



COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
WEDNESDAY, FEBRUARY 13, 2019

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

February 13, 2019
 1:40 p.m.
 9.64NB

- I. Adoption of the Agenda
- II. Approval of the Minutes of the December 11, 2018 College Council (attachment A), **Pg. 3**
- III. Approval of Members of the College Council Committees (attachment B), **Pg. 5**
 - Greett Dhondt is the interim chairperson for the Economics Department **Pg. 13**
 - David Munns is the chairperson for the History Department, **Pg. 13**
 - Dyanna Pooley is the Director of Assessment, **Pg. 20**

College Council

- Sheeba John-Johnson was elected as a faculty at-large member, **Pg. 8**
 - Ludy Thenor was removed as a graduate student representative, **Pg. 9**
- Faculty-Student Disciplinary Committee
- Jacqueline Aguilar was removed as a student representative, **Pg. 12**
- Committee on Student Evaluation of Faculty
- Diana Mendoza was removed as a student representative, **Pg. 17**
- Committee on Honors, Prizes and Awards
- Joy Gonzales was removed as a student representative, **Pg. 19**

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C10) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

- C1. Revision of the BS in Computer Science and Information Security and the Minor in Computer Science, **Pg. 21**
- C2. Revision of the Minor in Environmental Justice, **Pg. 27**
- C3. New Certificate Program in Police Leadership, **Pg. 31**

New Courses

- C4. LIT 2XX Rights, Wrongs and Literature in Action (Ind & Soc), **Pg. 44**
- C5. MAT 1XX Introduction to Data Analysis (Math & QR), **Pg. 61**
- C6. SCI 225 Science of Cosmetics (Sci World), **Pg. 76**

Course Revisions

- C7. ACC 308 Auditing, **Pg. 88**

- C8. POL 318 Law and Politics of Sexual Orientation (already part of Justice Core II), **Pg. 90**
 C9. PSY 324 Perception, **Pg. 93**

Other (Course Being Mapped to Gen Ed Outcomes)

- C10. MUS 211 Afro-Caribbean Music and Dance, **Pg. 95**

V. Report from the Committee on Graduate Studies (attachment D1-D3) – Interim Dean of Graduate Studies, Avram Bornstein

Program Revision

- D1. MA in Economics, **Pg. 104**

New Courses

- D2. FOS 762 Current Trends in Forensic Pathology and Entomology, **Pg. 106**
 D3. ICJ 750 Special Topics in International Crime and Justice, **Pg. 115**

VI. Resolution to Revise the Faculty Personnel Process Guidelines, Section III.E (attachment E) – Provost Yi Li, **Pg. 128**

VII. Review of the 2019-2020 College Council Calendar, **Pg. 133**

VIII. New Business

IX. Administrative Announcements – President Karol Mason

X. Announcements from the Student Council – President Jasmine Awad

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

Tuesday, December 11, 2018

The College Council held its fourth meeting of the 2018-2019 academic year on Tuesday, December 11, 2018. The meeting was called to order at 1:50 p.m. and the following members were present: Schevaletta (Chevy) Alford, Jasmine Awad, Andrea Balis, Andrew Bandini, Rosemary Barberet, Warren (Ned) Benton, Andrew Berezhansky, Avram Bornstein, Michael Brownstein, Dara Byrne, Ronald Calvosa, Anthony Carpi, James (Jim) Cauthen, Melissa Ceren, Marta Concheiro-Guisan, Lynette Cook-Francis, Brian Coritijo, Sylvia Crespo-Lopez, Lissette Delgado-Cruzata, Sven Dietrich, Sandrine Dikambi, Elijah Font, Joel Freiser, Heath Grant, Jonathan Gray, Hunter Johnson, Karen Kaplowitz, Erica King-Toler, Elza Kochueva, Musarrat Lamia, Yi Li, Yue Ma, Vincent Maiorino, Joshua Mason, Karol Mason, Roblin Meeks, Brian Montes, Naomi Nwosu-Stewart, Jose Olivo, Mark Rivera, Vijay Sampath, Natalie Segev*, Francis Sheehan, Deandra Simon, Charles Stone, Steven Titan, Kermina Tofek, Hung-Lung Wei, and Guoqi Zhang.

Absent: Nickolas Almodovar, Laura Bally-Mahabir*, Elton Beckett, Elisa Crespo, Artem Domashevskiy, Anila Duro*, Tomas Garita, Robert Garot*, Amy Green, Maria (Maki) Haberfeld, Veronica Hendrick, Mahtab Khan, Louis Kontos, Thomas Kubic, Thurai Kugan*, Aida Martinez-Gomez, Mickey Melendez, Karen Okamoto, Frank Pezzella, Marta-Laura Suska, Dante Tawfeeq*, Ludy Thenor, Thalia Vrachopoulos, Charlotte Walker-Said, and Rebecca Weiss.

* Alternates

I. Adoption of the Agenda

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

- Remove item D6. ICJ 750 Special Topics in International Crime and Justice

The motion was seconded and approved unanimously.

II. Minutes of the November 12, 2018 College Council

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

III. Approval of the Membership for the College Council Committees (attachment B)

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

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C2)

A motion was made to adopt a new course marked "C1. CJBA 3XX Wildlife Crime: Issues and Prevention." The motion was seconded and approved unanimously.

A motion was made to adopt a course revision marked “C2. LWS425 Colloquium for Research in Law and Society.” The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (attachment D1-D5)

A motion was made to adopt a new program marked “D1. Executive CRJ MA program.” The motion was seconded and approved.

In Favor: 45

Abstentions: 1

Opposed: 1

A motion was made to adopt a new program marked “D2. Advanced Certificate in Police Leadership.” The motion was seconded and approved unanimously.

A motion was made to adopt a program revision marked “D3. MA in Criminal Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt a program revision marked “D4. Advanced Certificate in Terrorism Studies.” The motion was seconded and approved unanimously.

A motion was made to adopt a program revision marked “D5. MA in International Crime & Justice.” The motion was seconded and approved unanimously.

VI. Determination of Need of the December 13, 2018 College Council Meeting

A motion was made to cancel the December 13, 2018 additional meeting. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:43 p.m.



**College Council
Membership
&
College Council
Committees
2018-2019**

Table of Contents

College Council	2
College Council Interim Executive Committee.....	4
Executive Committee of the College Council.....	4
Undergraduate Curriculum and Academic Standards Committee	5
Committee on Student Interests.....	6
Faculty-Student Disciplinary Committee.....	6
Committee on Faculty Personnel	7
Budget and Planning Committee.....	9-10
Financial Planning Subcommittee	10
Strategic Planning Subcommittee	10
Committee on Graduate Studies.....	11
Committee on Student Evaluation of the Faculty	11
Provost Advisory Council	12
Council of Undergraduate Program Coordinators	12
Committee on Honors, Prizes and Awards	13
College-Wide Grade Appeals Committee	14
College-Wide Assessment Committee	14
Committee on Faculty Elections	15

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. Vice President for Enrollment Management and Student Affairs | Lynette Cook-Francis |
| 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 Strategic Initiative and Associate
Dean of Graduate Studies | Roblin Meeks |

Faculty:

- | | |
|--|----------------------------------|
| a. Full-time faculty elected from each academic department: | |
| 9. Africana Studies | Charlotte Walker-Said |
| 10. Anthropology | Marta Laura Suska |
| 11. Art and Music | Thalia Vrachopoulos |
| 12. Communication and Theater Arts | Elton Beckett |
| 13. Counseling and Human Services | Mickey Melendez |
| 14. Criminal Justice | Frank Pezzella |
| 15. Economics | Joshua Mason |
| 16. English | Jonathan Gray |
| 17. Health and Physical Education | Vincent Maiorino |
| 18. History | Andrea Balis |
| 19. Interdisciplinary Studies Department | Amy Green |
| 20. Latin America and Latina/o Studies | Brian Montes |
| 21. Law, Police Science, and Criminal Justice Administration | Yue Ma |
| 22. Library | Karen Okamoto |
| 23. Mathematics | Hunter Johnson |
| 24. Modern Languages and Literatures | Fall: Aida Martinez-Gomez |
| | Spring: Silvia Dapia |
| 25. Philosophy | Michael Brownstein |
| 26. Political Science | James Cauthen |
| 27. Psychology | Rebecca Weiss |
| 28. Public Management | Vijay Sampath |
| 29. Security, Fire and Emergency Management | Hung-Lung Wei |
| 30. Sciences | Guoqi Zhang |
| 31. SEEK | Erica King-Toler |
| 32. Sociology | Rosemary Barberet |
| b. At-Large Adjunct representative of the Faculty Senate: | |

33. Public Management

Joel Freiser

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

- | | |
|--|----------------------------|
| 34. English | Veronica Hendrick |
| 35. English | Karen Kaplowitz |
| 36. Law, Police Science, and Criminal Justice Administration | Heath Grant |
| 37. Law, Police Science, and Criminal Justice Administration | Maria (Maki) Haberfeld |
| 38. Mathematics & Computer Science | Sven Dietrich |
| 39. Mathematics & Computer Science | Jose Olivo |
| 40. Mathematics & Computer Science | Sheeba John-Johnson |
| 41. Psychology | Charles Stone |
| 42. Public Management | Warren (Ned) Benton |
| 43. Public Management | Ronald Calvosa |
| 44. Sciences | Marta Concheiro-Guisan |
| 45. Sciences | Lissette Delgado-Cruzata |
| 46. Sciences | Artem Domashevskiy |
| 47. Sciences | Thomas Kubic |
| 48. Sciences | Francis Sheehan |
| 49. SEEK | Schevaletta (Chevy) Alford |
| 50. Sociology | Louis Kontos |

- 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:

Robert Garot	Dante Tawfeeq
Thurai Kugan	VACANT
VACANT	VACANT
VACANT	VACANT

Higher Education Officers elected by Higher Education Officers Council:

51. Brian Cortijo (ex officio)
52. Sandrine Dikambi
53. Sylvia Lopez
54. Naomi Nwosu-Stewart
55. Mark Rivera

- 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.

Anila Duro

Students:

- 56. President of the Student Council
- 57. Vice President of the Student Council
- 58. Treasurer of the Student Council
- 59. Secretary of the Student Council
- 60. Elected At-Large Representative
- 61. Elected graduate student representative
- 62. Elected graduate student representative
- 63. Elected senior class representative
- 64. Elected senior class representative
- 65. Elected junior class representative
- 66. Elected junior class representative
- 67. Elected sophomore class representative
- 68. Elected sophomore class representative
- 69. Freshman representative designated according to a method duly adopted by the Student Council.

Jasmine Awad
 Elza Kochueva
 Tomas Garita
 Andrew Bandini
 Elisa Crespo
 Elijah Font
VACANT
 Mahtab Khan
 Deandra Simon
 Musarrat Lamia
 Nickolas Almodovar
 Melissa Ceren
 Andrew Berezhansky
 Kermina Tofek

- 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. Laura Bally Mahabir	2. Natalie Segev
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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)
- Provost and Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President for Enrollment Management and Student Affairs
- President of the Faculty Senate
- Vice-President of the Faculty Senate
- Two (2) other members of the Faculty Senate
 - 1. Andrea Balis
 - 2. Francis Sheehan
- President of the Higher Education Officers Council
- Vice-President of the Higher Education Officers Council
- President of the Student Council
- Vice-President of the Student Council

Karol Mason
 Yi Li
 Steven Titan
 Lynette Cook-Francis
 Warren (Ned) Benton
 Karen Kaplowitz

 Brian Cortijo
 Jarrett Foster
 Jasmine Awad
 Elza Kochueva

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
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- 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. Mark Rivera
- Three (3) students
 1. Jasmine Awad
 2. Elza Kochueva
 3. Elisa Crespo

Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention
and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Assistant Dean of Undergraduate Studies Katherine Killoran
- 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 | Ed Snajdr |
| 3. Art and Music | Erin Thompson |
| 4. Communication & Theater Arts | Bettina Murray |
| 5. Counseling and Human Services | Nancy Velasquez-Torres |
| 6. Criminal Justice | Gohar Petrossian |
| 7. Economics | Michelle Holder |
| 8. English | Karen Kaplowitz |
| 9. Health & Physical Education | Jane Katz |
| 10. History | Andrea Balis |
| 11. Interdisciplinary Studies Program (ISP) | Nina Rose Fischer |
| 12. Library | Maria Kiriakova |
| 13. Latin American & Latina/o Studies | Suzanne Oboler |
| 14. Law, Police Science & CJA | Maria Haberfeld |
| 15. Mathematics & Computer Science | Michael Puls |
| 16. Modern languages & Literature | Maria Julia Rossi |
| 17. Philosophy | VACANT |
| 18. Political Science | Alex Moffett-Bateau |
| 19. Psychology | Brett Stoudt |
| 20. Public Management | Judy-Lynne Peters |
| 21. Sciences | Angelique Corthals |
| 22. Security, Fire & Emergency Management | Lucia Velotti |
| 23. SEEK | Virginia Diaz-Mendoza |
| 24. Sociology | Liza Steele |
- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
 1. Paula Caceres
 2. Fidel Osorio
 3. Mahtab Khan

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:

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| • 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 <ol style="list-style-type: none"> 1. Ellen Belcher 2. Nicole Elias | |
| • Six (6) students <ol style="list-style-type: none"> 1. Brianna Rojas 2. Solana Roman 3. Joy Gonzales 4. Melissa Ceren 5. Warren Adote 6. Raj Mohanty | |

Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
 1. Robert McCrie
 2. Yue Ma
 3. Peggilee Wupperman
- Two (2) full-time members of the faculty, as defined in of 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. Jamie Longazel
 2. Liliana Soto-Fernandez
 3. Thurai Kugan
 4. Margaret Escher
 5. **VACANT**
 6. **VACANT**
- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. **VACANT**
 2. Bianca Hayles
 3. Tasfia Arshad
 4. Luis Sanchez
 5. Warren Adote
 6. Raul Sanchez-Ortiz

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

Committee on Faculty Personnel

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

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

- | | |
|---|-------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Interim Dean of Graduate Studies | Avram Bornstein |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Chairperson of each academic department | |
| 1. Africana Studies | Jessica Nembhard |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Ben Lapidus |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Robert Delucia |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Greet Dhondt |
| 8. English | Jay Gates |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | David Munns |
| 11. Interdisciplinary Studies Department | Katie Gentile |
| 12. Latin American and Latino/a 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 | James Cauthen |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Warren Eller |
| 21. Sciences | Shu Yuan Cheng |
| 22. Security, Fire and Emergency Management | Robert Till |
| 23. SEEK | Carmen Solis |
| 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. Rosemary Barberet, Professor, Sociology | |
| 2. Elise Champeil, Associate 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. Nicholas Petraco, Associate Professor, Sciences
 3. Aftab Ahmad, Associate 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 |
| • Vice President for Enrollment Management and Student Affairs | Lynette Cook-Francis |
| • Associate Provost for Institutional Effectiveness | Erez Lenchner |
| • Executive Director for Human Resources | Jared Herst |
| • 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 |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Maria (Maki) Haberfeld |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Erica King-Toler |
| • Chairperson of each academic department | |
| 1. Africana Studies | Jessica Nembhard |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Ben Lapidus |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Robert Delucia |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Greet Dhondt |
| 8. English | Jay Gates |

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| 9. Health and Physical Education | Davidson Umeh |
| 10. History | David Munns |
| 11. Interdisciplinary Studies Department | Katie Gentile |
| 12. Latin American and Latino/a 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 | James Cauthen |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Warren Eller |
| 21. Sciences | Shu Yuan Cheng |
| 22. Security, Fire and Emergency Management | Robert Till |
| 23. SEEK | Carmen Solis |
| 24. Sociology | Robert Garot |
| • President of the Higher Education Officers Council | Brian Cortijo |
| • Two (2) higher education officer representative | |
| 1. Catherine Alves | |
| 2. Michael Scaduto | |
| • President of the Student Council or designee | Jasmine Awad |
| • Treasurer of the Student Council or designee | Tomas Garita |
| • One (1) additional student representative | VACANT |
| • Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees. | |
| 1. Anthony Chambers | |
| 2. VACANT | |

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 |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Maria (Maki) Haberfeld |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Karen Kaplowitz |
| • Chair of the Council of Chairs | Angela Crossman |
| • Vice Chair of the Council of Chairs | James Cauthen |
| • One (1) representative chosen by the Council of Chairs | Doug Salane |
| • Chair of the Higher Education Officers Council | Brian Cortijo |
| • One (1) student representative | Elijah Font |

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.

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
- Associate Provost for Institutional Effectiveness Erez Lenchner
- 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. Jay Gates
 2. Robert Till
- President of the Higher Education Officers Council Brian Cortijo
- One (1) student representative
 1. Elijah Font

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

Committee on Graduate Studies

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

- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- 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 Jay Hamilton
 4. Emergency Management MS Charles Jennings
 5. Forensic Mental Health Counseling James Wulach
 6. Forensic Psychology Diana Falkenbach
 7. Forensic Psychology BA/MA Program Jennifer Dysart
 8. Forensic Science Mechthild Prinz
 9. Human Rights Susan Kang
 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 | William Pammer, Jr. |
| 14. Security Management MS program | Marie-Helen Maras |
- Two (2) graduate students
 1. Hana Chae
 2. Lauren Stepinski

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. **VACANT**
 2. Raj Mohanty

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 Nembhard |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Ben Lapidus |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Robert DeLucia |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Greet Dhondt |
| 8. English | Jay Gates |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | David Munns |

11. Interdisciplinary Studies Department	Katie Gentile
12. Latin American and Latino/a 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	James Cauthen
19. Psychology	Angela Crossman
20. Public Management	Warren Eller
21. Sciences	Shu Yuan Cheng
22. Security, Fire and Emergency Management	Robert Till
23. SEEK	Carmen Solis
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	Johanna Lessinger
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.)	Brian Lawton
6. Criminal Justice (B.S.)	Serguei Cheloukhine
7. Criminal Justice Management	Denise Thompson
8. Criminology (B.A.)	VACANT
9. Culture and Deviance Studies	Ed Snadjr
10. Dispute Resolution	Maria R. Volpe
11. Economics	Geert Dhondt
12. English	Olivera Jokic
13. Emergency Services Administration	Glen Corbett
14. Fire Science	Glen Corbett
15. Forensic Psychology (B.A.)	Fall: Angela Crossman
	Spring: Silvia Mazzula
16. Forensic Science (B.S.)	Nicholas Petraco
17. Fraud Examination and Financial Forensics	David Shapiro
18. Gender Studies	Antonio Jay Pastrana
19. Global History (B.A.)	James DeLorenzi
20. Humanities and Justice	Hyunhee Park
21. International Criminal Justice	Mangai Natarajan
22. Latin American and Latina/o Studies	Brian Montes
23. Law and Society	Jean Carmalt*
	Michael Yarbrough*

24. Library
 25. Philosophy
 26. Police Studies
 27. Political Science

28. Public Administration
 29. Security Management
 30. Sociology
 31. Spanish
 32. Toxicology

*Co-coordinators

Karen Okamoto
 Mary Ann McClure
 Joe Pollini
 Brian Arbour*
 Jennifer Rutledge*
 Elizabeth Nisbet
 Robert McCrie
 Antonio (Jay) Pastrana
 Aida Martinez-Gomez
 Shu-Yuan Cheng (Demi)

Committee on Honors, Prizes and Awards

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

- Vice President for Enrollment Management and Student Affairs (Chairperson)
 Lynette Cook-Francis
- 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. Lauren Shapiro
 2. Kevin Wolff
 3. **VACANT**

- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
 1. Musarrat Lamia
 2. **VACANT**
 3. Fidel Osorio

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. Thurai Kugan
3. Brian Montes
4. Melinda Powers
5. **VACANT**

College-Wide Assessment Committee

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

- | | |
|--|-----------------|
| • Chairperson | Lucia Velotti |
| • Co-Chairperson | Denise Thompson |
| • Director of Assessment | Dyanna Pooley |
| • Associate Provost for Institutional Effectiveness (ex officio) | Erez Lenchner |
| • Seven (7) Full-time Faculty Members | |
| 1. Mechthild Prinz | |
| 2. Jennifer Rutledge (Fall) | |
| 3. VACANT | |
| 4. VACANT | |
| 5. VACANT | |
| 6. VACANT | |
| 7. VACANT | |
| • Three (3) Higher Education Officers | |
| 1. Ritu Jajoo | |
| 2. Kristina Hardy | |
| 3. VACANT | |

Special Committee of the College Council

Committee on Faculty Elections

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

1. Maria Kiriakova
2. Ekaterina Korobkova
3. Schevaletta (Chevy) Alford
4. Hyunhee Park
5. **VACANT**



Mathematics & Computer Science Department
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C1

TO: Kathy Killoran, Assistant Dean of Undergraduate Studies

FROM: Douglas E. Salane, Chairperson

DATE: November 28, 2018

CC: Mike Puls, Deputy for Curriculum
Sven Dietrich, Coordinator, Computer Science Major

RE: Addition of an elective course to the list of Computer Electives in the Computer Science Major.

The Department requests that the course CSCI 273 – Graphics and Interface Programming be added to the Part Three. Electives, Category A – Computer Science Electives, in the Computer Science and Information Security major.

Rationale: The course CSCI 273 has been offered for many years and students frequently use it as a major elective with permission of the Department. The course focuses on Java programming which has been a valuable skill for students. Moreover, with the widespread use of Android Apps Java skills have become even more desirable since most app development in the Android environment is done in Java. Students will be able to take this course early in their careers and gain valuable career skills as well as the skills needed for certain upper level courses, for example, Mobile App Development, which is being offered as CSCI 385 in the spring 2019 semester.

We also request that CSCI 273 and a new, recently added course, CSCI 275 Linux System Administration and Security be added to the Computer Science Minor electives.

Please contact me if I can provide any additional information.

Catalog Entries with Revisions for 2019-20

Computer Science and Information Security, Bachelor of Science

The major in Computer Science and Information Security offers the computing, quantitative and analytical expertise public and private organizations need to advance the practice of digital forensics and cybersecurity. The program provides the broad background in computing that is needed to thwart the abuse and misuse of computers, data networks, information systems and information infrastructures, in the environment of ever advancing digital technology. The courses in the Computer Science and Information Security major prepare students for direct entry into the profession as well as entry into graduate and professional programs that rely on computing and quantitative methods, especially in areas related to digital forensics and cybersecurity.

Learning Outcomes. Students will:

- Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science and Information Security.
- Use and critically evaluate the variety of practical/hands-on/research approaches that are relevant to Computer Science and Information Security.
- Analyze the quality of the programs in Computer Science and Information Security.
- Communicate effectively through integrating theory, research and policy in written reports and presentations.
- Understand the ethical considerations and statutory requirements computer professionals encounter as care takers of sensitive data and designers and developers of systems that can impact the well-being of individuals and organizations.

Credits Required.

Computer Science and Information Security Major	57-60
General Education	42
Electives	18-21
Total Credits Required for B.S. Degree	120

Experiential learning opportunities. Students in the Computer Science and Information Security major can participate in a variety of experiential learning opportunities over the course of their studies. During their junior and senior years, students typically engage in hands-on cybersecurity labs and internship experiences related to cybersecurity and cybercrime. The senior capstone courses lead to multiple opportunities to present their work at a departmental poster session. Recent students have interned with the Federal Reserve Bank, collaborated in NSF-funded research with faculty, and participated in local and national computer security contests.

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2015 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 [2014-15 Undergraduate Bulletin](#).

Foundational Courses

Depending on mathematics placement, students may need to complete pre-calculus.

MAT 141 Pre-Calculus

Advisor recommendation: MAT 141 can fulfill the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program depending on students math placement test score.

Subtotal: 0-3

Part One. Core Computer Science Courses

Required

CSCI 271 Introduction to Computer Science

CSCI 272 Object-Oriented Programming

CSCI 274 Computer Architecture

CSCI 360 Cryptography and Cryptanalysis

CSCI 373 Advanced Data Structures

CSCI 374 Programming Languages

CSCI 375 Operating Systems

CSCI 377 Computer Algorithms

CSCI 379 Computer Networking

CSCI 411 Computer Security and Forensics

CSCI 412 Network Security & Forensics

Subtotal: 33

Part Two. Required Math Courses

Required

MAT 204 Discrete Structures

MAT 241 Calculus I

MAT 301 Probability & Mathematical Statistics I

Subtotal: 9

Part Three. Electives

Category A. Computer Science Electives

Select one**CSCI 273 Graphics and Interface Programming**

CSCI 275 Linux System Administration and Security

CSCI 362 Databases and Data Mining

CSCI 376 Artificial Intelligence

CSCI 380 Selected Topics in Computer Science

CSCI 404 Internship in Management Information Systems

Category B. Mathematics Electives**Select one**

MAT 242 Calculus II

MAT 243 Calculus III

MAT 244 Calculus IV

MAT 310 Linear Algebra

MAT 351 Introduction to Ordinary Differential Equations

MAT 371 Numerical Analysis

MAT 380 Selected Topics in Mathematics

Subtotal: 6

Part Four. Ethics**Required**

PHI 216 Ethics and Information Technology

Subtotal: 3

Part Five. Capstone Courses**Required**

CSCI 400 Capstone Experience in Digital Forensics/Cybersecurity I

CSCI 401 Capstone Experience in Digital Forensics/Cybersecurity II

Subtotal: 6

TOTAL CREDIT HOURS: 57-60

Computer Science Minor

Rationale. Computers are the future. By learning to use a computer, students are securing their tomorrows. Good computer skills will build self-confidence and increase students' marketability and competence in their chosen fields. Computers also allow users to work quickly and efficiently with data and information in a way that no other devices do.

Learning Outcomes. Students will:

- Use and critically evaluate the variety of theoretical approaches that are relevant to Computer Science.
- Use and critically evaluate the variety of practical hands-on research approaches that are relevant to Computer Science.
- Communicate effectively through integrating theory, research and policy in written reports and presentations.
- Understand the ethical considerations and statutory requirements computer professionals encounter as care takers of sensitive data and designers and developers of systems that can impact the well-being of individuals and organizations.

Credits required. 18

Requirements. The minor requires the completion of 18 credits (six courses) in computer courses offered by the Department of Mathematics and Computer Science. Two courses are required for all minors. Four additional courses must be selected in electives. In selecting the four elective courses, students should consult with a minor advisor. Advisors can suggest courses that will help students be prepared for career opportunities or graduate study. A maximum of two courses can overlap with a student's major, other minors or programs.

Additional information. Students who started the minor in September 2015 or after must follow the curriculum listed here. For students who enrolled prior to that, please see the [Undergraduate Bulletin 2014-2015](#) for the older curricular requirements.

Part One. Required Courses

CSCI 271	Introduction to Computer Science
CSCI 272	Object-Oriented Programming

Subtotal: 6

Part Two. Electives

Select any four courses

CSCI 270/SEC 270	Security of Computers and Their Data
CSCI 273	Graphics and Interface Programming

CSCI 274	Computer Architecture
CSCI 275	<u>Linux System Administration and Security</u>
CSCI 277	Computers for Administrative Decision Making
CSCI 278	Software Applications for Office Management
CSCI 279	Data Communications and the Internet
CSCI 360	Cryptography and Cryptanalysis
CSCI 362	Databases and Data Mining
CSCI 373	Advanced Data Structures
CSCI 374	Programming Languages
CSCI 375	Operating Systems
CSCI 377	Computer Algorithms
CSCI 379	Computer Networking
CSCI 380	Selected Topics in Computer Science
CSCI 389	Independent Study 300-level
CSCI 411	Computer Security and Forensics
CSCI 412	Network Security & Forensics
CSCI 470	Database Systems in Criminal Justice
CSCI 489	Independent Study 400-level
PHI 216	Ethics and Information Technology

Subtotal: 12

TOTAL CREDIT HOURS: 18



Alexander Schlutz
Associate Professor
Dept. of English

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New York City, NY 10019
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11-30-2018

Re: adding CJBA 3XX(367) to the list of electives for the Environmental Justice minor

Dear Members of UCASC;

The Environmental Justice and Sustainability Program would like to add CJBA 3XX(367), Wildlife Crime: Issues and Prevention to the list of electives for the Environmental Justice minor.

rationale for inclusion: Mass-species extinction, together with climate change, is by far the biggest environmental problem the world is facing today. International Wildlife Crime is an important driver for the staggering rates of biodiversity loss we are currently witnessing across the globe, and this course will be an important addition to our curriculum. It will serve as an excellent complement to the existing elective course EJS 240: Environmental Crime, offering students a strong course sequence among the minor electives.

With many thanks for your consideration,

Alexander Schlutz (program coordinator)

Environmental Justice Minor

The Environmental Justice minor educates students about the need to provide for human well-being while conserving the natural resources and ecological balance necessary to meet the needs of current and future generations. Using an interdisciplinary framework, the minor introduces students to the interdependent problems of sustainability such as climate change, social, economic and environmental inequalities, pollution and public health concerns that are affecting our city, society, and planet today. Students of the minor will learn the importance of working towards sustainable development and the equitable distribution of environmental benefits and harms that constitutes environmental justice. Through the minor's interdisciplinary approach, students will develop an understanding of the intricate networks that link together people, cultures, societies, and environments. In the process, they will build the critical thinking and communication skills necessary to share their understanding of the complexities of sustainability, to enter the increasing number of careers and graduate programs requiring these multidisciplinary skills, and to become more effective contributors to society.

Learning Outcomes. Students will:

- Understand the basic concepts, issues, and debates surrounding sustainability, sustainable development, and environmental justice.
- Understand how different academic disciplines approach and contribute knowledge to topics related to Sustainability and Environmental Justice, such as environmental political and economic initiatives, social movements, chemical processes, urban planning, artistic works, and ethical considerations of policies and behaviors.
- Apply such analytical skills as qualitative and quantitative reasoning and critical thinking to interpret a broad array of problems and conditions effecting the environment and human habitats.
- Think critically about sustainability and environmental justice issues in society, such as global climate change, pollution, environmental racism, the scarcity of natural resources, and public health concerns resulting from environmental conditions.
- Analyze best practices and policies for sustainability, reflect on how to use them in their everyday lives, and understand their implications for various communities and groups (racial, ethnic, national, class, gender, etc.).

Rationale. The world around us seems to be changing faster and faster, and in ways that are becoming more and more unpredictable and difficult to understand. Among the many phenomena that people in academia, government, the health industry, private business, and other fields are trying to make sense of is our environment and the limits of sustainability. The majority of scientists are attributing strange weather patterns to global warming, while other researchers are identifying how social, political, and economic inequalities are leading to disparities in such environmental matters as water and air quality. Some citizens are forming social movements to correct injustices occurring in society and to create “sustainable” ways of living, while others investigate environmental crimes and search for alternative sources of energy. Through an approach that uses multiple disciplines, the Sustainability and Environmental Justice minor aims to provide students with an

understanding of these and other important issues affecting our world. Since issues of sustainability and environmental problems are increasingly becoming a part of our daily lives, the legal and health industries, law enforcement, government, and the non-profit and private sectors are all restructuring and expanding to address these concerns. The minor in Sustainability and Environmental Justice will complement and enrich students' studies at the College by informing them about the diverse frameworks employed to discuss and analyze these problems, and, thus better prepare them for a world in which changing environment is a fundamental aspect of everyday life.

Credits required. 18

Minor coordinator. Professor Alexander Schlutz, Department of English (212-237-8597, aschlutz@jjay.cuny.edu)

Requirements. Students take two required courses and four elective courses to complete the minor. A maximum of two courses can overlap with a student's major, other minors or programs.

Part One. Required Courses

EJS 200	Earth Justice: Intro to Sustainability Studies
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or

SUS 200	Introduction to Sustainability Studies
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EJS 300	Environmental Justice
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or

SUS 300	Environmental Justice
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SUS 200 Introduction to Sustainability Studies is now EJS 200 Earth Justice: Intro to Sustainability Studies. SUS 300 Environmental Justice is now EJS 300.

Subtotal: 6

Part Two. Electives

Select four

AFR 227	Community-based Approaches to Justice
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AFR 317	Environmental Racism
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ART 122	Eco Art and Design
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<u>CJBA 3XX (367)</u>	<u>Wildlife Crime: Issues and Prevention</u>
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ECO 260	Environmental Economics, Regulation and Policy
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ECO 333	Sustainability: Preserving the Earth as Human Habitat
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EJS 240	Environmental Crime
EJS 280	Selected Topics in Sustainability and Environmental Justice
ISP 110	When Nature Roars: Global Catastrophe & Responsibility
LIT 348	Native American Literature
LIT 366	Writing Nature: Literature and Ecology
PHI 214	Environmental Ethics
SCI 112	Environmental Science: A Focus on Sustainability
SCI 222	Ecology of the Five Boroughs
SOC 252	Environmental Sociology
SOC 364	Food Justice
SUS 240	Environmental Crime
SUS 280	Selected Topics in Sustainability and Environmental Justice

SUS 240 Environmental Crime is now EJS 240. SUS 280 Selected Topics in Sustainability and Environmental Justice is now EJS 280.

Subtotal: 12

TOTAL CREDIT HOURS: 18



Expedited Application for Registration of a New Certificate or Advanced Certificate Program

This application is for New York degree-granting institutions seeking to register a new Certificate or Advanced Certificate program. Please download and save this file, enter the requested information, and submit to the State Education Department.

Note that public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of the attached forms and submit proposals to SUNY/CUNY Central Administration. The expedited review option is not available to programs intended to prepare candidates for teacher certification or professional licensure.

Item	Response (type in the requested information)
Program type Check program type	<input checked="" type="checkbox"/> Certificate <input type="checkbox"/> Advanced Certificate
Institution name and address	John Jay College, CUNY <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program will be offered, if other than the main campus: ▪ If any <i>courses</i> will be offered off campus, indicate the location and number of courses and credits:
Program title, credits, and proposed HEGIS code	Program title: Certificate in Police Leadership Credits: 12 Proposed HEGIS code:
Program format	Check all program scheduling and format features that apply: (See definitions) i) Format: <input checked="" type="checkbox"/> Day <input type="checkbox"/> Evening <input type="checkbox"/> Weekend <input checked="" type="checkbox"/> Evening/Weekend Possibly also on-line <input type="checkbox"/> Not Full-Time ii) Mode: <input checked="" type="checkbox"/> Standard <input type="checkbox"/> Independent Study <input type="checkbox"/> External <input type="checkbox"/> Accelerated <input checked="" type="checkbox"/> Distance Education* iii) Other: <input type="checkbox"/> Bilingual <input type="checkbox"/> Language Other Than English *If distance education, please also see www.highered.nysed.gov/ocue/ded/individualprogramproposal.htm .

Related degree program(s)	Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply: BS in Criminal Justice (Institutional Theory and Practice)
Contact person for this proposal	Name and title: Katherine Killoran, Assistant Dean Telephone: 212-237-8263 Fax: E-mail: kkilloran@jjay.cuny.edu
CEO (or designee) approval	Name and title: Dr. Yi Li, Vice President and Provost for Academic Affairs Signature and date:
Signature affirms the institution's commitment to support the proposed program.	If the program will be registered jointly ¹ with another institution, provide the following information:
	Partner institution's name:
	Name and title of partner institution's CEO: Signature of partner institution's CEO:

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered.

1. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: The Certificate in Police Leadership is an interdisciplinary certificate that draws from several disciplines. Courses are offered by the Criminal Justice BS Program in the Department of Law and Police Science and Administration and the Anthropology Department. The certificate's core offers instruction on issues pertinent to contemporary policing including police ethics, morale, decision-making, leadership and community relations political influences, interactions with minority communities, all within the context of the history of policing and its various modalities. There is a strong emphasis on the importance of understanding and being sensitive to issues of accommodating diversity and the way future police leaders need to incorporate lessons learned into their daily encounters with the public. The four required courses are: (1) ANT 130 Policing in a Multiracial and Multicultural City, (2) PSC 135 Supervisory Leadership for Police Services, (3) CRJ 321 Police Ethics, and (4) LAW 313 The Law and Politics of Race Relations. The Certificate in Police Leadership is appropriate for students who wish to become public or private security professionals at local, state or federal levels. This is a stand-alone certificate at the baccalaureate level. A student may pursue this certificate independent of a baccalaureate degree program or while pursuing a John Jay baccalaureate degree. Students who successfully complete the program are awarded a New York State Education Department certificate.

b) List educational and (if appropriate) career objectives.

Answer: Students will (1) demonstrate knowledge of the problems that confront police leaders as they relate to morale, ethics, and racism, (2) apply professional analysis and ethics to case studies, (3) use professional analysis and ethics to design leadership plans for policing operations.

c) How does the program relate to the institution's mission and/or master plan?

Answer: A Certificate in Police Leadership is directly related to John Jay's mission of providing higher educational

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

offerings related to the real needs of criminal justice agencies. John Jay College was established in 1964 with the purpose of educating criminal justice professionals. Since that time, the college evolved into a premiere institution with an international reputation as a leader in educating for justice. As such, John Jay College offers a rich liberal arts and professional studies curriculum to a diverse student body. Criminal justice is taught in all its modern complexities and public service is valued as the noble endeavor that it is. The strength, reputation and vitality of the College are embodied in the commitment to academic excellence of the faculty, many of whom are recognized experts in their fields. They conduct critical research in areas such as violent behavior, DNA analysis, drug abuse trends, sexual abuse, eyewitness reliability, criminal law, police methods, crime reduction strategies, reentry with convicted offenders, cybercrime, terrorism, transnational organized crime and correctional practices, as well as community corrections. This certificate draws upon and incorporates research and writings of many of our faculty members.

d) Describe the role of faculty in the program's design.

Answer: The courses for this program were developed by faculty, from the Departments of Africana Studies, Anthropology, Public Management and Law, Police Science and Criminal Justice Administration. The three lead faculty also consulted, extensively, with faculty members in their respective departments and, the final version was based on the integration of the teaching themes relevant to the departments involved in the creation of the certificate. The faculty are continuously involved in the assessment and revisions of the four courses, in fact some faculty actually published books and articles specifically focused on the needs of the certificate.

e) Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: John Jay faculty and administration developed the curriculum in consultation with the New York City Police Department.

f) What are the anticipated Year 1 through Year 5 enrollments?

Answer: Year 1: 40 students; Year 2: 40 students; Year 3: 40 students; Year 4: 40 students; Year 5: 40 students.

2. Sample Program Schedule

Complete the sample program schedule (**Table 1**) for the first full cycle of the program (e.g., two semesters for a traditional 24 credit-hour Certificate program).

- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
- For existing courses, submit a copy of the catalog description. Provide syllabi for all new courses. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

3. Faculty

a) Complete the faculty tables that describe full-time faculty (**Table 2**), part-time faculty (**Table 3**), and faculty to be hired (**Table 4**), as applicable. Faculty curricula vitae should be provided only on request.

b) What is the institution's definition of "full-time" faculty?

Answer: Fulltime faculty are professors in tenured or tenure-track positions and lecturers in lines that receive Certificates of Continuing Employment after 5 years. In addition some highly qualified adjuncts and guest speakers are part of our instructional staff.

4. Financial Resources and Instructional Facilities

- a) Summarize** the instructional facilities and equipment committed to ensure the success of the program.

Answer: No new financial resources will be needed for this program. In particular, the college library collection is well suited for a police leadership certificate program.

- b)** Complete the new resources table (**Table 5**). N/A

5. Admissions

- a) List all *program* admission requirements** (or note if identical to the institution's admission requirements).

Answer: Applicants must meet the following admissions requirement: In addition to our usual admissions requirements, students must be sworn officers in the New York City Police Department.

- b) Describe the process for evaluating exceptions to those requirements.**

Answer: : (i) screening by officials of the John Jay Office of Undergraduate Admissions in consultation with the program lead faculty members.

- c) How will the institution encourage enrollment by persons from groups historically underrepresented in the discipline or occupation?**

Answer: John Jay has long been committed to attracting students from traditionally underrepresented minorities. The NYPD is the most diverse police force in the United States, our students in this certificate represent fully the historically underrepresented populations and minorities.

6. Academic Support Services

Summarize the academic support services available to help students succeed in the program.

Answer: (i) Faculty members hold regular office hours to confer with students. (ii) John Jay's Writing Center offers support for students who have difficulty writing English prose.

7. Credit for Experience

If this program will grant substantial credit for learning derived from experience, describe the methods of evaluating the learning and the maximum number of credits allowed.

Answer: No credits granted for experience.

8. Program Assessment and Improvement

Summarize the plan for periodic evaluation of the new program, including a timetable and the use of data to inform program improvement.

Answer: This certificate program is subject to a sustained five-year review process including outside observers. Statistics about this certificate program will be evaluated by these observers. The next evaluation will be conducted in 2022. Program reviews are data-based. In anticipation of this five-year review, the program will begin to maintain data on (i) enrollment in the certificate program, (ii) the relationship between applicants' records and their performance in the program, and (iii) certificate completion/graduation rates.

9. Transfer Programs

If the program will be **promoted as preparing students for transfer to a program at another institution**, provide a copy of an articulation agreement with the institution. Not Applicable

Course Descriptions Police Leadership Certificate Program

All courses are 3 hours and 3 credits

ANT 130 Policing in a Multiracial and Multicultural City

This course focuses on the impact of racial and ethnic diversity, social structure, and oppression in the U.S. with a focus on policing in New York City. Students examine a) the history of race and policing, b) the impact of racial and cultural myths and realities on contemporary police perceptions and responses to crime and on community perceptions and responses to law enforcement, and c) a variety of interventions made by police and communities to mitigate the legacy of racism.

This course is restricted to students enrolled in the NYPD Leadership Program. No Prerequisites

PSC 135 Supervisory Leadership for Police Services

This course in the NYPD Police Studies program is for police supervisors, and those preparing to be. This class will enhance students' supervisory leadership skills and potential in a learning environment that requires active participation from all students. Students will engage in class discussions, case study analyses, and group exercises in addition to completing written assignments and exams.

This course is restricted to students in the NYPD Leadership Program. No prerequisites

PSC 321 Police Ethics (Formerly CRJ 321/PHI 321)

An identification and analysis of the diverse ethical issues encountered in the police service. Traditional ethical theories will be examined and will be applied to such topics as discretion, deadly physical force, misconduct, authority and responsibility, affirmative action, civil disobedience, undercover operations and privacy.

Prerequisites: ENG 201 and one of the following: CJBS 101 or CRJ 101 or ICJ 101 or PSC 101 or PSC 135 or members of the NYPD Leadership Program

LAW 313 The Law and Politics of Race Relations

Analysis of the politics of race and racism in the United States through the examination of major court decisions and of legislations affecting minority groups. Treatment of racial minority groups in the criminal and civil justice systems, and by courts, police and prisons will be included.

Prerequisites: ENG 201, and GOV 101 or POL 101, junior standing or above, or permission of the section instructor or members of the NYPD Leadership Program

Table 1: Program Schedule

- Indicate **academic calendar type**: X Semester Quarter Trimester Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Copy/expand the table as needed to show additional terms

Term: Fall 1				Term: Spring 1			
Course Number & Title	Credits	New	Prerequisite(s)	Course Number & Title	Credits	New	Prerequisite(s)
ANT 130 Policing in a Multiracial and Multicultural City	3			PSC 321 Police Ethics	3		We encourage students to take the 100-level courses before moving on to the 300-level courses.
PSC 135 Supervisory Leadership for Police Services	3			LAW 313 The Law and Politics of Race Relations	3		
Term credit total:	6			Term credit total:	6		
Term credit total:				Term credit total:			
Program Totals:	Credits: 12						

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Table 2: Full-Time Faculty

²⁶ Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Maria (Maki) Haberfeld	PSC 135		CUNY PhD Criminal Justice	Author and editor of numerous books, articles and research studies on police leadership and police ethics. Former police officer.
Avram Bornstein	ANT 130		Columbia PhD Anthropology	Author of book and numerous articles on state violence including research on criminal justice pedagogy.
William LaRaia (full-time faculty, substitute, AY 2018-19)	PSC 135 PSC 321		Master's in Public Leadership Seton Hall University	Retired Captain, Englewood Cliffs, NJ Police Department

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (include and identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc.
John Walsh	PSC 135		Master's in Criminal Justice John Jay College	Retired Captain NYPD
William Fraher (full-time faculty, substitute, AY 2018-19)	PSC 135		Masters in Political Science Rutgers University	Retired Chief of Police, Paterson Police Department
Richard Reyes	CRJ/PSC 321		E.D. Seton Hall	Retired Captain Paterson Police Department

Table 3: Part-Time Faculty

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Michael Walker	PSC 135	Master of Public Administration, John Jay College	Retired Captain with the Paterson Police Department New Jersey, former Police Director of the Paterson Police Department, former Director of Paterson Police Academy. Author of a number of book chapters and articles on use of force and policing.
	CRJ 321		
William Fraher	PSC 135	Master in Political Science , Rutgers University	Retired Police Chief of Paterson, New Jersey Police Department. Former instructor of leadership courses at the West Point Academy.
	CRJ 321		
Sophine Charles	ANT 130	PhD Fordham Psychology	Director of Policy for COFFCA, NOBLE research director, former police officer
Mary Gibbons	LAW 313	PhD & JD Harvard	Author of research on law and practicing lawyer

Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program.

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
William LaRaia	PSC 321 PSC 135 	Master of Administrative Sciences, Fairleigh Dickenson University	Retired Captain from the Englewood Cliffs Police Department. Graduate of the FBI National Academy, author of a number of book chapter on police tactics. Currently substitute line faculty at LPS

Table 4: Faculty to be Hired - currently there is no need to hire any additional faculty

⁴If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
N/A						

Table 5: New Resources - Currently we do not anticipate any new expenditure

List **new** resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

New Expenditures	Year 1	Year 2	Year 3
Personnel	N/A		
Library	N/A		
Laboratories and Equipment	N/A		
Supplies & Expenses	N/A		

Approved by UCASC, Dec 14, 2018, to College Council, Feb 13, 2019

(Other Than Personal Service)			
Capital Expenditures	N/A		
Other	N/A		
Total all	N/A		

This completes the application for a Certificate or Advanced Certificate program.

State Education Department Contact Information

New York State Education Department

Office of Higher Education

Office of College and University Evaluation

89 Washington Avenue

Albany, NY 12234

(518) 474-2593 Fax: (518) 486-2779

EXPEDITEDCERTS@mail.nysed.gov

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

New Course Proposal Form

Date Submitted 3/21/2018

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

1.
 - a. **Department(s) or program(s)** proposing this course **English**
 - b. **Name** and contact information of proposer(s) **Bettina Carbonell**

Email address(es)	bcarbonell@jjay.cuny.edu
Phone number(s)	212-237-8702

2.
 - a. **Title of the course:** *Rights, Wrongs, and Literature in Action*
 - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): **Rights, Wrongs, & Lit in Action**
 - c. **Level** of this course ___ 100 Level **X** 200 Level ___ 300 Level ___ 400 Level
Please provide a brief rationale for why the course is at the level:

This course assumes no prior experience or skills acquisition in a college-level literature course. It builds on the more general close reading skills acquired in 100-level English and other humanities courses; with these skills as a foundation, the course introduces students to: literary genre classifications and their conventions; point of view as a directive and often subjective source of information; character development and the potential for empathic identification; and plot as an argumentative structure as well as the framework of a story. Students will be asked to identify and apply these literary concepts as they delve into texts that 1) frame issues of human rights and 2) seek to make rights-related arguments. The course is not designed to offer a basic history of human rights; instead it introduces students to the fact that the struggle for human rights *has* a history and that literary texts help to bring specific aspects of that history into sharper focus. With respect to genre, for example, students learn how different forms—the declaration, the appeal, the jeremiad, the personal / autobiographical narrative, first-hand testimony, and works of fiction—employ genre-specific ways of relating to and persuading their audiences. In learning to read the strategies used in particular genres, students will gain a deeper understanding of the multi-faceted rhetoric of human rights literature. They will then be prepared for the study of human rights in other academic disciplines and for upper-level courses in the English major, including those that form part of the Literature and Law concentration. Primary literary texts will be the main focus but secondary sources will also be used to provide historical overviews and critiques of human rights discourse(s) from the 18th to

the 21st century. Writing assignments will include short, informal, evidence-based responses as well as longer formal analytical essays.

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

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

Students will critically engage with literary texts that frame and investigate human rights issues. These issues may be specific to a time and place; they may have endured and / or reappeared in new forms as a society evolves or regresses; they may have emerged as societies and governments come to recognize the validity of previously ignored or marginalized beliefs, values, groups, and individuals. The focus on human rights in global (western and non-Western), national, regional, and cultural contexts, and in various historical periods from the ancient to the post-post-modern (21st-century)—speaks directly to the justice-centered mission of the College. The course also takes on the question of whether—and which—rights might be universal and which might be culturally specific. The issues addressed may include: the right to life, liberty, and the security of one's person; the right to free speech; the right to practice one's chosen religion; the right to be free—not enslaved or held in bondage; labor rights; the right to self-determination; cultural heritage rights; environmental rights; and the right to marry and create a family. The course is open to a variety of approaches; it may be historically grounded and focus on a specific time period; it may consider a specific human rights issue, approached comparatively over time; it may be dedicated to specific literary genres; it may focus on a specific national and / or culturally or linguistically specific literary tradition.

A “struggle for human rights in action” (or “tracking action”) component will be an important element of the course. Here the issues and concepts encountered in the literary texts will be related to (and in some cases updated to align with) contemporary rights-based issues. Students will be required to apply their knowledge-gathering and interpretive skills in tracking—selecting and researching—the activities of a contemporary “action-based” rights movement. This may be a movement they discover on their own or an organization, group, or network identified by the Instructor. They will be asked to raise and answer questions such as: What are the group's specific goals? How does the group describe themselves? What forms of public outreach do they employ? What rhetorical strategies do they use to influence their audiences? How do their opponents describe and characterize their actions? This component is intended to: build skills that are directly in line with the social justice mission of John Jay College; develop and support a student body that is well prepared for human rights-related upper-level courses in various disciplines; prepare students for graduate study and for their intended or as-yet-unimagined careers.

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.)

Can writing and reading literary texts really make a difference in the struggle for human rights? In this course we will consider possible answers to this question as we focus on literary texts that shine a light on human rights issues. We will also examine how writers encourage readers to take part in the struggle to achieve and protect human rights. In a study of different literary forms—which may include poems, plays, short stories, novels, and autobiographies—we will confront major justice-centered issues and questions. Some of our rights-related texts may be rooted in a particular (historical) time period and / or a distant (geographical) place; however, in many cases these issues still appear to cause trouble in the 21st century for individuals and societies. Specific focal points may include: the right to life, liberty, and the security of one’s person; the right to free speech; legal documents and their role in protecting or endangering the rights of groups and individuals; the right to practice one’s chosen religion; the rights of the child; cultural heritage / indigenous people’s rights; environmental rights; and the right to marry and create a family. The choice of texts and issues will vary depending on the expertise of the instructor.

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 & ENG 201**

5. Number of:
- Class hours 3
 - Lab hours
 - Credits 3
6. Has this course been taught on an **experimental basis**?
 X No Yes. If yes, then please provide:
- Semester(s) and year(s):
 - Teacher(s):
 - Enrollment(s):
 - Prerequisites(s):
8. **Learning Outcomes** (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?
- Gather, interpret, and assess information from a variety of sources and points of view;
 - Evaluate evidence and arguments critically or analytically;
 - Produce well-reasoned written or oral arguments using evidence to support conclusions;

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society;
- Examine how an individual's place in society affects experiences, values, or choices;
- Articulate and assess ethical views and their underlying premises;
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making;
- In the process of achieving these outcomes students will:
 - Think deeply, comparatively, and ethically about an individual's place within the group, the larger society, and "the state," and how one's subject positions affect their experiences, values, and choices, specifically at the level of human rights.
 - Become familiar with ethical principles and will apply them to situations where taking the "right" action becomes necessary.
 - Analyze established norms and unexamined assumptions that bear upon individual and collective rights.
 - Come to understand how the fight for rights is carried out domestically, locally, nationally, and /or globally.

[This is an additional Sophomore Signature-specific Learning Goal]

The course includes three integrated components, all of which emphasize—to varying degrees—active reading, critical thinking, and the articulate expression of ideas and arguments:

1. The close reading component places an emphasis on analytical and argumentative skills.
2. The writing component requires students to engage in several genres of rights-focused writing. This is not imagined as a WI course but rather a course in which writing and reading have equal time.
3. The "struggle for human rights" / "tracking action" research component relates the coursework to contemporary human rights issues. Students will be required to apply the skills described in #1 and #2 above as they identify and research the activities of a contemporary "action-based" rights movement. This may be a movement they discover on their own or an organization, group, or network identified by the Instructor. They will be asked to raise and answer questions such as: What are the group's specific goals? How does the group describe themselves? What forms of public outreach do they employ? What rhetorical strategies do they use to influence their audiences? How do their opponents describe and characterize their actions? This component is intended to: build skills that are directly in line with the social justice mission of John Jay College; develop and support a student body that is well prepared for human rights-related upper-level courses in several disciplines; prepare students for graduate study and for their intended or as-yet-unimagined careers.

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)

English Minor: Electives

Human Rights Minor – Electives: THEME II – “Non-Discrimination and Empowerment”

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	
D. Individual and Society	X
E. Scientific World	

10b. Please explain why this course should be part of the selected area. **[see #8]**

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

Every semester Number of sections: **__TBD__**
 Fall semesters only Number of sections:
 Spring semesters only Number of sections:

11. How will you assess student learning?

- Short in-class response papers
- Debate Participation
- Analytical essays based on textual evidence
- Struggle for Human Rights / Tracking Action Research Paper and Working Bibliography: this will involve the description and analysis of a contemporary organization or movement dedicated to the cause of human rights and will establish clear connections between this contemporary example and issues raised in one or more of the course texts.
- E-Portfolio: Each student will develop a digital resume identifying their human rights interests.

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

Yes No

- If yes, please state the librarian’s name Maureen Richards (3/1/2018)

- 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.

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ <input checked="" type="checkbox"/> ➤ EBSCOhost Academic Search Complete <input checked="" type="checkbox"/> ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <input checked="" type="checkbox"/> ➤ LexisNexis Universe <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> ➤ Criminal Justice Abstracts <input type="checkbox"/> ➤ PsycINFO <input type="checkbox"/> ➤ Sociological Abstracts <input type="checkbox"/> ➤ JSTOR <input checked="" type="checkbox"/> ➤ SCOPUS <input type="checkbox"/> ➤ Other (please name) <input checked="" type="checkbox"/> Human Rights Subject Guide
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13. **Syllabus – see attached**

14. Date of Department curriculum committee approval: **October 25, 2018**

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

Bettina Carbonell, Helen Kapstein, Olivera Jokic, Andrew Majeske, P.J. Gibson

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.

- This course will be an elective in the English Minor [per Jay Gates, Chair, English].
- This course will be an elective in the Human Rights Minor [per Charlotte Walker Said, Coordinator, Human Rights Minor].

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. Professor Gates and Professor Walker Said reviewed / approved the proposal.

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

No

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

19. Approvals:

Jay Gates, English Department Chairperson

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 College of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT 2XX
Course Title	Rights, Wrongs, and Literature in Action
Department(s)	English
Discipline	English
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101 and ENG 201
Co-requisites (if none, enter N/A)	
Catalogue Description	Can writing and reading literary texts really make a difference in the struggle for human rights? In this course we will consider possible answers to this question as we focus on literary texts that shine a light on human rights issues. We will also examine how writers encourage readers to take part in the struggle to achieve and protect human rights. In a study of different literary forms—which may include poems, plays, short stories, novels, and autobiographies—we will confront major justice-centered issues and questions. Some of our rights-related texts may be rooted in a particular (historical) time period and / or a distant (geographical) place; however, in many cases these issues still appear to cause trouble in the 21 st century for individuals and societies. Specific focal points may include: the right to life, liberty, and the security of one's person; the right to free speech; legal documents and their role in protecting or endangering the rights of groups and individuals; the right to practice one's chosen religion; the rights of the child; cultural heritage / indigenous people's rights; environmental rights; and the right to marry and create a family. The choice of texts and issues will vary depending on the expertise of the instructor.
Special Features (e.g., linked courses)	Sophomore Signature course
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
Indicate the status of this course being nominated:	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location	

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)		
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression	<input checked="" type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
In the “struggle for human rights” / “tracking action” research project students will conduct research and compose a paper on a contemporary human rights issue. In the process they will: experiment with various search terms; learn to access and evaluate reports generated by human rights organizations (e.g. relevant country reports on human rights practices, Human Rights Watch World Reports, Amnesty International World Reports); use databases (e.g. Amnesty International Library, Columbia International Affairs Online; Europa World Online; Global Issues in Context).	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
In the debate unit students will be both participants and judges; they will consider the arguments of literary scholars and measure them against their own reading of the primary literary text. See the sample syllabus unit on <i>The Adventures of Huckleberry Finn</i> .	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically
In the debate unit students will produce oral arguments in favor of or against longstanding readings of the primary text, and they will respond to opposing oral arguments. They will also produce a written argument in which they evaluate the multiple resolutions and take one firm position.	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
In the Opposing Viewpoints in Context unit students will use evidence from multiple perspectives, including: the government and its representatives; principal stakeholders;	

<p>“objective” interpreters. See the sample syllabus for reading and analytical writing assignments on the Ghost Dance and Wounded Knee Massacre.</p>	
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Engage in close readings of literary texts, paying particular attention to: plot, character development, point of view, and the representation of consciousness; examine how these elements create and critique a society in which protagonists interact with and experience conflict with others, especially those in power. See the sample syllabus units on <i>The Yellow Wallpaper</i> (including ancillary texts from the disciplines of anthropology, history, and cultural studies), and on the Ghost Dance and Wounded Knee Massacre.</p> <p>Recognize how laws may restrict and/ or violate the rights of individuals who are not members of the majority and /or who have not played a part in creating the “social contract.” See the sample syllabus unit on assimilation and cultural heritage rights regarding The Ghost Dance and the Wounded Knee Massacre.</p> <p>Examine how international human rights agencies attempt to address local and global abuses of human rights.</p> <p>Demonstrate an understanding of the rhetoric and multiple genres of human rights discourse employed in philosophy, political science, and public affairs.</p> <p>Understand and question philosophical arguments re: human rights as/and moral rights.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
<p>Examine case studies involving discrimination against, for example, racial and ethnic minorities, women, children, workers, indigenous peoples, and stateless persons. [See, for example, assignments re: perspectives on slavery and matters of law in <i>The Adventures of Huckleberry Finn</i>, and see analysis of and argumentative writing on Gilman’s “The Yellow Wallpaper” in the context of gender norms, women’s rights, and medical treatment of “hysterical” women in late 19th – century.]</p>	<ul style="list-style-type: none"> Examine how an individual’s place in society affects experiences, values, or choices.

<p>Examine and evaluate various global and regional human rights instruments—including United Nations declarations and conventions— on the basis of their scope, principles, assumptions, and intended and actual outcomes. [See, for example, sample syllabus Weeks 1 and 2 and Response Papers #1 and # 2.]</p> <p>Evaluate in context: the right to disobey the rule of law, the right to engage in peaceful protest, the right to rebel, and the right to retaliate. [See, for example, sample syllabus Weeks 12 and 13.]</p> <p>Assess in context the need to and / or failure to observe due process. [See, for example, sample syllabus Weeks 3-6 and 9-11 and Response Papers #4 and #5.]</p>	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
<p>Engage in a research project—the Tracking Action component—in which students focus on and analyze one contemporary organization devoted to rights-based activism, for example: Amnesty International; Human Rights Watch; the Interamerican Commission on Human Rights; GlobalRights.org; MADRE; The American Civil Liberties Union; The Southern Poverty Law Center; RESIST.</p>	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

John Jay College of Criminal Justice, CUNY
 Department of English, 524 West 59th St., NY, NY 10019
 LIT 2 XX – **Rights, Wrongs, and Literature in Action** – Sample Syllabus

Professor Bettina Carbonell, Department of English, 7.63.09 NB
bcarbonell@jjay.cuny.edu (212) 237-8702

Course Description:

Can writing and reading literary texts really make a difference in the struggle for human rights? In this course we will consider possible answers to this question as we focus on literary texts that shine a light on human rights issues. We will also examine how writers encourage readers to take part in the struggle to achieve and protect human rights. In a study of different literary forms—which may include poems, plays, short stories, novels, and autobiographies—we will confront major justice-centered issues and questions. Some of our rights-related texts may be rooted in a particular (historical) time period and / or a distant (geographical) place; however, in many cases these issues still appear to cause trouble in the 21st century for individuals and societies. Specific focal points may include: the right to life, liberty, and the security of one’s person; the right to free speech; legal documents and their role in protecting or endangering the rights of groups and individuals; the right to practice one’s chosen religion; the rights of the child; cultural heritage / indigenous people’s rights; environmental rights; and the right to marry and create a family. The choice of texts and issues will vary depending on the expertise of the instructor.

Course Prerequisites: ENG 101 and ENG 201

Learning Objectives--Students will:

- Gather, interpret, and assess information from a variety of sources and points of view;
- Evaluate evidence and arguments critically or analytically;
- Produce well-reasoned written or oral arguments using evidence to support conclusions;
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society;
- Examine how an individual's place in society affects experiences, values, or choices;
- Articulate and assess ethical views and their underlying premises;
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making;

In the process of achieving these outcomes students will:

- Think deeply, comparatively, and ethically about an individual’s place within the group, the larger society, and “the state,” and how one’s subject positions affect their experiences, values, and choices, specifically at the level of human rights.
- Become familiar with ethical principles and will apply them to situations where taking the “right” action becomes necessary.
- Analyze established norms and unexamined assumptions that bear upon individual and collective rights.
- Come to understand how the fight for rights is carried out domestically, locally, nationally, and /or globally.

[This is an additional Sophomore Signature-specific Learning Goal]

The course includes three integrated components, all of which emphasize—to varying degrees—active reading, critical thinking, and the articulate expression of ideas and arguments:

4. The close reading component places an emphasis on analytical and argumentative skills.
5. The writing component requires students to engage in several genres of rights-focused writing.
6. The “struggle for human rights” / “tracking action” research component relates the coursework to contemporary human rights issues.

LIT 2 XX – Rights, Wrongs, and Literature in Action – Sample Syllabus

Course Requirements	Grade Ratio
<ul style="list-style-type: none"> Analytical Essay #1—Cultural Contexts for <i>The Yellow Wallpaper</i> [3-4 pages] Comparative Analysis—Cultural Heritage Rights [3-4 pages]: Ghost Dance + Wounded Knee 1-page Response Papers [5] [averaged] + Class Participation Struggle for Human Rights / Tracking Action Research Project [5pp + Working Bibliography] Debate > <i>Adventures of Huckleberry Finn</i>: Participation as 1) Debate Team Member and Judge + 	15%
Analytical Essay #2 on debate resolutions [3-4 pages]	15%
<ul style="list-style-type: none"> E-Portfolio—Identification of your Human Rights Interests 	10%

Required Texts

Purchase these hard copy / paperback editions (not *Ebooks*):

- Dorfman, Ariel. *Death and the Maiden*. NY: Penguin, 1991. ISBN # 9780140246843
- Gilman, Charlotte Perkins. *The Yellow Wallpaper*. Ed. Dale Bauer. Bedford Cultural Edition. 1998. ISBN # 9780312132927
- Twain, Mark. *The Adventures of Huckleberry Finn*. A Case Study in Critical Controversy. 2nd Edition. Ed. Graff and Phelan. Bedford, 2003. ISBN #9780312400293

Download [and preferably print] these texts from Blackboard—Course Materials:

- * Black Elk. *Black Elk Speaks*. Chapters 21 -25.
- * Chief Standing Bear. *Land of the Spotted Eagle*. Chapters 8 and 9.
- * *Fourteenth Annual Report of the Bureau of Ethnology. 1892-1893*. Selections.
- * Hunt, Lynn. From *Inventing Human Rights*. “‘They Have Set A Great Example’: Declaring Rights” (112-116); “The Limits of Empathy” (209-214)
- * Ishay, Micheline. From *The Human Rights Reader*. “Human Rights for Whom?”
- * Johnson, E. Pauline. “As It Was in the Beginning”
- * *Native American Graves and Repatriation Act* (U.S. Public Law 101.601)
- * Parker, Arthur C. “The Legal Status of the American Indian”; “The Civilizing Power of Language”
- * Rose, Wendy. “Three Thousand Dollar Death Song”; “I Expected My Skin and My Blood to Ripen”
- * Silko, Leslie Marmon. “The Return of the Buffalo”
- * United States Institute of Peace. *Commission of Inquiry: Chile 03*
- * United Nations Declaration on the Elimination of Violence against Women (1994)
- * United Nations Declaration on the Rights of the Child (1959)
- * United Nations Declaration on the Rights of Indigenous Peoples (2007)
- * United Nations Universal Declaration of Human Rights (1948)

Recommended Resources on Library Reserve:

- Ishay, Micheline. Ed. *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*. 2nd Ed., 2007.
- Lewis, J.R. et al. *The Human Rights Encyclopedia*, 2001.
- Lutz-Bachmann, M. et al. *Human Rights, Human Dignity, and Cosmopolitan Ideals*, 2014.
- Redman, N. and Whalen, L. *Human Rights: A Reference Handbook*, 1998.

LIT 2 XX – Rights, Wrongs, and Literature in Action – Sample Syllabus

Calendar and Assignments (Subject to Revision)

Week 1:

- A. Introduction to major concepts and debates in the discussion of human rights
- B. - The rhetoric of human rights—Declarations and Conventions:
 - From “Whereas” to “Therefore” and from “Taking note of” to “Affirming”
 - The enforceability of human rights—soft law and customary law
 - Empathy and human rights: Lynn Hunt. From *Inventing Human Rights*. “‘They Have Set A Great Example’: Declaring Rights” (112-116); “The Limits of Empathy” (209-214)

Response Paper #1 [1 page typed] is due at the start of class: In your view, what are the three most important human rights issues in need of attention in the 21st Century?

Week 2: United Nations Declarations and Conventions – Introduction to the UN Documents Database

- A. United Nations Universal Declaration of Human Rights (1948)
- B. United Nations Declaration on the Rights of the Child (1989) +
Ishay, Micheline. From *The Human Rights Reader*. “Human Rights for Whom?”

Response Paper #2 [1 page typed] is due at the start of class: Which three Rights identified in the UN Universal Declaration of Human Rights do you feel are most endangered in the 21st Century? Quote the Articles and in a few sentences explain how / where you find these rights being violated.

Begin to develop your dossier of [revised] Responses for posting to your E-Portfolio.

Week 3: **Case Study #1:** Slavery, The Law, Individual Morality / Actions and Activism>

Mark Twain’s *The Adventures of Huckleberry Finn* and Critical Controversy

- A. Author’s Notice and Chapters 1 – 3
- B. Chapters 4 - 6 + Discussion of UN Declaration on the Rights of the Child

Response Paper #3 [1 page typed] is due at the start of class: In what specific ways have Huck’s rights as a child been violated?

Week 4: *The Adventures of Huckleberry Finn* continued

- A. Chapters 7 - 15
- B. Chapters 16 – 24 + The Controversy over Gender and Sexuality {Bedford 480ff}

Response Paper #4 [1 page typed] is due at the start of class: Topic TBD

This week we will form the debate teams and discuss the Resolutions}

#1: *The Adventures of Huckleberry Finn* is a racist text.

#2: *The Adventures of Huckleberry Finn* is a sexist and homophobic text.

#3: The ending of *The Adventures of Huckleberry Finn* represents a failure of nerve and of conscience on the part of both the author and the main character.

LIT 2 XX – Rights, Wrongs, and Literature in Action – Sample Syllabus

Week 5: *The Adventures of Huckleberry Finn* continued

- A. Chapters 25-33 + The Controversy over Race [Bedford 335ff]
- B. Chapters 34 – 40 / “Chapter the Last” + The Controversy over the Ending [Bedford 279ff]

Response Paper #5 [1 page typed] is due at the start of class: Topic TBD

Week 6: Debate re: *The Adventures of Huckleberry Finn*

- A. Resolution 1—Debate
- B. Resolution 2—Debate + Resolution 3—Debate

Week 7: **Case Study #2:** Women’s Rights in Historical Context—

Charlotte Perkins Gilman's *The Yellow Wallpaper*

A. *The Yellow Wallpaper* (1892 Edition)

B. *The Yellow Wallpaper*—Bedford Cultural Contexts 1: Conduct Literature and Motherhood Manuals +

United Nations Declaration on the Elimination of Violence Against Women (1994)

The Analytical Essay on Debate Resolutions Re: *Adventures of Huckleberry Finn* is due today.

Week 8: *The Yellow Wallpaper* continued

A. *The Yellow Wallpaper*—Selections from Bedford Cultural Contexts 2: Invalid Women

B. *The Yellow Wallpaper*—Selections from Bedford Cultural Contexts 3: Sexuality, Race, and Social Control + Selections from Bedford Cultural Contexts 4: Movements for Social Change

Week 9: **Case Study #3:** Cultural Heritage Rights –

The Ghost Dance among the Sioux and the Wounded Knee Massacre

A. United Nations Declaration on the Rights of Indigenous Peoples (2007)

E. Pauline Johnson. "As It Was in the Beginning"

B. From *Fourteenth Annual Report of the Bureau of Ethnology. 1892-1893:*

George Sword. "The Ghost Dance among the Sioux"

W.H. Prather. "The Indian Ghost Dance and War"

"Appendix: The Story of Wounded Knee"

Z.A. Parker. Description of Ghost Dance and the Ghost Dance Shirt

Sketch of the Tribe and Songs of the Sioux

Black Elk. *Black Elk Speaks*. Chapters 21 -25.

Chief Standing Bear. *Land of the Spotted Eagle*. Chapters 8 and 9.

This week we will discuss the **Struggle for Human Rights / Tracking Action Research Project** and review the Library Databases on Human Rights Organizations, Country Reports, Books, and Articles. Then your individual research will begin.

Week 10: Cultural Heritage Rights—The Ghost Dance and the Wounded Knee Massacre continued

A. Arthur C. Parker. "The Legal Status of the American Indian"; "The Civilizing Power of Language"

B. Wendy Rose. "Three Thousand Dollar Death Song"; "I Expected My Skin and My Blood to Ripen"

Leslie Marmon Silko. "The Return of the Buffalo"

The Analytical Essay on Charlotte Perkins Gilman's "The Yellow Wallpaper" is due today.

Week 11: Cultural Heritage Rights—The Ghost Dance and the Wounded Knee Massacre continued

We will focus on comparing the various perspectives encountered in Weeks 9 and 10, this will include small group work in preparation for your individual written Case Studies.

Week 12: **Case Study #4:** Political Dictatorships, Atrocities, Truth and Reconciliation Commissions:

A. United States Institute of Peace. *Commission of Inquiry: Chile 03* +

Ariel Dorfman. *Death and the Maiden*. Act One

B. *Death and the Maiden*. Act Two

The Comparative Analysis of Cultural Heritage Rights and The Ghost Dance / Wounded Knee is due today.

Week 13: *Death and the Maiden* continued

- A. Act Three
- B. Afterword

Week 14: **The Struggle for Human Rights / Tracking Action Research Project is Due: Presentations of “Tracking Action” Project Abstracts and E-Portfolio} *Rights* Component**

Week 15: **Final Exam Period**

Summary / Overview of Assignments

- **Women’s Rights in Historical Context: Analytical Essay [3-4 pages] on Charlotte Perkins Gilman’s “The Yellow Wallpaper” (1892)** Students will be asked to analyze Gilman’s story in one of the following contexts: Conduct Literature and Motherhood Manuals; Invalid Women; Sexuality, Race, and Social Control; Movements for Social Change. Using the relevant primary and secondary ancillary texts in the Bedford Cultural Edition of *The Yellow Wallpaper*, students will select an epigraph from the ancillary text and use it as an anchor for their own close reading of Gilman’s story. They will develop an argument from textual evidence (primary and secondary) regarding how Gilman addresses the particular context through, for example, the representation of the narrator’s consciousness, or the representation of her “caretakers,” or the use of symbols.
- **Struggle for Human Rights / Tracking Action Research Project on Contemporary Rights Organizations: 5-page essay and Working Bibliography:** Here the issues and concepts encountered in the literary texts will be related to (and in some cases updated to align with) contemporary rights-based issues in the real world. Students will be required to apply their knowledge-gathering and interpretive skills by selecting and researching the activities of a contemporary “action-based” rights movement. This may be a movement they discover on their own or an organization, group, or network identified by the Instructor. They will be asked to raise and answer questions such as: What are the group’s specific goals? How does the group describe themselves? What forms of public outreach do they employ? What rhetorical strategies do they use to influence their audiences? How do their opponents describe and characterize their actions? This component is intended to: build skills that are directly in line with the social justice mission of John Jay College; develop and support a student body that is well prepared for human rights-related upper-level courses in various disciplines; prepare students for graduate study and for their intended or as-yet-unimagined careers.
- **Case Studies in Critical Controversy—Mark Twain’s *Adventures of Huckleberry Finn***
 1. In-Class Debate: Students will participate in a modified debate structure which requires them to: state their resolutions, make opening speeches, formulate rebuttals, and engage in cross-examination; students will be assigned by the Instructor to take a specific position on and evaluate several arguments that address: The Controversy over the Ending; The Controversy over Race; The Controversy over Gender and Sexuality.
 2. Critical Analytical Essay: Following the classroom debate, students will draft an argumentative essay in which they take a position on one of the controversies covered in the debate. This time, however, they will choose a position—it will not be imposed on them by the Instructor.
- **Opposing Viewpoints in Context: Cultural Heritage Rights –Native American Tribal Sovereignty**
Case Study on Accounting for Wounded Knee
In our exposure to the human rights issues leading up to, during, and away from Wounded Knee, students will encounter several different perspectives — those of Native Americans who actually witnessed and / or took part in the events, those of Native Americans who inherited the legacy, those of well-meaning and perhaps sympathetic whites, and those of less sympathetic and even hostile whites who believed in their own manifest destiny. Students will consider how many different accounts of Wounded Knee appear

within our course texts. They will create a case study of Wounded Knee that incorporates several of these perspectives and draws upon our course texts as the source of evidence. They will be asked to include texts from different time periods, past and present, as well as texts of different genres (history, autobiography, poetry and or short fiction). They will compare / contrast what each author / perspective has to say about who was to blame, and for what, and note the major points of agreement and / or disagreement. Finally, they will discuss which texts are most persuasive, most eloquent, and why, using summary and direct quotation to support their analysis and employing clear and consistent citation formats.

Course Policies and Protocols

Participation, Attendance, Lateness:

- After the first absence, each additional absence will reduce your participation grade by 4 points.
- After the first lateness, each additional lateness will reduce your participation grade by 1.5 points.
- It is impossible for me to make fair / impartial judgments about “excused” absences / lateness. Every absence / lateness after the first is subject to the penalties outlined above.
- If you are falling behind, have missed several classes, or have been habitually late, please come to my open office hours or contact me via email and arrange an appointment. Do not just disappear or give up!
- If you arrive late please be considerate: enter quietly and find a seat quickly.

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

Plagiarism: The College policies regarding plagiarism are outlined in the John Jay College *Bulletin*} <http://jjay.smartcatalogiq.com/en/2017-2018/Undergraduate-Bulletin/Academic-Standards-and-Policies/Academic-Standards/Academic-Integrity>.

- I will deal with plagiarism issues as harshly as these policies allow.
- In order to establish the originality of your work, and the proper documentation of your sources, formal essays must be submitted to www.turnitin.com.

Technology in / and the Classroom:

- Our preferred ways of reading now extend beyond the printed page. It *is* possible to read closely and carefully on a device as small as a smart phone, but do *you* actually take notes, highlight, and annotate the texts you read on a hand-held device, tablet, or laptop? Can you locate a specific page quickly during class discussion or when you are writing? If the answer proves to be “yes” you may use your phone, E-Reader, or tablet for assigned texts made available on Blackboard. However, the required books must be purchased *as printed books* - not *eBooks*.
- In general, in-class writing should be done on paper so that it may be shared with peers in class and turned in to me for feedback. The use of a phone, tablet, or laptop for writing in class is subject to prior approval and / or the specific nature of the writing occasion.
- We will continue to evaluate this policy in practice.

General:

- In the interest of mutual respect and attention to the work of the class, all forms of cell-phone interaction, text messaging, emailing, social media activity, etc. are prohibited.
- The use of tablets and laptops is subject to the technology policies outlined above.
- Please do not leave the room during class except in an emergency.

- Bringing food into the classroom is prohibited by the College. [Eating in class is prohibited.]

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

New Course Proposal Form

Date Submitted: November, 2018

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

1. a. Department(s) or program(s) proposing this course: Mathematics and Computer Science

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

Name:

Email address(es) _hujohnson@jjay.cuny.edu _____

Phone number(s) __301.706.5654_____

2. a. Title of the course: **Introduction to Data Analysis**

b. Short title (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Introduction to Data Analysis

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

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

This course requires only basic arithmetic and rudimentary knowledge of computers. The course is intended to be an introduction to data manipulation and statistics using code. All necessary information is provided in the course.

While the schedule of topics may seem intimidating, most of the lessons amount to visualization exercises and other topics traditionally covered in a 100-level statistics offering. A similar course at Lehman (MAT 128) requires only a score of 65 or higher on the College Math section of the Accuplacer exam, or departmental permission.

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

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.)

Data Science has become an important area of human activity, with its own tools, facts, and techniques. As a discipline it is based on ideas from traditional statistics. This course aims to explore the topics covered in an ordinary freshman level statistics course using real data and

modern computational methods. The goal is to prepare students for real statistical analysis of data.

The design of this course is based loosely on the Foundations of Data Science course offered at Lehman. A freshman level foundational course in data science course is also offered at Berkeley (Foundations of Data Science), Stanford (Data Science 101) and many other campuses.

This course meets a number of curricular needs at John Jay. One is to create an alternative to MAT 108 as a prerequisite for STA 250, and to provide students with better intuition about the meaning of statistical concepts. It is hoped that after this course students will more naturally adapt to manipulating actual data in research methods courses. Secondly, the college now offers an applied mathematics major with a concentration in data analysis. This course can provide an introduction to this topic and allow students to make an informed decision about whether to pursue a degree in the field.

Lastly, our way of life is increasingly influenced by data, and the extraction of information from data through computational means. The exposure this course offers to that world will demystify data for students and attune them to technological issues sure to be important in their lives as citizens and individuals.

- 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.)

The modern world abounds in data. But what is data? How is it represented and manipulated? What general properties can data have, and how can different kinds of data be characterized? How does one tell if two kinds of data are the same, or different? This course seeks to answer these questions through the use of real datasets and open ended computer programming. You will learn to find and investigate real data sources, creatively visualize the patterns in data, and establish reliable inferences about practical situations using a programming language such as R or Python.

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

None.

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

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

- a. Semester(s) and year(s):

- b. Teacher(s):
- c. Enrollment(s):
- d. Prerequisites(s):

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

These are the course learning objectives:

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
6. Apply mathematical methods to problems in other fields of study.

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

No Yes

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

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

No Yes If yes, please indicate the area:

Required Core: English Comp Math & Quantitative Reasoning Life & Physical Sciences

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

Data and algorithms play an important role in 21st century life, and understanding the way such systems function is now part of being an educated individual. Basic coding skills are almost as useful in the current work setting as the ability to do arithmetic fifty years ago. For these reasons this course is a good candidate for Mathematics and QR.

This course belongs in the Mathematics and QR category because it introduces students to important quantitative concepts, namely, drawing reliable conclusions from data, data

manipulation, etc. The course also opens a cultural window on Data Analysis, which is an active area of mathematical work in its own right.

The learning objectives of this course map naturally onto the learning outcomes from Math and QR (copied below for convenience). In particular, Math and QR outcomes 1,2,3,4,5, and 6 are directly or partially instantiated in course learning outcomes 2,3,4, and 5.

Math and QR Learning Outcomes:

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
6. Apply mathematical methods to problems in other fields of study.

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

Student learning will be assessed on the basis of class participation, twelve lab assignments (which have a homework component), a midterm, and a final exam.

Descriptions of the labs can be found on the sample syllabus. Labs are done in class for 1.5 hours per week and require extra work outside of class.

The midterm and the final will be a combination of short response questions, mathematical problems, questions about terminology, and short programming problems.

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

Yes No

- If yes, please state the librarian's name Robin Davis _____
- Are there adequate resources in the library to support students' work in the course
Yes No _____
- Will your students be expected to use any of the following library resources? Check all that apply.
 - The library catalog, CUNY+ _____
 - EBSCOhost Academic Search Complete _____

- Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) _____
- LexisNexis Universe _____
- Criminal Justice Abstracts _____
- PsycINFO _____
- Sociological Abstracts _____
- JSTOR _____
- SCOPUS _____
- Other (please name) _____

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 12/5/18

15. **Faculty** - Who will be assigned to teach this course? Hunter Johnson, Peter Shenkin, Jennifer Holst, Shaobai Kan, Leslie Chandrakantha and others.

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.

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

Not applicable

No

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

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

No

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

19. Approvals: Douglas Salane, Chair, Math and Computer Science

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 College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	MAT 1XX	
Course Title	Introduction to Data Analysis	
Department(s)	Mathematics and Computer Science	
Discipline	Mathematics	
Credits	3.0	
Contact Hours	3.0	
Pre-requisites (if none, enter N/A)	None	
Co-requisites (if none, enter N/A)	None	
Catalogue Description	The modern world abounds in data. But what is data? How is it represented and manipulated? What general properties can data have, and how can different kinds of data be characterized? How does one tell if two kinds of data are the same, or different? This course seeks to answer these questions through the use of real datasets and open ended computer programming. You will learn to find and investigate real data sources, creatively visualize the patterns in data, and establish reliable inferences about practical situations using a programming language such as R or Python.	
Special Features (e.g., linked courses)	NA	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
<p>Indicate the status of this course being nominated:</p> <p><input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed</p>		
<p>CUNY COMMON CORE Location</p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>		
<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input checked="" type="checkbox"/> Mathematical and Quantitative Reasoning</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p>	

<input type="checkbox"/> Life and Physical Sciences	<input type="checkbox"/> Creative Expression
---	--

Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I. Required Core (12 credits)	
B. Mathematical and Quantitative Reasoning: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
A number of assignments in the course deal with the visualization of quantitative information. Of 12 lab assignments (please see the syllabus) labs 3,4,5,6,8,9 and 10 are explicitly about producing diagrams or graphs. Sketches of these lab assignments can be found on the sample syllabus.	<ul style="list-style-type: none"> Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
Many of the assignments referenced above use graphical methods. We also use statistical methods in a number of assignments, for example labs 2,5,6,7,9,10, and 11. We study hypothesis testing (lab 12), and classify data in terms of the underlying statistical distribution. Conditional distributions will be used to estimate the likelihood of false negatives and false positives in practical situations such as medical tests.	<ul style="list-style-type: none"> Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
The lab assignments in this course require numerical answers, but also code and some short answers. Code must be commented and students are expected to give thought to how their work can be understood by others. In lab 11, for example, students will be presented with a natural language query ("what is the mean of this feature in this population, and how certain can we be in this value?") and answer by writing code which determines the sought value as well as a confidence interval. The midterm and the final will also feature short answer segments.	<ul style="list-style-type: none"> Represent quantitative problems expressed in natural language in a suitable mathematical format.
To address this item we will ensure that some labs require a report like write-up from students. In particular, lab 12 is a natural candidate for this. Preparing a somewhat formal presentation of	<ul style="list-style-type: none"> Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

<p>conclusions from analysis of data in which a real conclusion is presented and defended will not only challenge the communicative skills of students but also synthesize many of the other learning goals from the course.</p>	
<p>Estimating population parameters from sample statistics is a large part of this course. For example, the average height of an American female might be estimated from the sample average determined from a small survey. We will additionally produce bounds on the reliability of the estimate using confidence intervals in lab 11.</p>	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
<p>In this course we will examine many real datasets. These data will describe situations in medicine (malignant or benign tumors), ecology (non-invasive age estimates of harvested abalone), logistics (the NYC subway system) and many other domains. Instructors will be encouraged to also seek datasets concerning criminality and/or policing strategies. A large number of candidate datasets are made available by the NYPD and NYC OpenData. Students can also apply themselves to difficult open problems, such as how to separate neighborhood effects of residents from the selection effects of living in particular neighborhoods.</p>	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

John Jay College, CUNY 524 W 59th St, New York, NY 10019

MAT 1XX

Introduction to Data Analysis

Professor:

Office:

Contact hours: **Phone:**

Email:

Course Description:

The modern world abounds in data. But what is data? How is it represented and manipulated? What general properties can data have, and how can different kinds of data be characterized? How does one tell if two kinds of data are the same, or different? This course seeks to answer these questions through the use of real datasets and open ended computer programming. You will learn to find and investigate real data sources, creatively visualize the patterns in data, and establish reliable inferences about practical situations.

Learning Outcomes

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
6. Apply mathematical methods to problems in other fields of study.

Prerequisites: None

Course Policies

Determined by instructor

Texts

(All materials are available online in pdf form for free. You are not required to purchase anything.)

1. OpenIntro Statistics, 3rd Ed. By Diez, Bar, and Çetinkaya-Rundel. Available here:
https://www.openintro.org/stat/textbook.php?stat_book=os

2. How to Think Like a Computer Scientist, by Wentworth, Elkner, Downy and Meyers. Available here: <http://interactivepython.org/courselib/static/thinkcspy/index.html>
3. Tutorials provided by the instructor (see the schedule below for links).

Labs

Material presented in class will often take the form of an interactive python notebook. These notebooks are a combination of lecture slides and programming environment. You will both read and write code during some class periods in these notebooks. Additionally, these notebooks will end in open ended questions which you must complete for credit within one week. For lack of a better word, we will call these hybrid lecture/labwork/homework documents **labs**. Note below that a large portion of your grade is determined by your performance on these labs. The lab themes for the course are described in outline below.

Grading

Your grade will be determined on the basis of the following assessments. There will be 12 homework assignments (usually one per week). These will be found at the end of your lab notebooks (as described above). These assignments will count for 50% of your overall grade. There will additionally be a midterm exam and a final exam, which are equally valued. Additionally 10% of your grade will depend on participation and attendance. This is summarized in a table below.

Policies on Attendance and Late Work

Please take careful note of these policies. More than four unexcused absences may result in failure of the course. No late homework (ie labs) will be accepted. If you will miss the midterm or final you must notify the instructor at least 48 hours in advance. Failure to attend without notice may result in a grade of zero.

Grade	Numerical Value	Percentage Range in interval notation	Equivalent
A	4.0	[93, 100)	Excellent
A-	3.7	[90, 93)	Excellent
B+	3.3	(87, 90)	Very Good
B	3.0	[83, 87]	Very Good
B-	2.7	[80, 83)	Very Good
C+	2.3	(77, 80)	Satisfactory
C	2.0	[73, 77]	Satisfactory
C-	1.7	[70, 73)	Poor
D+	1.3	(67, 70)	Poor
D	1.0	[63, 67]	Poor
D-	0.7	[60, 63)	Poor
F	0.0	Below 60	Failure

Assessment	Percentage	Learning Outcomes Assessed
Participation	10	1,2,4,5
Labs (12)	50	3,4
Midterm	20	2,3,4
Final	20	2,3,4

Note: The lab activities below assume the use of Python as a programming framework. In an R variant of the course these activities will be adjusted accordingly to respect R syntax and functionality.

Lab 1: An assignment introducing the Jupyter notebook environment, basic data types (float, int, string), assigning values to variables, and printing variables. We will create lists of variables and use indexing to retrieve list elements.

Lab 2: An introduction to the numpy (Numerical Python) library. We will create matrices of data and manipulate the data. Topics covered include array slicing, array axes, vectorized arithmetic, universal functions, and simple descriptive statistics.

Lab 3: Students will read real CSV data into a pandas dataframe, experiment with row and column indexing, as well as creating simple visualizations. Students will make line plots of series data. We will learn the basics of row and column selection.

Lab 4: An introduction to the matplotlib graphics library. Students create histograms from real data, as well as scatterplots, two dimensional histograms, and heat maps. We will discuss the meaning of a “data point” and how to create two-dimensional projections of high dimensional data

Lab 5: We will do experiments in random number generation. We will create histograms based on empirical distributions and compare them to theoretical PMFs. For example we might simulate rolling one or more fair dice, and examine the empirical distribution that results, and interpret it as an approximation to the uniform distribution. Similar experiments can be done for other distributions.

Lab 6: To understand statistical independence, we will create covariance matrices for real data from the UCI Machine Learning Repository and visualize them using heatmaps. We will identify pairs of features that are highly dependent as well as pairs of features that are highly independent for different datasets. We will also examine scatterplots of pairs of variables that are independent, as well as dependent.

Lab 7: To understand joint probability, we will explore the concept using real data. We will use the pandas crosstab and groupby operations to explore marginal, joint and conditional probability in real categorical data (available from UCI ML repo). Conditional distributions can be compared to unconditioned distributions for independent variables.

Lab 8: A lab exploring the plotting capabilities of seaborn. We will create hued pair-plots for various datasets and consider their meaning. We will create scatterplots in which the size and hue of points encode meaning. We will seek to creatively visualize quantitative information using standard techniques while exploring ideas students may have.

Lab 9: This lab builds intuition regarding continuous distributions. We will use random number generation to produce histograms that become increasingly smooth. Students will sample a large number of points from a continuous distribution and show histograms for this data as the number of bins increases. We observe that the histograms begin to trace a continuous curve and point out that the probability of a point landing in any particular bin is increasingly vanishing. Observe also that the probability of landing in any bin is always non-negative, and these values sum to one.

Lab 10: For real data we will use repeated sampling to create a sampling distribution for a certain property (such as the sample mean). See how the sample means cluster around the population mean. Plot the empirical distribution of sample means and observe that it is normal. Time permitting explore QQ plots and use them to provide further evidence of normality.

Lab 11: For a large real dataset, we will use repeated sampling to generate confidence intervals for sample statistics. For normally distributed data compare these empirical intervals to the theoretical predictions. Time permitting, we will discuss bootstrap resampling methods.

Lab 12: We will perform hypothesis testing on synthetic and real data. We will use pandas to select out rows corresponding to two groups on a real dataset. We will then see if the difference in group means is statistically significant.

Course calendar

DATE	TOPICS	HANDOUTS	READING
1	What is data, Introduction to python, printing, variables, installation	Syllabus, Gallery:	OpenIntro section 1.2;
2	Python lists, indexing, slicing	Lab 1	How to Think Like a Computer Scientist, Chapter 1
3	numpy ndarrays, reshaping, 2d slicing		How to Think Like a Computer Scientist, Chapter 2
4	numpy: Universal functions, axes, vectorization	Lab 2	Python Numpy Tutorial (http://cs231n.github.io/python-numpy-tutorial/)
5	Dictionaries and comprehensions		Python Numpy Tutorial (http://cs231n.github.io/python-numpy-tutorial/)

DATE	TOPICS	HANDOUTS	READING
6	Introduction to pandas; reading data, plotting data (line plots)	Lab 3	OnlineStatBook: Line Graphs (http://onlinestatbook.com/2/graphing_distributions/line_graphs.html)
7	More pandas; Scatterplots, bar charts		(continuation)
8	Histograms: one dimensional and two dimensional	Lab 4	OpenIntro sections 1.6.0-1.6.3. Informal Explanation from Khan Academy: https://www.khanacademy.org/math/statistics-probability/summarizing-quantitative-data/mean-median-basics/a/mean-median-and-mode-review
9	Variance and boxplots	Anscombe's Quartet	OpenIntro 1.6.4-1.6.6
10	Introduction to Probability, PMFs	Lab 5	OpenIntro section 2-2.1.4 (8 pages)
11	Events, Frequency, Probability		continued
12	Midterm		
13	Complements, Independence	Lab 6	OpenIntro section 2.1.5-2.1.6 (4 pages)
14	Conditional Probability: Definition, Marginal, Joint		OpenIntro 2.2-2.2.2 (4 pages)
15	Pandas: Crosstab, groupby	Lab 7	https://chrisalbon.com/python/data_wrangling/pandas_crosstabs/
16	Conditional Probability: Multiplication rule, Independence		OpenIntro 2.2.3-2.2.5 (5 pages)
17	Introduction to Seaborn	Lab 8	https://seaborn.pydata.org/introduction.html , https://jakevdp.github.io/PythonDataScienceHandbook/04.14-visualization-with-seaborn.html
18	Bayes' Theorem		OpenIntro 2.2.6-2.2.7 (5 pages)
19	Continuous distributions, PDFs	Lab 9	OpenIntro section 2.5 (3 pages)
20	Normal Distribution pt 1		OpenIntro 3.1.1-3.1.3 (5 pages), https://www.intmath.com/counting-probability/normal-distribution-graph-interactive.php

DATE	TOPICS	HANDOUTS	READING
21	Normal Distribution pt 2	Lab 10	OpenIntro 3.1.4-3.1.5 (5 pages)
22	Sample & Population Means, Variances		OpenIntro 4-4.1.2 (4 pages)
23	Confidence Intervals	Lab 11	OpenIntro 4.1.3-4.2.2
24	Hypotheses, selecting rows in a pandas dataframe		https://chrisalbon.com/python/data_wrangling/pandas_selecting_rows_on_conditions/
25	Hypothesis testing	Lab 12	OpenIntro 4.3 (14 pages)
26	Hypothesis testing, continued.		https://www.scipy-lectures.org/packages/statistics/index.html#hypothesis-testing-comparing-two-groups
27	Presentations		Students present the results of the report they create in order to solve lab 12. Presentations may be in class and/or in the form of short screencasts prepared by student groups.
28	(Overflow)		
29	Final		Final Exam

College wide policies for undergraduate courses

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

Extra Work During the Semester: Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

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

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

New Course Proposal Form

Date Submitted January 31, 2018

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

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

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

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

Phone number(s) (212) 484-1382

2. a. **Title of the course:** The Science of Cosmetics

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Science of Cosmetics

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

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

The Science of Cosmetics introduces the student to what cosmetics and personal care products are made of, the potential negative effect of ingredients, and how cosmetics and personal care products are regulated. Students will learn to apply and identify fundamental concepts of biology and chemistry to understand how cosmetic ingredients may affect the body. This course satisfies the Flexible Core: Scientific World area of the Gen Ed Program. The students will articulate and evaluate empirical evidence required to support a scientific theory. Students will be conducting laboratory experiments as well as critically analyzing case studies to produce well-reasoned written and oral arguments.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): SCI 225

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 presents a basic understanding of the types and effects of ingredients that are used in cosmetic products. Cosmetics and personal care products have become an essential part of our daily lives; but with strong marketing techniques, the cosmetic industry targets individual behaviors by using many claims that are not recognized or used by the Food and Drug

Administration. The claims made by the cosmetic and personal care industry have limited scientific evidence behind them, so in investigating the claims, and therefore products used in cosmetic and personal care, students will learn how to identify false claims as well as products that may be potentially toxic. Students will use traditional disciplines in science, such as biology, chemistry, pharmacology, engineering, genetics, and risk assessment to investigate the science behind cosmetics and personal care products.

This course will be a part of John Jay's General Education program in the "Scientific World" category. Students will become aware of the key toxicological and ethical issues in the cosmetic industry. This will contribute to students becoming well informed citizens in a global society which is one of John Jay College's missions.

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.)

In this course students will learn the scientific principles of cosmetics. Cosmetics are substances that may be rubbed, poured, sprinkled, or sprayed onto our bodies for cleansing, beautifying, promoting attractiveness or altering appearances. Many claims commonly made today in the advertising and marketing of cosmetic products have not been recognized by the Food and Drug Administration. This course investigates these products and identifies false claims as well as educates students about the potential toxicity of products used in the cosmetic and personal care industry. A basic understanding of biology and chemistry is expected.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG201 as prerequisites):

SCI 110 or 112 or 114 or NSC 107 or EXE 103 (or any STEM variant science course of at least 3 credits such as BIO 102, 103, 104, CHE 102, 103, 104).

6. Number of:
- | | |
|----------------|----------|
| a. Class hours | <u>3</u> |
| b. Lab hours | <u>0</u> |
| c. Credits | <u>3</u> |

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

No Yes. If yes, then please provide:

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

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

The students will be able to:

- gather information from a variety of scientific resources
- interpret and assess information through peer discussion groups, in-class discussions, Blackboard discussions, and Case Studies.
- research and present orally and in writing through case studies in both side effects of cosmetics and their regulations
- critically evaluate and compare the theories, discoveries and arguments that have supported early government regulations and scientific findings.
- relate basic principles of chemistry to the effects of specific ingredients used in daily personal care.
- articulate and evaluate the impact of technologies and scientific discoveries on the development and use of cosmetics and their regulation

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)

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

No Yes X If yes, please indicate the area:

Flexible Core:

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

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

Students will demonstrate how tools of science and formal analysis may be used to analyze potential toxicological as well as ethical problems in the cosmetic and personal care industry by formulating meaningful and purposeful questions, gathering and analyzing different kinds of quantitative and qualitative data, and reporting out on their findings. Students will be conducting some laboratory experiments as well as examining case studies and conducting a research review for their final presentation. Through homework readings, in-class discussion, laboratory experience, and Blackboard discussion, students will relate basic scientific principles of toxicology and chemistry to the real world of how individuals may be affected by some of the

ingredients used in daily personal care, including cosmetics, hair and nail care products, skin care products, and oral hygiene.

Students will also critically evaluate and compare the theories, discoveries and arguments that have supported early government regulations and scientific findings, such as the events that influenced FDA regulations. Students will describe how scientific principles underlie matters of policy or public concern in which science plays a role.

10b. How often will it be offered and in how many sections?
It should be offered every semester at least one section

11. How will you assess student learning?

Blackboard discussions; problem-based, collaborative research investigating case studies; collaborative work in laboratory experience; and a final presentation will be used to assess student learning.

The major components contributing to the assessment of students learning:

1. To assess students' knowledge and skill about the course information, there are four case studies, four laboratory experiences, and one final poster presentation.
2. Additionally, participation in Blackboard discussions on the specific topics from weekly readings.
3. Using a rubric, students will be asked to choose a topic that is of prime interest, perform research, design a poster illustrating the chosen topic, and present their discoveries at the poster session at the end of the semester to their peers and faculty.

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

Yes X No

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

<ul style="list-style-type: none"> ➤ The library catalog, CUNY+ <u>X</u> ➤ EBSCOhost Academic Search Complete <u>X</u> ➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) <u>X</u> ➤ LexisNexis Universe <u> </u> 	<ul style="list-style-type: none"> ➤ Criminal Justice Abstracts <u> </u> ➤ PsycINFO <u> </u> ➤ Sociological Abstracts <u> </u> ➤ JSTOR <u>X</u> ➤ SCOPUS <u>X</u> ➤ Other (please name) <u> </u>
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13. Syllabus – see attached

14. Date of **Department curriculum committee** approval _____ June 18, 2018 _____
15. **Faculty** - Who will be assigned to teach this course? Ali Kocak
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.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
- Not applicable
 No
 Yes. If yes, give a short summary of the consultation process and results.
18. Will any course be **withdrawn**, if this course is approved?
- No
 Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Dr. Shu-Yuan Cheng, Chair, Department of Sciences

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 College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	SCI 2XX
Course Title	Science of Cosmetics
Department(s)	Sciences
Discipline	Scientific World
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101; SCI 110 or 112 or 114 or NSC 107 or EXE 103 (or any STEM variant science course including: BIO 102, 103, 104, CHE 102, 103, 104
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	In this course students will learn the scientific principles of cosmetics. Cosmetics are substances that may be rubbed, poured, sprinkled, or sprayed onto our bodies for cleansing, beautifying, promoting attractiveness or altering appearances. Many claims commonly made today in advertising and marketing for cosmetic products have not been recognized by the Food and Drug Administration. This course investigates these products and identifies false claims as well as educates students about the potential toxicity of products used in the cosmetic and personal care industry. A basic understanding of biology and chemistry is expected.
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</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p> <p><input type="checkbox"/> Individual and Society</p> <p><input checked="" 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.

E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<ul style="list-style-type: none"> Students will gather information from a variety of scientific websites, literature, newspapers, and magazines on cases related to cosmetics, ingredients in cosmetics, as well as false claims and potential toxicity of cosmetic products. Examples of these resources sources include the FDA, EPA, Toxic Release Inventory websites and journals such as: Journal of Industrial Ecology, Cosmetic Science, Analytical Chemistry, Analytica Chimica Acta, and Environmental Pollution. Students will be required to use the John Jay Library resources to look up primary documents and investigate other media to learn more about properties of cosmetic ingredients and incidents related to their toxicity as well as unsubstantiated claims made by the cosmetic industry. [See syllabus weeks 1 - 7 and Final Poster Presentation week 14] Interpret and assess information by peer discussions, in-class discussions, Blackboard discussions, and specific projects such as Case studies found at The National Center for Case Study Teaching in Science [http://sciencecases.lib.buffalo.edu/cs/]. [See Weeks 3, 5, 10, & 12 and weekly readings] Recognize and describe the difference between scientific (scholarly) and non-research based (popular) statements by reading both daily newspapers and scientific journals (e.g. the Journal of Industrial Ecology, Cosmetic Science, Analytical Chemistry, Analytica Chimica Acta, and Environmental Pollution.). [See weeks 1 – 7] 	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
<ul style="list-style-type: none"> Critically evaluate and compare the theories, discoveries and arguments that have supported early government regulations and scientific findings, such as the US Food and Drug Administrations’ laws and regulations and the EPA Federal Food, Drug, and Cosmetic Act. [See weeks 3 – 6] Recognize and apply the significance of the scientific process in how scientific data is gathered, analyzed, interpreted and used (or misused) in policy making. [See Case Studies weeks 3, 5,10 & 12 and labs weeks 8, 9, 12 & 13] In-class discussions and Blackboard discussions on the issues of regulations of cosmetics and related chemicals and Risk Assessment. [See weekly reading assignments.] 	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
<ul style="list-style-type: none"> Research scientific literature sources to produce well-organized and clearly presented arguments for poster presentation; Gain presentational (oral and written communications) skills by researching case studies that have shaped (and are shaping) policy and present a poster session before students and faculty guests. [See Case Studies weeks 3, 5,10 & 12] 	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
<ul style="list-style-type: none"> Analyze and identify a variety of fundamental concepts of science and its history by active engagement during in-class discussions and Blackboard discussions; Week 1-2 Through homework readings, in-class discussion and Blackboard discussion, students will relate basic scientific principles of toxicology and chemistry to the real world of how individuals and communities are affected by some of the ingredients in the environment, including cosmeceuticals use and household products. Week 5-11 	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.

	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
<ul style="list-style-type: none"> • Use of correct basic scientific terminology to discuss and communicate cosmetic concepts that relate to daily life. • Recognize during lecture and group discussions and laboratory experiences the fundamental concepts that support modern scientific theories on the structure and reactivity of substances and basic principles of technology used to detect substances. See weeks 4 – 6: Labeling for cosmetic products, cosmetic manufacturing practices, & analytical methods for monitoring and quality control. • Evaluate empirical evidence supporting modern scientific theories of cosmetic ingredients (e.g how these ingredients behave in a cosmetic product) and their properties by analyzing case studies and primary documents (FDA, and journals such as: Journal of Industrial Ecology, Cosmetic Science, Analytical Chemistry, Analytica Chimica Acta, and Environmental Pollution) that provide evidence for toxicity of some of these ingredients. Using class notes and literature review, students will present their researched scientific topic as a poster session. 	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
<ul style="list-style-type: none"> • Through homework readings, in-class discussion and Blackboard discussion students will relate basic scientific principles of cosmetics to the real world of how individuals and communities are affected by toxins of ingredients in the cosmetic products; specific issues concerning disparities across racial, socioeconomic, and geographic divisions will be addressed in case studies. [See weeks 3, 4, 5 & 6] 	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
<ul style="list-style-type: none"> • Analysis and Evaluation of the significance (or non-significance) of scientific findings found in journal articles and popular media. • Investigation of primary scientific documents and their interpretation and relationship to students' daily lives including economic, cultural, ethical, and political issues. Week 5-11 	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 West 59th St., New York NY 10019
“UNDER THE SKIN: EXAMINING THE CHEMISTRY OF COSMETICS”

PROFESSOR: Ali Kocak
SEMESTER: Spring 2019

COURSE CODE: SCI
COURSE SECTION: 00
CLASSROOM: 0000

CLASS TIME: 00.00-00.00/period 0
PROFESSOR’S OFFICE: 05.06.13 NB
OFFICE HOURS: 00.00-00.00

PROFESSOR’S PHONE AND E-MAIL: (212) 484-1382; akocak@jjay.cuny.edu

COURSE PREREQUISITES: ENG101; SCI 110 or 112 or 114 or NSC 107 or EXE 103 (or any STEM variant science course including BIO 102, 103, 104, CHE 102, 103, 104)

COURSE DESCRIPTION:

IN THIS COURSE STUDENTS WILL LEARN THE SCIENTIFIC PRINCIPLES OF COSMETICS. COSMETICS ARE SUBSTANCES THAT MAY BE RUBBED, Poured, SPRINKLED, OR SPRAYED ONTO OUR BODIES FOR CLEANSING, BEAUTIFYING, PROMOTING ATTRACTIVENESS OR ALTERING APPEARANCES. MANY CLAIMS COMMONLY MADE TODAY IN ADVERTISING AND MARKETING FOR COSMETIC PRODUCTS HAVE NOT BEEN RECOGNIZED BY THE FOOD AND DRUG ADMINISTRATION. THIS COURSE INVESTIGATES THESE PRODUCTS AND IDENTIFIES FALSE CLAIMS AS WELL AS EDUCATES STUDENTS ABOUT THE POTENTIAL TOXICITY OF PRODUCTS USED IN THE COSMETIC AND PERSONAL CARE INDUSTRY. A BASIC UNDERSTANDING OF BIOLOGY AND CHEMISTRY IS EXPECTED.

LEARNING OUTCOMES:

The students will be able to:

- gather information from a variety of scientific resources
- interpret and assess information through peer discussion groups, in-class discussions, Blackboard discussions, and Case Studies.
- research and present orally and in writing through case studies in both side effects of cosmetics and their regulations
- critically evaluate and compare the theories, discoveries and arguments that have supported early government regulations and scientific findings.
- relate basic principles of chemistry to the effects of specific ingredients used in daily personal care.
- articulate and evaluate the impact of technologies and scientific discoveries on the development and use of cosmetics and their regulation

REQUIRED READINGS: (RECENT JOURNAL & MAGAZINE ARTICLES TO BE PROVIDED BY INSTRUCTOR; SEE COURSE SCHEDULE BELOW FOR EXAMPLES)

RECOMMENDED TEXT: Gabriella Baki and Kenneth S. Alexander, (2015) Introduction to Cosmetic Formulation and Technology. Wiley. ISBN-975-1-118-76378-0.

FURTHER READING:

Andre O. Barel et al. (2014) Handbook of cosmetic science and technology. CRC Press. ISBN-13: 978-1-84214-564-7.

Mark Lees (2012) Skin care beyond the basics. Cengage learning 4th edition, ISBN-13: 978-1-4354-8745-1.

POLICY ON ATTENDANCE, ETIQUETTE AND PARTICIPATION: In order to participate fully in this course, students need to be fully engaged in class discussion, case study investigations, laboratory experience, and the final poster presentation. More than 3 unjustified absences in your class will jeopardize your final passing grade. Justified absences are limited to extraordinary circumstances and written justification is required. Attendance, enthusiasm, and active class participation are observed, recorded, and reflected in the student's final grade. Students missing more than 15 minutes of a session will be counted as absent.

THE MATH & SCIENCE CENTER AND THE WRITING CENTER: The Math & Science Center (Room 1.94NB) and the Writing Center (Room 1.68NB) provide excellent free services to John Jay's students. The Writing Center has staff of trained writing fellows, who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The MSRC has tutors that will help you to better understand scientific concepts covered in class. You are encouraged to make an appointment with a writing fellow from the Writing Center and with a tutor from the Math & Science Center to discuss the structure and style of your term paper, and do better in class.

PLAGIARISM**Statement of College Policy on Plagiarism**¹

Plagiarism is the presentation of someone else's ideas, words, or artistic, Scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

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

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

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

In this class: Academic dishonesty and plagiarism will result in penalties that are dependent on the severity of the misdeed. This may be anything from a zero on that lab or exam, zero in the course, dismissal from the entire course, or charges of academic dishonesty. Penalties will be directly applicable to the situation at hand. I would take this very seriously if I were you.

AMERICANS WITH DISABILITIES ACT (ADA) POLICIES

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

¹ *John Jay College of Criminal Justice Undergraduate Bulletin*

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

ASSESSMENT:

Blackboard Discussion: 10% You will participate in Blackboard discussions for at least 10 times during the semester. The participation will count for 10% of the final grade (one participation is 1%).

In-Class Case Study Mini-Presentations: 25% Students will work in groups to explore various case studies that have shaped political and economic policies in the cosmetic and personal care products industry.

Laboratory Experience 25%: We will be creating basic creams, shampoos, and other natural cosmetics. Strict laboratory protocol and safety must be followed.

Poster Presentation 40%: Students will be asked to choose one of the topics covered in class, and using a rubric as a guideline, prepare a comprehensive poster presentation with primary documents to support your topic of inquiry. Students have the option to make this a group project (of two) or to work individually.

SCHEDULE OF CLASSES

Week	Lecture	Lab	To DO LIST – Readings
1	General Concepts: What is Cosmetic Science The Essential chemistry involved in cosmetic science		Readings: Handout will be given
2	Major ingredients and their function in the different types of cosmetic products.		HW: preview: <i>Toxicology Tutor</i> : Dose and Dose Response, Interactions and Types of Interactions. Bismuth and Silver in Cosmetic Products: A Source of Environmental and Resource Concern? Amneklev, Jennie ; Augustsson, Anna ; Sörme, Louise ; Bergbäck, Bo. <i>Journal of Industrial Ecology</i> , February 2016, Vol.20(1), pp.99-106 Accessed through John Jay College Library. Be prepared for in-class discussion of the article.
3	The functions and levels of the different types of Preservatives used in Cosmetics The comparison of cosmetics, cosmeceutical and OTC drugs.		Consumer views on chemical additives: Are they natural or synthetic? A non-laboratory-based project. Cotterill, A S; John, D N; Teh, Y S. <i>Journal of Chemical Education</i> ; Oct 2000. Accessed through John Jay College Library. Be prepared for in-class discussion of the article.
4	Classification and categories of cosmetic products		Handout from other references. Article TBA
5	<u>Skin care products 1</u> <ul style="list-style-type: none"> • Basic skin anatomy and physiology • Skin types, conditions and problems 		Respond to Blackboard group discussion #1 Finding Out Egyptian Gods' Secret Using Analytical Chemistry: Biomedical Properties of Egyptian Black Makeup Revealed by Amperometry at Single Cells. Issa Tapsoba, Stéphane Arbault, Philippe Walter, and Christian Amatore. <i>Analytical Chemistry</i> 2010 82 (2), 457-460 Accessed through John Jay College Library.

			Be prepared for in-class discussion of the article.
6	<u>Day Cream and Night Cream</u>	<u>Lab 1: Hand cream</u>	Article TBA
7	<u>Skin care products 2</u> <ul style="list-style-type: none"> • Skin cleansing products • Skin moisturizing products • Sun screen 		Respond to Blackboard group discussion #1 Finding Out Egyptian Gods' Secret Using Analytical Chemistry: Biomedical Properties of Egyptian Black Makeup Revealed by Amperometry at Single Cells. Issa Tapsoba, Stéphane Arbault, Philippe Walter, and Christian Amatore. <i>Analytical Chemistry</i> 2010 82 (2), 457-460 Accessed through John Jay College Library. Be prepared for in-class discussion of the article.
8	Products for special skin concerns: Anti-Aging creams Acne	Lab 2: Face Cream	Respond to Blackboard group discussion #1 Adverse effects of cosmetic tattooing: an illustrative case of granulomatous dermatitis following the application of permanent makeup Klontz, Karl C ; Lambert, Lark A ; Jewell, Richard E ; Katz, Linda M <u>Archives of dermatology</u> , July 2005, Vol.141(7), pp.918-9
9	Hair Care products The types, structure and growth stages of hair		Case Study: Marketing Mostly Intangible Goods: The Case of Botanical Gardens and Arboreta Respond to Blackboard group discussion #2
10	Hair care products (continued) Shampoos, conditioners and hair styling products	Lab 3: shampoo	
11	<u>Baby care products</u> Anatomical and physiological differences between baby and adult skin and hair How baby care products may affect the skin and hair?	Lab 4: body wash	Respond to Blackboard group discussion #3
12	<u>Nail Care Products</u> Anatomy and physiology of nail Types and definition of nail care products The effect of nail care products the nail?		Respond to Blackboard group discussion #4
13	Labeling requirements for cosmetic products marketed in the U.S. INCI naming How do you know the exact composition of a cosmetic product or OTC drug –cosmetic product?		Respond to Blackboard group discussion #5
14	Regulatory aspects in the US and EU Prepare for final poster presentation		Respond to Blackboard group discussion #6

5 Final Exam Period - Presentations (2 hour class) Students will be asked to choose one of the topics covered in class, and using a rubric as a guideline, prepare a comprehensive poster presentation with primary documents to support your topic of inquiry. Group or individual work.

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).

Date Submitted: 11/20/2018

1. Name of Department or Program: Department of Public Management

2. Contact information of proposer(s):

Name(s): David M. Shapiro
 Email(s): dshapiro@jjay.cuny.edu
 Phone number(s): 212.393.6882

3. Current number, title, and abbreviated title of course: **ACC 308: Auditing**

4. Current course description:

This course is a study of the processes conducted by independent, internal and government accountants to provide auditing and assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor's understanding of internal controls, with an emphasis on fraud prevention.

a. Number of credits: 3 credits

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

c. Current prerequisites: ACC 270 and ENG 201

5. Describe the nature of the revision: Change prerequisites from ACC 270 and ENG 201 to ACC 270 Intermediate Accounting I or ACC 307 Forensic Accounting I and ENG 201

6. Rationale for the proposed change(s): With the introduction of the Intermediate Accounting courses the prerequisites for the ACC 308 course have been brought in line with standard practice within the CUNY system for introduction to auditing courses. A comparison to other CUNY colleges revealed that they have at least Intermediate I or an equivalent course as a minimum prerequisite for their auditing courses. However, the existing prerequisite of ACC 270 Intermediate Accounting I makes completion of the undergraduate certificate in forensic accounting unnecessarily difficult as the certificate requires ACC 308 but does not require ACC

270. A practical and helpful remedy would be to reinstate ACC 307 as an alternative accounting prerequisite with ACC 270 for ACC 308. The prerequisite of ENG 201 is unchanged.

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

a. Revised course description: N/A

b. Revised course title: N/A

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): N/A – CUNYFirst uses full title

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **ENG 201; and ACC 270 Intermediate Accounting I or ACC 307 Forensic Accounting I.**

8. Enrollment in past semesters: Fall 2018 – 80 students enrolled

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: November 26, 2018

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

David M. Shapiro, BS in Fraud Examination and Financial Forensics, Major Coordinator
Warren Eller, Chair, Department of Public Management

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).

Date Submitted: January 29, 2018

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

Name(s): Daniel R. Pinello

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

Phone number(s): 212-237-8762

3. Current number, title, and abbreviated title of course: **POL 318, The Law and Politics of Sexual Orientation**

(abbreviated title: Law/Pol Sex Orient)

4. Current course description:

This course examines the law and politics affecting lesbians and gay men in the United States and investigates issues like same-sex marriage; the constitutionality of consensual-sodomy laws; sexual-orientation discrimination in public accommodations, housing, and the workplace; antigay ballot initiatives; child custody, visitation, adoption, and foster care by lesbian and gay parents and their domestic partners; health insurance and other benefits for domestic partners; and gays in the military. These issues will be considered through an examination of case law.

a. Number of credits: 3

b. Number of class hours (please specify if the course has lab hours): 0

c. Current prerequisites: ENG 201, POL 101, and junior standing or above.

5. Describe the nature of the revision: Change both course title and course description.

6. Rationale for the proposed change(s): I designed this course in the mid-1990s, when the legal and political circumstances surrounding the rights of gay men and lesbians were very different from what exists now with regard to sexual minorities. Then, same-sex couples could not legally marry anywhere and could be prosecuted criminally under the consensual sodomy statutes that existed in many American states. Moreover, homosexuals who were open about their sexual orientation could not serve in the military under its "Don't Ask, Don't Tell" policy. Today, all of that has changed, either through U.S. Supreme Court decisions or congressional legislation.

Indeed, the only significant legal and political right left to secure for lesbians and gay men is nationwide protection against sexual-orientation discrimination in the workplace, housing, and public accommodations. About half of the states still lack such safeguards.

In contrast, greater national attention has been given in the last ten to 15 years to the law and politics of gender identity and expression. The issues concerning transgendered and other “queer” people have increasingly come into focus in the United States. But in its original conception, POL 318 virtually ignored the “B” and “T” parts of LGBT. The present course revisions seek to correct those oversights and expand the purview of what students study and learn about in the class.

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

a. Revised course description:

The course explores legal and political issues affecting lesbian, gay, bisexual, transgender, and queer (LGBTQ) people in the United States. It focuses in particular on contests over the criminalization of same-sex activity; the enactment of legal protections for LGBTQ people and their families; the marriage equality movement; and contemporary debates over the scope of federal non-discrimination protections, transgender rights, and exemptions for those who object to LGBTQ equality on religious grounds. The course aims to give students a deeper appreciation of the constraints, opportunities, and strategic choices that have shaped the development of LGBTQ rights in law and policy, both historically and in the present day.

b. Revised course title: **The Law and Politics of LGBTQ Rights**

c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): **Law/Pol LGBTQ Rights**

d. Revised learning outcomes: By the end of the semester, students will

- Develop an understanding of the social, political, and cultural contexts of the struggles for justice in the United States.
- Be familiar with the structure and functions of American government that affect the civil rights of sexual minorities.
- Differentiate multiple perspectives on the legal and constitutional rights of sexual minorities.
- Be able to read, and prepare briefs of, appellate-court opinions.
- Think more critically and analytically about the political and legal sources for the acceptance of greater diversity in American society and culture.

e. Revised assignments and activities related to revised outcomes: Including readings and other assignments that involve the law and politics surrounding the rights of bisexuals and transgendered individuals. For example: Brettschneider, Burgess, and Keating (eds.), *LGBTQ Politics: A Critical Reader*, NYU Press, 2017.

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: NA

8. Enrollment in past semesters: Two sections of POL 318 have been offered nearly every semester in recent academic years, and the sections are virtually always fully enrolled.

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

This course has already been approved to be part of the College Option: Justice Core II (300-level) – Struggle for Justice and Equality in the U.S.

10. Does this change affect any other departments?

No

Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: Spring 2018

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

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: 12/7/18

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

Name(s): Angela Crossman
 Email(s): acrossman@jjay.cuny.edu
 Phone number(s): 212-237-8653

3. Current number and title of course: **PSY 324 Perception**

4. Current course description:

This course will primarily focus on how we see and hear. Students will learn about the anatomy and physiology of the visual system in order to understand how we perceive color, form, movement and depth and how we recognize faces. Additionally, students will explore the auditory pathways in the perception of speech and non-speech sounds. Students will study chemosensation (taste and smell) and answer questions such as why does food have little flavor when you have a cold. Our senses rarely operate in isolation and so students will also examine interactions between different sensory modalities and how this affects our perception of the environment. Throughout the course, students will examine how experience and culture can affect sensory perception in various domains, particularly the perception of color, faces, objects, depth, smell and flavor.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201; PSY 200 and STA 250

5. Describe the nature of the revision (what are you changing?): Title and course description.

6. Rationale for the proposed change(s):

Two reasons. First, students often assume the course title means social perception only and do not understand it is a course with a heavy biological focus. Second, while Sensation &

Perception (vs. only Perception) are common titles for a course such as this, the title “Sensation and Perception” might clarify what the course is about for students (those who don’t read the description) and is a more complete representation of course content. We have modified the course description to clarify this further.

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

a. Revised course description:

This course will cover the biological underpinnings of our senses (sensation) and how our brain interprets this information (perception), with a primary focus on how we see and hear. Students will learn about the anatomy and physiology of the visual system in order to understand how we perceive color, form, movement and depth and how we recognize faces. Additionally, students will explore the auditory pathways in the perception of speech and non-speech sounds. Students will study chemosensation (taste and smell) and answer questions such as why does food have little flavor when you have a cold. Our senses rarely operate in isolation and so students will also examine interactions between different sensory modalities and how this affects our perception of the environment. Throughout the course, students will examine how experience and culture can affect sensory perception in various domains, particularly the perception of color, faces, objects, depth, smell and flavor.

b. Revised course title: **Sensation and Perception**

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

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: NA

8. Enrollment in past semesters: Fall 2018: 35/36; Spring 2018: 62/72; Fall 2018: 45/72

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

No Yes _____ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12/7/18

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

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)	MUS 211
Course Title	Introduction to Afro-Caribbean Music and Dance
Department(s)	ART & MUSIC
Discipline	MUSIC AND DANCE
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101 and any Music (MUS) course
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This hands-on course will focus on Afro-Caribbean music and dance traditions of such countries as Cuba, the Dominican Republic, Haiti, Honduras, Mexico, and Puerto Rico. Students will study rhythms, basic drum techniques, dance steps, drum patterns, improvisation, and song repertoire. Students will take turns accompanying each other on traditional instruments for each musical genre introduced and will learn the dynamic between drummers and dancers that is commonly found in many musical cultures of West Africa and the Caribbean.
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.)

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

- World Cultures and Global Issues Individual and Society
 US Experience in its Diversity Scientific World
 Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

N/A

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<p>Students will gather, interpret, and assess information from a variety of sources and points of view while completing weekly reading assignments and listening assignments, practicing the rhythms and dances learned in class, and engaging in active, thoughtful participation in class.</p> <p>Students are required to complete a written analysis of a live concert that fully describes the concert in detail along with students' reflective interpretation of the concert based on class discussions of music history and theory.</p> <p>Students are required to research the history and evolution of Caribbean music and the rhythmic patterns and dance cultures for each topic of study. Students will gather information from various sources including but not limited to the library (Lincoln Center Performing Arts Library), Smithsonian Folkways Recordings archive, live concerts, interviews, and performance videos.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
<p>Students will evaluate evidence and arguments critically and analytically while analyzing the rich, traditional practices of Afro-Caribbean cultures, their various music and dance styles; in particular through regular reading assignments and class discussions, and while attending music performances outside of class time.</p> <p>In addition to writing an analysis of a music performance, students are required to write an ethnography of Caribbean music in which they define a question, interview informants, and become a participant observer; analyzing their observations and presenting findings.</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.

<p>Students will produce well-reasoned written arguments using evidence to support conclusions while completing a written analysis of a live performance of Caribbean music and a short ethnography of Caribbean music. The ethnography involves defining a question, interviewing informants, becoming a participant observer, analyzing one's observations, and presenting findings.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>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:</p>	
<p>Identify and apply the fundamental concepts and methods of musical theory and history while identifying the various Afro Caribbean rhythms and their accompanying music and dance forms.</p> <p>Class assignments will analyze the African/Spanish/French/English/Dutch origins of music, the connections among the various musical cultures, and how the music genres are interrelated. Students will apply their study of the history, culture, and music theory behind these rhythms by comparing the history and evolution of different Caribbean music genres.</p>	<ul style="list-style-type: none"> • 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.
<p>Students will analyze how the history, rhythms, basic drum techniques, and dance traditions from the Afro-Caribbean (Cuba, Dominican Republic, Haiti, Honduras, Mexico, and Puerto Rico) are a foundation for current musical and dance cultures in the Afro-Caribbean world and in the United States, and will articulate their significance through class discussions and in writing assignments.</p> <p>Students will write a short analysis comparing two Afro-Caribbean musical cultures to outline how they are interrelated.</p>	<ul style="list-style-type: none"> • 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.
<p>Students will study the rhythms, melodies, lyrics, music composition, and music arrangements to analyze how different artists and generations convey meaning through music.</p> <p>Through their study of the history of the musical practice and the evolution of the genre, students will learn the dynamic between drummers and dancers that is commonly found in many musical cultures of West Africa and the Caribbean.</p>	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ART AND MUSIC
524 West 59th St, New York, NY 10019**

**MUS 211, Introduction to Afro-Caribbean Music and Dance
Tue. & Thu., 9:25 a.m. - 10:50 a.m.
Plus, two required music performance outings; outside of class time**

**Professor Juan Usera
Office: 32507
Office Hours: M, W: 9:45 am - 10:45am
Phone: 212.237.8200
prof.usera@gmail.com**

COURSE DESCRIPTION:

This course will focus on the Afro-Caribbean music and dance traditions of Cuba, Dominican Republic, Haiti, Honduras, Mexico, and Puerto Rico. The course will analyze the African origins of the music, the connections among the various musical cultures, how the music genres are interrelated, and the evolution of Caribbean cultural music from colonial times to the present. Students will study the history, culture, and music theory behind these rhythms in addition to the music's drum techniques and dances. Students will also learn traditional dances, drum patterns, improvisation, and songs; accompanying each other on instruments for each musical genre. Students will learn the dynamic between drummers and dancers that is commonly found in many musical cultures of West Africa and the Caribbean. Students are required to attend two music performances outside of class time.

LEARNING OUTCOMES:

To study the rich, traditional practices of the Afro-Caribbean cultures, their various music and dance styles in particular and to enrich the student's awareness and understanding of Afro-Caribbean music, dance, culture, and history.

The learning outcomes for this course are:

- (1) to evaluate evidence and arguments critically and analytically while analyzing the rich, traditional practices of Afro-Caribbean cultures, their various music and dance styles; in particular through regular reading assignments and class discussions, and while attending music performances outside of class time;
- (2) analyze how the history, rhythms, basic drum techniques, and dance traditions from the Afro-Caribbean (Cuba, Dominican Republic, Haiti, Honduras, Mexico, and Puerto Rico) are a foundation for current musical and dance cultures in the Afro-Caribbean world and in the United States;
- (3) Identify and apply the fundamental concepts and methods of musical theory and history while identifying the various Afro Caribbean rhythms and their accompanying music and dance forms;
- (4) to produce well-reasoned written arguments using evidence to support conclusions while completing a written analysis of a live performance of Caribbean music and a short ethnography of Caribbean music;
- (5) to gather, interpret, and assess information from a variety of sources and points of view while completing weekly reading assignments and listening assignments, researching the rhythms and dances learned in class, and engaging in active, thoughtful participation in class;

(6) to study the rhythms, melodies, lyrics, music composition, and music arrangements to analyze how different artists and generations convey meaning through music.

REQUIREMENTS:

Students are expected to complete weekly reading assignments as well as listening assignments before class to promote active, thoughtful participation in class. In addition, students are expected to spend at least 30 to 60 minutes per day outside of class, practicing the rhythms and dances learned in class. Classes will be primarily devoted to performance workshops in music and dance, and discussions. Hands-on workshops and lectures will cover information beyond the content of your required reading and students will be responsible for all the information from lectures and workshops, assigned readings and listening, on the midterm exam. At the midpoint and end of the semester, students will be asked to submit a written reflection of their learning and participation in class.

Written Assignments:

1. Brief written analysis (three pages minimum) of a live performance of Caribbean music. Performances are only valid if seen after the first day of class.
2. Brief analysis (three pages minimum) comparing two Afro-Caribbean music cultures.
3. Mini ethnography (4 pages minimum) of Caribbean music.
 - a. Ethnography is a research method that attempts to understand how people live their lives. The ethnography involves defining a question, interviewing informants, becoming a participant observer, analyzing one's observations, and presenting findings.

ADDITIONAL REQUIREMENTS:

- Regular attendance of all class meetings is required as students are expected to actively participate in discussions and performance workshops.
- Let me know by email beforehand if you know that you will have difficulty making it to class or making it on time.
- Reading assignments are to be completed before class to promote active, thoughtful participation in class discussion.
- Electronic devices must be turned off. If you have a situation that requires emergency cell phone access, please leave the room quietly.
- Quizzes and short homework assignments may be given periodically.
- All written work must be in standard college format (typed, double-spaced, regular fonts, carefully proofread, etc.) unless otherwise noted. Papers not in college format will be marked down at least half a grade. Late papers (without a written medical excuse) will be marked down a half-grade per day from the due date.

REQUIRED SELECTED READINGS*:

****Additional required readings, recordings, and videos TBA will be available at the library's Reserves section.***

Almira, John, and Steven Cornelius. *The Music of Santeria: Traditional Rhythms of the Bata Drums (Performance in World Music Series)*. White Cliffs Media, 1999.

- Austerlitz, Paul. *Merengue: Dominican Music and Dominican Identity*. Temple University Press, 1997.
- Ávila, Tomás Alberto. *Black Caribs – Garifuna, Saint Vincent' Exiled People and the Origin of the Garifuna*. Milenio Associates, LLC 2009.
- Dunham, Katherine. *Dances of Haiti*. CAAS, 1983.
- Dworsky, Alan. *Conga Drumming, A Beginner's Guide to Playing with Time*. Dancing Hands Music, 1994.
- Flores, Juan. *From Bomba to Hip-Hop, Puerto Rican Culture and Latino Identity*. Columbia University Press, 2000.
- Hart, Mickey, and Fredric Lieberman. *Planet Drum, a Celebration of Percussion and Rhythm*. Harper Collins, 1991.
- Manuel, Peter. *Caribbean Currents: Caribbean Music from Rumba to Reggae*. Temple University Press, 1995.
- Madrid, Alejandro. *Music in Mexico: Experiencing Music, Expressing Culture*. Oxford University Press, 2012.
- Moore, Robin. *Music in the Hispanic Caribbean: Experiencing Music, Expressing Culture*. Oxford University Press, 2009.
- Moore, Robin. *Music of Latin America*. Norton and Company, 2012.
- Munro, Martin. *Different Drummers, Rhythm and Race in the Americas*. University of California Press, 2010.
- Ortiz, Fernando. *Los Instrumentos de la Música Afro-Cubana*, Volumes 1 and 2. Música Mundana Maqueda S.L., 1952.
- Sloat, Susanna. *Caribbean Dance: From Abakuá to Zouk, How Movement Shapes Identity*. University Press of Florida, 2002.
- Sloat, Susanna. *Making Caribbean Dance: Continuity and Creativity in Island Cultures*. University Press of Florida, 2010.
- Wilcken, Lois. *The Drums of Vodou (Performance in World Music Series)*. White Cliffs Media, 1992.

GRADING:

Class Attendance and Participation	20%
Mid-term exam	25%
Final exam	25%
Performance outings and Writing assignments:	30%

COURSE CALENDAR:

Required readings are listed, updates TBA

- Wk 1: Class 1: Introduction: *What is Afro-Caribbean music and dance?*
Student participation and discussion
- Class 2: Honduras: Garifuna music, culture, and aesthetics
- READ: Avila, Tomas Alberto, pages 234-272.
- Wk 2: Class 3: Dancing Punta; ideas conveyed through dance and music
Drummer and dancer interaction
- READ: Sloat, pages TBA
- Class 4: Honduras: Garifuna music and culture
Parranda, parrang
- Wk 3: Class 5: Parranda; traditional practice throughout the Caribbean
- Class 6: Cuba: Rumba: Creole music
- READ: Ortíz, Fernando, *Los Instrumentos de la Música Afrocubana*, Vol. 2, La Rumba and El Bata.
- Wk 4: Class 7: Cuba: El Vacunao, Dancing rumba (Columbia, Yambú, and Guaguancó). Thematic dance improvisation in Rumba, Columbia.
- READ: Almira, and Cornelius. *The Music of Santería: Traditional Rhythms of the Bata Drums*
- Class 8: Cuba: History and evolution of the Bata orchestra
Yoruba traditional toques and chants for Elegua and Obatala
- Wk 5: Class 9: Cuba: Dancing the road for Elegua and Obatala.
- Class 10: Dominican Republic: Palo
La 21 Division cosmology
- READ: Austerlitz, pages 15-29.
- Wk 6: Class 11: Dancing Palo; Playing Palo
Class 12: Dominican Republic: History and evolution of Perico Ripiao
- READ: Sloat, pages TBA

- Wk 7: Class 13: Dancing Merengue: Merengue Típico
Class 14: Haiti: Vodou cultural music and aesthetics
Rada, Petwo, Ibo, Kongo
READ: Wilcken, pages TBA
- Wk 8: Class 15: Dancing Haiti: Dance steps and simple choreography for different Vodou rhythms.
Class 16: Mid-term Exam Review
- Wk 9: Class 17: Mid-term Exam
Class 18: Haiti: Vodou rhythms and songs
READ: Dunham, pages 27-58.
- Wk 10: Class 19: Dancing Haiti: Dance steps and simple choreography for different Vodou rhythms.
Class 20: Mexico: The Fandango Celebration, Jarocho music and culture, Son Jarocho.
READ: Madrid, Chapter Two: The Transnational Resurgence of Son Jarocho
- Wk 11: Class 21: Mexico: Son Jarocho: Café con Pan patterns and Zapateo
Class 22: Mexico: Son Jarocho culture in Veracruz
READ: Moore, *Music in the Hispanic Caribbean, Experiencing Music, Expressing Culture*, Chapter Three.
- Wk 12: Class 23: Mexico: Decimistas
Class 24: Puerto Rico: Bomba
READ: Flores, pages TBA
- Wk 13: Class 25: Puerto Rico: Rhythms, songs, themes
Class 26: Puerto Rico: Plena
- Wk 14: Class 27: Puerto Rico: Parranda
Class 28: Final Exam review
- Wk 15: Class 29: Final Exam

COLLEGE WIDE POLICIES FOR UNDERGRADUATE COURSES (see the *Undergraduate Bulletin*, Chapter IV Academic Standards for information on the following)

A. Incomplete Grade Policy

B. Extra Work During the Semester

C. Americans with Disabilities Act (ADA) Policies

- a. 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.

College Policy on Plagiarism

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

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

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

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

MASTERS OF ARTS IN ECONOMICS

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised admissions criteria for the MA in Economics Degree.

Program Name and Degree Awarded: Economics, MA

HEGIS Code: 2204

NY State Program Code: 38350

Effective term: Fall 2019

Current Program-Specific Admissions Requirements

- Calculus 1 and 2
- Undergraduate statistics
- Applicants who did not complete their undergraduate degree at an English-speaking institution are required to submit the Test of English as a Foreign Language (TOEFL) score report. John Jay College's TOEFL code number is 2115-99. The required minimum TOEFL scores are 550 for the paper-based test, 213 for the computer-based test and 79-80 for the Internet-based test. Students can also take the International English Language Testing System (IELTS). A score of 7.0 is required on the IELTS.

Proposed Program-Specific Admissions Requirements

- Calculus or equivalent*
- Undergraduate statistics or equivalent
- Applicants who did not complete their undergraduate degree at an English-speaking institution are required to submit the Test of English as a Foreign Language (TOEFL) score report. John Jay College's TOEFL code number is 2115-99. The required minimum TOEFL scores are 550 for the paper-based test, 213 for the computer-based test and 79-80 for the Internet-based test. Students can also take the International English Language Testing System (IELTS). A score of 7.0 is required on the IELTS.

*Exceptional candidates without a course in Calculus may be admitted on condition they complete a Calculus course during their first year in the program.

Rationale for Change

After three semesters of student recruiting and admissions the program's admissions criteria need clarification and adjustment to the pool of prospective students. The current criteria call for "Calculus 1 and Calculus 2," however these designations do not apply to all prospective student. Some students take calculus with an "A, B and C" designation, others transcripts label courses as "differential" and "integral" calculus and some applicants may get sufficient calculus in an "Mathematics for Economics" course. Changing the requirement to simply "Calculus or

equivalent” resolves these issues. Experience from three semesters indicates little difference in the performance of students with more than one semester of calculus.

The inclusion of the conditional admittance provision recognizes the pool of potential students includes motivated and high performing candidates willing to take calculus courses while beginning the program’s less mathematical courses

The addition of “or equivalent” to the requirement for undergraduate statistics recognizes some applicants may have taken an equivalent to undergraduate statistics in other post baccalaureate studies.

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date submitted to the Office of Graduate Studies:

Date of Program Approval: 11/26/2018

Date of CGS Approval:

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Dr. Angelique Corthals Dr. Jennifer Rosati	acorthals@jjay.cuny.edu jrosati@jjay.cuny.edu	ext. 6868

2. Course details:

Program Name	Forensic Sciences Master's Program
Course Prefix & Number	FOS 762
Course Title	Current Trends in Forensic Pathology and Entomology
Catalog Description	This course will provide students with an in depth introduction into the historical and current methodologies and practices in the fields of forensic pathology and entomology. Students will be involved in critiquing and evaluating historical and current research in the field. Students will also develop their practical skills through a field exercise where they will learn about chain of custody and will incorporate collection, sampling and analytical techniques relevant to the field of forensic science, pathology and entomology.
Pre- and/or Corequisites (specify which are pre, co, or both)	Coursework necessary for the admission to the Master of Science in Forensic Science program
Credits	3
Contact Hours (per week)	3
Lab Hours	n/a

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

This course is designed to provide students with an introduction to two forensically relevant fields: pathology and entomology, which is currently lacking in the forensic science course curriculum. To date, there are very few courses that integrate both a lecture and field based approach. The classroom setting will be important in allowing students to learn about the history of each field as well as the current methodologies involved in collecting, preserving and analyzing pathological and entomological evidence. This course will provide students with the basic skills necessary to understand and integrate pathological and entomological evidence within a forensic context.

Overall, this course will broaden students' understanding in forensic pathology and entomology. They will develop their critical thinking skills in order to evaluate past and current research in the field. Students will also develop their practical skills necessary for processing forensic evidence. This course is unique to the program and offering it on an experimental basis will allow for the opportunity to assess student interest in order to eventually offer it as a regular part of the curriculum at the graduate, and potentially undergraduate level.

4. Degree requirements satisfied by the course: Elective

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

Yes X No _____

If yes, please provide the following:

- I. Semester(s) and Year(s): Fall 2017 and Fall 2018
- II. Teacher(s): F17 Rosati/Corthals; F18 Corthals
- III. Enrollment(s): F17 – 6; F18 - 10
- IV. Prerequisite(s): admission to the MS-FOS program

6. Learning Outcomes:

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

a) Knowledge Outcomes

Students will gain an understanding of the concepts in the fields of forensic pathology and forensic entomology, including:

- Crime scene collection and analysis techniques for pathological and entomological evidence
- Students will be able to articulate in depth the analytical detection, mechanisms, signs and symptoms of trauma
- Students will understand how to investigate and determine violent/unexplained deaths
- Students will compare and contrast affected versus normal human tissue specimens
- Students will formulate and document diagnostic opinions and data developed from analytical measurement of biological samples that are generated in the laboratory section of the course

- Students will gain further understanding of the ethical ramifications of diagnoses, statement of cause and manner of death, and the effect of testimonies in the criminal justice context, including study-cases in non-democratic countries.
- New methodologies for taxonomical identification of insects (DNA based, chemical, physical characteristics, traditional and lucid keys)
- Preservation and identification techniques relevant to the processing of entomological specimens
- Evaluation of past and current research, ethics involved in scientific research (topics include model selection, case studies, evidence reporting, experimental design and statistical analysis of results)
- Report writing, testimony and ethics in evidence processing

(b) Performance Outcomes

In the field, students will learn evidence collection techniques in forensic pathology and entomology:

- Students will formulate and document diagnostic opinions and data developed from analytical measurement of biological samples that are generated in the laboratory section of the course
- Students will gain further understanding of the ethical ramifications of diagnoses, statement of cause and manner of death, and the effect of testimonies in the criminal justice context, including study-cases in non-democratic countries.
- Collection and identification of insect specimens
- Rearing and processing of entomological evidence
 - ADH (accumulated degree hour) calculations and PMI estimations

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

With this elective, the students will develop a greater appreciation of different disciplines within the field of forensic. They will also have a greater appreciation for work in the field, team work and chain-of-command from 'cradle to grave'.

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

The students will be assessed using traditional methods (exams, quizzes), but will also be assessed in a manner similar to that encounter in the professional forensic work: through their field exercise, they will be required to write a report and present their findings in a moot court.

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

Byrd, J.H., Castner, J.L. (2009). *Forensic Entomology: The Utility of Arthropods in Legal Investigations* (2nd Ed.) ISBN: 9780849392153 - CAT# 9215.

Knight, B., Saukko, P. (2004). *Knight's Forensic Pathology* (3rd Ed.) ISBN: 9780340760444

Selected reading TBA, will be based on latest available articles

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

Ellen Sexton, Science Department Liaison

8. Identify and assess the adequacy of available library resources

a. Databases

The library resources for this course are extensive and include general periodical indexes such as *EBSCOhost Academic Search Premier*, and science/forensic science indexes such as *General Science Abstracts*, *InfoTrac Health Reference Center Academic*, *PubMed*, *Forensic Bibliographic Database*, and the *FORENSICnetBASE*.

b. Books, Journals and eJournals

Full-text journal collections include Elsevier's *Science Direct* and the American Chemical Society journals.

9. Identify recommended additional library resources:

n/a

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

11. Mendeley (free)

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

Yes _____ X _____ No _____

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

13. Proposed instructors:

Drs. Corthals and Rosati

14. Other resources needed to offer this course:

- Supplies for field work (overalls) and entomology lab work.

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

- There is no conflict.

16. Syllabus

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



JOHN JAY COLLEGE OF CRIMINAL JUSTICE
 524 West 59th Street, New York, NY 10019



FOS 762 Current Trends in Forensic Pathology and Entomology

Time: TBD

Room: TBD

Instructors:

Dr. Angelique Corthals
 Phone Number: (646) 557 4832

Office: Room 5.61.08 NB
 E-mail: acorthals@jjay.cuny.edu

Dr. Jennifer Rosati
 Phone Number: (212) 393 6868

Office: Room 5.66.23 NB
 E-mail: jrosati@jjay.cuny.edu

Office Hours: by appointment.

Text books:

Byrd, J.H., Castner, J.L. (2009). Forensic Entomology: The Utility of Arthropods in Legal Investigations (2nd Ed.) ISBN: 9780849392153 - CAT# 9215.

Knight, B., Saukko, P. (2004). Knight's Forensic Pathology (3rd Ed.) ISBN: 9780340760444

Selected readings/articles will be provided.

Course description:

FOS 824 will provide students with an in depth introduction into the historical and current methodologies and practices in the fields of forensic pathology and entomology. Students will be involved in critiquing and evaluating historical and current research in the field. Students will also develop their practical skills through a field exercise that will learn about chain of custody and will incorporate collection, sampling and analytical techniques relevant to the field of forensic science, pathology and entomology.

Prerequisite: Coursework necessary for the admission to the Master of Science in Forensic Science program

Grades: according the approved college policy for graduate students.

Exam I (Forensic Pathology)	25%
Exam II (Forensic Entomology)	25%
Final Evidence Report(patho&ento)	35%
Readings/Discussion	10%
Attendance	5%
<hr/> TOTAL	100%

Grading Scale:

The grade for FOS 762 is based on lecture exams (50%), final report (35%), and attendance/discussions (15%). The grading scale here (→) is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here. Following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This means that a 72.9499% is a “C-“ and a 72.9500% is a “C.”

Learning objectives:

Knowledge and Reasoning Objectives:

Students will gain an understanding of the concepts in the fields of forensic pathology and forensic entomology, including:

- Crime scene collection and analysis techniques for pathological and entomological evidence
- Become familiar with crime scene investigation techniques and excavations of human remains
- Be familiar with sample collection and identification methods for human remains.
- Develop skills in basic human pathology and trauma investigation of sudden death, sample/evidence collection, genotyping, and the study of changes occurring in bodies post-mortem.
- Be familiar with the basic skill of histology and morphologies of trauma in different human tissues.
- Identify the broader social, ethical and legal context of forensic analyses in different communities Preservation and identification techniques relevant to the processing of entomological specimens
- New methodologies for taxonomical identification of insects (DNA based, chemical, physical characteristics, traditional and lucid keys)
- Preservation and identification techniques relevant to the processing of entomological specimens
- Evaluation of past and current research, ethics involved in scientific research (topics include model selection, case studies, evidence reporting, experimental design and statistical analysis of results)
- Report writing, testimony and ethics in evidence processing

Practical Skills:

In the field, students will learn evidence collection techniques in forensic pathology and entomology:

- Excavation, collection, identification of human remains- Collection and identification of insect specimens
- Basic skills in histology (such as dissection of tissue, preservation of tissue in paraffin blocks and microscopic reading of slides processed from the tissue analyzed)
- Rearing and processing of entomological evidence
- ADH (accumulated degree hour) calculations and PMI estimations
- Lecture content will be reinforced and practiced in the field portion of this course

Communication Skills

- Students will apply their communication and analytical skills by writing a final evidence report and completing two written exams
- Students will participate in discussions about scientific concepts, methods, ethics and issues

Class Room Policies:

You are required to attend lectures. Attendance will be taken through the use of classroom sign-in sheet. *More than four (4) unexcused lecture absences are considered excessive and you will receive a grade of F.* Arriving late or leaving early is a one-half absence. Absences will only be excused when proper documentation is provided (i.e., a doctor's note for illness).

If you miss an exam (or foresee that you will miss an exam) for any reason, you MUST contact the instructor *as soon as humanly possible*. If the reason is considered an excusable reason (i.e. illness, personal crisis, etc.) you must provide valid documentation in order to be eligible for a scheduled re-write. You must contact the instructor immediately and you arrange to take the exam BEFORE the corrected exams are returned. This is only allowed ONCE. Any other missed exam will result in an automatic ZERO, regardless of the reason.

Statement of the College Policy on Plagiarism:

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments

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

(From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)

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.

Accommodations for Students with 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.

Blackboard:

Important course announcements, lecture notes, suggested homework assignments, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Students are responsible for checking their John Jay e-mail account regularly.

Contact DoIT, not your course instructor, for help with e-mail or Blackboard

Resources: Students have access to the computers in the Science/Mathematics Learning Center, Academic Computing and the Library.

The library resources for this course are extensive and include general periodical indexes such as EBSCOhost Academic Search Premier, and science/forensic science indexes such as General Science Abstracts, InfoTrac Health Reference Center Academic, PubMed, Forensic Bibliographic Database, and the FORENSICnetBASE. Full-text journal collections include Elsevier's Science Direct and the American Chemical Society journals.

Weekly Course Outline:

FOS 824 Fall 2017 Lecture Schedule – New name FOS762		
#	Class Meeting	Lecture Topic
1	Aug 29	Path 1: Intro to FOS 824 / Crime Scene Recovery/ Time of Death and Taphonomy
2	Sep 05	Monday schedule NO CLASS
3	Sep 12	Path 2 Inquest, exhumation and taphonomy
4	Sep 19	No Class
5	Sept 26	Path 3 Tissue Architecture and Mechanisms of trauma – Penetrating trauma: firearm and sharp force
6	Oct 03	Path 4 Tissue Architecture and Mechanisms of trauma – blunt trauma
7	Oct 10	Path 5 Trauma - Injuries to Head, Neck, Thorax, Abdomen, Pelvis, Genitalia, Vertebral column and Bones
8	Oct 17	Midterm Exam
9	Oct. 24	Topic: Introduction to entomology and forensically important insects: flies, beetles, wasps and moths FE Text: Chapter 1, 2 Selected Readings: Payne, J.A. (1965). A summer carrion study of the baby pig, <i>Sus scrofa</i> Linnaeus. <i>Ecology</i> 46: 592-602. Greenberg, B. (1991). Flies as forensic indicators. <i>J. Med. Entomol.</i> 28(5): 565-577.
10	Oct. 31	Topic: Methods involved in forensic entomology, collection, rearing and preservation techniques FE Text: Chapters 3, 4, 8 Selected Readings: TBA
11	Nov 7	FIELD-BASED ACTIVITY – Recovery of remains and collection of pathological and entomological evidence
13	Nov 14	Topic: Strengths and weaknesses to using maggot age and development for PMI estimations FE text: Chapter 4, 9, 10 Selected Readings: TBA
14	Nov 21	Topic: Strengths and weaknesses to using insect succession for PMI estimations FE text: Chapter 5, 6 Selected Readings: TBA
15	Nov. 28	Topic: Other uses of insects in legal investigations – entomotoxicology, DNA identification, drugs and weapons trafficking, bloodstain alterations, child/elderly abuse and neglect FE text: Chapter 12, 13, 18
16	Dec. 5	Topic: Evidence reports and testimony: practical, ethical and legal concerns; professional code of conduct FE text: Chapter 14
17	Dec. 12	Final Exam (Forensic Entomology) Evidence Reports Due (Pathology/Entomology)

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date of Program Approval: October 30, 2018

Date of CGS Approval: November 6, 2018

1. Contact information of proposer(s):

Name(s)	Email(s)	Phone number(s)
Rosemary Barberet	rbarberet@jjay.cuny.edu	212-237-8676

2. Course details:

Program Name	International Crime & Justice MA
Course Prefix & Number	ICJ 750
Course Title	Special Topics in International Crime & Justice
Catalog Description	This course will allow students an in-depth analysis of 21st century challenges facing the field of international crime and justice. The specific topic of study will be chosen by the instructor each term.
Pre- and/or Corequisites (specify which are pre, co, or both)	None
Credits	3
Contact Hours (per week)	3
Lab Hours	0

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

This course will allow students to examine topics of interest in the field of international crime and justice that are covered only superficially or not at all in other IC&J electives and core.

Students have expressed an interest and a need for specialized topics within the field of international crime & justice that may potentially focus on specific countries, regions or types of crimes not already covered. Students can benefit from enrollment in this course and satisfy (1) elective requirement to complete their degree. The experimentation of such a course is also beneficial to the program itself in that it may potentially find the need to expand elective courses on specific topics not already offered. Furthermore, by the creation of this course the program may be able to take advantage of visiting scholars and professors who have expertise in a particular area of ICJ.

4. Degree requirements satisfied by the course:

Elective for the ICJ MA

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

Yes _____ No _____

If yes, please provide the following:

- I. Semester(s) and Year(s):
- II. Teacher(s):
- III. Enrollment(s):
- IV. Prerequisite(s):

6. Learning Outcomes:

a. What will students be able to demonstrate knowledge or understanding of or be able to do by the end of the course?

- Appreciate the historical background of the special topic(s) in question in order to understand the origins of crime and justice around the globe;
- Analyze and contextualize international crime & justice concerns and the international responses to them;
- Understand the reasons why there are challenges in obtaining justice for international crimes based on globalization, political/social/economic and legal discourse;
- Formulate a final research project related to challenges of international crime & justice and propose policy recommendations to stakeholders;
- Participate in an interactive classroom environment that will allow the student to engage in practical learning through classroom debates, presentations and group activity.

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

Will vary by topic. See sample syllabus for example.

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

Kathleen Collins was consulted

8. Identify and assess the adequacy of available library resources**a. Databases**

The library contains a strong a rich collection in international criminal justice topics, and our librarians have compiled a wonderful online guide to International Criminal Justice resources at <http://guides.lib.jjay.cuny.edu/c.php?g=288352&p=1922621>.

b. Books, Journals and eJournals

The library contains a strong a rich collection in international criminal justice topics, both electronic and in its stacks.

9. Identify recommended additional library resources

None

10. Estimate the cost of recommended additional library resources (For new courses and programs):**11. Please list any specific bibliographic indices/databases to which students will be directed for this course.** (Please check the list of databases licensed by the library before answering this question).

Specific databases may vary by topic, but the library has access to all major criminal justice databases.

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

Yes _____ X _____ No _____

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

13. Proposed instructors:

Will vary by topic.

14. Other resources needed to offer this course:

None.

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

N/A

16. Syllabus

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

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

See attached sample syllabus.

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

**ICJ 750: Special Topics in International Crime & Justice
[Semester and year]**

Instructor	Course time
Contact information	Course location

Textbooks recommended:

- Natarajan, M. (Ed.). (2010). *International Crime and Justice*. Cambridge: Cambridge University Press. doi:10.1017/CBO9780511762116
- Weber, L., Marmo, Marinella, & Fishwick, Elaine. (2014). *Crime, justice and human rights*. New York, NY: Palgrave Macmillan.
- Reichel, P. (2005). *Handbook of transnational crime & justice*. Thousand Oaks, Calif.: Sage Publications.
- Smith, C.J., S.X. Zhang and R. Barberet (Eds.), *Routledge handbook of criminology: An international perspective..* London: Routledge.

There will also be course readings on the class Blackboard site.

COURSE DESCRIPTION

This course will allow students an in-depth analysis of 21st century challenges facing the field of international crime and justice. The specific topic of study will be chosen by the instructor each term.

LEARNING OBJECTIVES

The main goal of this course is to provide an in-depth look at topics in international crime and justice and understand the various challenges facing the field of study in the 21st century.

Student will:

- *Appreciate the historical background of the special topic(s) in question in order to understand the origins of crime and justice around the globe;*
- *Analyze and contextualize international crime & justice concerns and the international responses to them;*
- *Understand the reasons why there are challenges in obtaining justice for international crimes based on globalization, political/social/economic and legal discourse;*
- *Formulate a final research project related to challenges of international crime & justice and propose policy recommendations to stakeholders;*
- *Participate in an interactive classroom environment that will allow the student to engage in practical learning through classroom debates, presentations and group activity.*

USE OF BLACKBOARD

This course will make extensive use of Blackboard for course management. Students should open their personal accounts as early as possible.

- **Blackboard:** This course uses Blackboard, a Web-based course management system in which a password-protected site is created for our course. Blackboard will be used to distribute course materials, to communicate and collaborate online, to disseminate assignment instructions, to post grades, and to take online quizzes and surveys. You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date. Blackboard is available at <https://bbhosted.cuny.edu/>.
- **SafeAssign:** In an effort to detect and prevent plagiarism, instructors will use a tool called SafeAssign within the Blackboard environment to compare a student's work with multiple sources. It then reports a percentage of similarity and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, that judgment must be made by the individual faculty member. You will use SafeAssign to submit your assignments.
- **Announcements:** Announcements will be posted on Blackboard on a regular basis. They will appear on your Blackboard dashboard when you log in and/or will be sent to you directly through your preferred method of notification from Blackboard. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.
- **Questions:** If you have questions about things that relate to the course, such as clarification about assignments, course materials, or assessments please feel free to post them on Blackboard. Please post these in the **QUESTION FORUM** which you can access by clicking the **DISCUSSIONS** button in the course navigation links. This is an open forum, and you are encouraged to give answers and help each other. You are also highly encouraged to raise questions in class as well.

COURSE REQUIREMENTS

Class Participation 20%: Regular class attendance alone is not enough to receive participation credit. Students will contribute to class discussion with their comments, observations, and questions. Commenting on reading assignments and offering encouragement and criticism on others' contributions are the criteria on which participation credit will be given. While not all students are extroverted or have an articulate position on all topics, it is expected that all have something worthwhile to offer to at least an occasional topic.

Group Project: 15%: At the beginning of the semester, each student will have the opportunity to sign up for a special topic of interest and contribute to a final group project. Each group will consist of 4-5 students and **ALL** students are expected to contribute to the final project. Each group will present a 5-7 minute PowerPoint (or other approved format) presentation on their topic that can include: historical background on the selected topic, the status of this topic today

(what is happening, what is the problem, where is it happening, who is it happening to and by whom), key stakeholders in the pursuit of justice for your topic and a policy recommendation with realistic solutions to your topic. A draft of the final PowerPoint presentation has to be emailed to the professor at least 1 week before the presentation.

Class Debate: 10%: Students will be allowed to select a topic of interest and debate specific international crime and justice challenges. Every student will be assigned to one debate team and the topic will be discussed in advance. Further instructions will be provided. Ideally, there will be a PRO and AGAINST team for the selected topic and there will be a debate that speaks to the solution of the problem at hand. A presentation schedule will be established mid-semester.

Each debate will last for about 40-60 minutes and will take place during class time. Each team will have about 15-20 minutes to explain and defend their arguments. Then the audience will ask additional questions for about 10 minutes. A group leader will be assigned for each team.

- **Opening Statement** (including main arguments), app.6-8 minutes per team. Usually made by team leader, but if necessary could be presented by more than one member (TEAM PRO then TEAM AGAINST). Main arguments should be highlighted in this statement. You could give handouts to audience with key arguments if you want.
- **Debate**, 15 minutes per team Q&A (TEAM AGAINST asks questions first then TEAM PRO asks questions). Each team member is expected to ask at least one question, and also to provide an answer to at least one question from the opposing team. Active participation is required. Each team could ask up to 6 questions during the debate (app. 2 per member).
- **Questions from audience** – 15 minutes (both TEAM PRO and TEAM AGAINST will provide answers).
- **Closing Statement**, 2-5 minutes (TEAM PRO and then TEAM AGAINST)

Example of Debate Topic:

Violence in the Northern-Triangle area of Central America is not a new phenomenon. Men, women and children are subject to gang violence, extortion by gang members and sometimes death if they do not comply with their demands. This has caused massive illegal migration from this region towards the United States, especially the migration of unaccompanied minors. What is the role of the local government, regional bodies and/or the international community? Should the government enforce a “*mano dura*” approach with those suspected of gang membership or is this a matter for a restorative justice approach?

Final Research Presentation 10%: Each student is expected to provide a summary, findings and policy recommendation of their selected final research paper topic in 2,500-3,000 words. Each student will present a 5-7 minute PowerPoint (or other approved format) presentation on their topic that can include: historical background on the selected topic, the status of this topic today (what is happening, what is the problem, where is it happening, who is it happening to and by whom), key stakeholders in the pursuit of justice for your topic and a policy recommendation with realistic solutions to your topic. A draft of the final PowerPoint presentation has to be emailed to the professor at least 1 week before the presentation.

Final Research Paper 35%: This course is a graduate seminar with a heavy focus on research, analysis and writing. Therefore, you are expected to produce a high quality research paper illustrating superior analytical, critical thinking, and writing skills. The paper requires substantial amounts of in-depth research in order to demonstrate a thorough understanding of the problem/crime/justice issue, definitions, and historical background of your selected topics. Each topic can include: historical background on the selected topic, the status of this topic today (what is happening, what is the problem, where is it happening, who is it happening to and by whom), key stakeholders in the pursuit of justice for your topic and a policy recommendation with realistic solutions to your topic. Submit your paper as an **MS Word file** (no other format acceptable!). Name the file as follows: LastnamefirstnameICJ800finalpaper, e.g. “DoeJohnICJ800finalpaper.docx”.

Evaluation Criteria

Your critical papers will be graded based on their structure, the quality of the analysis (understanding of topic and its ability to obtain international justice), your style, and the originality of your arguments (challenging and criticizing other approaches of resolution). Please note that these are not opinion papers.

1. **STRUCTURE:** Provide a thesis statement, i.e., a concise statement of your central argument. Go on to build your argument in a series of well-structured paragraphs. Each paragraph should have a topic sentence and 3 to 5 sentences that clearly support that topic sentence. Each paragraph should also explain ONE idea and have a clear connection to the ONE idea. End with a strong conclusion that clearly explains your thesis to the reader.
2. **ANALYSIS:** Remember that each paragraph should advance your argument. Support your thesis with evidence, always remembering to explain what that evidence means. Where necessary, provide context from other course material. Your analysis should be insightful and it should show how your evidence challenges other analyses. (This requires additional research on your part.)
3. **STYLE:** Clarity comes from knowing what you mean and saying it plainly. Clear, active, powerful writing will help you earn a better grade. Revise your paper to remove wordiness, redundancy, passive voice, and inactive verbs. Also make sure that your **grammar** and **spelling** are correct.
4. **ORIGINALITY:** Although you can get a good grade for a paper based on arguments presented in lectures or readings, “A” papers should offer more original insights and arguments. Build your paper on evidence and arguments from your readings and in-class discussions, but push your insights further than what is covered in class. The best papers in this class will be submitted to John Jay’s Finest, or the professor will encourage you to submit it to one of several available student paper competitions for criminologists.

News Guide/Discussion Facilitator 10%: Each student will be responsible for finding an article related to the topic of the week’s discussion. The article should be fairly recent (last 2 years) and should shed light on a specific issue and what challenges are faced. Students are expected to provide 250-300 (double-spaced, be concise!) summary in addition to the presentation that explains: what is the problem, where is the problem, who is it affecting and who is orchestrating the problem. Each student is responsible for knowing the content of the assigned reading for that

day and drawing a connection between the class reading and the news article. The summary needs to be clearly written and fundamentally grammatical but they are not intended to represent your most polished prose. The summary should be submitted on the day of the (informal) presentation (no power point necessary). Each student is expected to present their article in 3-5 minutes and pose 1-2 questions to the class.

Your overall performance will be evaluated using the standard John Jay College plus/minus grading scale. Grade Numerical Value Percentage Equivalent:

A 93.0-100.0

A- 90.0- 92.9

B+ 87.1- 89.9

B 83.0- 87.0

B- 80.0- 82.9

C+ 77.1- 79.9

C 73.0- 77.0

C- 70.0- 72.9

F 70 and below

Any extra credit for the course will be at the discretion of the professor and be added to the student's final semester grade for the course. If offered, it will be available to the entire class.

ATTENDANCE

Regular attendance is important, as good performance on the exams will require knowledge of material presented in classes, which is not always fully covered in the text. Hence, any absence will be likely to affect grades. Missing more than two week's classes will result in a reduced grade. Also informed class participation is a key element of this course. You are expected to participate in class discussions in a frequent and constructive way. This will help you understand your readings and assimilate knowledge more efficiently. Readings will be assigned each week from the required books as well as supplementary materials. You must read all the assigned materials in due time and come to class ready to critically analyze and discuss them. You may be randomly selected to answer specific questions related to your weekly readings and/or current events.

JJC ACCOUNT

Only your official John Jay student e-mail address will be used for all course-related notifications. It is your responsibility to check your John Jay e-mail on a regular basis. If you do not check your John Jay e-mail regularly, please make sure that you have it forwarded to your preferred account (e.g., AOL, Hotmail, Gmail) so that you can receive and reply to class-related messages in a timely fashion.

ACCESSIBILITY SERVICES/ADA POLICY

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 L.66.00 (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.

CITATION STYLE

The American Psychological Association (APA) citation style must be used for all written assignments. Further details about this citation style can be found in the APA Style Manual available here: <http://guides.lib.jjay.cuny.edu/c.php?g=288322&p=1922429>

Please read carefully the APA guidelines and cite accordingly.

WRITING QUALITY

This course requires that students to pay close attention to their writing skills. Students are highly encouraged to copy-edit their writing assignments before submission. Here are some recommendations:

- proofread the text several times;
- read it out loud, make an appointment with a tutor at the Alan Siegel Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>); ask peers, friends, or family to help with proofreading.
- Students should edit not only for grammar but also style. Academic writing need not be complicated, but it does need to have an element of formality. The choice of words for an academic assignment should be more considered and careful.
 - Here are some recommendations:
 - Avoid contractions (use “do not” rather than “don’t”);
 - Do not stereotype, generalize, or make assumptions. Sentences that start with “I feel” or “I believe” often signal unsupported statements;
 - Rely primarily on paraphrasing, not direct quotes. In scientific writing, paraphrasing an author’s ideas is more common than using direct quotes.
- The professor reserves the right to stop reading a written assignment after finding multiple grammar and style errors (typos, syntax, sentence structure, punctuation, logical sequence, etc.) that make the content of the essay unintelligible.

THE WRITING CENTER

The Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, 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.

ACADEMIC INTEGRITY

Cheating

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

- Copying from another student during an examination or allowing another to copy your work; Unauthorized collaboration on a take home assignment or examination
- Using notes during a closed book examination

- Taking an examination for another student, or asking or allowing another student to take an examination for you; Changing a graded exam and returning it for more credit
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor
- Preparing answers or writing notes in a blue book (exam booklet) before an examination
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services
- Giving assistance to acts of academic misconduct/dishonesty
- Fabricating data (all or in part)
- Submitting someone else's work as your own
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information

Plagiarism

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the sources
- Failing to acknowledge collaborators on homework and laboratory assignments

Internet plagiarism

- Includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. (From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)
- 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.

COURSE SCHEDULE

Week 1

Required Reading:

Optional Reading:

Week 2

Required Reading:

Optional Reading:

Week 3

Required Reading:

Optional Reading:

Week 4

Required Reading:

Optional Reading:

Week 5

Required Reading:

Optional Reading:

Week 6

Required Reading:

Optional Reading:

Draft group project due

Week 7

Required Reading:

Optional Reading:

Week 8

Required Reading:

Optional Reading:

Week 9)

Required Reading:

Optional Reading:

First draft of final paper due via email by 11:59PM.

Week 10

Required Reading:

Optional Reading:

Student Presentations:

Week 11

Required Reading:

Optional Reading:

Student Presentations:

Week 12

Required Reading:

Optional Reading:

Week 13:

Group Projects Due

Week 14:

Debates for Group 1 & 2

Week 15

Debates for group 3 & 4

Final Individual Paper due: Final Exam Date by 11:59PM via email.

RESOLUTIONS OF THE COLLEGE COUNCIL**FEBRUARY 13, 2019****REVISING THE FACULTY PERSONNEL PROCESS GUIDELINES, SECTION III.E**

WHEREAS, the John Jay College Faculty Personnel Committee, beginning in the fall 2017, convened working groups to study ideas and make recommendations regarding service expectations in the reappointment, tenure and promotion process for faculty, and

WHEREAS, the Faculty Personnel Committee considered and revised these recommendations during meetings held on May 4, 2018, September 21, 2018 and December 14, 2018, and

WHEREAS, at its September 21, 2018 meeting, the Faculty Personnel Committee voted to approve revisions in Section III .E , with associated changes in the wording of Form C line 21, as set forth in the document titled **Second Proposal to Revise the Faculty Personnel Process Guidelines and Form C Regarding Service**, attached, and

WHEREAS, the Faculty Personnel Committee presents this Second Proposal to the College Council, and

WHEREAS, the Faculty Personnel Committee seeks acceptance by the College Council, by a vote of the majority of its members, to **Proposal 2** in the attached document, seeking to revise and simplify guidance for faculty members regarding their service expectations and obligations,

And it is hereby,

RESOLVED, the Faculty Personnel Process Guidelines are hereby amended with respect to section III. E in accordance with the attached document, and it is further

RESOLVED, the Faculty Personnel Committee, acting through the office of the Provost, is hereby authorized and directed to amend the Faculty Personnel Process Guidelines in accordance with these resolutions.



Second Proposal to Revise the Faculty Personnel Process Guidelines and Form C Regarding Service

Updated Background: At the September 2018 open meeting of the FPC an earlier version of this proposal was forwarded to the body for consideration. While most of the proposal was received favorably with a few agreed-upon alterations, there was disagreement about revisions to section III.A. General Guidelines for Candidates. President Mason assigned members Ben Lapidus, Ned Benton, Warren Eller, Demi Cheng, Carmen Solis, Bob DeLucia and Angela Crossman to come to consensus on this section and bring a revised proposal back to the FPC in December. This is that proposal.

Original Background: In October 2016 the “Report on Mandated Committees” revealed that faculty and staff at John Jay devoted 10,544.5 person hours participating in meetings on 197 committees for the college and university. This report noted that the 2015 COACHE survey at John Jay had revealed that faculty rated “Nature of Work: Service” amongst the lowest in CUNY and peer group institutions. The COACHE working group report (June 2016) reported that faculty were frustrated with redundancy of some committees, difficulty of balancing service commitments with research and teaching expectations, lack of clarity of the value of committee work in the personnel process, and the large burden committee work places on small departments. In response to those issues President Mason and interim Provost Lopes tasked a working group of FPC and Faculty Senate members to study ideas and make recommendations on service expectations in the reappointment, tenure and promotion process for faculty in fall 2017. That working group shared their “Report of the Joint Working Group of the Faculty Personnel Committee and the Faculty Senate” (November 2017) in which they outlined four key recommendations:

- Increase the number of professors so that more faculty are available to engage in the key activities.
- Revise instructional workload expectations so that faculty members have time to engage in the key activities.
- Revise the Faculty Personnel Process Guidelines (FPPG) to encourage reasonable levels of engagement in the key activities by all faculty members at all stages of the personnel process.
- Revise the FPPG to encourage leadership, engagement and service at all stages of the faculty

In response to those recommendations, interim Provost Lopes held four open-session faculty focus groups to elicit faculty responses to the working group report. From these sessions interim Provost Lopes identified further considerations which she outlined in a document she shared with the Faculty Personnel Committee at their May 4, 2018 meeting. President Mason then charged the Associate to the Provost for Faculty, Allison Pease, and two academic department chairs, Shu-Yuan “Demi” Cheng (Sciences) and Carmen Solis (SEEK) to solicit further feedback on the reports and other issues with service, and then to propose how the FPC might address faculty concern with service.

Recognizing the limits of what is within the purview of the Faculty Personnel Committee to effect with regard to service expectations for faculty, we propose to change the wording of the guidelines and Form C in an attempt to make the value and expectations of faculty service more clear, and to guide those who produce and evaluate Form Cs as to what they should consider, both in individual cases and across the college.

Proposal 1: Revise the Wording of the Form C Regarding Service

Explanation: First, we propose to change the wording on the Form C, line 21, which asks candidates to describe their service. The new wording is more clear as to how to list and contextualize one's service work by asking them to list all activities since appointment to current rank, and to provide evidence of effective service by explaining the nature and time allotted for those commitments.

Current FORM C:

21. List Service Activities (Indicate whether departmental, college, and/or university service; note where student-focused)

Proposed FORM C Wording:

21. Referring to the guidelines in section III.E "Service" in the Faculty Personnel Process Guidelines, list your service commitments since appointment to your current rank, indicating whether compensated or uncompensated. Provide evidence of effective service to students, department, college, and/or university and, if applicable, to your scholarly or professional community of practice.

Proposal 2: Revise Language in Section III.E Service of the Faculty Personnel Process Guidelines

Explanation: The revisions to this language attempt to simplify expectations for what service is, as well as the expectation that one's service commitment increases as one moves up the ranks. The language attempts to be capacious, allowing for individual and unique contributions, but clear that the onus is on the candidate to explain how such contributions support students, departments, the college and/or university, or a scholarly or professional community of practice.

III. GUIDANCE FOR CANDIDATES AND PERSONNEL COMMITTEES

[bolded, underlined language indicates additions to the revised September 2018 draft, per FPC discussion or the President-appointed revision group]

III.A. General Guidance for Candidates

..... [all text remains same save final paragraph]

In considering individual cases extraordinary performance in one or more areas can sometimes be judiciously balanced to compensate for lesser or perceived lesser contributions in another area. Candidates and their chairs should identify in the Form C and in the Annual Evaluation how judicious balance is being achieved and may consider developmental circumstances of the candidate's discipline or department, such as department size and or newness and growth rates of programs.

III.E. Service

III.E. 1. Department, college, and university service, as well as service to students outside of teaching and mentoring, is recognized as important in considering a candidate for reappointment, tenure, C.C.E. or promotion to either Associate or full Professor, as well as in reappointment and the granting of tenure. The expectation for service increases as one moves up the ranks. While candidates for C.C.E., tenure, and Associate Professor are expected to demonstrate a commitment to in their first year and in subsequent years to provide effective service

~~that supports students, departments, the college, and/or university, candidates for Associate full Professor should have an established record of service of continuing and increasingly significant service and leadership and service to the college community and/or university as well as the candidate's scholarly or professional community of practice. Candidates for full Professor should have established records of continuing and increasingly significant service to the college and to the outside community.~~

~~III.E.2. Service that supports students may include, but is not limited to, advising of student clubs, student advising or other activities outside of teaching and mentoring that support student engagement and success. Service that supports departments may include, but is not limited to, serving on department committees such as program assessment or personnel & budget committees, development of curriculum, or other activities necessary for the governance and continued development of a department. Service that supports the college may include, but is not limited to, serving as a member of the faculty senate, the UCASC, or other chartered committees, development of an academic program, or any other activity that supports the governance and development of the college. Service that supports the university may include, but is not limited to, representing the college on a university-wide committee, or supporting other university-wide projects or any activity that supports the governance or development of the university. Service leadership may include chairing committees or departments, coordinating majors or academic programs, representing the PSC-CUNY at any level or any other activity in which one takes on responsibility for the running of a college or university entity. It is recognized throughout the college that certain activities and committees take a significant amount of time and energy and have a significant impact on the college community. These may include, but are not limited to:~~

- ~~• participation on the Faculty Senate and College Council (as department representative or at large)~~
- ~~• at large member of the FPC;~~
- ~~• participation on the College Curriculum and Academic Standards Committee (UCASC) and its subcommittees;~~
- ~~• advising of student clubs;~~
- ~~• Chairing of, and participation in, various ad hoc committees (such as Middle States)~~
- ~~• college representation on the PSC-CUNY Research Foundation;~~
- ~~• service as chair or college administrator;~~
- ~~• leadership and participation in conferences, colloquia, and symposia held at the college or the university; and~~
- ~~• participation on the University Faculty Senate~~

~~III.E.3. Candidates should clearly document the nature and time commitment of their service on the Form C, and include it also in the self-evaluation narrative. Any published materials resulting from such service, for which the candidate is responsible, may be included in the file.~~

~~III.E.4. The name of the chairperson of the committees on which the candidate has served should be noted next to the name of the committee on the Form C. The department chair will be responsible for contacting the chairs of those committees for comments on the candidate's contribution. It is appropriate that this information be shared with the personnel committees at each level of the process. Candidates are also encouraged to document their file with letters that describe their service when extraordinary, such as letters of thanks from committee chairs or program managers.~~

~~III.E.4. Service thus consists of not merely being a formal member of a committee, but will be is evaluated in terms of level of work involved, attendance, participation, and contribution.~~

~~III.E.5. A candidate may offer evidence of pertinent and significant community and public service in support of reappointment, tenure or promotion. Evidence of such service may include, but not be limited to:~~

- Service provided to community organizations with purposes broadly related to the mission of the college and the areas of focus of the college's academic programs;
- Service to professional organizations related to the candidate's discipline or area of professional expertise;
- Providing public information and education through the news media;
- Providing public education by appearing in public events, documentaries, and other means of public information;
- Service to the federal, state, and local government in special roles such as an advisor, expert, mediator, or compliance monitor; and
- Service as an elected or appointed public official or as a governance board member for an independent organization, provided that the service can be rendered in a manner that complies with applicable CUNY regulations.

Proposed College Council Calendar 2019-2020

Items Due	Executive Committee	College Council Meeting
Monday, August 19, 2019	Thursday, August 29, 2019	Thursday, September 12, 2019
Friday, September 20, 2019	Wednesday, October 2, 2019	Wednesday, October 16, 2019
Friday, October 18, 2019	Wednesday, October 30, 2019	Monday, November 11, 2019
Friday, November 15, 2019	Tuesday, November 26, 2019	Monday, December 9, 2019
Wednesday, January 15, 2020	Tuesday, January 28, 2020	Thursday, February 6, 2020
Friday, February 21, 2020	Wednesday, March 4, 2020	Monday, March 16, 2020
Tuesday, March 17, 2020	Thursday, March 26, 2020	Monday, April 6, 2020
Tuesday, April 7, 2020	Wednesday, April 22, 2020	Monday, May 11, 2020

All meetings begin 1:40 p.m. and are open to the College Community. The Executive Committee of the College Council meets in Room 610 Haaren Hall. The College Council meetings take place in Room 9.64NB.

Additional meetings if needed

Items Due	Executive Committee	College Council Meeting
Tuesday, November 26, 2019	Tuesday, December 10, 2019	Wednesday, December 11, 2019
Tuesday, April 22, 2020	Tuesday, May 12, 2020	Wednesday, May 13, 2020

