous academic inquiry.

10c. If yes, frequency and number of sections to be offered for General Education:

Every semester X

Number of sections: 1-4

Fall semesters only \_\_\_\_\_

Number of sections: \_\_\_\_\_

Spring semesters only \_\_\_\_\_

Number of sections: \_\_\_\_\_

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

**Assessment**

Participation and attendance	100 points
Portfolio	400 points
Portfolio integration essay	100 points
Opportunity Project	100 points
Collaborative Project (Case Studies)	200 points

Showcase presentation	100 points
<b>TOTAL</b>	<b>1000 points</b>

### **Participation and attendance (100 points)**

This course is a seminar, as such students will be expected to be interactive in class, and to make regular and substantial contributions to the course by raising questions, thinking critically about the materials, and expressing their own relevant opinions about the course content. We will all learn from each other and will benefit from each other's experiences. As part of your seminar participation, you will begin each class with a writing exercise based on that day's readings, and so it is also essential that you come prepared. These writing exercises will be used to guide the discussion for the class. Please note that regular attendance is an essential element for excelling in this class. If you have a valid excuse, then as a matter of courtesy I ask that you please email the instructor to let them know that you will be absent from a class. Please try to be on time as late arrivals are disruptive and your classmates will be relying on your presence for group activities. **Excessive absence (more than 4 classes) or recurring lateness may result in a failing grade.**

### **e-Portfolio (400 points)**

You will assemble an e-portfolio that will reflect your reading, writing, information literacy and critical thinking skills about specific projects (e.g. assignments, case studies, concept maps). Each portfolio entry (on e-portfolio) will be based on class-related activity and a series of guided questions designed to help you construct knowledge about your understandings of a specific assignment. Please note that your original drafts should be written in a word document and then uploaded to Turnitin.com in the folders provided on Blackboard. Your final e-portfolio page (for a specific assignment) will contain your final work with images, podcasts, music, or any sort of complementary media. Documenting your work in folders on Blackboard will allow you to reflect on how your learning has changed over the semester, which will be the theme for the final e-portfolio integration entry.

### **Portfolio integration research essay (100 points)**

You will integrate several elements from your e-portfolio to write a research essay in which you will reflect on how your learning has evolved over the semester.

### **Opportunity Project (100 points)**

In a separate section of your e-portfolio, you will create a unit called the **Opportunity Project**. You will demonstrate your commitment to being a John Jay citizen by becoming involved in various co-curricular opportunities at John Jay, for which you will be awarded "Opportunity points" for participating. The Opportunity Project is deliberately flexible in its design. You must attend a workshop at the Writing Center and a library workshop, and talk to a scientist, otherwise, there are almost limitless ways to accumulate points. These include joining a club, attending a lecture, going to tutoring at the Writing Center, or Math Center, and many more. I will provide a list of suggested activities and associated points and we will add to this list as a class as the semester gets underway. In general, most activities will be 15 - 20 points. You are asked to "advertise" any upcoming events so that your other class members will also be able to participate. To get "Opportunity Points" for an activity you will be required to do three things: 1) present evidence of your attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what you got out of it.

### **Collaborative Project (200 points) +Showcase Presentation (100 points)**

Carrying out scientific research requires training in statistics and research methods that you will

get in later courses, however, with instructor guidance you will investigate Case Studies in science that will guide you in the process of sciences. This will require collaboration with your classmates. Together we will think about hypothesis generation, the practicalities of collecting data, the validity of data, and how to present your results. For your showcase presentation, you will describe one case in which a controversy was difficult to resolve. You will need to demonstrate why the controversy was important, who or what characters were involved, and how the controversy could be solved – or why it was difficult to solve. You will present portions of this group work in a First-Year Experience Showcase on \_\_\_\_\_. **Note, this will take place during Community Hour and everyone**

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

Yes  No

- If yes, please state the librarian's name  Ellen Sexton \_\_\_\_\_
- Are there adequate resources in the library to support students' work in the course  
Yes  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)  Browzine ; General Science Index \_\_\_\_\_

13. **Syllabus** – see attached

14. Date of **Department curriculum committee** approval \_\_\_\_\_ March 13<sup>th</sup> 2019 \_\_\_\_\_

15. **Faculty** - Who will be assigned to teach this course? Luis Matias Barajas Saldaña, Ph.D ; course coordinator S. Swenson will assist \_\_\_\_\_

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.

All FYS courses follow a similar course plan.

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.

**Student Academic Success Programs team** works in collaboration with many different members of the college community to develop programs, activities, and tools that support the academic success of first-year students, sophomores, and CUNY Justice Academy students.  
**Kate Szur**, Senior Director of Student Academic Success Programs

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:

Shu-Yuan Cheng, Ph.D

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Name of Chair giving approval, Proposer's Department

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

<b>Course Prefix &amp; Number</b>	SCI 100
<b>Course Title</b>	Case Studies in the Sciences: First Year Justice Core Seminar
<b>Department or Program</b>	Department of Sciences
<b>Discipline</b>	Orientation to the study of science
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Prerequisites</b> (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	None
<b>Co-requisites</b>	N/A
<b>Course Description</b>	This course examines case studies in the sciences and how to use them to understand real-world problems. Students will become familiar with the discipline of the natural sciences as well as policy, cultural, ethical, and professional considerations. This course will emphasize collaborative learning. Case studies tell important stories about real-life controversy and allow students to role-play events they may be faced with in a professional setting. The cases will focus on three topical areas - cell and molecular biology, toxicology, and criminalistics.
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

current course  revision of current course  a new course being proposed

**John Jay College Option Location**

**Please check below the area of the College Option for which the course is being submitted. (Select only one.)**

<b>Justice Core</b> <p><input checked="" type="checkbox"/> Justice &amp; the Individual (100-level)</p> <p><input type="checkbox"/> Struggle for Justice &amp; Inequality in U.S. (300-level)</p> <p><input type="checkbox"/> Justice in Global Perspective (300-level)</p>	<input type="checkbox"/> Learning from the Past	<input type="checkbox"/> Communication
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**Learning Outcomes**

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

<p>I. Justice Core I Freshman Year Seminars: Justice and the Individual</p> <p>Justice Core First Year seminar courses are designed to support student's academic success by helping them to transition to the college environment and academic expectations; specifically:</p> <p>Please explain how your course meets each of these 5 learning outcomes</p> <p>Students will:</p>	
<p>Students will collect and evaluate evidence pertinent to an issue of justice using criteria or a framework of Case Studies and investigation into cases presented in the Innocence Project. Carrying out scientific research requires training in statistics and research methods, as well as ethical considerations on evidence. With instructor guidance students will investigate Case Studies in science that will guide them in the process of sciences. This will require collaboration with classmates. Together, the class will think about hypothesis generation, the practicalities of collecting data, the ethical consideration and the validity of data, and how to present results. For the student showcase presentation, they will describe one case in which a controversy was difficult to resolve. Students will need to demonstrate why the controversy was important, who or what characters were involved, and how the controversy could be solved – or why it was difficult to solve. Students will present portions of this group work in a First-Year Experience Showcase. See weeks: 3, 4, 6, 8, 10, 12, 13, 16, 18, 19 &amp; 20 - 26</p>	<p>5. Identify issues of justice and analyze them using evidence.</p> <p>6. Critically evaluate current biological, chemical and physical knowledge, recognize the significance of the scientific process in problem solving and develop a valid research approach</p> <ul style="list-style-type: none"> <li>• Determine and compose appropriate conclusions based on scientific evidence</li> <li>• Collect and evaluate evidence pertinent to an issue of justice using criteria or a framework appropriate to course content/subject matter</li> </ul>
<p>Students will assess the effectiveness of their own role in collaborations with people of diverse backgrounds by working collaboratively with classmates in several different ways, e.g., listening to and commenting on others' ideas in class discussions, working in small groups during in-class activities, peer editing, and working together on group research projects. Students will be asked to reflect critically on their contributions to each of these elements in their e-portfolio entries and to consider what they can do to improve their collaborative skills. Students are especially encouraged to model their planned improvements on successful collaborative practices demonstrated by their peers. See weeks 5, 6, 8, 12, 13, 16, 19 &amp; 20 - 26</p>	<p>7. Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds.</p> <ul style="list-style-type: none"> <li>• Assume an active and engaged role in collaborations</li> <li>• Identify and practice collaboration strategies</li> <li>• Recognize and support contributions of team members</li> </ul>
<p>Students will engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth demonstrating their commitment to being a John Jay citizen through the completion of the Opportunity Project where they will be awarded points for participating in various co-curricular</p>	<ul style="list-style-type: none"> <li>• Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals.</li> </ul>

<p>opportunities at the college. The Opportunity Project is deliberately flexible in its design. Students must attend a workshop at the Writing Center and must visit the library for a workshop, talk to a scientist about an area of their interest, or otherwise explore the many possibilities as to how the points can be accumulated. To get Opportunity Project credit students will be required to do three things: 1) present evidence of their attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what students got out of it. See weeks 2, 9, 11, 14, 15, &amp; 21</p>	
<p>Students will assemble an e-portfolio that will reflect their reading, writing, information literacy and critical thinking skills about specific projects (e.g. assignments, case studies, concept maps). Each portfolio entry (on e-portfolio) will be based on class-related activity and a series of guided questions designed to help students construct knowledge about their understandings of a specific assignment. Such as: e-PF2 Process of Science; Discussion on the Nature of Scientific Knowledge; e-PF6 Process of Science: Discussion on Ethics; e-PF9: How to Be a Wise Consumer of Scientific Research; e-PF8: In-class presentation of a case from the Innocence Project; as well as Case Study Assignments.</p> <p>See weeks 2, 3, 4, 5, 6, 8, 12, 13, 16, 18, &amp; 19</p>	<ul style="list-style-type: none"> <li>• Develop practical research skills, including emphasizing the role of objectivity in scientific data collection and how these relate to the system of professional ethics in science.</li> </ul>
<p>Carrying out scientific research requires training in statistics and research methods that students will get in later courses, however, with instructor guidance students will investigate Case Studies in science that will guide you in the process of sciences. This will require collaboration with your classmates.</p> <p>See weeks 6, 8, 12, 13, 18 7 19</p>	<ol style="list-style-type: none"> <li>1. Students will acquire broad fundamental concepts, theories, and principles in physical and biological sciences</li> </ol>

**Instructor:**  
**Email:**  
**Phone:**  
**Office Hours:**  
**Office:**

**Peer Mentor:**  
**Email:**  
**Phone:**  
**Office Hours:**  
**Office:**

**Case Studies in the Sciences: First Year Justice Core Seminar**

**SCI 100**

**Classroom:**

**Tuesdays and Thursdays (Flexible)**  
**10:50am to 12:05 pm. (Flexible)**

**COURSE DESCRIPTION:**

This course examines case studies in the sciences and how to use them to understand real-world problems. Students will become familiar with the discipline of the natural sciences as well as policy, cultural, ethical, and professional considerations. This course will emphasize collaborative learning. Case studies tell important stories about real-life controversy and allow students to role-play events they may be faced with in a professional setting. The cases will focus on three topical areas - cell and molecular biology, toxicology, and criminalistics.

**LEARNING OUTCOMES:**

Students will enhance their skills and knowledge in the following four categories:

1. **Reasoning**
  - a. Students will draw appropriate scientific conclusions from evidence and experimental data.
  - b. Critically evaluate current biological, chemical and physical knowledge, recognize the significance of the scientific process in problem solving and develop a valid research approach
  - c. Determine and compose appropriate conclusions based on scientific evidence
  - d. Collect and evaluate evidence pertinent to an issue of justice using criteria or a framework appropriate to course content/subject matter
2. **Knowledge**
  - a. Students will acquire broad fundamental concepts, theories, and principles in physical and biological sciences.
  - b. Develop a good knowledge of basic science and current scientific discoveries relevant to their study and research.
  - c. Correctly apply information from popular media and primary scientific literature to support their perspectives and research findings.
3. **Practical skills**
  - a. Students will develop practical research skills, including emphasizing the role of objectivity in scientific data collection and how these relate to the system of professional ethics in science.
  - b. Apply research protocols for beginning foundations of doing research
  - c. Use appropriate statistical analyses
  - d. Set academic and personal goals related to course requirements and college success
  - e. Use academic and social support resources to achieve identified personal and academic goals
  - f. Students will develop competence in oral and written forms of scientific communication using sound scientific reporting techniques
4. **Collaboration**
  - a. Assume an active and engaged role in collaborations
  - b. Identify and practice collaboration strategies
  - c. Recognize and support contributions of team members

**PROJECT GOAL EVALUATION AND OUTCOMES**

- Students will assess the effectiveness of their own role in collaborations with people of diverse backgrounds

A key feature of the success of the seminar is for you to work collaboratively with your classmates in several different ways, e.g., listening to and commenting on others' ideas in class discussions, working in small groups during in-class activities, peer editing, and working together on group research projects. You will be asked to reflect critically on your contributions to each of these elements in your portfolio entries and to consider what you can do to improve your collaborative skills. You are especially encouraged to model your planned improvements on successful collaborative practices demonstrated by your peers.

- **Students will demonstrate effective planning and reflection to accomplish specific course outcomes**

You will submit, and periodically review, goals and timelines for more long-term projects, such as the group research project, and the Opportunity Project. In addition, you will reflect on your planning practices, academic growth, and personal growth, throughout the semester in your portfolio entries. In your final portfolio entry, you will reflect more holistically about your evolution across the

entire semester; you will evaluate the efficacy of your planning abilities and reflect on how the skills acquired in this course will be useful in future classes.

- **Students will engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth**

You will demonstrate your commitment to being a John Jay citizen through the completion of the Opportunity Project where you will be awarded points for participating in various co-curricular opportunities at the college. The Opportunity Project is deliberately flexible in its design. You must attend a workshop at the Writing Center and must visit the library for a workshop, otherwise there are many possibilities as to how the points can be accumulated. To get Opportunity Project credit you will be required to do three things: 1) present evidence of your attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what you got out of it.

### REQUIRED BOOKS:

There is no required textbook for this course. However, there will be reading assignments for most classes which will be posted on Blackboard.

### ASSESSMENT:

#### Grade breakdown

Participation and attendance

100 points

Portfolio

400 points

Portfolio integration essay

100 points

Opportunity Project

How final grades will be assigned from points							
A	930 - 1000	B	830 - 869	C	730 - 769	D	630 - 669
A-	900 - 929	B-	800 - 829	C-	700 - 729	D-	600 - 629
B+	870 - 899	C+	770 - 799	D+	670 - 699	F	< 600
<b>Note:</b> Grades less than C are considered unsatisfactory.							

100 points

200 points

100 points

**1000 points**

#### Participation and attendance (100 points)

This course is a seminar, as such students will be expected to be interactive in class, and to make regular and substantial contributions to the course by raising questions, thinking critically about the materials, and expressing their own relevant opinions about the course content. We will all learn from each other and will benefit from each other's experiences. As part of your seminar participation, you will begin each class with a writing exercise based on that day's readings, and so it is also essential that you come prepared. These writing exercises will be used to guide the discussion for the class. Please note that regular attendance is an essential element for excelling in this class. If you have a valid excuse, then as a matter of courtesy I ask that you please email the instructor to let them know that you will be absent from a class. Please try to be on time as late arrivals are disruptive and your classmates will be relying on your presence for group activities. **Excessive absence (more than 4 classes) or recurring lateness may result in a failing grade.**

#### e-Portfolio (400 points)

You will assemble an e-portfolio that will reflect your reading, writing, information literacy and critical thinking

skills about specific projects (e.g. assignments, case studies, concept maps). Each portfolio entry (on e-portfolio) will be based on class-related activity and a series of guided questions designed to help you construct knowledge about your understandings of a specific assignment. Please note that your original drafts should be written in a word document and then uploaded to Turnitin.com in the folders provided on Blackboard. Your final e-portfolio page (for a specific assignment) will contain your final work with images, podcasts, music, or any sort of complementary media. Documenting your work in folders on Blackboard will allow you to reflect on how your learning has changed over the semester, which will be the theme for the final e-portfolio integration entry.

### **Portfolio integration research essay (100 points)**

You will integrate several elements from your e-portfolio to write a research essay in which you will reflect on how your learning has evolved over the semester.

### **Opportunity Project (100 points)**

In a separate section of your e-portfolio, you will create a unit called the **Opportunity Project**. You will demonstrate your commitment to being a John Jay citizen by becoming involved in various co-curricular opportunities at John Jay, for which you will be awarded “Opportunity points” for participating. The Opportunity Project is deliberately flexible in its design. You must attend a workshop at the Writing Center and a library workshop, and talk to a scientist, otherwise, there are almost limitless ways to accumulate points. These include joining a club, attending a lecture, going to tutoring at the Writing Center, or Math Center, and many more. I will provide a list of suggested activities and associated points and we will add to this list as a class as the semester gets underway. In general, most activities will be 15 - 20 points. You are asked to “advertise” any upcoming events so that your other class members will also be able to participate. To get “Opportunity Points” for an activity you will be required to do three things: 1) present evidence of your attendance at the event (letter, photo, program, etc), 2) to write a brief statement summarizing the event/activity, and 3) a brief reflection on what you got out of it.

### **Collaborative Project (200 points) +Showcase Presentation (100 points)**

Carrying out scientific research requires training in statistics and research methods that you will get in later courses, however, with instructor guidance you will investigate Case Studies in science that will guide you in the process of sciences. This will require collaboration with your classmates. Together we will think about hypothesis generation, the practicalities of collecting data, the validity of data, and how to present your results. For your showcase presentation, you will describe one case in which a controversy was difficult to resolve. You will need to demonstrate why the controversy was important, who or what characters were involved, and how the controversy could be solved – or why it was difficult to solve. You will present portions of this group work in a First-Year Experience Showcase on\_\_\_\_\_. **Note, this will take place during Community Hour and everyone is required to attend.**

### **Writing Center**

The Writing Center, located in room 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center

has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

### **Disabilities**

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

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

### **Statement of the College Policy on Plagiarism**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing

and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the students' 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)*

## PROVISIONAL COURSE CALENDAR (subject to change)

Date (APPROX)	Topic	Portfolio assignment (HW &/or in-class work)	You must read/do this before today's class
1 Th Aug 27	<b>Introduction – Overview of course and Blackboard help.</b>	In class: Create your e-portfolio with your full name and this course information.	We will create e-portfolios in class, however, continue to work on your e-portfolio design, bringing in a format, design and sections that meet the requirements of this course. See handout from class and on Blackboard.
2 Tu Sept 1	<b>LIBRARY VISIT</b>	<b>e-PF1: Library reflection (due Sept.)</b> Visit the John Jay Library and become familiar with the library services. Make an appointment to speak with a librarian to ensure that you understand how to search periodical and books. In your e-portfolio, describe what you learned about the John Jay Library and how to search for information.	Check out the John Jay Library website and talk to a librarian. John Jay Library Website: How to find information for a research project: <a href="http://guides.lib.jjay.cuny.edu/content.php?pid=209735&amp;sid=2818726">http://guides.lib.jjay.cuny.edu/content.php?pid=209735&amp;sid=2818726</a> Evaluating information sources <a href="http://guides.lib.jjay.cuny.edu/evaluatingsources">http://guides.lib.jjay.cuny.edu/evaluatingsources</a> Students can easily browse through scientific journals from an app on their devices or through a web browser, and see what journals look like, get an idea as to how many there are and how specialized they can be. <a href="http://browzine.com/libraries/1369/">http://browzine.com/libraries/1369/</a> For finding information on a topic, see the General Science Index . It indexes a tightly curated set of general science magazines and journals. It's on this list <a href="https://www.lib.jjay.cuny.edu/databases/science">https://www.lib.jjay.cuny.edu/databases/science</a>
3 Sept 3	<b>The Process of Science: The Nature of Scientific Knowledge</b>	<b>e-PF2 Process of Science; Discussion on the Nature of Scientific Knowledge (due Sept.)</b> In-class assignment on how to design a concept map; examples from The Process of Science Website will be demonstrated	Process of Science <a href="https://www.visionlearning.com/en/">https://www.visionlearning.com/en/</a> & <a href="https://www.visionlearning.com/en/library/Process-of-Science/49">https://www.visionlearning.com/en/library/Process-of-Science/49</a> Read: The Nature of Scientific Knowledge and describe 5 important take-away concepts from your reading. Put your ideas in outline form using the example from the library: <a href="https://www.lib.jjay.cuny.edu/how-to/write-an-outline">https://www.lib.jjay.cuny.edu/how-to/write-an-outline</a> Bring your outline to class and be prepared to share your ideas.
4 Sept 8	<b>The Process of Science: The Scientific Community</b>	<b>e-PF3 Process of Science; Discussion on Scientists and the Scientific Community (due Sept.)</b> Use a concept map to show how studying science is a human endeavor, why diverse points of view are important, and how scientists may support one another. Use references from the reading to support your ideas.	Process of Science <a href="https://www.visionlearning.com/en/">https://www.visionlearning.com/en/</a> & <a href="https://www.visionlearning.com/en/library/Process-of-Science/49">https://www.visionlearning.com/en/library/Process-of-Science/49</a> Read: The Scientists and the Scientific Community and describe 5 important take-away concepts from your reading. Put your ideas in outline form using the example from the library: <a href="https://www.lib.jjay.cuny.edu/how-to/write-an-outline">https://www.lib.jjay.cuny.edu/how-to/write-an-outline</a> Bring your outline to class and be prepared to share your ideas.
Sept 10 <sup>th</sup>	<b>Approximate holiday</b>		
Sept 15 <sup>th</sup>	<b>Approximate holiday</b>		

5	Sept 17	<b>e-PF4 What Is Collaborative Group Learning?</b> A key feature of the success of the seminar is for you to work collaboratively with your classmates in several different ways, e.g., listening to and commenting on others' ideas in class discussions, working in small groups during in-class activities, peer editing, and working together on group research projects.	Review the section on Mentoring and Collaboration under Scientists and the Scientific Community: <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Scientists-and-the-Scientific-Community/172">https://www.visionlearning.com/en/library/Process-of-Science/49/Scientists-and-the-Scientific-Community/172</a> Prepare for class by reading “What is Collaborative Learning?” and “44 Benefits of Collaborative Learning” from: <a href="https://www.gdrc.org/kmgmt/c-learn/index.html">https://www.gdrc.org/kmgmt/c-learn/index.html</a> Be prepared to discuss collaborative learning and how you think it may benefit you.
6	Sept 22 <sup>nd</sup>	<b>Case Study I: Acids, pH, and Buffers Some Basic Chemistry for Biological Science</b>	In this “clicker case,” a three-year-old girl gets into the medicine cabinet and ingests an unknown number of aspirin tablets. Her brother calls 911 and the girl is taken to a nearby hospital, where she is treated. The case is used to discuss the Law of Mass Action, chemical equilibrium and equilibrium constants, pH, and weak acids and buffers in the context of medical management of a life-threatening emergency
7	Th Sept 24	Approximate holiday	
8	Sept 29	<b>Case Study I: Law of Mass Action</b>	The case is used to discuss the Law of Mass Action, chemical equilibrium and equilibrium constants, pH, and weak acids and buffers in the context of medical management of a life-threatening emergency
9	Oct 1	<b>PHOTO SCAVENGER HUNT</b>	<b>e-PF5 Opportunity Project: Action plan for the Opportunity Project</b> due Oct. 8 What's going on at JJ - Exploring the college and creating an action plan for the Opportunity Project; What makes for a good Action Plan? Be sure to take pictures and post them (with explanations) on your e-portfolio to share what you have discovered.
10	Oct 6	<b>The Process of Science: Scientific Ethics</b>	<b>e-PF6 Process of Science: Discussion on Ethics (due)</b> Use a <u>concept map</u> to show why ethical conduct in science is valuable, and what best practices mean. Describe the difference between a mistake and misconduct. Use references from the reading

11	Oct 8	<b>Opportunity Project Revisited</b>	to support your ideas.	Bring your outline to class and be prepared to share your ideas.
12	Oct 13	<b>Case Study II: Between the Living and the Dead</b>	<p><b>e-PFS continued Opportunity Project: Check in and assess progress on action plan for the Opportunity Project</b> which will be completed by Oct. 15th</p> <p>Class time allotted for organizing your Opportunity Project – pictures and explanations will be posted on your e-Portfolio.</p> <p>Continue discussion on Scientific Ethics by presenting your <u>concept map</u> to your classmates.</p>	<p>John Jay Website Student Affairs; the Writing Center; clubs, student activities, Math and Science Resource Center (MSRC), Academic Advisor, etc.</p> <p>What opportunities do you want to take advantage of? What does John Jay College offer to support your student success?</p> <p>Process of Science: Scientific Ethics <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Scientific-Ethics/161">https://www.visionlearning.com/en/library/Process-of-Science/49/Scientific-Ethics/161</a></p>
13	Oct 15th	<b>Case Study II: Between the Living and the Dead</b>	<p>Case Study II Part A: As Jen pores over her introductory biology textbook, she falls asleep and enters a nightmarish world in which bacteria and viruses dwarf human beings.</p> <p>Your final work will be posted on e-portfolio.</p>	<p>Case Study II Part A: Case studies are a collaborative effort and usually take two class periods to complete. Begin reading the case study assignment on Blackboard and refer to the web link: <a href="http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=378&amp;id=378">http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=378&amp;id=378</a></p> <p>Objectives:</p> <p>Describe the differences between virus, bacteria, and bacteriophage.</p> <p>Explain the basic components and the life cycle of a T-even bacteriophage.</p> <p>Understand the indirect effect bacteriophages have on people.</p>
14	Oct 20th	<b>Opportunity Project Presentations</b>	Case Study II Part B The case includes a follow-up assignment in which students explore the risks and potential benefits of using bacteriophage to control bacterial disease.	<p>Case Study II Part B:</p> <p>Objectives:</p> <p>Explain the classification and history of bacteriophage.</p> <p>Appreciate the risk and potential in using bacteriophage to control bacterial disease.</p>
15	Oct 22	<b>Career Goals</b>		<p><b>e-PFS Final Presentation of your opportunities</b></p> <p><b>e-PFS: Reflection on Career Goals:</b> Planning your major and planning an interview with a faculty member.</p> <p>Come to class prepared to discuss your career goals and how studying in a particular major will help you get there. Craft interview questions for your interview.</p> <p>What are your career goals and which major do you think that you'd like to study?</p> <p>Explore the Department of Sciences' Major and Minor program offerings.</p> <p>Choose the area that you would like to study and make an appointment with a faculty member to learn more about your major and program of study.</p>
16	Oct 27th	<b>The Innocence Project</b>	<b>e-PFS: In-class presentation of a case from the Innocence Project</b>	<p><b>e-PFS: In-class presentation of a case from the Innocence Project</b></p> <p><a href="https://www.innocenceproject.org/">https://www.innocenceproject.org/</a></p> <p>Choose a case history from the website and summarize in your own words what this case involved and why was the individual wrongly convicted.</p>

17 Oct 29th	Communication in the Sciences: Source reliability	<p><b>e-PF9: How to Be a Wise Consumer of Scientific Research.</b></p> <p>In-class assignment designing a concept map using examples from Communication in the Sciences Website.</p> <p>Use a <u>concept map</u> to show how you can utilize primary documents to build knowledge and facilitate discussion. Be prepared to discuss in detail the aspects of your concept map that you think are important and why you think these concepts are inter-related.</p>	<p>Read: Understanding Scientific Journal and Articles <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Understanding-Scientific-Journals-and-Articles/158">https://www.visionlearning.com/en/library/Process-of-Science/49/Understanding-Scientific-Journals-and-Articles/158</a></p> <p>Utilizing the Scientific Literature <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Utilizing-the-Scientific-Literature/173">https://www.visionlearning.com/en/library/Process-of-Science/49/Utilizing-the-Scientific-Literature/173</a></p> <p>Describe 5 important take-away concepts from your reading. Put your ideas in outline form using the example from the library: <a href="https://www.lib.jjay.cuny.edu/how-to/write-an-outline">https://www.lib.jjay.cuny.edu/how-to/write-an-outline</a></p> <p>Bring your outline to class and be prepared to share your ideas.</p>
18 Nov 3rd	Case Study III Part A: Dolphin Deaths: A Case Study in Toxicology	<p>Case Study III Part A: This case study examines a variety of biological factors that may have been involved in the 2013 dolphin "unusual mortality event" (UME) on the East Coast of the United States. The story follows a news reporter and four different scientists who are preparing their notes for speaking at a public hearing about the dolphin die-off event. After reading the story, students assume the roles of these scientists and use the jigsaw method to gather, analyze, and share information.</p>	<p>Case Study Part III Part A: Read and Prepare for the Case Study: Dolphin Deaths: A Case Study in Toxicology</p> <p>Read, compare, and interpret popular journalism and scientific literature. Explain, elaborate on, and evaluate a complex social issue regarding environmental regulation and wildlife management. Apply science concepts in ecology, immunology, endocrinology, and virology to a real-world event.</p> <p>Collaborate with other students to gather information on multiple disciplines in biology.</p>
19 Nov 5th	Case Study III Part B: Dolphin Deaths: A Case Study in Toxicology	<p>Case Study III Part B: Be prepared to discuss your group findings. Use your e-portfolio to present your information.</p>	<p>Your final work will be posted on e-portfolio.</p>
20 Nov 10th	Prepare for Showcase Presentation and Evaluation of your Collaborative Responsibilities GROUP WORK	<p><b>Evaluate your Collaborative Strengths and Weaknesses:</b> A rubric will be handed out in class which you will use to evaluate yourself and your peers. The peer evaluation will be anonymous. Prepare for your individual role within your group.</p> <p><b>Begin Showcase group work:</b></p> <p>Choose a controversial case that interests you and your group members. You may use the National Center for Case Study Teaching in Science (<a href="http://sciencecases.lib.buffalo.edu/cs/collection">http://sciencecases.lib.buffalo.edu/cs/collection</a>)</p>	<p>Case Study III Part B: Prepare for your group analysis Objectives Determine the many contributing factors involved in dolphin health. Identify actions that society could take in response to the 2013 dolphin die-off event.</p> <p>Read: Ideas in Science: Theories Hypothesis and Laws <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Theories-Hypotheses-and-Laws/177">https://www.visionlearning.com/en/library/Process-of-Science/49/Theories-Hypotheses-and-Laws/177</a></p> <p>Scientific Controversy: <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Scientific-Controversy/181">https://www.visionlearning.com/en/library/Process-of-Science/49/Scientific-Controversy/181</a></p> <p>Creativity in Science: <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Creativity-in-Science/182">https://www.visionlearning.com/en/library/Process-of-Science/49/Creativity-in-Science/182</a></p>

			or another source of interest. Begin gathering resources (primary documents) that may address the controversy and begin to build a hypothesis that is centered around the controversy.	
21	Nov 12th	<b>Source reliability</b> <b>GROUP WORK</b>	<b><u>All class visit to the library to research documents. A librarian will be available to assist you.</u></b>  The practice of science involves many possible pathways. The classic description of the scientific method as a linear or circular process does not adequately capture the dynamic yet rigorous nature of the practice.	Read: The Practice of Science: An Introduction to Research Methods: <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/The-Practice-of-Science/148">https://www.visionlearning.com/en/library/Process-of-Science/49/The-Practice-of-Science/148</a>  Description as a Scientific Research Method: <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Description-in-Scientific-Research/151">https://www.visionlearning.com/en/library/Process-of-Science/49/Description-in-Scientific-Research/151</a>  Comparison as a Scientific Research Method: <a href="https://www.visionlearning.com/en/library/Process-of-Science/49/Comparison-in-Scientific-Research/152">https://www.visionlearning.com/en/library/Process-of-Science/49/Comparison-in-Scientific-Research/152</a>
22	Nov 17th	Showcase Presentation work Citations/APA style Portfolio research paper – peer review of 1 <sup>st</sup> draft	<b><u>Continue in-class group work guided by your instructor.</u></b>  Review citations and APA style as well as how to do a peer review.	University of Carleton (n.d.). Guidelines for Students - Peer Review. Retrieved from <a href="http://serc.carleton.edu/introgeo/peerreview/tips.html">http://serc.carleton.edu/introgeo/peerreview/tips.html</a>  Also see John Jay Library: Citing sources: <a href="http://guides.lib.jjay.cuny.edu/c.php?g=188322&amp;p=1922429">http://guides.lib.jjay.cuny.edu/c.php?g=188322&amp;p=1922429</a>
23	Nov 19th	Showcase Presentation work GROUP WORK	<b><u>In-class group work: meet with your instructor to present your ideas.</u></b>	Bring all materials and references to class for review by your instructor. Continue work on your final Showcase Presentation outside of class as well as in-class.
24	Nov 24th	GROUP WORK Portfolio research paper – peer review of 1 <sup>st</sup> draft	<b><u>In class work on peer review of the first draft</u></b>	University of Carleton (n.d.). Guidelines for Students - Peer Review. Retrieved from <a href="http://serc.carleton.edu/introgeo/peerreview/tips.html">http://serc.carleton.edu/introgeo/peerreview/tips.html</a>
25	Dec 1 <sup>st</sup>	GROUP WORK	Work on second draft	John Jay Library Guide to Documentation Style <a href="http://www.lib.jjay.cuny.edu/research/apastyle/spring_2012.pdf">http://www.lib.jjay.cuny.edu/research/apastyle/spring_2012.pdf</a> <a href="http://owl.english.psu.edu/owl/resource/560/01/">http://owl.english.psu.edu/owl/resource/560/01/</a>
26	Dec 3rd	GROUP WORK Portfolio research paper – peer review of	<b><u>2<sup>nd</sup> draft research essay due – upload to BB – Turnitin.com</u></b>	Prepare your e-portfolio for your Showcase presentation. All information needs to be uploaded to e-portfolio under each group member; however, only one member's site will be used for the Showcase Presentations.

		2 <sup>nd</sup> draft	
27	Dec 8th	FINALIZE SHOWCASE PRESENTATIONS	<b><u>e-PF10: Reflection on personal growth through the semester due</u></b>
28	Dec 10th	<b>PORTFOLIOS DUE</b>	Hand in all e-portfolio work by 5pm Dec. 12 <sup>th</sup> : meet with instructor on Dec 13 <sup>th</sup> during office hours.
29	Dec 14th	GROUP WORK Showcase presentations and final presentations FINISHING STRONG	STUDENT PRESENTATIONS AT ANNUAL STUDENT SHOWCASE STUDENT DINING ROOM NB (1:30 to 3:00 pm)
	Dec 22 <sup>nd</sup>	<b>FINAL EXAM</b>	Class Research Presentations

Group presentation will be divided into the section of the case study that you were responsible for.

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

## Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus.

(Please note: for significant content changes you may be asked to complete a New Course Proposal Form). **For inclusion in the CUNY Pathways General Education program at John Jay please include a syllabus and the CUNY Common Core or John Jay College Option Form.**

Date Submitted: 9/26/2019

1. Name of Department or Program:

Department of Public Management, BS in Fraud Examination and Financial Forensics, Fraud Examination Minor, Accounting Minor and Certificate in Forensic Accounting.

2. Contact information of proposer(s):

Name(s): Randall LaSalle  
Email(s): rlasalle@jjay.cuny.edu  
Phone number(s): 212-484-1308

3. Current number, title, and abbreviated title of course: **ACC 307, Forensic Accounting I, Forensic Accounting I**

4. Current course description:

This course provides students with an overview of forensic accounting. It will examine methods and approaches used to uncover fraud, fraud theories, fraud patterns and schemes, fraud concealment strategies, evidence collection and legal elements of fraud. Case studies will be used to make distinctions between intentional deceptions and negligent misrepresentations or omissions. Income statements and balance sheets will be used for risk analysis. Students will learn to detect concealment in financial statement notes and analytical methods to infer income concealment.

- a. Number of credits: 3 credit hours
- b. Number of class hours (please specify if the course has lab hours): 0
- c. Current prerequisites: ENG 201 and ACC 250

5. Describe the nature of the revision:

Change name from *Forensic Accounting I* to *Fraud Examination and Financial Forensics I*.

Approved by UCASC, Nov 15, to College Council, Dec 9, 2019

6. Rationale for the proposed change(s):

The current name is too narrow. The proposed name reflects a broader (and more interdisciplinary) view of the subject matter by eliminating the term, *accounting* from the title.

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

a. Revised course description:

NA

b. Revised course title: **Fraud Examination and Financial Forensics I**

c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): **Fraud Exam & Fin Forensics I**

d. Revised learning outcomes: NA

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

f. Revised number of credits: NA (3)

g. Revised number of hours: NA (3)

h. Revised prerequisites: NA

8. Enrollment in past semesters:

Approximately 90 students per semester.

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: 9/26/2019

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

Department Chair: Warren S. Eller

Program Coordinator: David M. Shapiro

**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 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](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.**

Date Submitted: 9/26/2019

1. Name of Department or Program:

Department of Public Management, BS in Fraud Examination and Financial Forensics, Fraud Examination Minor, and Certificate in Forensic Accounting.

2. Contact information of proposer(s):

Name(s): Randall LaSalle  
Email(s): [rlasalle@jjay.cuny.edu](mailto:rlasalle@jjay.cuny.edu)  
Phone number(s): 212-484-1308

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

**ACC 309, Forensic Accounting II, Forensic Accounting II**

4. Current course description:

This course provides an understanding of how specific types of frauds are committed against an organization and on behalf of an organization. By learning how managers and employees commit frauds, students will be better prepared to prevent, detect and investigate those frauds. Expert witnessing and reporting are also covered.

- a. Number of credits: 3 credit hours
- b. Number of class hours (please specify if the course has lab hours):
- c. Current prerequisites: ENG 201 and ACC 307

5. Describe the nature of the revision:

Change name from *Forensic Accounting II* to *Fraud Examination and Financial Forensics II*.

Approved by UCASC, Nov 15, to College Council, Dec 9, 2019

6. Rationale for the proposed change(s):

The current name is too narrow. The proposed name reflects a broader (and more interdisciplinary) view of the subject matter by eliminating the term, *accounting* from the title.

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

- a. Revised course description: NA
- b. Revised course title: **Fraud Examination and Financial Forensics II**
- c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): **Fraud Exam and Fin For II**
- d. Revised learning outcomes: NA
- e. Revised assignments and activities related to revised outcomes : NA
- f. Revised number of credits: NA (3)
- g. Revised number of hours: NA (3)
- h. Revised prerequisites: NA

8. Enrollment in past semesters:

Approximately 50 students per semester.

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:

9/26/2019

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

Department Chair: Warren S. Eller

Program Coordinator: David M. Shapiro

Approved by UCASC, Nov 15, to College Council, Dec 9, 2019

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](mailto:kkilloran@jjay.cuny.edu)) via email in the Office of Undergraduate Studies.

Date Submitted: 11/1/19

1. Name of Department or Program: Mathematics and Computer Science
2. Contact information of proposer(s):

Name(s): Michael Puls  
Email(s): mpuls@jjay.cuny.edu  
Phone number(s): 212-484-178

3. Current number, title, and abbreviated title of course: **MAT 341, Advanced Calculus I**
4. Current course description: This course is a rigorous study of single variable calculus. Topics include the real number system, limits, continuity, differentiation, the Riemann-Stieltjes integration, Taylor's formula and extreme values.
  - a. Number of credits: 3
  - b. Number of class hours (please specify if the course has lab hours): 3
  - c. Current prerequisites: ENG 201, Mat 242 (Calculus II)
5. Describe the nature of the revision: To change the prerequisite of MAT 341 from Mat 242 to MAT 244 (Calculus IV) and MAT 2XX (Elements of Mathematical Proof).
6. Rationale for the proposed change(s): Advanced Calculus I, MAT 341 studies the proofs behind the computational techniques investigated in the Calculus sequence, Calculus II is insufficient preparation for such a course. The proposed changes to the prerequisites of MAT 341 gives the student better preparation for the course since the last course in the Calculus

Approved by UCASC, Nov 15, to College Council, Dec 9, 2019

sequence is MAT 244 (Calculus IV) and MAT 2XX (Elements of Mathematical Proof) is where students learn the basics of reading and writing mathematical proofs.

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, **MAT 244 and MAT 2XX Elements of Mathematical Proof**

8. Enrollment in past semesters: Has not been offered recently??

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   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: 10/30/2019

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

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

## Course Revision Form

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

Date Submitted: 11/1/19

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

2. Contact information of proposer(s):

Name(s): Michael Puls  
Email(s): mpuls@jjay.cuny.edu  
Phone number(s): 212-484-1178

3. Current number, title, and abbreviated title of course: **MAT 410, Abstract Algebra**

4. Current course description: This course is an introduction to the theory of groups and rings. Topics include permutation groups, normal subgroups, rings, ideals, fields, isomorphism, homomorphism, and field extensions.

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 MAT 241 and MAT 242 as a corequisite

5. Describe the nature of the revision: To change the prerequisite of MAT 410 from MAT 242 (corequisite) to MAT 310 (Linear Algebra) and MAT 2XX (Elements of Mathematical Proof).

6. Rationale for the proposed change(s): MAT 410 investigates the abstraction of many topics from algebra and linear algebra, a corequisite/prerequisite of MAT 242 is insufficient preparation for this course. The proposed changes to the prerequisites of MAT 410 gives the student better preparation for this course since matrix algebra is introduced in MAT 310 (Linear Algebra) and MAT 2XX (Elements of Mathematical Proof) is where students learn the basics of reading and writing mathematical proofs.

Approved by UCASC, Nov 15, to College Council, Dec 9, 2019

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, **MAT 310 Linear Algebra, MAT 2XX Elements of Mathematical Proof**

8. Enrollment in past semesters: Not offered recently

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 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: 10/30/2019

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

## CHANGES TO COLLEGE COUNCIL CHARTER

### C1. RESOLUTION TO BE ADOPTED BY CUNY BOARD OF TRUSTEES:

RESOLVED, That the following proposed amendments to the John Jay College of Criminal Justice Charter of Governance be adopted, effective August 1, 2020.

**C2.** The purpose of this proposal is to downsize the College Council membership from 69 to 50 while retaining the proportions of membership from the four primary groups: faculty, students, higher education officers, and administration.

Goal and Rationale	Add/Delete	ARTICLE 1, SECTION 3. Allocation of Members and Qualifications for Membership	ARTICLE 1, SECTION 3. Allocation of Members and Qualifications for Membership
Reduce faculty members from 42 to 30. Each department will continue to have one member, but the number of at-large members will be reduced.  Since the alternate members are a range, the Senate can reduce on the number of alternate members based on need and experience.		<p><b>ARTICLE 1, SECTION 3. Allocation of Members and Qualifications for Membership</b></p> <p>Membership in the College Council is fixed at <u>69</u> <u>fifty</u> (50) and shall be allocated as follows:</p> <p>a. <u>Faculty:</u> The faculty is allotted <u>42</u> <u>thirty</u> (30) representatives. v. The Faculty Senate shall allot up to eight (8) alternate faculty representatives by a method duly adopted by the Faculty Senate. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative.</p> <p>b. <u>Higher Education Officers:</u></p> <p>i. The higher education officers are allotted <del>five</del> <u>four</u> (4) representatives. These representatives shall be elected by the Higher Education Officers Council.</p> <p>ii. The Higher Education Officers Council shall also elect up to <del>one</del> <u>one</u> <u>two</u> (2) alternate representatives. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative.</p> <p>b. <u>Higher Education Officers:</u></p> <p>i. The higher education officers are allotted <del>five</del> <u>four</u> (4) representatives. These representatives shall be elected by the Higher Education Officers Council.</p> <p>ii. The Higher Education Officers Council shall also elect up to <del>one</del> <u>one</u> <u>two</u> (2) alternate representatives. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative.</p>	<p><b>ARTICLE 1, SECTION 3. Allocation of Members and Qualifications for Membership</b></p> <p>Membership in the College Council is fixed at fifty (50) and shall be allocated as follows:</p> <p>a. <u>Faculty:</u> The faculty is allotted thirty (30) representatives. v. The Faculty Senate shall allot up to eight (8) alternate faculty representatives by a method duly adopted by the Faculty Senate. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative.</p> <p>b. <u>Higher Education Officers:</u></p> <p>i. The higher education officers are allotted <del>five</del> <u>four</u> (4) representatives. These representatives shall be elected by the Higher Education Officers Council.</p> <p>ii. The Higher Education Officers Council shall also elect up to <del>one</del> <u>one</u> <u>two</u> (2) alternate representatives. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative.</p>

	Council's quorum only during the absence of a permanent higher education officer representative.	the College Council's quorum only during the absence of a permanent higher education officer representative.
Reduce student members from 14 to 10.	<p>c. <u>Students:</u></p> <p>The student body is allotted <del>44</del> ten (10) representatives. These representatives shall be the four (4) Executive Officers of the Student Council, one (1) at-large student representative, <del>two</del> (2) one graduate student representative, <del>two</del> (2) one senior class representative, <del>two</del> (2) one junior class representative, <del>two</del> (2) one sophomore class representative, <del>two</del> (2) one freshman representative.</p> <p>i. The graduate student representatives and the senior, junior and sophomore class representatives shall be the <del>two</del> (2) Student Council representatives from each category who receive the highest number of popular votes in the Student Council election. The freshman representative shall be designated according to a method duly adopted by the Student Council.</p> <p>ii. The student body shall also elect up to <del>two</del> (2) <del>four</del> (4) alternate student representatives. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative.</p> <p>iii.</p>	<p>c. <u>Students:</u></p> <p>The student body is allotted ten (10) representatives.</p> <p>i. These representatives shall be the four (4) Executive Officers of the Student Council, one (1) at-large student representative, one (1) graduate student representative, one (1) senior class representative, one (1) junior class representative, one (1) sophomore class representative and one (1) freshman representative.</p> <p>ii. The graduate student representatives and the senior, junior and sophomore class representatives shall be the Student Council representatives from each category who receive the highest number of popular votes in the Student Council election. The freshman representative shall be designated according to a method duly adopted by the Student Council.</p> <p>iii. The student body shall also elect up to <del>two</del> (2) <del>four</del> (4) alternate student representatives. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative.</p>
Reduce the administration position from eight to six.	<p>d. <u>Administration:</u></p> <p>The administration is allotted <del>eight</del> (8) <u>six</u> (6) representatives. These representatives are the President and Provost and Senior Vice President for Academic Affairs, Senior Vice President for Finance and</p>	<p>d. <u>Administration:</u></p> <p>The administration is allotted six (6) representatives. These representatives are the President and Provost and Vice President for Academic Affairs and four other members</p>

	<p><u>Administration, Vice-President for Student Development, Vice-President for Enrollment Management, Dean of Graduate Studies, Dean of Undergraduate Studies, and Dean of Research, or equivalent positions and functions as determined by the President, and four other members designated by the President and two other alternate members designated by the President. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent administrative representative.</u></p>
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Appendix One: Analysis and Original Options

<b>Members</b>	<b>Current</b>	<b>Reduce 30%</b>	<b>Rounded Up 30%</b>
Faculty	42	29.4	30
HEO	5	3.5	4
Students	14	9.8	10
Administration	<u>8</u>	<u>5.6</u>	<u>6</u>
<b>Total</b>	<b>69</b>	<b>48.3</b>	<b>50</b>

<b>Percent</b>	<b>Current</b>	<b>Reduce 30%</b>	<b>Rounded Up 30%</b>
Faculty	61%	61%	60%
HEO	7%	7%	8%
Students	20%	20%	20%
Administration	<u>12%</u>	<u>12%</u>	<u>12%</u>
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Principles**

Each stakeholder group (faculty, HEO, students, administration) takes the same percentage cut.

Fractional memberships are rounded up to the next whole number.

Alternate memberships (voting when regular members are absent) are retained.

Each academic department continues to have a seat on the Senate.

C3. Goal and Rationale	Add/Delete Article I. Section 3.d. <b>Administration:</b> The administration is allotted six (6) representatives. These representatives are the President and Provost and Vice President for Academic Affairs and four other members designated by the President for the subsequent academic year and two other alternate members designated by the President.	Result Article I. Section 3.d. <b>Administration:</b> The administration is allotted six (6) representatives. These representatives are the President and Provost and Vice President for Academic Affairs and four other members designated by the President for the subsequent academic year and two other alternate members designated by the President.
C4. Goal and Rationale	Add/Delete Article I Section 6. <b>Term of Office:</b> Each <u>elected</u> representative to the College Council shall serve for a term of one (1) year. The <del>regular</del> term of office shall begin on June 1 following the spring elections, unless the representative is elected or appointed after June 1, in which case the end date for the term shall be May 31.	Result Article I Section 6. <b>Term of Office:</b> Each representative to the College Council shall serve for a term of one (1) year. The term of office shall begin on June 1 following the spring elections, unless the representative is elected or appointed after June 1, in which case the end date for the term shall be May 31.
C5. Goal and Rationale	Add/Delete b. <u>Agenda:</u> The Faculty Senate, the Council of Chairs, the Higher Education Officer Council, the Student Council and any <del>member of the college community of the College</del> Council Committees may propose items for the College Council	Result b. <u>Agenda:</u> The Faculty Senate, the Council of Chairs, the Higher Education Officer Council, the Student Council and any of the College Council Committees may propose items for the College Council

<p>Faculty Senate, Council of Chairs, the Higher Education Officer and Student Council. The rationale for this change is to ensure that agenda items are appropriate and conform to College and/or CUNY policies.</p>	<p>Council agenda which shall be prepared by the Executive Committee. Proposals shall be delivered in writing to the Secretary of the College Council no fewer than 10 work days preceding the meeting at which they are to be introduced. The Secretary shall make the agenda available to members of the College Council at least five (5) work days in advance of each meeting and shall make the agenda available to all members of the College community in advance of each meeting.</p>	<p>which shall be prepared by the Executive Committee. Proposals shall be delivered in writing to the Secretary of the College Council no fewer than 10 work days preceding the meeting at which they are to be introduced. The Secretary shall make the agenda available to members of the College Council at least five (5) work days in advance of each meeting and shall make the agenda available to all members of the College community in advance of each meeting.</p>
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#### C6.

Goal and Rationale	Add/Delete	Result
<p>To revise Article I, Section 9.d of the College Council Charter to change the name of the College Council's Judicial Board to the Faculty-Student Disciplinary Committee to be consistent with the Bylaws of CUNY Board of Trustees. The College Council Bylaws are also being revised to reflect this change.</p>	<p>d. <del>Judicial</del>Faculty-Student Disciplinary Committee:</p> <p>As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a <del>Judicial</del><u>Faculty-Student Disciplinary</u> 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.</p>	<p>d. Faculty-Student Disciplinary Committee:</p> <p>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.</p>

#### C7.

Goal and Rationale	Add/Delete	Result
<p>To revise Article 2 Paragraph 2. At the request of the Department of African-American Studies the name</p>	<p>Article 2. Paragraph 2: In order to exist as a departmental entity, a discipline is required to have a minimum of seven (7) full-time members of the faculty, as defined in Article I, Section 3.a.i., and be approved</p>	<p>Article 2. Paragraph 2: In order to exist as a departmental entity, a discipline is required to have a minimum of seven (7) full-time members of the faculty, as defined in Article I, Section 3.a.i., and be</p>

<p>of the department was changed by the College Council to the Department of Africana Studies; similarly, the Department of Latin American/Latina/o Studies was changed by the College Council to the Latin American and Latina/o Studies; the Department of Physical Education has been closed and no longer exists.</p>	<p>by the College Council and the CUNY Board of Trustees except that the disciplines of <u>African-American Africana Studies, Physical Education, and Latin-American/Latina/o Latin American and Latina/o Studies</u> shall be exempt from this requirement and shall be established as departments.</p>	<p>approved by the College Council and the CUNY Board of Trustees except that the disciplines of Africana Studies and Latin American and Latina/o Studies shall be exempt from this requirement and shall be established as departments.</p>
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#### C8.

Goal and Rationale	Add/Delete	Result
<p>To delete Article 2 Paragraph 3. The Interdisciplinary Studies Studies Program, by action of the College Council, is now an academic department like the other academic departments and so this paragraph should be deleted.</p>	<p>Article 2. Paragraph 3: <del>The Interdisciplinary Studies Program shall be treated as a department for purposes of representation by its full-time faculty on the College Council and on College Council committees and on other College bodies. The Interdisciplinary Studies Program shall annually elect a Curriculum Committee and a Committee on Student Grade Appeals and shall establish bylaws for submission to and approval by the College Council Executive Committee.</del></p>	

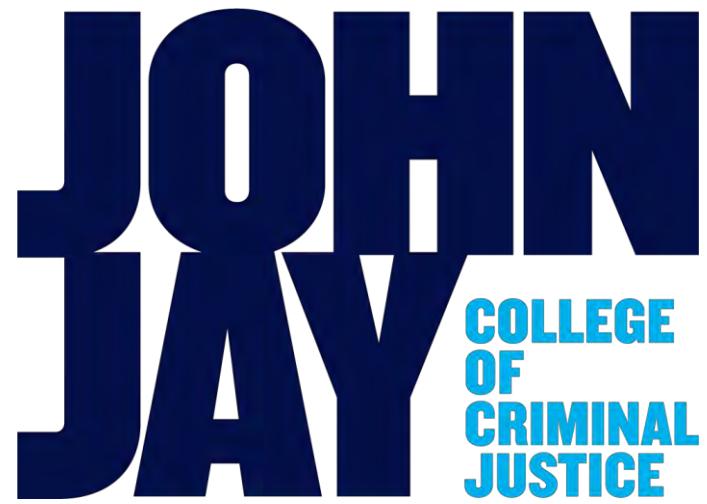
## CHANGES TO COLLEGE COUNCIL BYLAWS

D1.	Goal and Rationale	Add/Delete	Result
<p>To amend Article I Section 1.ix. As written, the President and Provost cannot submit items; Academic Departments cannot submit items; Vice Presidents and Deans cannot submit items; individuals or groups of individuals cannot submit items. The second issue is that no one has ever submitted items to the College Council Executive Committee at the same time that they submit items to College Council committees and there is no reason to require this.</p>	<p>Article I. Section1.ix. The Faculty Senate, Council of Chairs, Higher Education Officers Council, the Student Council <u>and all members of the College community</u> may refer items to College Council committee chairpersons for the committee's consideration as agenda items. <del>Copies of all such items shall be simultaneously be submitted to the Executive Committee.</del></p>		<p>Article I. Section1.ix. The Faculty Senate, Council of Chairs, Higher Education Officers Council, the Student Council and all members of the College community may refer items to College Council committee chairpersons for the committee's consideration as agenda items.</p>
D2.	Goal and Rationale	Add/Delete	Result
<p>To Amend Article 1 Section 2.a. The charter does not name the Vice President for Finance and Administration or the Vice President for Student Affairs as members of the College Council and</p>	<p>Article 1. Section 2.a. <b>Executive Committee:</b> The Executive Committee shall consist of the following members: President, chairperson; Provost and Senior Vice President for Academic Affairs; Vice President for Finance and Administration; Vice President for Student Affairs; and two additional administrators named by the President; seven (7) members of the full-time faculty as defined in the President; seven (7) members of the full-time</p>		<p>Article 1. Section 2.a. <b>Executive Committee:</b> The Executive Committee shall consist of the following members: President, chairperson; Provost and Vice President for Academic Affairs; and two additional administrators named by the President; seven (7) members of the full-time faculty as defined in the President; seven (7) members of the full-time</p>

<p>only members of the College Council may serve on the ECCC or on the Interim ECCC.</p>	<p>faculty as defined in Article I, Section 3.a.i of the Charter; two (2) higher education officers; and three (3) students.</p>	<p>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 of the College Council which shall consist of the following members: President, chairperson; Provost and Vice President for Academic Affairs; Senior Vice President for <del>Finance and Administration</del>; Vice President for Student Development; and two additional administrators named by the President; the President of the Faculty Senate; two (2) other members of the Faculty Senate; the President and Vice President of the Higher Education Officers Council; and the President and Vice President of the Student Council. 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</p>	<p>Article I, Section 3.a.i of the Charter; two (2) higher education officers; and three (3) students</p> <p>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 of the College Council which shall consist of the following members: President, chairperson; Provost and Vice President for Academic Affairs; and two additional administrators named by the President; the President and Vice President of the Faculty Senate; the President and Vice President of the Higher Education Officers Council; and the President and Vice President of the Student Council. 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</p>								
			<p><b>D3.</b></p> <table border="1" data-bbox="1237 183 1411 1917"> <thead> <tr> <th data-bbox="1237 183 1286 861">Goal and Rationale</th> <th data-bbox="1237 861 1286 1917">Add/ Delete</th> <th data-bbox="1286 183 1334 861">Result</th> <th data-bbox="1286 861 1411 1917">I.2.d Faculty-Student Disciplinary Committee:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1237 861 1286 1917"> <p>The College Council Charter is being amended to change the name of the Judiciary Committee to the Faculty-</p> </td><td data-bbox="1237 183 1286 861"> <p><b>I.2.d. <del>Judicial</del> Faculty-Student Disciplinary Committee:</b></p> </td><td data-bbox="1286 861 1334 1917"> <p>A <del>Judicial</del> Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1)</p> </td><td data-bbox="1286 183 1411 861"> <p>A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1)</p> </td></tr> </tbody> </table>	Goal and Rationale	Add/ Delete	Result	I.2.d Faculty-Student Disciplinary Committee:	<p>The College Council Charter is being amended to change the name of the Judiciary Committee to the Faculty-</p>	<p><b>I.2.d. <del>Judicial</del> Faculty-Student Disciplinary Committee:</b></p>	<p>A <del>Judicial</del> Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1)</p>	<p>A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1)</p>
Goal and Rationale	Add/ Delete	Result	I.2.d Faculty-Student Disciplinary Committee:								
<p>The College Council Charter is being amended to change the name of the Judiciary Committee to the Faculty-</p>	<p><b>I.2.d. <del>Judicial</del> Faculty-Student Disciplinary Committee:</b></p>	<p>A <del>Judicial</del> Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1)</p>	<p>A Faculty-Student Disciplinary Committee shall consist of two (2) members of the faculty, or one (1)</p>								

<p><b>Student Disciplinary Committee to be consistent with the name of the committee used in CUNY's Bylaws. These changes to the College Council Bylaws will make the College Council Charter and Bylaws consistent.</b></p>	<p>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:</p>	<p>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:</p> <ol style="list-style-type: none"> <li>i. 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-Faculty-Student Disciplinary Committee.</li> <li>ii. The full-time members of the faculty, as defined in the Charter, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.</li> <li>iii. 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.</li> <li>iv. 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.</li> <li>v. 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</li> </ol>
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	<p>panel shall serve for more than four (4) consecutive years.</p> <p>vi. 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 <u>Judicial Faculty-Student Disciplinary Committee</u> in all such cases.</p>	<p>the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve for more than four (4) consecutive years.</p> <p>vi. 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.</p>
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College Council  
Membership

&

College Council  
Committees

2019-2020

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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. Vice President for Finance and Administration	Steven Titan
4. Interim Vice President for Enrollment Management and Student Affairs	Ellen Hartigan
5. Interim Dean of Graduate Studies	Avram Bornstein
6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies	Dara Byrne
7. Associate Provost and Dean of Research	Anthony Carpi
8. Interim Associate Provost for Institutional Effectiveness	Allison Pease

### Faculty

a. Full-time faculty elected from each academic department:	
9. Africana Studies	Teresa Booker
10. Anthropology	Marta Laura Suska
11. Art and Music	Fall: Roberto Visani
12. Communication and Theater Arts	Spring: Cyriaco Lopes
13. Counseling and Human Services	Elton Beckett
14. Criminal Justice	Mickey Melendez
15. Economics	Violet Yu
16. English	Michelle Holder
17. History	P.J. Gibson
18. Interdisciplinary Studies Department	Edward Paulino
19. Latin American and Latinx Studies	Amy Green
20. Law, Police Science, and Criminal Justice Administration	John Gutierrez
21. Library	Fall: Yue Ma
22. Mathematics & Computer Science	Spring: Gloria Browne-Marshall
23. Modern Languages and Literatures	Marta Bladek
24. Philosophy	Sven Dietrich
25. Political Science	Silvia Dapia
26. Psychology	John Pittman
27. Public Management	George Andreopoulos
28. Security, Fire and Emergency Management	Rebecca Weiss
29. Sciences	Peter Mameli
30. SEEK	Hung-Lung Wei
31. Sociology	Guoqi Zhang
	Erica King-Toler
	Fall: Gail Garfield
	Spring: Lila Kazemian

b. At-Large Adjunct representative of the Faculty Senate:	
32. Public Management	Joel Freiser
c. Faculty allotted according to any method duly adopted by the Faculty Senate:	
33. Economics	Catherine Mulder
34. English	Karen Kaplowitz
35. History	Andrea Balis
36. History	Hyunhee Park
37. Law, Police Science, and Criminal Justice Administration	Heath Grant
38. Law, Police Science, and Criminal Justice Administration	Maria (Maki) Haberfeld
39. Psychology	Charles Stone
40. Public Management	Warren (Ned) Benton
41. Public Management	David Shapiro
42. Sciences	Marta Concheiro-Guisan
43. Sciences	Lissette Delgado-Cruzata
44. Sciences	Francis Sheehan
45. Sciences	Yuk-Ting (Joyce) Lau
46. Security, Fire and Emergency Management	Chelsea Binns
47. SEEK	Schevaletta (Chevy) Alford
48. VACANT	
49. VACANT	
50. VACANT	

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

1. Robert Garot	2. Glenn Corbet
3. VACANT	4. VACANT
5. VACANT	6. VACANT
7. VACANT	8. VACANT

Higher Education Officers elected by the Higher Education Officers Council:

51. Brian Cortijo (ex officio)
52. Rulisa Galloway-Perry
53. Terencia Martin
54. Michael Scaduto
55. Janet Winter

- One Higher Education Officers alternate 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:

Jarrett Foster
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Students

56. President of the Student Council	Musarrat Lamia
57. Vice President of the Student Council	Fidel Osorio
58. Treasurer of the Student Council	Adam Fane
59. Secretary of the Student Council	Anthony Leonardo
60. Elected At-Large Representative	VACANT
61. Elected graduate student representative	VACANT
62. Elected graduate student representative	VACANT
63. Elected senior class representative	Karim Adnane
64. Elected senior class representative	Daiquan Llewellyn
65. Elected junior class representative	Sari Mendoza
66. Elected junior class representative	Lucas Carvalho
67. Elected sophomore class representative	Jasmine Chevez
68. Elected sophomore class representative	Aaliyah Francis
69. Freshman representative designated according to a method duly adopted by the Student Council.	Kimberly Paredes

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

1. Saaif Alam	2. Sudhendra Budidi
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#### College Council Interim Executive Committee

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

• President (Chairperson)	Karol Mason
• Provost and Vice President for Academic Affairs	Yi Li
• Vice President for Finance and Administration	Steven Titan
• 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	Jarrett Foster
• President of the Student Council	Musarrat Lamia
• Vice-President of the Student Council	Fidel Osorio

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

### Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

• President (Chairperson)	Karol Mason
• Provost and Vice President for Academic Affairs	Yi Li
• Vice President for Finance and Administration	Steven Titan
• 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. Sven Dietrich	
6. Joel Freiser	
7. Andrea Balis	
• Two (2) higher education officers	
1. Brian Cortijo	
2. Janet Winter	
• Three (3) students	
1. Musarrat Lamia	
2. Fidel Osorio	
3. VACANT	

### Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Assistant Dean of Undergraduate Studies Katherine Killoran
- Registrar Daniel Matos
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years
  - 1. Africana Studies Crystal Endsley
  - 2. Anthropology Kimberley McKinson
  - 3. Art and Music Erin Thompson
  - 4. Communication & Theater Arts Lorraine Moller
  - 5. Counseling and Human Services Nancy Velasquez-Torres
  - 6. Criminal Justice Valerie West
  - 7. Economics Sara Bernardo
  - 8. English Karen Kaplowitz
  - 9. Health & Physical Education VACANT
  - 10. History Andrea Balis
  - 11. Interdisciplinary Studies Program (ISP) Nina Rose Fischer
  - 12. Library Maria Kiriakova
  - 13. Latin American & Latinx Studies Suzanne Oboler
  - 14. Law, Police Science & CJA Beverly Frazier
  - 15. Mathematics & Computer Science Michael Puls
  - 16. Modern languages & Literature Fall: Vicente Lecuna  
Spring: Maria Julia Rossi
  - 17. Philosophy Sergio Gallegos
  - 18. Political Science Ke Li
  - 19. Psychology Michael Leippe
  - 20. Public Management Judy-Lynne Peters
  - 21. Sciences Angelique Corthals
  - 22. Security, Fire & Emergency Management Fall: Susan Pickman  
Spring: Lucia Velotti  
Virginia Diaz-Mendoza
  - 23. SEEK Fall: Jayne Mooney
  - 24. Sociology Spring: Henry Pontell
- 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. Bhawna Kapoor
  - 2. Katelynn Seodarsan
  - 3. Sudhendra Budidi

#### Committee on Student Interests

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

• Assistant Vice President and Dean of Students (Chairperson)	Michael Sachs
• Director of Athletics	Carol Kashow
• Senior Director for Student Affairs	Danielle Officer
• Two (2) members of the faculty	
1. Ellen Belcher	
2. Nicole Elias	
• Six (6) students	
1. Ariana Kazansky	
2. Amber Rivero	
3. Andrew Berezhansky	
4. Rafia Hossian	
5. VACANT	
6. VACANT	

#### Judicial Committee (Faculty-Student Disciplinary Committee)

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Heath Grant
  2. Liliana Soto-Fernandez
  3. Jamie Longazel
- 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. John Gutierrez
  2. Robert McCrie
  3. Jose Olivo
  4. Margaret Escher
  5. Martin Wallenstein
  6. Peggilee Wupperman
- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.

1. Gavin Dass
2. DeCarlos (Carlos) Hines
3. Musarrat Lamia
4. Melkisedec Francois
5. Hadja Bah
6. Katelynn Seodarsan

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

### Committee on Faculty Personnel

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

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

<ul style="list-style-type: none"> <li>• President (Chairperson)</li> <li>• Provost and Vice President for Academic Affairs</li> <li>• Interim Dean of Graduate Studies</li> <li>• Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies</li> <li>• Associate Provost and Dean of Research</li> <li>• Chairperson of each academic department           <ul style="list-style-type: none"> <li>1. Africana Studies</li> <li>2. Anthropology</li> <li>3. Art and Music</li> <li>4. Communication and Theater Arts</li> <li>5. Counseling and Human Services</li> <li>6. Criminal Justice</li> <li>7. Economics</li> <li>8. English</li> </ul> </li> </ul>	<p>Karol Mason Yi Li Avram Bornstein Dara Byrne  Anthony Carpi  Jessica Gordon-Nembhard Alisse Waterston Benjamin Bierman Seth Baumrin Katherine Stavrianopoulos Brian Lawton Jay Hamilton Jay Gates</p>
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9. Health and Physical Education	VACANT
10. History	David Munns
11. Interdisciplinary Studies Department	Katie Gentile
12. Latin American and Latinx Studies	Jose L. Morin
13. Law, Police Science, and Criminal Justice Administration	Peter Moskos
14. Library	Larry Sullivan
15. Mathematics and Computer Science	Douglas Salane
16. Modern Languages and Literatures	Bettina Carbonell
17. Philosophy	Jonathan Jacobs
18. Political Science	Andrew Sidman
19. Psychology	Angela Crossman
20. Public Management	Warren Eller
21. Sciences	Shu Yuan Cheng
22. Security, Fire and Emergency Management	Charles Nemeth
23. SEEK	Monika Son
24. Sociology	Robert Garot

- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Mangai Natarajan, Professor, Criminal Justice
  2. Elise Champeil, Professor, Sciences
  3. Michael Pfeifer, Professor, History
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. Warren (Ned) Benton, Professor, Public Management
  2. Brian Arbour, Associate Professor, Political Science
  3. Aftab Ahmad, Professor, Mathematics and Computer Science
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. VACANT
  2. VACANT

### Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his

designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

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

- 1. Jarrett Foster
- 2. Michael Scaduto
- President of the Student Council or designee Musarrat Lamia
- Treasurer of the Student Council or designee Adam Fane
- One (1) additional student representative DeCarlos (Carlos) Hines
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  - 1. Anthony Chambers
  - 2. VACANT

#### Financial Planning Subcommittee

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

- Vice President of Finance and Administration (Chairperson) Steven Titan
- Provost and Vice President for Academic Affairs Yi Li
- President of the Faculty Senate Warren (Ned) Benton
- Co-Chair of the Faculty Senate Fiscal Affairs Committee Karen Kaplowitz
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Erica King-Toler
- Chair of the Council of Chairs Angela Crossman
- Vice Chair of the Council of Chairs Jay Gates
- One (1) representative chosen by the Council of Chairs Jessica Gordon-Nembhard
- Chair of the Higher Education Officers Council Brian Cortijo
- One (1) student representative Adam Fane

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

#### Strategic Planning Subcommittee

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

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Interim Associate Provost for Institutional Effectiveness Allison Pease
- Vice President of Finance and Administration Steven Titan
- President of the Faculty Senate Warren (Ned) Benton
- Two (2) representatives chosen by the Faculty Senate
  - 1. Karen Kaplowitz
  - 2. Erica King-Toler
- Chair of the Council of Chairs Angela Crossman

- Two (2) representatives chosen by the Council of Chairs
  1. Warren Eller
  2. Jay Gates
- President of the Higher Education Officers Council Brian Cortijo
- One (1) student representative
  1. Musarrat Lamia

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

### Committee on Graduate Studies

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

- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Interim Dean of Graduate Studies (Chairperson) Avram Bornstein
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice Jeff Mellow
  2. Digital Forensics and Cybersecurity Doug Salane
  3. Economics Ian Seda
  4. Emergency Management MS Charles Jennings
  5. Forensic Mental Health Counseling James Wulach
  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 MS program Charles Nemeth
- Two (2) graduate students
  1. Walter Velas
  2. Megan Korovich

### Committee on Student Evaluation of the Faculty

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

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

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

### Provost Advisory Council

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

• Provost and Vice President for Academic Affairs (Chairperson)	Yi Li
• Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost	Kinya Chandler
• President of the Faculty Senate	Warren (Ned) Benton
• Vice President of the Faculty Senate	Karen Kaplowitz
• Chairperson of each academic department	
1. Africana Studies	Jessica Gordon-Nembhard
2. Anthropology	Alisse Waterston
3. Art and Music	Benjamin Bierman
4. Communication and Theater Arts	Seth Baumrin
5. Counseling and Human Services	Katherine Stavrianopoulos
6. Criminal Justice	Brian Lawton
7. Economics	Jay Hamilton
8. English	Jay Gates
9. Health and Physical Education	VACANT
10. History	David Munns
11. Interdisciplinary Studies Department	Katie Gentile
12. Latin American and Latinx Studies	Jose L. Morin

13. Law, Police Science, and Criminal Justice Administration	Peter Moskos
14. Library	Larry Sullivan
15. Mathematics and Computer Science	Douglas Salane
16. Modern Languages and Literatures	Bettina Carbonell
17. Philosophy	Jonathan Jacobs
18. Political Science	Andrew Sidman
19. Psychology	Angela Crossman
20. Public Management	Warren Eller
21. Sciences	Shu Yuan Cheng
22. Security, Fire and Emergency Management	Charles Nemeth
23. SEEK	Monika Son
24. Sociology	Robert Garot

### Council of Undergraduate Program Coordinators

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

• Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)	Dara Byrne
• Coordinators of Undergraduate Majors	
1. Anthropology	Ed Snajdr
2. Applied Mathematics: Data Science & Cryptography	Samuel Graff
3. Cell & Molecular Biology	Jason Rauceo
4. Computer Science and Information Security	Sven Dietrich
5. Criminal Justice (B.A.)	Evan Mandery
6. Criminal Justice (B.S.)	Serguei Cheloukhine
7. Criminal Justice Management	Denise Thompson
8. Criminology (B.A.)	Andrew Karmen
9. Culture and Deviance Studies	Ed Snajdr
10. Economics	Sara Bernardo
11. English	Olivera Jokic
12. Emergency Services Administration	Robert Till
13. Fire Science	Robert Till
14. Forensic Psychology (B.A.)	Silvia Mazzula
15. Forensic Science (B.S.)	Nicholas Petraco
16. Fraud Examination and Financial Forensics	David Shapiro
17. Gender Studies	Antonio Jay Pastrana
18. Global History (B.A.)	James DeLorenzi
19. Humanities and Justice	Allison Kavey
20. Human Services and Community Justice	Nancy Velazquez-Torres
21. International Criminal Justice	Rosemary Barberet
22. Latin American and Latinx Studies	Brian Montes

23. Law and Society	Jean Carmalt*
24. Legal Studies	Jamie Longazel*
25. Library	Andrew Sidman
26. Philosophy	Karen Okamoto
27. Police Studies	Amie Macdonald
28. Political Science	Joe Pollini
29. Public Administration	Brian Arbour
30. Security Management	Elizabeth Nisbet
31. Sociology	Robert McCrie
32. Spanish	Jayne Mooney
33. Toxicology	Aida Martinez-Gomez
	Shu-Yuan Cheng (Demi)

\*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. Madura Bandyopadhyay
  2. Kevin Wolff
  3. VACANT
- 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. Rafia Hossain
  2. Rachel Goryachkovsky
  3. VACANT

#### College-Wide Grade Appeals Committee

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

1. Toy-Fung Tung
2. Melinda Powers
3. Brian Montes
4. Teresa Booker

5. P.J. Gibson

College-Wide Assessment Committee

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

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

Special Committee of the College Council  
Committee on Faculty Elections

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

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

