



COLLEGE COUNCIL

AGENDA

& ATTACHMENTS

THURSDAY, FEBRUARY 6, 2020

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

Thursday, February 6, 2020

1:40 p.m.

9.64 NB

- I. Adoption of the Agenda
- II. Approval of the Minutes of the December 9, 2019 College Council (attachment A), Pg. 3
- III. Approval of Members of the College Council Committees (attachment B), Pg. 6

College Council

- Cassandra De Ketelaere replaced Karim Adnane as a senior class student representative.

Undergraduate Curriculum and Academic Standards Committee

- Bhawna Kapoor resigned as a student representative.

Committee on Student Interests

- Tayvhon Pierce was elected as a student representative.

Committee on Graduate Studies

- Timothy Botros replaced Walter Velas as a student representative.

Committee on Student Evaluation of the Faculty

- Melkisedec Francois was elected as a student representative.

- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C11) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

- C1. Proposal to Revise the College Option of the Gen Ed Program, Pg. 23
- C2. Proposal to Revise the BS in Economics, Pg. 32
- C3. Proposal to Revise the BS in Applied Mathematics, Pg. 36
- C4. Proposal to Revise the Minor in Community Justice, Pg. 41
- C5. Proposal for a New Minor in Social Entrepreneurship & Innovation, Pg. 45

New Courses

- C6. SEI 1XX Social Entrepreneurship: Past, Present & Future (CO: Learning from Past), Pg. 56
- C7. MAT 2XX Elements of Mathematical Proof, Pg. 74

Course Revisions

- C8. MAT 204 Discrete Structures, Pg. 82
- C9. MAT 302 Probability & Mathematical Statistics II, Pg. 84

Academic Standards

- C10. Revision of Policy on Grade Appeals, Pg. 86
- C11. New Policy for Freshman Forgiveness, Pg. 88

- V.** Notification of name change from the Prisoner Reentry Institute to the Institute for Justice and Opportunity (attachment D), Pg. 91
- VI.** New Business
- VII.** Administrative Announcements – President Karol Mason
- VIII.** Announcements from the Student Council – President Musarrat Lamia
- IX.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- X.** Announcements from the HEO Council – President Brian Cortijo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

December 9, 2019

The College Council held its fourth meeting of the 2019-2020 academic year on Monday, December 9, 2019. The meeting was called to order at 1:48 p.m. and the following members were present: Saaif Alam*, Schevaletta (Chevy) Alford, Andrea Balis, Warren (Ned) Benton, Chelsea Binns, Marta Bladek, Teresa Booker, Avram Bornstein, Sudhendra Budidi*, Dara Byrne, Anthony Carpi, Jasmine Chevez, Marta Concherio-Guisan, Brian Coritijo, Lissette Delgado-Cruzata, Jarrett Foster*, Rulisa Galloway-Perry, Robert Garot*, P.J. Gibson, Heath Grant, Amy Green, Maria (Maki) Haberfeld, Ellen Hartigan, Karen Kaplowitz, Musarrat Lamia, Yuk-Ting (Joyce) Lau, Anthony Leonardo, Daiquan Llewellyn, Yue Ma, Peter Mamel, Terencia Martin, Karol Mason, Mickey Melendez, Sari Mendoza, Catherine Mulder, Fidel Osorio, Kimberly Paredes, Hyunhee Park, Edward Paulino, Michael Scaduto, David Shapiro, Francis Sheehan, Steven Titan, Roberto Visani, Hung-Lung Wei, Rebecca Weiss, Janet Winter, and Guoqi Zhang.

Absent: Karim Adnane, George Andreopoulos, Elton Beckett, Lucas Carvalho, Glenn Corbett*, Silvia Dapia, Sven Dietrich, Adam Fane, Aaliyah Francis, Joel Freiser, Gail Garfield, John Gutierrez, Michelle Holder, Erica King-Toler, Yi Li, Allison Pease, John Pittman, Charles Stone, Marta-Laura Suska, and Violet Yu.

Guests: Eric Doering, Crystal Endsley, Wynne Ferdinand, Kathy Killoran, Daniel Matos, and Roblin Meeks.

* Alternates

I. Adoption of the Agenda

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

II. Approval of the Minutes of the November 11, 2019 College Council

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1-B9) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Programs

B1. Proposal to Revise the BA in Political Science

A motion was made to adopt the program revision marked “B1. Proposal to Revise the BA in Political Science.” The motion was seconded and approved unanimously.

B2. Proposal to Revise the BA in Law and Society

A motion was made to adopt the program revision marked “B2. Proposal to Revise the BA in Law and Society.” The motion was seconded and approved unanimously.

B3. Proposal for a New Minor in Emergency Management

A motion was made to adopt the proposal marked “B3. Proposal for a New Minor in Emergency Management.” The motion was seconded and approved unanimously.

New Courses

B4. AFR 2XX (202) Hip Hop Justice (Flex Core: Creative Expression)

A motion was made to adopt the new course marked “B4. AFR 2XX (202) Hip Hop Justice (Flex Core: Creative Expression).” The motion was seconded and approved unanimously.

B5. SCI 100 Case Studies in the Sciences: First Year Seminar (College Option: Justice Core I)

A motion was made to adopt the new course marked “B5. SCI 100 Case Studies in the Sciences: First Year Seminar (College Option: Justice Core I).” The motion was seconded and approved unanimously.

Course Revisions

A motion was made to vote on the course revisions marked B6 – B9 as a slate. The motion was seconded and approved unanimously.

- B6. ACC 307 Forensic Accounting I
- B7. ACC 309 Forensic Accounting II
- B8. MAT 341 Advanced Calculus
- B9. MAT 410 Abstract Algebra

A motion was made to adopt the course revisions marked B6 – B9. The motion was seconded and approved unanimously.

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

A motion was made to adopt the proposal “Changes to the College Council Charter” with the resolution that the changes take effect August 1, 2020. The motion was seconded and approved.

In Favor: 46

Opposed: 0

Abstention: 1

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

A motion was made to adopt the proposal “Changes to the College Council Bylaws.” The motion was seconded and approved unanimously.

VI. Approval of Members of the College Council Committees (attachment E)

A motion was made to approve the membership with the following changes:

College Council

- Euxhenia Hodo was elected as a graduate student representative.

Committee on Student Interests

- Gina George replaced Rafia Hossian as a student representative.

Committee on Student Evaluation of the Faculty

- Melkisedec Francois was elected as a student representative.

Committee on Honors, Prizes and Awards

- Rafia Hossian resigned as a student representative.

The motion was seconded and approved unanimously.

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

A motion was made to cancel the December 11, 2019 additional meeting. The motion was seconded and approved.

In Favor: 46

Opposed: 0

Abstention: 1

VIII. Determination of Need for the Tuesday, December 10, 2019 Executive Committee of the College Council Meeting

A motion was made to cancel the December 10, 2019 additional meeting. The motion was seconded and approved unanimously.

The meeting was adjourned at 2:35 p.m.



**College Council
Membership**

&

**College Council
Committees**

2019-2020

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College Council Membership

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

Administration

- | | |
|--|-----------------|
| 1. President (Chairperson) | Karol Mason |
| 2. Provost and Vice President for Academic Affairs | Yi Li |
| 3. Vice President for Finance and Administration | Steven Titan |
| 4. Interim Vice President for Enrollment Management and Student Affairs | Ellen Hartigan |
| 5. Interim Dean of Graduate Studies | Avram Bornstein |
| 6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| 7. Associate Provost and Dean of Research | Anthony Carpi |
| 8. Interim Associate Provost for Institutional Effectiveness | Allison Pease |

Faculty

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

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

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

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

Higher Education Officers elected by the Higher Education Officers Council:

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

- One Higher Education Officers alternate who may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative:

Jarrett Foster

Students

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

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

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

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

• President (Chairperson)	Karol Mason
• Provost and Vice President for Academic Affairs	Yi Li
• Vice President for Finance and Administration	Steven Titan
• Interim Vice President for Enrollment Management and Student Affairs	Ellen Hartigan
• President of the Faculty Senate	Warren (Ned) Benton
• Vice-President of the Faculty Senate	Karen Kaplowitz
• Two (2) other members of the Faculty Senate	
1. Andrea Balis	
2. Francis Sheehan	
• President of the Higher Education Officers Council	Brian Cortijo
• Vice-President of the Higher Education Officers Council	Jarrett Foster
• President of the Student Council	Musarrat Lamia
• Vice-President of the Student Council	Fidel Osorio

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President for Finance and Administration Steven Titan
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Warren (Ned) Benton
 2. Karen Kaplowitz
 3. Francis Sheehan
 4. Schevaletta (Chevy) Alford
 5. Sven Dietrich
 6. Joel Freiser
 7. Andrea Balis
- Two (2) higher education officers
 1. Brian Cortijo
 2. Janet Winter
- Three (3) students
 1. Musarrat Lamia
 2. Fidel Osorio
 3. **VACANT**

Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan
- Assistant Dean of Undergraduate Studies Katherine Killoran
- Registrar Daniel Matos
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years
 - 1. Africana Studies Crystal Endsley
 - 2. Anthropology Kimberley McKinson
 - 3. Art and Music Erin Thompson
 - 4. Communication & Theater Arts Lorraine Moller
 - 5. Counseling and Human Services Nancy Velasquez-Torres
 - 6. Criminal Justice Valerie West
 - 7. Economics Sara Bernardo
 - 8. English Karen Kaplowitz
 - 9. History Andrea Balis
 - 10. Interdisciplinary Studies Program (ISP) Nina Rose Fischer
 - 11. Library Maria Kiriakova
 - 12. Latin American & Latinx Studies Suzanne Oboler
 - 13. Law, Police Science & CJA Beverly Frazier
 - 14. Mathematics & Computer Science Michael Puls
 - 15. Modern languages & Literature **Fall:** Vicente Lecuna
Spring: Maria Julia Rossi
 - 16. Philosophy Sergio Gallegos
 - 17. Political Science Ke Li
 - 18. Psychology Michael Leippe
 - 19. Public Management Judy-Lynne Peters
 - 20. Sciences Angelique Corthals
 - 21. Security, Fire & Emergency Management **Fall:** Susan Pickman
Spring: Lucia Velotti
 - 22. SEEK Virginia Diaz-Mendoza
 - 23. Sociology **Fall:** Jayne Mooney
Spring: Henry Pontell
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0.
 - 1. Katelynn Seodarsan
 - 2. Sudhendra Budidi
 - 3. **VACANT**

Committee on Student Interests

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

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

Faculty-Student Disciplinary Committee

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

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

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

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

Committee on Faculty Personnel

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

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

- | | |
|---|---------------------------|
| • 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 Gordon-Nembhard |
| 2. Anthropology | Alisse Waterston |
| 3. Art and Music | Benjamin Bierman |
| 4. Communication and Theater Arts | Seth Baumrin |
| 5. Counseling and Human Services | Katherine Stavrianopoulos |
| 6. Criminal Justice | Brian Lawton |
| 7. Economics | Jay Hamilton |
| 8. English | Jay Gates |

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| 9. History | David Munns |
| 10. Interdisciplinary Studies Department | Katie Gentile |
| 11. Latin American and Latinx Studies | Jose L. Morin |
| 12. Law, Police Science, and Criminal Justice Administration | Peter Moskos |
| 13. Library | Larry Sullivan |
| 14. Mathematics and Computer Science | Douglas Salane |
| 15. Modern Languages and Literatures | Bettina Carbonell |
| 16. Philosophy | Jonathan Jacobs |
| 17. Political Science | Andrew Sidman |
| 18. Psychology | Angela Crossman |
| 19. Public Management | Warren Eller |
| 20. Sciences | Shu Yuan Cheng |
| 21. Security, Fire and Emergency Management | Charles Nemeth |
| 22. SEEK | Monika Son |
| 23. Sociology | Robert Garot |
- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Mangai Natarajan, Professor, Criminal Justice
 2. Elise Champeil, Professor, Sciences
 3. Michael Pfeifer, Professor, History
 - Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
 1. Warren (Ned) Benton, Professor, Public Management
 2. Brian Arbour, Associate Professor, Political Science
 3. Aftab Ahmad, Professor, Mathematics and Computer Science
 - The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 1. **VACANT**
 2. **VACANT**

Budget and Planning Committee

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

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

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

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

Financial Planning Subcommittee

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

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

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

Strategic Planning Subcommittee

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

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

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

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

Committee on Graduate Studies

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

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

Committee on Student Evaluation of the Faculty

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

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

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

Provost Advisory Council

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

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

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:

- 20

25. Library	Karen Okamoto
26. Philosophy	Amie Macdonald
27. Police Studies	Joe Pollini
28. Political Science	Brian Arbour
29. Public Administration	Elizabeth Nisbet
30. Security Management	Robert McCrie
31. Sociology	Jayne Mooney
32. Spanish	Aida Martinez-Gomez
33. Toxicology	Shu-Yuan Cheng (Demi)

*Co-coordinators

Committee on Honors, Prizes and Awards

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

- Interim Vice President for Enrollment Management and Student Affairs (Chairperson) Ellen Hartigan
- Assistant Vice President and Dean of Students Michael Sachs
- Senior Director for Student Affairs Danielle Officer
- Three (3) full-time members of the faculty
 1. Madura Bandyopadhyay
 2. Kevin Wolff
 3. **VACANT**
- Three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of 3.0. Student representatives shall not be seniors.
 1. Rafia Hossain
 2. Rachel Goryachkovsky
 3. **VACANT**

College-Wide Grade Appeals Committee

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

1. Toy-Fung Tung
2. Melinda Powers
3. Brian Montes
4. Teresa Booker
5. P.J. Gibson

College-Wide Assessment Committee

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

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

Special Committee of the College Council **Committee on Faculty Elections**

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

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

PROPOSAL

TO: UCASC

FROM: Wynne Ferdinand, Director of General Education and Educational Partnerships
and the Courses/Gen Ed Subcommittee

RE: Revision to College Option: Justice and the Individual Category to include 200
level transfer seminar option

DATE: 12/8/19

Effective date: Fall 2021

Proposal

This is a proposal to revise the College Option general education requirements to include a 200 level Justice and the Individual course for transfer students entering at sophomore standing (30-59 transfer credits) and without an associate degree.

Creating a Justice and the Individual General Education requirement at the 200 level will increase sophomore transfer success by developing students' inquiry skills in preparation for major coursework, supporting effective transitions to John Jay and introducing the college's justice mission. Without this course, sophomore transfers will complete fewer college option courses than native John Jay students, thus missing the opportunity to develop a strong academic foundation required for success in their majors.

See Appendix A for the proposed amendment to the General Education Requirements. This revision will require sophomore transfer students to complete nine college option credits, including the 200 level transfer seminar, a 300 level justice core course, and either a learning from the past or communications course. General learning outcomes for the course will focus on development of students' inquiry and collaboration skills and development of the habits of mind and community awareness required to manage academic responsibilities and persist to graduation. See Appendix C for proposed outcomes.

Context and Rationale

Sophomore transfer students are a vulnerable population not served by the college's existing programming. Last year, about 30% of transfer students who were dismissed had enrolled at sophomore standing in the prior three semesters. The addition of the 200 level Justice and the Individual course will increase sophomore student success, and reduce the dismissal rate, using similar, proven strategies as those currently applied in first year and 300 level transfer seminars.

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

Assessment data shows that participation in first year and transfer seminars increases persistence and success. Further, since seminar students receive targeted communication and outreach, barriers to continued enrollment, like bursar holds, are reduced. (See table 4, appendix B, for comparison of bursar holds for transfer students). Justice 100 level course offerings now serve nearly 100% of students entering John Jay as first year students. This effort by departments has led to increases in first year student success and retention over the past five years. Likewise, transfer students who enroll in a 300 level justice core transfer seminar persist and graduate at higher rates than their peers. (See tables 2 and 3, appendix B for recent first year and transfer student retention data).

Each semester, 1500-1800 students matriculate as transfers at the college, and 25% or more of these students enter at sophomore standing. A 200 level transfer seminar will serve 200-400 sophomore transfers each semester and increase the number of college option courses they complete. Since majority of sophomore transfer students have completed prior coursework to satisfy the Learning from the Past or the Communications areas, they may only complete three credits in the College Option in the current model.

Therefore, a new College Option 200 level Justice Core requirement is an opportunity to engage more sophomore transfers in coursework that introduces the college's justice mission, scaffolds skills development, and introduces resources and strategies for academic and professional success.

Table 1 in Appendix B demonstrates that the addition of the 200 level offering will minimally impact course offerings in the Learning from Past and Communications areas, since ~75% of sophomore transfer students bring in a course satisfying one of those areas. Departments offering courses in those areas can also create 200-level justice core courses, and use them as recruitment vehicles for their degree programs.

This change also allows the college to return to the model for general education that John Jay faculty proposed prior to CUNY's initiative, which included scaffolded courses within the Justice Core area to intentionally build skills across the 100-200-300-level courses.

Note: Revision of the College Option Justice Core general education requirements is within the purview of the college. Each senior college has wide latitude in the categories and courses it chooses to include in its College Option, provided the requirements are within the number of credits allowed by CUNY.

Appendix A

Proposed Changes (Highlighted in Yellow)

College Option Requirements for Transfer Students from Associate Degree Programs

with 30 credits or fewer earned	12 credits	3 credits from each College Option category
With greater than 30 and less than 60 credits earned	9 credits	<p>3 credits (1 course) Justice Core I: 200 Level Transfer Seminar</p> <p>3 credits (1 course) from Justice Core II: The Struggle for Justice & Equality in the U.S. OR Justice in Global Perspectives (30-level)</p> <p>3 credits (1 course) from Learning from the Past</p> <p>OR</p> <p>3 credits (1 course) from Communications</p>
With 60+ credits earned; no AA, AS or AAS.	9 credits	<p>3 credits (1 course) from Justice Core II: The Struggle for Justice & Equality in the U.S. OR Justice in Global Perspectives (300-level)</p> <p>3 credits (1 course) from Learning from the Past</p> <p>3 credits (1 course) from Communications</p>
with AA, AS, or AAS earned Associate of Arts (AA), Associate of Science (AS), or Associate of Applied Science (AAS) from any regionally accredited institution of higher education	6 credits	<p>3 credits (1 course) from Justice Core II: Struggles for Justice & Equality in the U.S. OR Justice in Global Perspectives (300-level)</p> <p>3 credits (1 course) from Learning from the Past OR Communication</p>

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

Current 2019-20 Bulletin Text**College Option Requirements for Transfer Students from Associate Degree Programs**

with 30 credits or fewer earned	12 credits	3 credits from each College Option category
with more than 30 credits earned	9 credits	3 credits (1 course) from Justice Core II: The Struggle for Justice & Equality in the U.S. OR Justice in Global Perspectives (300-level) 3 credits (1 course) from Learning from the Past 3 credits (1 course) from Communications
with AA, AS, or AAS earned Associate of Arts (AA), Associate of Science (AS), or Associate of Applied Science (AAS) from any regionally accredited institution of higher education	6 credits	3 credits (1 course) from Justice Core II: Struggles for Justice & Equality in the U.S. OR Justice in Global Perspectives (300-level) 3 credits (1 course) from Learning from the Past OR Communication

Appendix B

Table 1. The majority of sophomore transfer students have completed prior coursework to satisfy the Learning from the Past or the Communications Justice Core General Education requirements.

Sophomore Transfers: Justice Core General Education Requirements Communications and Learning from the Past			
Fall 2018 Sophomore Transfers Enrolled	Communications Transfer Credit	Learning from the Past Transfer Credit	Earned transfer credit for both college option requirements
445	290	69	1
	65%	16%	<1%

Note: CUNY data systems and data entry practices require manual review of course records in some cases, so the actual number of students earning credits in each area is likely higher; the numbers reported here were verified by records in CUNY First and Degreeworks.

Table 2. After efforts from the departments to accommodate more students in first year seminar 100 level Justice Core courses, nearly 100% of First Year Students enroll in a first year seminar. Outcomes for students who participate in a first year seminar far outpace those of students who do not enroll in the course.

FY Student Credit Accumulation and GPA Fall 18-- SP 19						
Fall 2018 First Year Students	Fall 18 Enrollment (09/09/18)	1 year retention rate	Earned 30+ Credits Cumulative F 18 to SP 19	Rate Earned 30+ Credits Cumulative F 18 to SP 19	Earned 30+ Credits & ≥ Cumulative 2.0 GPA	Rate Earned 30+ Credits & ≥ Cumulative 2.0 GPA
All Students	1860	80%	1054	57%	1040	56%
Enrolled in Justice Core 100 First Year Seminar	1811	81%	1052	58%	1018	56%
Did Not Enroll in Justice Core 100 First Year Seminar	49	63%	14	29%	14	29%

Table 3.**Retention and Graduation Rates for Transfer Students**

First semester	# of Students	Retention		Graduation
		One Year	Two Year	Two Year
Fall 2018	1967	76%	-	-
CUNY Justice Academy	820	79%	-	-
Transfer Seminar	268	82%	-	-
No Transfer Seminar	552	77%	-	-
Entered Junior Standing or Higher	663	75%	-	-
Transfer Seminar	76	88%	-	-
No Transfer Seminar	587	73%	-	-
Entered Sophomore Standing	356	73%	-	-
Entered Freshman Standing	128	73%	-	-
Spring 2018	1162	73%	-	-
CUNY Justice Academy	452	76%	-	-
Transfer Seminar	250	85%	-	-
No Transfer Seminar	202	65%	-	-
Entered Junior Standing or Higher	383	69%	-	-
Transfer Seminar	65	75%	-	-
No Transfer Seminar	318	68%	-	-
Entered Sophomore Standing	241	76%	-	-
Entered Freshman Standing	86	62%	-	-
Fall 2017	1880	76%	35%	-
CUNY Justice Academy	761	79%	29%	42%
Transfer Seminar	280	91%	26%	58%
No Transfer Seminar	481	72%	31%	34%
Entered Junior Standing or Higher	630	72%	29%	41%
Transfer Seminar	62	87%	34%	44%
No Transfer Seminar	568	71%	28%	41%
Entered Sophomore Standing	359	77%	48%	-
Entered Freshman Standing	130	69%	57%	-

SOURCE: Calculated by SASP staff using entering first-semester transfer student data.

Table 4**Bursar Holds in First Semester for Transfer Students**

First semester	# of Students	Bursar Hold
Fall 2018	1967	38%
CUNY Justice Academy	820	39%
Transfer Seminar	268	34%
No Transfer Seminar	552	42%
Entered Junior Standing or Higher	663	37%
Transfer Seminar	76	34%
No Transfer Seminar	587	37%
Entered Sophomore Standing	356	37%
Entered Freshman Standing	128	43%
Spring 2018	1162	46%
CUNY Justice Academy	452	46%
Transfer Seminar	250	39%
No Transfer Seminar	202	54%
Entered Junior Standing or Higher	383	46%
Transfer Seminar	65	43%
No Transfer Seminar	318	46%
Entered Sophomore Standing	241	45%
Entered Freshman Standing	86	55%
Fall 2017	1880	31%
CUNY Justice Academy	761	31%
Transfer Seminar	280	24%
No Transfer Seminar	481	35%
Entered Junior Standing or Higher	630	29%
Transfer Seminar	62	24%
No Transfer Seminar	568	30%
Entered Sophomore Standing	359	31%
Entered Freshman Standing	130	35%

SOURCE: Calculated by SASP staff using entering first-semester transfer student data.

Appendix C

Proposed 200 Level Transfer Seminar Outcomes for Individual & Society

1. Inquiry: Analyze issues of justice using methodologies appropriate to course subject matter/discipline.

- Demonstrate understanding of the significance of issues of justice to oneself, through the lens of a specific discipline
- Develop questions to explore issues of justice relevant to course content/subject matter
- Gather, evaluate and synthesize source materials pertinent to an issue of justice using methodology appropriate to course subject matter/discipline.
- Analyze issues of justice using methodology specific to course subject matter/discipline.

2. Habits of Mind: Understand one's own role in the creation of knowledge as it relates to academic and professional goals.

- Plan for and reflect upon course participation, collaboration with peers and completion of assignments
- Identify strengths, interests, and areas for ongoing academic development and exploration as related to course content and assignments
- Identify transferable skills and content knowledge for application in subsequent coursework, major, or in a profession

3. Collaboration: Develop active collaborative relationships with people of diverse backgrounds to accomplish shared course-related goals.

- Test and refine ideas and strategies using constructive feedback from peers
- Advocate for a point of view or decision using evidence
- Identify one's own and others' contributions to a team
- Reflect on the process of collaboration

4. Community Awareness: Develop understanding of opportunities, resources, and services available in the campus community.

- Understand one's own role and responsibility in achieving success in college
- Access academic resources and support services to supplement in class instruction
- Engage in campus community events and organizations that align to personal interests and goals
- Identify possibilities for contribution to research, service, arts, and/or social justice initiatives on campus

Current First Year Seminar Outcomes (for comparison purposes)

1. Inquiry: Identify issues of justice and analyze them using evidence.

- Identify issues of justice relevant to course content/subject matter
- Demonstrate understanding of the significance of issues of justice to one's self and diverse stakeholders
- Analyze issues of justice using methods relevant to course content/subject matter
- Collect and evaluate evidence pertinent to an issue of justice using criteria or a framework appropriate to course content/subject matter

2. Planning: Employ effective planning strategies and utilize campus resources in order to achieve academic and personal goals.

- Set academic and personal goals related to course requirements and college success
- Create an action plan to successfully achieve goals
- Use academic and social support resources to achieve identified personal and academic goals
- Evaluate progress towards goals and adjust plans as required

3. Collaboration: Identify, apply, and reflect on effective collaboration strategies with people of diverse views and backgrounds.

- Assume an active and engaged role in collaborations
- Identify and practice collaboration strategies
- Demonstrate awareness of own contributions to a team
- Recognize and support contributions of team members
- Evaluate the successes and challenges of team work

To: Kathy Killoran and members of UCASC

From: Sara Bernardo, Major/Minor Coordinator, Department of Economics

Date: 10/30/2019

Re: Revision of the BS in Economics in response to the Rabinowitz Memo on Major Prerequisites and program review process

The Economics Department has made the following revisions to the **Economics major** in order to be in compliance with the CUNY mandate on major prerequisites. In addition to the revisions on Pre-requisites, Economics will eliminate electives clusters and introduce a requirement that a majority of electives be at the 300 level. Changes to the electives were suggested in a self-study and confirmed by external program evaluators. All revisions are endorsed by the Economics Department Curriculum Committee.

ECONOMICS MAJOR (BS) – Bulletin Info with Revisions for 2020/2021

Economics Bachelor of Science

Economics is the study of how people and societies make choices to accomplish individual and social purposes. In this major, students learn about individual, national and global economic behavior, and then apply various theoretical insights and methods of analysis to the contemporary challenges involving social and economic justice, discrimination, immigration, markets, and crime, among other topics.

Learning outcomes. Students will:

- Identify and describe economic issues including justice, the law, crime, the causes and effects of fraud, sustainability, and administration.
- Analyze economic information by separating it into its constituent parts, carefully examining them so as to identify causes, relationships and possible results.
- Demonstrate an understanding of alternative theoretical perspectives.
- Propose ethical and logically consistent remedies/policies for economic problems.
- Communicate effectively to a variety of audiences by means of oral presentations, written documents and quantitative graphs, charts and tables.

Credits required.

Economics Major (or more depending on math placement)	<u>39-42</u> 36
General Education	42
Electives	<u>36-39</u> 42
Total Credits Required for B.S. Degree	120

Prerequisites. ECO 101 or ECO 120 or ECO 125 are prerequisites for required courses in the Economics major. ECO 105 is also a prerequisite for higher-level required ECO courses. Depending on math placement, students may need to take MAT 105 and/or MAT 108 (or MAT 141) as prerequisites for the required statistics course, ECO 255. ECO 101 can fulfill the Flexible Core: Individual and Society and ECO 105 can fulfill the Flexible Core: U.S. Experience in its Diversity areas of the General Education program.

Note: Students considering graduate programs in economics should consider additional mathematics and statistics courses as free electives. Students are strongly advised to discuss graduate school options early in their

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

progression through the major. For admission to the BS/MA Program, ECO 255, ECO 213, and MAT 241 are required.

Economics Major CUNY Gateway Courses. ECO 120 Introduction to Macroeconomics, ECO 125 Introduction to Microeconomics, ECO 255 Statistics for Economists.

Coordinator. Professor Sara Bernardo, Department of Economics (sbernardo@jjay.cuny.edu).

Advising information. Economics Major Advising Resources including a Sample Four-year Advising Plan. Major Checklist.

Honors Option. Honors in the BS in Economics is bestowed upon students who graduate with an overall GPA of 3.2 or higher, a GPA of 3.5 or higher for courses taken in fulfillment of the major, complete at least one additional Economics elective course at the 300-level, and complete a written capstone project in ECO 405 Seminar in Economics.

Dual Admission / Accelerated Program Leading to the MA in Economics. This program allows student an accelerated approach to earning their BS and MA in Economics at John Jay. Students complete 134 credits to earn both degrees. Contact the department for more details about the requirements and application process.

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

Foundational Courses

Choose one

ECO 101 Introduction to Economics and Global Capitalism

OR

ECO 120 Introduction to Macroeconomics

OR

ECO 125 Introduction to Microeconomics

Subtotal: 3 credits

Mathematics

May be required depending on math placement

MAT 108 Social Science Mathematics

OR

MAT 141 Pre-Calculus

Subtotal: 0-3 credits

Advisors recommendation: Students who have taken higher level math, should see the major coordinator. ECO 101 fulfills the Flexible Core: Individual and Society area and MAT 108 or MAT 141 fulfill the Required Core: Math and Quantitative Reasoning section of the College's Gen Ed program.

Part One. Core Courses Economic Foundations

Required

ECO 105	Understanding U.S. Economic Data
ECO 213	Political Economy
ECO 220	Intermediate Macroeconomics
ECO 225	Intermediate Microeconomics
ECO 255	Statistics for Economists
ECO 310	Economics in Historical Perspectives

ECO 405

Seminar in Economics

Subtotal: 21

Part Two. Electives

Select five courses: Three of the courses should be at the 300 level or above.

<u>AFR 250</u>	<u>Political Economy of Racism</u>
<u>AFR 322</u>	<u>Inequality and Wealth</u>
<u>ECO 215</u>	<u>Economics of Regulation and the Law</u>
<u>ECO 231</u>	<u>Global Economic Development and Crime</u>
<u>ECO 235</u>	<u>Finance for Forensic Economics</u>
<u>ECO 245</u>	<u>International Economics</u>
<u>ECO 260</u>	<u>Environmental Economics, Regulation and Policy</u>
<u>ECO 265</u>	<u>Introduction to Public Sector Economics</u>
<u>ECO 270</u>	<u>Urban Economics</u>
<u>ECO 280</u>	<u>Economics of Labor</u>
<u>ECO 283</u>	<u>Selected Topics in Economics</u>
<u>ECO 289</u>	<u>Independent Study 200 level</u>
<u>ECO 315/PSC 315</u>	<u>An Economic Analysis of Crime</u>
<u>ECO 324</u>	<u>Money and Banking</u>
<u>ECO 327</u>	<u>The Political Economy of Gender</u>
<u>ECO 330</u>	<u>Econometrics</u>
<u>ECO 333</u>	<u>Sustainability: Preserving the Earth as Human Habitat</u>
<u>ECO 360/SOC 360</u>	<u>Corporate and White-Collar Crime</u>
<u>ECO 385</u>	<u>Faculty-Mentored Research Experience in Economics</u>
<u>ECO 389</u>	<u>Independent Study 300 level</u>
<u>ECO 489</u>	<u>Independent Study 400 level</u>

Select five courses, at least one from each cluster with no single course satisfying more than one cluster.
Please note: Students may only use one 100-level course towards Part II. Electives.

Elective Clusters

Criminal Justice Cluster

Select at least one course

ECO 231	Global Economic Development and Crime
ECO 235	Finance for Forensic Economics
ECO 260	Environmental Economics, Regulation and Policy
ECO 283	Selected Topics in Economics
ECO 315/PSC 315	An Economic Analysis of Crime

ECO 360/SOC 360	Corporate and White-Collar Crime
Public Sector Cluster	
Select at least one course	
ECO 125	Introduction to Microeconomics
ECO 260	Environmental Economics, Regulation and Policy
ECO 265	Introduction to Public Sector Economics
ECO 270	Urban Economics
ECO 280	Economics of Labor
ECO 283	Selected Topics in Economics
ECO 324	Money and Banking
ECO 330	Econometrics
ECO 360/SOC 360	Corporate and White-Collar Crime
Economic Justice Cluster	
Select at least one course	
AFR 250	Political Economy of Racism
AFR 322	Inequality and Wealth
ECO 280	Economics of Labor
ECO 283	Selected Topics in Economics
ECO 327	The Political Economy of Gender
ECO 333	Sustainability: Preserving the Earth as Human Habitat
International Cluster	
Select at least one course	
AFR 250	Political Economy of Racism
ECO 120	Introduction to Macroeconomics
ECO 231	Global Economic Development and Crime
ECO 245	International Economics
ECO 283	Selected Topics in Economics
ECO 327	The Political Economy of Gender
ECO 333	Sustainability: Preserving the Earth as Human Habitat

Subtotal: 15
Total Credit Hours: **39-42** 36

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

Undergraduate Academic Program Revision Form

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

1. **Date submitted:** 11/1/2019
2. **Department or program proposing these revisions:**
 - a. Name and contact information of proposer(s): Michael Puls
 - b. Email address of proposer: mpuls@jjay.cuny.edu
 - c. Phone number: 212-484-1178
3. **Name of major being revised:** Applied Mathematics
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
 - a. Please provide the meeting date for approval: 10/30/2019
 - b. Name of department chair or major/minor coordinators approving this proposal: Doug Salane
5. **Please describe the curriculum changes you are proposing:**
 1. Remove MAT 204, Discrete Structures from Part I of the Applied Math Major.
 2. Add MAT 2XX, Elements of Mathematical Proof to the Mathematics Core Courses (Part II) of the Applied Mathematics Major.
6. **Please provide a rationale for the changes:**
(narrative format to go to CUNY and NYSED reports)

Applied Mathematics majors will be taking advanced mathematics courses such as Abstract Algebra and Advanced Calculus. In these courses students are expected to read and write mathematical proofs. The purpose of the Elements of Mathematical Proof Course (Mat 2xx) is to give the student background for reading and writing mathematical proofs. The MAT 204 course is designed for CSCI majors and does not cover topics that will help the student read and write mathematical proofs.
7. **How do these proposed changes affect other academic programs or departments?**
 - a. Which program(s) or department(s) will be affected? None.

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

Applied Mathematics: Data Science and Cryptography, Bachelor of Science (2019-20 Revised)

The Applied Mathematics major has two concentrations, Data Science and Cryptography. The Data Science concentration presents the principles of data representation, big data management, and statistical modeling. Students learn to use modern computing techniques to reveal hidden causal and temporal relationships within large data sets. Hidden information is often benign but it might also be evidence of malevolent activities that have already occurred or are in progress. Cryptography is the science of both personal and institutional data security. Students learn to secure information, maintain data integrity, authenticity, and non-reputability. Cryptologists play a vital role in detecting events yet to unfold, especially when attempting to interdict and thwart incipient cyber intrusions and terrorist attacks. The curriculum offers an integrated academic program with the depth and breadth necessary to make graduates truly competitive in the job market. Both concentrations provide the knowledge and the skills that are in demand in high tech entrepreneurship, finance, modern communications, medicine, security, transportation, and manufacturing. The New York City metropolitan region is being repositioned as a nexus of technological innovation and discovery as well as a haven for entrepreneurial leadership. Such a metamorphosis requires the availability of a renewable work force possessing skills in data analysis and data security. Consequently, employment opportunities are expected to be available for applied mathematics graduates for the foreseeable future.

Those individuals that opt to undertake graduate study will find that they are well prepared to enroll in a wide range of Masters and Doctoral programs such as Digital Forensics and Cyber Security, Financial Mathematics, Machine Learning, traditional Mathematics, and Mathematics Education. Indeed, the required mathematics core aligns well with the core requirements of other CUNY mathematics programs thereby affording graduates the widest possible choice of subsequent educational opportunities.

Learning Outcomes. Students will:

- Apply the principles of mathematical proof and deductive logic to prove level appropriate mathematical statements or create counterexamples with the context of the real number axioms and the axioms defining various algebraic structures.
- Apply the mathematical modeling process to modern problems in data science and cryptography for the purpose of analyzing large data sets and encrypting plain text or decrypting cipher text.
- Function effectively in an interdisciplinary team environment and express quantitative information effectively to others.
- Identify and adhere to the ethical constraints of respecting personal data privacy and evaluate and assess ethical standards for the application of cryptographic algorithms in contemporary contexts.

Credits Required.

Applied Mathematics: Data Science & Cryptography Major	51-54
General Electives	42
Electives	24-27
Total Credits Required for B.S. Degree	120

FOUNDATIONAL COURSES

Subtotal: 0-3 cr.

May be required depending on mathematics placement

MAT 141 – Pre-Calculus

Advisor recommendation: MAT 141 fulfills the Required Core: Mathematics and Quantitative Reasoning area of the Gen Ed Program.

PART ONE. Core Courses

Subtotal: 12 45 cr.

Required

CSCI 271 – Introduction to Computer Science

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

CSCI 272 – Object-Oriented Programming
~~MAT 204 – Discrete Structures~~
 MAT 241 – Calculus I
 MAT 242 – Calculus II

PART TWO. Mathematics Core Courses

Subtotal: 21 ~~48~~ cr.

Required

MAT 243 – Calculus III

MAT 244 – Calculus IV

MAT 2XX – Elements of Mathematical Proof

MAT 301 – Probability & Mathematical Statistics I

MAT 310 – Linear Algebra

MAT 351 – Introduction to Ordinary Differential Equations

CSCI 373 – Advanced Data Structures

PART THREE. Concentrations

Subtotal: 12 cr.

Students must choose one concentration and complete four courses

Concentration A. Data Science

Data Science plays a critical role in analyzing large data sets which may have valuable information that is obscured by the sheer volume of the data itself. In the Data Science concentration, students will learn the principles of data representation, big data management, and statistical modeling. They will also be able to use computers to reveal hidden causal and temporal relationships in large data sets.

Learning outcomes for Data Science Concentration. Student will:

- Use mathematical methods to analyze and recognize the properties of large data sets as well as any anomalies.
- Use suitable models such as linear regression, logical regression, to analyze data and predict probability distributions.
- Recognize clustering in large data sets and explain its significance.

Choose three

CSCI 362 – Databases and Data Mining

MAT 302 – Probability and Mathematical Statistics II

MAT 365 – The Mathematics of Signal Processing

MAT 367 – Multivariate Analysis

Required

MAT 455 – Data Analysis

Concentration B. Cryptography

Cryptography is the science of data security, both personal and institutional, and as such is also an important component of justice. In the Cryptography concentration, students will learn to secure information which is achieved by assuring privacy as well as other properties of a communication channel, such as data integrity, authenticity, and non-reputability, depending upon the application. They will devise systems for companies to resist the unwarranted intrusions of hackers, to protect internal company and consumer data, and to act as consultants to research staff concerning the implementation of cryptographic and mathematical methods.

Learning outcomes for the Cryptography Concentration. Students will:

- Use the mathematics upon which specific cryptographic algorithms are based to analyze the strengths and weaknesses of cryptographic schemes.
- Guarantee authenticity and integrity of data and ensure that transactions are non-repudiable, when appropriate.
- Develop cryptographic algorithms.

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Choose three.

CSCI 360 – Cryptography and Cryptanalysis

MAT 341 – Advanced Calculus I

MAT 365 – The Mathematics of Signal Processing

MAT 410 – Abstract Algebra

Required

MAT 460 – Mathematical Cryptography

PART FOUR. Electives

Subtotal: 6 cr.

Choose two

MAT 323 – Operations Research Models I

MAT 324 – Operations Research Models II

MAT 352 – Applied Differential Equations

MAT 371 – Numerical Analysis

MAT 380 – Selected Topics in Mathematics

MAT 442 – Advanced Calculus II

Africana Studies Community Justice Minor

Requested revisions from UCASC

Submitted: November 4, 2019

Approved by Department of Africana Studies Curriculum Committee: November 4, 2019:

Changes

1. Part Two Electives:

Choose three, at least one course must **be in Africana Studies (AFR) and at least one course must be** at the 300-level or above.

Rationale: When we were reviewing the new Bulletin description of the minor it seemed that it was left out that one of the 3 electives should be an AFR course. So mostly we want to add it because it was an oversight. If the minor is in our department, the majority of courses should be taken in our department. They still have flexibility to substitute a course from another department if they need to, but it strengthens the scaffolding aspect of the minor if they can continue with an upper level course in Africana Studies. The requirement that at least one of the electives be 300-level or higher still remains.

2. Add the following AFR courses to acceptable/approved electives List:

AFR/ECO 250 Political Economy of Racism

AFR 317 Environmental Racism

AFR 319 Self, Identity and Justice: Global Perspectives

Rationale: We thought AFR 317 was already an approved elective for the minor. We have it listed in our brochure. I'm not sure if it was left off the Bulletin by mistake or again if there was an oversight of it not having been included in the official proposal. The other 2 courses seem a good fit given the types of students who have started to declare this minor, and would increase the number of approved electives so that requiring one of the electives be AFR won't be a burden. In addition, all 3 courses are taught at least once a year, and overlap with general education requirements (319), the Economics Major (250) or the Environmental Justice Minor (317), so will also reduce the burden of finding courses to satisfy the requirements of the minor.

DEPARTMENT OF AFRICANA STUDIES, New Building, Suite 9.63.06
524 West 59th Street, New York, NY 10019 | www.jjay.cuny.edu
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Direct: 646-557-4658 | jnembhard@jjay.cuny.edu

Community Justice Minor (UG Bulletin 2019-20 w Changes)

Description. The Community Justice minor uses interdisciplinary analyses through Africana Studies to expose students to different ways of thinking about and enacting alternative justice strategies, community-based economic development, and community wellness. Community justice refers to resident involvement in and citizen-police partnerships in justice decision-making, oversight, and restorative justice; as well as the development of legal, economic, social, educational and health alternatives at the local level that complement and/or transform traditional public safety strategies to establish meaningful justice, peace, stability, and community wellbeing. Students will explore theories, strategies, and practices that address racial and economic inequity and place community well-being at the center, to strengthen the capacity of families, friends, neighborhood groups, civic and community organizations, and local institutions to resolve conflict and create solutions. Through community-based projects and experiential learning, students will engage in real-life application of community-based approaches to justice, and inclusionary community practices to prepare for careers in justice, community and non-profit organizations; and for graduate school.

Learning Outcomes. Students will:

- Students will investigate relationships between a variety of community-based approaches to justice, community initiated and based development, school reform initiatives, preventive health and mental health initiatives, youth development strategies, and innovations in public safety and criminal justice practices that establish meaningful justice, peace and community well-being.
- Students will explain the core ideas, key concepts, theories and methodologies, of community wellness and Community Justice, especially as they relate to justice challenges such as racial and economic inequity, and solutions such as community asset building, community policing, and restorative justice.
- Students will acquire and hone their critical thinking skills as applied to problem solving around justice themes within communities and among people of color, using the interdisciplinary tools and methodologies of Africana Studies.
- Students will examine how an individual's place in society affects their experiences, values, or choices, and recognize how societal conditions such as access, involvement, and equity as well as their own biases, values and interpersonal styles limit justice and effect people in diverse communities.
- Students will demonstrate an understanding of themselves and how to operate as members of groups and communities, and of their own agency as community organizers, social justice advocates, and policy analysts.
- Students will evaluate evidence and arguments critically and analytically, and produce well-reasoned, high level written and oral arguments using evidence to support conclusions.

Credits required. 18

Requirements. A maximum of two courses can overlap with a student's major, other minors or programs.

Additional Information. Students may **NOT** minor in both Africana Studies and Community Justice. Students majoring in Human Services and Community Justice may use up to two courses to

satisfy both the HSCJ Major and the CJ Minor ([AFR 145](#) and [AFR 227](#)). No other courses/electives may overlap, please see the Minor coordinator or advisor for course planning.

Students who enrolled for the first time at the College or selected this minor in September 2020 or thereafter must complete the minor in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the minor. A copy of the earlier version can be found in the 2019-20 Undergraduate Bulletin.

Part One. Required Courses

Subtotal: 9 cr.

Select one. (Students are strongly encouraged to take AFR 145 to complete this area)

AFR 145 Introduction to Community Justice in Human Systems
or
AFR 121 Africana Communities in U.S.
or
AFR 140 Introduction to Africana Studies

Required

AFR 227 Community-based Approaches to Justice
AFR 315 Community-based Justice in African World

Part Two. Electives

Subtotal: 9 cr.

Choose three, at least one course must be **in Africana Studies (AFR) and at least one course must be at the 300-level or above.**

AFR 215 Police and Urban Communities
AFR 229 Restoring Justice: Making Peace and Resolving Conflict
AFR 237 Institutional Racism
AFR 243 Africana Youth and Social Justice Struggles
AFR 250 Political Economy of Racism
AFR 255 Community Innovation and Social Entrepreneurship
AFR 320 Perspectives on Justice in the Africana World
AFR 317 Environmental Racism
AFR 319 Self, Identity and Justice: Global Perspectives
AFR/PSY 347 Psychology of Oppression
AFR 377 Field Education in Community Organizing and Community Practice I
ORr
AFR 378 Field Education in Community Organizing and Community Practice II
AFR 410 Independent Study
ANT 208 Urban Anthropology
ANT 230 Culture and Crime
ANT 347 Structural Violence & Social Suffering
CJBA 365 Change and Innovation in Criminal Justice

CRJ/SOC 236	Victimology
ECO 170	Crime, Class, Capitalism: The Economics of Justice
ECO 260	Environmental Economics, Regulation and Policy
ECO 270	Urban Economics
EJS 277	Introduction to Experiential Learning: Environmental Justice
GEN 140	Gender, Activism & Social Change
LLS 241	Latinx Populations and the City
LLS/HIS 261	Revolution and Social Change in Contemporary Latin America
LLS/HIS 265	Class, Race and Family in Latin American History
LLS 321	Latinx Community Fieldwork
LLS 322	Latinx Struggles for Civil Rights & Social Justice
LLS 325	Latinx Experience of Criminal Justice
POL 210	Comparative Urban Political Systems
POL 320	International Human Rights
POL 405	Seminar in New York City Politics
PSC 245	Community Policing
SOC 206	The Sociology of Conflict and Dispute Resolution
SOC 215	Women and Social Control in the U.S.
SOC 222	Crime, Media and Public Opinion
SOC 251	Sociology of Human Rights
SOC 364	Food Justice

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

New Minor Proposal Form*

1. **Department(s) proposing this minor:** Faculty Committee for the Minor in Social Entrepreneurship
2. **Name of minor:** Social Entrepreneurship and Innovation
3. **Credits required** (minors must consist of 18-21 credits): **18 credits**
4. **Description of minor as it will appear in the *Undergraduate Bulletin***

The Minor in Social Entrepreneurship and Innovation provides an interdisciplinary field of inquiry to study social enterprises, which work to build commercial organizations that have specific social objectives, maximizing benefits to society and the environment and reinvesting profits in social programs. This minor is unique because it is being offered by John Jay College, which has an established tradition of social justice in innovating and constantly evolving ways. As this institution is always conceiving of social justice in new ways, it provides a rich context for promoting Social Entrepreneurship, which is the initializing force behind social enterprise and seeks to form intersections between the private and philanthropic sectors, and between entrepreneurs and communities in need. Social entrepreneurship is an extension of community organizing and advocacy work, enlarging the possibilities of relationship-building across social and economic strata. To enact a vision of social justice, a successful social entrepreneur needs skills such as recognizing unjust social issues, identifying business opportunities, inspiring change through leadership and participation, taking direct action, public speaking and critically analyzing the “social return on investment” (or SROI) to examine the real effects of such enterprises on the social sector. Developing creative solutions to address injustice will be nurtured through human-centered design thinking and engaging with highly interactive, project-based learning. A major emphasis will be placed on innovative thinking and collaborative inquiry that can be applied in the business, nonprofit, and public sectors. Through experiential learning and community-based projects, students will learn to generate earned (market) income in support of social purposes and undertake innovation for social change.

5. **Statement of learning outcomes:**

Upon completion of the minor, all students will be able to:

- Explain key concepts and methodologies as they relate to social entrepreneurship and its community benefits
- Identify social needs that would benefit from a combination of financial investment, business development, and philanthropy

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- Identify a variety of partnership – based approaches to creating social value
- Apply creative solutions and strategic management practices to economic and social issues
- Demonstrate leadership and fundamental entrepreneurial skills by implementing a business idea from beginning to end and measuring an organization’s added value by calculating the social, environmental, and economic benefits it creates (or does not create)

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

The Social Entrepreneurship and Innovation minor integrates lessons from interdisciplinary fields to build the analytical, organizational, and management skills necessary to understand and address broad social issues that require the combined work of the market, government, and philanthropy. It also builds on John Jay College’s explicit mission to educate students for justice by giving students new skills and tools to recognize and address injustice in communities and institutions. This minor continues the John Jay College legacy of building pathways for students to enter justice-oriented professions and of designing a critical thinking curriculum to address the most challenging social justice problems in our society and the world. It also extends John Jay College’s intellectual tradition of quantifying the social effects of public and private programs oriented toward enhancing justice in our society. Social entrepreneurship does not and cannot replace broad social and political mobilization to advance justice and opportunities for all in society. Rather, it aims to develop novel, effective approaches to implement localized and potentially scalable solutions to social injustice, inequality, or economic exclusion. Social entrepreneurs need capabilities that are somewhat different from those of the typical community organizer or business sector entrepreneur. As an educational curricula for social entrepreneurs that identifies the burgeoning phenomenon of social enterprise, the coursework in the minor will 1) consider various perspectives on social entrepreneurship; 2) identify entrepreneurial leadership skills; 3) analyze the decision-making processes through which social entrepreneurship takes place; 4) center the role of social enterprise in justice-seeking philosophy and practice; and 5) outline the skills and capacities required for success and for measuring added value.

The minor provides tools students can use to identify and apply the skills of social entrepreneurs, which include recognizing injustice, identifying business opportunities, inspiring change through participation, taking direct action, public speaking, fighting adversity, developing creative solutions to address entrenched problems, and measuring the social returns on investment of an enterprise. The courses in the minor are structured to introduce particular skills at the 100 and 200-level and teach students how to apply entrepreneurship skills and principles to management and leadership positions at the 300 level and in capstone and internship courses. The minor is intended to introduce students to the challenges of running and growing their own organizations, as well as to the possibilities of “intrapreneurship,” or recognizing and developing opportunities within existing organizations. Key to the minor will be teaching the skills and processes necessary for setting up new service-oriented agencies, businesses, organizations, and programs

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within existing institution and organizations.

The courses in this minor are intended to develop leadership characteristics, capacities, and skills in innovation, as well as managerial abilities or the ability to network with other individuals and social cohorts and perceive opportunities in partnerships and synergies with other leaders, groups, and organizations. This will be achieved through group and partner projects in the 100- and 200-level courses, as well as through design thinking and ‘communication for leaders’ courses in the 200- and 300-level courses.

The minor broadens possibilities for John Jay students who are majoring in disciplines already oriented toward social justice, community organizing, and advocacy work, including Criminal Justice, Law and Society, and Human Services and Community Justice, among others, by giving them another skill set with which to apply their knowledge and insights.

While John Jay already has many courses that deal with issues of social justice and advocacy, we propose a minor with a skills-based curriculum that maps onto the theoretical and disciplinary studies students will acquire at the college and addresses numerous matters of *how* to pursue justice through a novel social entrepreneurial approach. The minor’s multidisciplinary approach will also provide students with educational advantages such as technical and managerial skill-building, as well as partnership-building and working collaboratively with a variety of experts, leaders, grassroots activists, community representatives, and other stakeholders. The requirements of and assignments included in the required and elective courses will build several important capacities, including problem-solving ability, ingenuity and creativity, analyzing risks, identifying opportunities, building consensus, and mobilizing resources. The courses will also expose them to methods for enhancing their persistence and tenacity to overcome financial and political barriers to instituting social change.

Through studying myriad examples of social enterprises and learning the skills required for successful social entrepreneurship, students will gain the ability to understand extremely complex problems and develop solutions for solving them. Students will understand the importance of securing critical resources, building support networks for their initiatives, and learn how to frame a sense of collective purpose for their chosen enterprise. The courses in the minor will thereby enhance their ability to contribute to the public interest by identifying new ways of serving the public in addition to growing their understanding of how to produce both financial and social returns, all of which will make them more attractive to employers and graduate schools. This minor will be an important complement to several majors including Economics, Criminal Justice, International Criminal Justice, Latin American and Latina/o Studies, Law and Society, Public Administration, Sociology, as well as Human Services and Community Justice.

7. Rationale for Bulletin

The Social Entrepreneurship and Innovation minor integrates lessons from interdisciplinary fields to build the analytical, organizational, and management skills necessary to understand and address broad social issues that require the combined work of local communities, the market, government, and philanthropy. Social entrepreneurship aims to develop novel, effective

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approaches to implement localized and potentially scalable solutions to social injustice, inequality, or economic exclusion. Social entrepreneurs need capabilities that are somewhat different from those of the typical community organizer or business sector entrepreneur. As an educational curricula for social entrepreneurs that identifies the burgeoning phenomenon of social enterprise, the minor provides tools students can use to identify and apply the skills of social entrepreneurs, which include recognizing unjust social issues, identifying business opportunities, inspiring change through participation, taking direct action, public speaking, fighting adversity, developing creative solutions to address entrenched problems, and measuring the social returns on investment of an enterprise. The minor is intended to introduce students to the challenges of running and growing their own organizations, as well as to the possibilities of “intrapreneurship,” or recognizing and developing opportunities within existing organizations. Key to the minor will be teaching the skills and processes necessary for setting up new units, services, and programs.

8. List of courses constituting the minor with required pre-requisites

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

PART ONE: REQUIRED COURSES

Subtotal: 9 cr.

SEI 1XX: Social Entrepreneurship: Past, Present, and Future

Course Description: This course explores the premise that individuals can have a meaningful impact on social issues through the vehicle of social entrepreneurship. Students will learn entrepreneurial approaches to ameliorate major, global, social challenges and also develop a better understanding of the people and organizations who played a vital role in shaping what social entrepreneurship is and how it works. The course is structured on three themes – 1. How individuals and communities organized information about social challenges and innovated entrepreneurial solutions in the past 2. How social entrepreneurs are developing approaches to solve social challenges and problems in the present 3. How to “pitch” a potential solution to a problem and critique proposed solutions to address challenges in the future.

SEI 1YY: Introduction to Business and Entrepreneurship (New course by Shweta Jain – submitted to Courses Subcommittee)

Course Description: In this course students will learn about business concepts such as types of businesses and economies, finance, management, leadership and human resources. Students will also experience the lean launchpad methodologies of starting a company. Started at Stanford University, the lean launchpad method has been adopted by many startup incubators including federal agencies such as the National Science Foundation and the National Institute of Health. This course does not require any prior knowledge and hence is suitable as a freshman course and designated as a 100-level course. At the same time, this course has a writing and oral communication component, which is why English 101 is a recommended pre-requisite. This course will prepare students for a minor in Social Entrepreneurship and Innovation and forms the foundations needed for the SEI capstone curriculum.

AFR 255: Community Innovation and Social Entrepreneurship

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Course description. This course invites students to examine and question the historical approaches to traditional security and well-being in communities. Students will analyze preventive strategies and approaches that have emerged in cities across the country that engage communities, schools, families, and local organizations. In addition, students will envision new approaches to insecurity and disruption in neighborhoods and suggest solutions that build capacity in families, neighborhoods, and communities. Some focal points may include inequality, climate change, housing shortages, and migration. Texts may include works by researchers, social innovators, citizens and policy-makers, but all readings and issues covered will introduce students to processes where new ideas and new voices contribute towards solving social problems in innovative ways. The choice of texts and issues will vary depending on the expertise of the instructor.

PART TWO. ELECTIVE COURSES

Subtotal: 9 cr.

Choose 3. *Students must take at least one 300 level course to complete the minor. We strongly recommend choosing an experiential course to satisfy the 300-level requirement.*

AFR 227	Community Based Approaches to Justice
AFR 325	Practicing Community Based Justice in the Africana World*
AFR 320	Perspectives on Justice in the Africana World*
ANT 380	Selected Topics in Anthropology
CHS 320	Program Planning and Development
CSL 220	Leadership Skills
CSL 230	Case Management in Human Services
CSL 381	Fieldwork in Human Service
ECO 270	Urban Economics
ECO 3XX	U.S. Economic Justice
ENG 235	Writing for Management, Business and Public Administration
LLS 220	Human Rights and Law in Latin America
LLS 261	Revolution and Social Change in Contemporary Latin America
LLS 322	Latinx Struggles for Civil Rights and Social Justice
LLS 325	The Latinx Experience of Criminal Justice
PAD 343	Administration of Financial Resources
PHI 210	Ethical Theory
SEI 380	Special Topics in Social Entrepreneurship and Innovation
SOC 232	Social Stratification
SOC 302	Social Problems

Experiential Courses:

AFR 377	Field Education in Community Organizing and Community Practice I
CHS 381	Field Education in Human Services I
CHS 382	Field Education in Human Services II
EJS 277	Introduction to Experiential Learning: Environmental Justice
ISP 277	Experiential Learning in Social Justice – Field Preparation
PAD 3XX	Moelis Social Entrepreneurship Fellowship Course**

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UGR 377 Experiential Learning 300 Level

* Included in general education curriculum

9. Administration of the minor:

- a. Name, location, phone number, and email address of the minor advisor** (to be used in college publications): Professor Charlotte Walker-Said, Email: cwalker-said@jjay.cuny.edu; Gayetri Nanda, Email: gnanda@jjay.cuny.edu

The initiative to establish this minor is currently coordinated by the Moelis Social Entrepreneurship committee, chaired by Charlotte Walker-Said, Associate Professor of Africana Studies; cwalker-said@jjay.cuny.edu

A Director will lead the Moelis Social Entrepreneurship minor for three-year renewable terms, subject to the approval of the Provost. Once the minor is approved, the first Director will be the current committee chair, Charlotte Walker-Said. The Director will staff the core course in the minor, work with department chairs to ensure that a diverse array of electives in the minor are run regularly, perform outcomes assessment and minor program self-studies, arrange Social Entrepreneurship programming at the College, and participate in relevant governing bodies, where representation by Program Directors is appropriate and in accord with the charter provisions of College Governance. The committee will be supported by the Office of Strategic Initiatives, which will prepare and manage the budgets, provide student services in collaboration with the faculty director and ensure that the minor program is in alignment with the overall initiative.

The Moelis Social Entrepreneurship Faculty Committee will oversee the minor program's governance. The Committee will be comprised of the Director and faculty members. To ensure a diversity of disciplines govern the minor, faculty from one discipline cannot form a clear majority of the Governance Committee, and the committee will be composed of faculty from at least three different disciplines. The following faculty members have volunteered to serve on the first committee:

Heath Brown, Public Management
Geert Dhondt, Economics
Crystal Endsley, Africana Studies
Shweta Jain, Mathematics & Computer Science
Samantha Majic, Political Science
Emily McDonald, Anthropology

Subsequent Committee members will be nominated and elected by all full-time faculty who have taught any course included in the minor in the previous academic years.

- b. Requirements for admission and/or completion of the minor if any** (i.e. GPA, course grades, deadlines, etc.):

There will not be any requirements for admission to the minor. Students must

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complete the requirements for the minor with an earned 2.0 (C) grade point average.

9. Statement on expected enrollment and resources required:

While it is hard to predict how many students will enroll in the minor, our students come to John Jay already interested in issues of justice and how to propose and institute reforms to social problems. As evidenced by student interest in social justice issues in a considerable number of existing courses across dozens of majors and disciplines, we are certain that Social Enterprise and Entrepreneurship will be a popular minor. Courses that develop the skills for launching careers in social reform, advocacy, and organizing for justice are fundamental to majors such as Human Services and Community Justice, Latin American and Latinx Studies, Political Science, Economics, Criminal Justice, and International Criminal Justice, among others, as well as coursework in the Africana Studies and Gender Studies Departments, as well as the Sustainability and Environmental Justice Program. Given that these departments and programs establish much of the theoretical and philosophical foundations our students seek and demand, this minor aims to build on this and instruct applicable skills that can help discover and implement solutions and approaches to social injustice, inequality, and economic exclusion. Considering that this minor will introduce new skills that complement the knowledge and competencies acquired through many majors and courses at John Jay, we believe that a conservative estimate of anticipated enrollment would be 50 students after two years.

We believe that students will be more likely to take SEI courses as well as other electives in our minor in part because the problem- and inquiry-based learning methods and case study approach will provide a way to apply much of what they have learned in their previous courses.

Finally, no additional faculty will be needed to staff the minor, since many John Jay Faculty are already involved in the creation of these courses or are currently teaching courses that will be included as electives.

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

The John Jay library has a variety of resources for this minor. “Business Insights: Global” and “Business Source Complete” are currently subjects on the library’s list of databases, and the library has access to the Gartner Resource Center, which includes research papers on best practices and emerging industries and technologies, including many social enterprises.

It also has access to a wide variety of journals that frequently publish articles on social enterprises (that are active in almost any field one can imagine), including (but not limited to): *Journal of Business Ethics*, *Journal of Business Venturing*, *Social Enterprise Journal*, *International Journal of Social Welfare*, *International Journal of Entrepreneurial Behavior & Research*, *Child and Adolescent Social Work Journal*, *World Development*, *Energy Policy*, *Journal of Cleaner Production*, and *Housing Studies*, among many, many others

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that deal specifically with social enterprise and innovation. Since these issues are being dealt with by a multitude of scholars in various disciplines around the world, articles on social innovation and entrepreneurship have been published in top disciplinary journals that the library has access to.

The library also has numerous books and reports on social innovation and entrepreneurship, social enterprise, corporate social responsibility (a related field), nonprofit leadership, business design, and international development. Here is a long, but by no means exhaustive, list of such sources currently in the library:

Crutchfield, Leslie R. *How Change Happens*. New York: Penguin, 1968.

De Tocqueville, Alexis. *Democracy in America*. New York: Signet Classics, 2001.

Dale Roberts, and Rooven Pakkiri. *Decision Sourcing: Decision Making for the Agile Social Enterprise*. Taylor and Francis, 2016.

Defourny, Jacques et al. *Social Enterprise and the Third Sector. Changing European Landscapes in a Comparative Perspective*. Liège: Centre D'Économie Sociale, 2014.

Frankel, Carl, and Allen Bromberger. *The Art of Social Enterprise: Business as If People Mattered*. London: Harcourt, 2013.

Freireich, Jessica and Katherine Fulton, Investing for Social and Environmental Impact, a 2009 report by the Monitor Institute www.monitorinstitute.com/impactinvesting/.

Gordon-Nembhard, Jessica. *Collective Courage: A History of African American Cooperative Economic Thought and Practice*. College Station, PA: Penn State University Press, 2014.

Hurff, George B. *Social Aspects of Enterprise in the Large Corporation*. New York, 1950.

Huybrechts, Benjamin. *Fair Trade Organizations and Social Enterprise: Social Innovation Through Hybrid Organization Models*. Liège: Centre D'Économie Sociale, 2012.

Lane, Marc J. *Social Enterprise: Empowering Mission-Driven Entrepreneurs*. New York: American Bar Association, 2012.

Kramer, Michael, Marcie Parkhurst and Lalitha Viadyanathan, *Breakthroughs in Shared Measurement and Social Impact*, The William and Flora Hewlett Foundation, 2009.

Macmillan, Ian, and James Thompson. *The Social Entrepreneur's Playbook, Expanded Edition : Pressure Test, Plan, Launch and Scale Your Social Enterprise*. Philadelphia: Wharton Digital, 2013.

- McInerney, Paul-Brian. *From Social Movement to Moral Market : How the Circuit Riders Sparked an IT Revolution and Created a Technology Market*. Redwood City: Stanford University Press, 2014.
- Merz, Alexander, Seeber, Isabella, and Maier, Ronald. *Social Meets Structure: Revealing Team Collaboration Activities and Effects in Enterprise Social Networks*. Münster, Germany: University of Münster, 2015.
- Minshall, Tim, and Mortara, Letizia. *Strategy and Communication for Innovation*. Second ed. 2013.
- Social Enterprise Alliance. *Succeeding at Social Enterprise: Hard-Won Lessons for Nonprofits and Social Entrepreneurs*. Social Enterprise Alliance, 2010.
- Sunstein, Cass R. *Free Markets and Social Justice*. New York: Oxford University Press, 1997.
- Teasdale, Simon. *The Contradictory Faces of Social Enterprise: Impression Management as (social) Entrepreneurial Behaviour*. London: Contributor Press, 2009.
- Teasdale, Simon. *Innovation in the Homelessness Field: How Does Social Enterprise Respond to the Needs of Homeless People?* Open Access Web, 2009.
- Trelstad, Brian, *Simple Measures for Social Enterprise*, Innovations: Technology, Governance, Globalization, Volume 3, Issue 3, Summer 2008
- Walker-Said, Charlotte and John D. Kelly. *Corporate Social Responsibility? Human Rights in the New Global Economy*. Chicago: University of Chicago Press, 2014.
- Wolk, Andrew. "Advancing Social Entrepreneurship: Recommendations for Policy Makers and Government Agencies," Aspen Institute, Root Cause, 2008.

Identify new library resources that are needed (provide bibliography):

See Appendix at end of document for a brief list of resources that faculty have identified as needed for the minor's success

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

The current buildings of John Jay College already have facilities that are suitable for seminars, workshops, conferences, exhibits, performances, and film screenings. No additional facilities are needed.

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

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The creation of the Moelis Social Entrepreneurship minor is a college-wide, interdisciplinary, and faculty-led initiative. It will not affect departmental staffing and teaching assignments since it groups together existing courses currently on offer as well as new courses that are being or will be developed by active faculty members. In addition, no existing courses will be eliminated or taught less often due to the creation of this minor.

The administrator for this minor, Charlotte Walker-Said, conducted extensive outreach to various departments at the college. She contacted faculty members with interests in social entrepreneurship or teaching the required/elective courses. She gathered support for the minor's development and progress. In short, preparation for this minor is a model of interdisciplinary and interdepartmental coordination, cooperation, and collaboration.

There is currently a Moelis Social Entrepreneurship Faculty Committee that will oversee the implementation of the curriculum and the staffing of the courses that will run to implement the minor.

The following faculty members have expressed a strong interest in offering courses in the minor in Social Innovation and Entrepreneurship:

Dr. Crystal Endsley, Department of Africana Studies
 Dr. Charlotte Walker-Said, Department of Africana Studies
 Dr. Shweta Jain, Department of Computer Science

13. Name(s) of the Chairperson or Program Director(s): Professor Charlotte Walker-Said (cwalker-said@jjay.cuny.edu), Faculty Committee for the Minor on Social Entrepreneurship and Innovation

Provide the meeting date at which the departmental curriculum committee has approved this proposal. **Meeting date:** September 30, 2019

Signature(s) of chair of department(s) proposing this minor:



APPENDIX

Bibliography of additional list of resources that faculty have identified as needed for the minor's success

Austin, James E. *The Collaboration Challenge: How Nonprofits and Business Can Succeed Through Strategic Alliances*. San Francisco: Jossey-Bass Publishers 2000.

Cooper, Melinda. *Family Values: Between Neoliberalism and the New Social Conservatism*. Cambridge, MA: The MIT Press/Zone Books, 2017.

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Crutchfield, Leslie and Heather McLeod Grant, *Forces for Good: The Six Practices of High-Impact Nonprofits*, Jossey-Bass, 1st Ed., 2007.

Elkington, John and Pamela Hartigan, *The Power of Unreasonable People How Social Entrepreneurs Create Markets That Change the World*, Cambridge: MA, Harvard Business Review Press; 1st ed. 2008.

Martin, Roger L. and Sally Osberg. *Getting Beyond Better: How Social Entrepreneurship Works*. Cambridge, MA: Harvard Business Review Press, 2015.

O'Toole, James. *Leading Change: The Argument for Values-Based Leadership*, New York: Ballantine Books, 1996.

Ray, Paul H. and Sherry R. Anderson. *The Cultural Creatives: How 50 Million People are Changing the World*. New York: Three Rivers Press, 2001.

Sagawa, Shirley and Deb Jospin, *The Charismatic Organization: Eight Ways to Grow a Nonprofit That Builds Buzz, Delights Donors, and Energizes Employees*, San Francisco: Jossey-Bass, 2008.

Smillie, Ian. *Freedom from Want: The Remarkable Success Story of BRAC, the Global Grassroots Organization that's Winning the Fight Against Poverty*, Sterling, VA: Kumarian Press, 2009.

Wei-Skillern, Jane C. and James E. Austin. *Entrepreneurship in the Social Sector*. SAGE Publications, 2019.

Yunus, Muhammad and Karl Weber, *Creating a World Without Poverty: Social Business and the Future of Capitalism*. New York: Public Affairs, 2007.

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

New Course Proposal Form

Date Submitted: September 30, 2019

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 SEI-Social Entrepreneurship and Innovation

- b. **Name** and contact information of proposer(s) Charlotte Walker-Said,

Email address(es) cwalker-said@jjay.cuny.edu

Phone number(s) 212-237-8758

2. a. **Title of the course: Social Entrepreneurship: Past, Present, and Future**

- b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF) Social Entrepreneurship

- 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 introduces students to the basic steps and tools needed to address social challenges from a business perspective, develop potential solutions, build a business model, and measure and grow one's social impact. Coursework features case studies of and interviews with leaders in the field and provides a comprehensive guide to the history and current manifestations social entrepreneurship. This course does not require any prior knowledge and hence is suitable as a freshman course and designated as a 100-level course. At the same time, this course has writing and oral communication components, which is why English 101 is a recommended pre-requisite. This course will prepare students for a minor in Social Entrepreneurship and forms the foundations needed for the SEI capstone curriculum.

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

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 lays the groundwork for the Social Entrepreneurship Minor by providing the basic knowledge needed to understand social entrepreneurship's history, present reality,

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and future possibilities of social enterprise and the initiative that drives it. The course introduces students to how historical agents and current leaders developed and implemented innovative, effective, and sustainable solutions in response to social and environmental challenges. These solutions include products, services, and interventions brought to market by new startups and existing for-profit and non-profit organizations, . This course makes it clear that there is a long-term, established history of social enterprise and entrepreneurship and that it includes grassroots leaders and government officials, major philanthropists and social activists. The coursework provides the tools and develops the mindset to make cutting-edge change by teaching how individuals and organizations organize plans and take steps towards action. Through this course, students will get the relevant knowledge to advance in their SEI minor and some may use this course as a segue to participate in the CUNY as well as national programs. This foundational course in the SEI core curriculum also prepares students for the SEI capstone where students are expected to further apply the knowledge into fieldwork.

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

This course explores how social entrepreneurship - the application of entrepreneurial business skills to the creation of an enterprise to implement solutions to social, cultural, or economic challenges—has grown into a global movement that is producing solutions to many of the world's toughest problems and transforming the way we think about social change. The course introduces students to social entrepreneurship's past, present, and future, emphasizing its longstanding roots in underserved communities throughout the United States. By providing the tools for organizing anti-poverty action and mobilizing civil society, this approach teaches students how to think like social innovators and how to get involved in this growing movement.

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

None

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**?

 X No Yes. If yes, then please provide:

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?

(College Option, Learning from the Past)

1. Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences;
2. Analyze the significance of major developments in U.S. and World History;
3. Differentiate multiple perspectives on social enterprise and social entrepreneurship;
4. Identify and analyze trends in social entrepreneurship.
5. Apply concepts and methods of social entrepreneurship to existing problems and challenges.

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

____No X Yes

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

This course will be an elective in the Africana Studies minor and a required course in the proposed Social Entrepreneurship & Innovation Minor.

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

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

College Option: Learning from the Past area

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

Student learning will be assessed on the basis of in class and homework assignments. Students will complete various projects, including several writing assignments, a social networking activity focused on group discussion of "changemaking" within social issues, a brainstorming session to identify unmet needs in communities, and an oral presentation of a social enterprise "pitch." This course will also have a final exam to assess fundamental theoretical concepts covered throughout the curriculum.

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 _____ Karen Okamoto _____
- Are there adequate resources in the library to support students' work in the course
Yes X No _____

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

The library catalog, CUNY+ X

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval ____September 30, 2019____

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

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

X No

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

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

X Not applicable

____ No

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

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

X No

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

19. Approvals: Social Entrepreneurship and Innovation Program Committee

John Jay General Education College Option Course Submission Form

Course Prefix & Number	SEI 1XX
Course Title	Social Entrepreneurship: Past, Present, and Future
Department or Program	Social Entrepreneurship and Innovation
Discipline	History and Business
Credits	3
Contact Hours	3
Prerequisites (ENG 101 required for 200-level, ENG 201 required for 300 & 400-level courses)	ENG 101
Co-requisites	None
Course Description	This course explores how social entrepreneurship has grown into a global movement that is producing solutions to many of the world's toughest problems and transforming the way we think about social change. The course introduces students to social entrepreneurship's past, present, and future, emphasizing its longstanding roots in underserved communities throughout the United States. By providing the tools for organizing anti-poverty action and mobilizing civil society, this approach teaches students how to think like social innovators and how to get involved in this growing movement.
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

John Jay College Option Location

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

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

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

I. Learning from the Past - Please explain how your course meets these learning outcomes Students will:		
<p>Students will read primary sources and academic literature related to economic planning and policy and social justice activism in the form of cooperatives, social enterprises, philanthropic endeavors, and the history of alternative forms of political action in the form of entrepreneurship for social good. Ideas, actors, and institutions will be set in their historical, sociological, or cultural contexts to deepen students' understanding of social innovation and social entrepreneurship. For example, in the appended syllabus, students will develop their interests by exploring case studies in anti-poverty programs, educational reform, and anti-homelessness initiatives and will both write reflection papers and research papers demonstrating their knowledge of the history, purpose, and outcomes of social entrepreneurship programs in the US and the world.</p>	<ul style="list-style-type: none"> Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences 	
<p>Particular attention will be paid to the history of cooperatives, philanthropic organizations, community-based nonprofit organizations and charitable associations, and other economic organizations with a focus on social justice in the United States and the world. Research papers as well as the in-class networking and brainstorming projects bring the formative events in social entrepreneurship in the US and the world into group discussion and lead to a stronger understanding of the subject as multiple perspectives are shared. Research projects will ask students to reflect upon the larger significance of social entrepreneurship and social enterprise in history, and class discussions will focus on the significance of the development of individual, communal, societal, and legal conceptions of social improvement, in the past and present in the United States and the World. For example, in the appended syllabus, the shorter writing assignments in weeks 4 and 6 ask students to analyze case studies that document the interaction between social entrepreneurial ventures and other</p>	<ul style="list-style-type: none"> Analyze the significance of major developments in U.S. and World History. 	

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<p>sectors, including business, government, the media, and the education system, in order to foster social innovation. Students are asked to assess failures and challenges in how social enterprise solutions were executed in local communities in the past, which allows for an understanding of how the past can inform the present and future. The third research paper requires that students identify what skills and methods entrepreneurs in the current day have borrowed from the past in examining two current-day social enterprise strategies.</p>	
<p>Readings, discussions, and writing assignments will encourage students to hone their critical thinking skills by evaluating contrasting arguments. Students may be asked to differentiate multiple perspectives on the same subject by reading secondary sources and case studies from different perspectives, or by comparing different interpretations of social innovation as demonstrated through charitable organizations, technology start-ups, nonprofits, and major corporations. For example, in the appended sample syllabus, the first writing assignment focuses on the development of this skill. Students will read two case studies and compare the approaches to addressing social needs. The readings in week 4 compare social innovation and entrepreneurship in education versus economic organizations. The week 5 social networking activity asks that students discuss their different perspectives on what kind of changemakers would have to engage in that community's social problem in order to improve outcomes. In weeks 6, 7, and 8 in particular, students will interrogate the ways in which different disciplines prepare the individual for engaging in social enterprise projects by teaching and developing particular skills such as critical thinking, intuition, textual analysis, data analysis, and troubleshooting.</p>	<ul style="list-style-type: none"> • Differentiate multiple perspectives on the same subject

**John Jay College of Criminal Justice
Social Innovation Minor
524 W. 59th Street
New York, NY 10019**

AFR 1XX: Social Entrepreneurship: Past, Present, and Future

Professor Charlotte Walker-Said

Office Location: 9.34.59

Office phone: 212-237-8758

Email: cwalker-said@jjay.cuny.edu

Course description:

This course explores how social entrepreneurship— **the application of entrepreneurial business skills to the creation of an enterprise to implement solutions to social, cultural, or economic challenges**—has grown into a global movement that is producing solutions to many of the world’s toughest problems and transforming the way we think about social change. The structure of the course confirms that social entrepreneurship has a past, present, and future, with longstanding roots in underserved communities throughout the United States. By providing the tools for organizing anti-poverty action and civil society innovation, this approach teaches students how to think like social innovators and how to get involved in this growing movement.

The course is applicable to multiple aspects of social enterprise including non-profit, charitable, and humanitarian organizations, for-profit businesses and start-ups, and schools, hospitals, local governments and other public services, which is why this course will study entrepreneurial thinking and problem solving that has involved these institutions in the past and how these are evolving in the present and future. This course is for those who seek to learn and use an entrepreneurial approach to ameliorate major, global, social challenges and to think about changing the world in the process and also for those who wish to better understand the people and organizations who have played vital roles in shaping what social entrepreneurship is and how it works.

Entrepreneurship is a practice that is conducive to experiential learning. This course therefore has a significant experiential component that consists of exercises and projects that will challenge students to bring an “entrepreneurial” or innovative and pioneering approach to solving longstanding or difficult social challenges. This class will be organized in three sections, with each section of the course introducing a different fundamental skill of social entrepreneurs: 1) how individuals and communities organized information about social challenges and innovated entrepreneurial solutions the past; 2) how social entrepreneurs are developing approaches to solving social challenges and problems in the present; and 3) how to “pitch” a potential solution to a problem and critique proposed solutions to address challenges in the future.

Students will be given multiple opportunities to develop and use their entrepreneurial mindset through

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- Providing feedback to their peers
- Researching and finding articles, videos, podcasts and people to talk to that are not in the syllabus but support their learning and their final projects
- Learning and presenting in multiple modalities (video, presentations, papers)
- Building business models, discussing and cooperating with classmates
- Assessing their own strengths and weaknesses and development over the course of the semester

There are multiple definitions of social entrepreneurship and it is not the aim of this class to define a single path or to cover every single iteration. Instead the aim is to help students with a passion for social impact, start to think about and understand an entrepreneurial mindset, and how to apply it in various organizational settings.

Social entrepreneurship, social enterprise, and social innovation are rapidly becoming rich research arenas that provide insight into civic engagement, social change, and community development and this research is being developed into an interdisciplinary field of study that will be proposed as a new minor at John Jay College: Social Entrepreneurship.

The new proposed John Jay College Social Entrepreneurship minor is built on the premise that social entrepreneurship leads to social innovation, i.e. “social entrepreneurship” is an initiative to solve social problems through a number of different mediums, and “social innovation” is the result of this initiative.

The principles and historical foundations of social entrepreneurship are presented and analyzed in this 100-level course. Then, the results of social entrepreneurship, i.e. social innovations, are discussed and critiqued in the 200-level course(s).

This 100-level course, “Social Entrepreneurship: Past, Present, and Future” will be the foundation course of the Social Entrepreneurship minor and will emphasize that social entrepreneurship has a long history of being based on solidarity and reciprocity and is an important alternative to the logic of the neo-liberal paradigm.

The purpose of this class is to prepare future social innovators and policy makers to understand and synthesize established and emerging theories of social entrepreneurship and social innovation; to translate and apply them to current problems; and to convey those proposals to decision makers in a simple and concise way.

Learning Outcomes: Students will:
(College Option, Learning from the Past)

1. Demonstrate knowledge of formative events, ideas or works in the arts, humanities, mathematics, natural sciences or social sciences;
2. Analyze the significance of major developments in U.S. and World History;
3. Differentiate multiple perspectives on social enterprise and social entrepreneurship;

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4. Identify and analyze trends in social entrepreneurship.
5. Apply concepts and methods of social entrepreneurship to existing problems and challenges;

Required Texts

David Bornstein, How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press, 2007 (0195334760)

Jessica Gordon-Nembhard, Collective Courage: A History of African American Cooperative Economic Thought and Practice, College Station: Pennsylvania State University Press, 2014 (0271062177)

All other readings will be available on Blackboard

Grading and expectations:

- Class attendance and participation in class discussion and completion of in-class assignments (20%);
- In-class entrepreneurship networking exercise (10%): introduce yourself and share experimental ideas on “changemaking” with regard to social issues
- Three short papers due in Week 4, Week 6 and Week 10 (30%):
 - First short paper: (750 words) *Pick one case study from the textbook (Chapters 4, 7, 9, 11, 13, 15, 17, 19) and pick one reading from the list below and compare the social entrepreneurship approaches and their perspective on how to address social need. This writing assignment must be 750 words, typed, double-spaced, and include references to both readings. This paper is due at the end of Week 4.*
 - Case study: Social Entrepreneurship at Tom’s Shoes, *Lumen*.
<https://courses.lumenlearning.com/ivytech-introbusiness/chapter/case-study-social-entrepreneurship-at-toms-shoes/>.
 - Pallab Paul & Kausiki Mukhopadhyay, “Grameen Bank,” *The SAGE Encyclopedia of Economics and Society*, <http://sk.sagepub.com/reference/the-sage-encyclopedia-of-economics-and-society/i9147.xml>.
 - Kristy Wang, “This Young African Social Entrepreneur Is Taking Her Social Business to the Next Level,” *Forbes*, August 8, 2016, <https://www.forbes.com/sites/ashoka/2016/08/08/this-young-african-social-entrepreneur-is-taking-her-social-business-to-the-next-level/#161f952e4669>.
 - “Peepoople: From Waste to Valuable,” India Sanitation Coalition,
<http://www.indiasanitationcoalition.org/resources/Case%20Study%20-%20PEEPOO.PDF>.
 - Second short paper: (1000 words) *Organizing information about problem: What are some methods social entrepreneurs in the 20th century applied to organize information about a social problem? What are some new tools current-day social entrepreneurs can use to accelerate the process and make more efficient progress?*
 - Third short paper: (2000 words) *Identify two social enterprise strategies that are commonly used today. Discuss why these social enterprise strategies are common in the contemporary era and what skills and methods they borrow from the past.*
- Social Enterprise pitch (25%): Each student will pitch their social enterprise idea in small groups. Positive and constructive feedback will be shared and helpful questions will be asked verbally by fellow group members. Each student will present as a social

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entrepreneur or a staff member in a workplace that is engaging with social entrepreneurship practices and strategies to solve a problem. In this project, you will have to compete and “sell” your ideas by 1) submitting a pitch deck as a PDF and summary (max 1 page, single-spaced, 12 pt. font) on key takeaways that shaped your proposed social enterprise.

- **Final exam (15%): experiential learning final exam:** **Using the “Seven Cooperative Principles” learned in this class, you will be asked to compare and contrast two “B Corps” (Benefit Corporations) who have a corporate purpose and were founded to create a material positive impact on society and the local populations, cultures, and economy. In the first part of the exam, you will read a summary of two different B Corps and assess which corporation has fulfilled all seven Cooperative Principles. Write several paragraphs assessing how each B Corp has fulfilled or failed to fulfill each of Seven Cooperative Principles. In the second half of the exam, (and also writing in several paragraphs) describe why one of the B Corps has been more financially successful or viable than the other. In the third part of the exam describe how financial success can correlate with social impact and how one of the described B Corps accomplished this feat.**
 - No make-up exam will be allowed without documentation of an illness, death in the family, or other major event. Contact the instructor within 24 hours of the exam to schedule a makeup exam.

College wide policies for undergraduate courses

Academic integrity

Incomplete grade policy: Incompletes may be granted on a case by case basis to students in good academic standing in the course. A contract will be negotiated between the student and professor for completion of the course requirements.

Important Information

Attendance Policy and Class Participation:

Student participation is required. Students are expected to arrive to class prepared to work. Students who routinely miss classes or arrive late tend to miss important information and end up not being able to follow the topics, or understand all the assignments. They also will miss many of the quizzes, small group activities, and class discussions that enhance the course. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes.

Students will be asked to reflect on readings by answering discussion questions in writing and orally discussing their answers at the beginning of most classes. Please note that 45% of your final grade is based on in-class activities. Regular attendance and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments, and not participating in classroom discussions **will result in a low grade or failure.**

Classroom behavior:

Student participation is required. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, speaking to the topic, addressing issues and scholarship rather than people or personalities, and referring to class readings and other scholarship to support their statements (not just your own opinion). The professor encourages students to think critically and use scholarly analysis in their oral and written assignments. Students should come to class prepared, having read the readings and completed assignments on time. Some reading assignments will be divided among the class, to be discussed orally. Students should take responsibility for their part of the assignment and for contributing their part to small group work and team projects.

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Please no use of cell phones or texting during class, use laptops only in relation to the course; and all cell phones and lap tops must be turned off during examinations.

Grading:

Total Point Conversion to Final Grade:

A	93.0-100.0 points	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
D+	67.1- 69.9	D	63.0- 67.0
D-	60.0- 62.9	F	Below 60 points

Reminder:

A = Excellent

B = Good

C = Satisfactory

D = Passing

F=Failure/Unsuccessful

Statement of the College Policy on Plagiarism

Plagiarism (as defined by the John Jay College Undergraduate Bulletin) 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 parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

Americans with Disabilities Act (ADA) policies: students registered with the Office of Accessibility Services will be provided reasonable academic accommodations once the instructor receives written verification of a student's eligibility. OAS is located at 66.01L (212) 237-8144.

Wellness Center and Counseling Services:

The Center is a fully accredited site in good standing with the standards of the International Association of Counseling Services. All of the services are FREE of charge and are available on a walk-in or appointment basis. The services the Wellness Center provides include: personal counseling, adjustment to college, career and personal development, choosing a major, study habits, test anxiety, low self-esteem, family and relationship concerns, depression and grief.

Our staff of trained professionals is diverse in ethnicity, race, sexual orientation, religion/spirituality, age and gender. We also have Spanish-speaking staff. You may request a particular counselor, and if scheduling permits, we will try to accommodate you. The Wellness Center is **located** at: New Building L.68.00 , by email at counseling@jjay.cuny.edu or phone at (212) 237-8111.

Immigration Services Center and Legal Resources:

If you have immigration related questions, there are resources available at John Jay, CUNY, and from many nonprofit organizations that provide free or low cost, high-quality and confidential immigration law services.* Below is a list of some resources that are available to assist you.

CUNY Citizenship Now

John Jay College Wellness Center Legal Aid

Legal Aid Society

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An estimated 15-18% of DACA-mented individuals qualify for another sort of legal relief or way to remain in the country legally. Non-DACA individuals including both students and their family members also have options of which they may not be aware.

Immigration Screenings at John Jay

Dr. Martinez (Dept of Latin American and Latina/o Studies) arranges immigration screenings on and off campus for students and families periodically. Please contact her at imartinez@jjay.cuny.edu if you're interested.

E4FC DREAMer Intake Service

When you're ready, you can take E4FC's free, confidential, online screening tool. You can expect the results (legal memo) of the screening in 2–4 weeks. Once you receive your legal memo, you can take it to a local community legal service provider or immigration attorney to explore potential immigration options. Note that the wait for online screening results is longer than an in-person screening.

Academic Advisement

The Academic Advisement Center is one of the many resources to help you feel ready and confident. There is also the availability of academic advisement within the Minor in Social Entrepreneurship and Innovation that is available through the program director and faculty advisor Professor Charlotte Walker-Said and administrative director, Gayetri Nanda.

Preferred Pronouns Policy

John Jay College and the SEI program are committed to fostering an environment of inclusiveness and supporting students' preferred form of self-identification. With this in mind, this policy provides definitions for and uses of names and pronouns recorded for students.

CLASS SCHEDULE

Week 1: Introduction and “What is Social Entrepreneurship?”

Discussion:

What are the “Seven Cooperative Principles”?

1. voluntary and open membership; 2. democratic member control; 3. member economic participation; 4. autonomy and independence; 5. education, training and information; 6. co-operation among co-operatives; 7. concern for community

Reading:

David Bornstein, How to Change the World: Social Entrepreneurs and the Power of New Ideas, Oxford University Press, 2007– *Chapter 1*

Cheng, Siyi, et al. “How Social Entrepreneurship Creates Social Value.” *Advances in Economics, Business and Management Research*, vol. 20, 2017

In-class Video: The Route to Social Innovation (Challenges in Social Innovation)

<https://www.youtube.com/watch?v=nPPWr-xWkxY>

Week 2: A Legacy of Social Entrepreneurship: Cooperative Activities, Intentional Communities, and Mutual Aid

Reading:

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

Jessica Gordon-Nembhard, Collective Courage: A History of African American Cooperative Economic Thought and Practice, Chapters 1, 4, and 8

“Agricultural Self Determination on a Regional Scale: The Federation of Southern Cooperatives” and “Drawing on the Past Toward a Sovereign Future: The Detroit Black Community Food Security Network,” in Monica M. White, Freedom Farmers: Agricultural Resistance and the Black Freedom Movement, (University of North Carolina Press, 2018)

Discussion:

How did African Americans social enterprises particularly dedicate themselves to #2 and #4 of the “Seven Cooperative Principles” (democratic member control / autonomy and independence)? And how did these activities prefigure later movements for other egalitarian economic structures among African Americans in the late twentieth century?

Week 3: The History of Social Entrepreneurship

Reading:

Jessica Gordon-Nembhard, Collective Courage: A History of African American Cooperative Economic Thought and Practice, Chapters 9 and 10

“The Second Curriculum in Historically Black Colleges and Universities,” in Jelani M. Favors, Shelter in a Time of Storm: How Black Colleges Fostered Generations of Leadership and Activism, University of North Carolina Press, 2019

Week 4: Recent Social Entrepreneurship Strategies that Reflect Tradition

Reading:

“Community-Based Education Reform,” in Elizabeth Todd-Breland, A Political Education Black Politics and Education Reform in Chicago since the 1960s, (University of North Carolina Press, 2018).

Greta de Jong, You Can’t Eat Freedom: Southerners and Social Justice after the Civil Rights Movement, (University of North Carolina Press, 2016), chapter: Anti-poverty projects and cooperative enterprises.

In-class Video: Reframing the Problem

<https://www.youtube.com/watch?v=u3Cc2QFVRJk>

First short paper (750 words): Pick one case study from the textbook (*Chapters 4, 7, 9, 11, 13, 15, 17, 19*) and pick one reading from the list below and compare the social entrepreneurship approaches and their perspective on how to address social need. This writing assignment must be 750 words, typed, double-spaced, and include references to both readings. This paper is due at the end of Week 5. (Reflection paper)

During week 5, the class will be peer reviewing drafts and the professor will give feedback on early drafts.

1. Case study: Social Entrepreneurship at Tom's Shoes, *Lumen*.
<https://courses.lumenlearning.com/ivytech-introbusiness/chapter/case-study-social-entrepreneurship-at-toms-shoes/>.
2. Pallab Paul & Kausiki Mukhopadhyay, "Grameen Bank," *The SAGE Encyclopedia of Economics and Society*, <http://sk.sagepub.com/reference/the-sage-encyclopedia-of-economics-and-society/i9147.xml>.
3. Kristy Wang, "This Young African Social Entrepreneur Is Taking Her Social Business to the Next Level," *Forbes*, August 8, 2016,
<https://www.forbes.com/sites/ashoka/2016/08/08/this-young-african-social-entrepreneur-is-taking-her-social-business-to-the-next-level/#161f952e4669>.
4. "Peepoople: From Waste to Valuable," India Sanitation Coalition,
<http://www.indiasanitationcoalition.org/resources/Case%20Study%20-%20PEEPOO.PDF>.

Week 5: Qualities of a Successful Social Entrepreneur: Past and Present

In-class social entrepreneurship networking exercise:

Targeted roundtable: In this week, the class will engage in small-group guided conversations—a networking format that focuses on collaboration. Each small group will be given a social problem (low performing schools, child abuse, recidivism, few opportunities for the formerly incarcerated, etc.) and will discuss their perspectives on what kind of changemakers would have to engage in that community's social problem in order to improve outcomes? **Also discuss which of the Seven Cooperative Principles would have to be prioritized in laying the groundwork for this social enterprise?**

Reading:

David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas* – Chapters 8 and 18

In class exercise:

Peer exchange and review of drafts of first paper

Week 6: Identifying an Opportunity in Social Entrepreneurship

Reading:

Zahra, Shaker A., et al. "Globalization of Social Entrepreneurship Opportunities." *Strategic Entrepreneurship Journal*, vol. 2, no. 2, 2008, pp. 117–131.

Dyer, Jeffrey H., et al. "Entrepreneur Behaviors, Opportunity Recognition, and the Origins of Innovative Ventures." *Strategic Entrepreneurship Journal*, vol. 2, no. 4, 2008, pp. 317–338., doi:10.1002/sej.59.

Guest Lecture: **Pamela Villa Kundu** from BronxConnect, an indigenous, multicultural, cross-denominational, faith-based community organization dedicated to developing urban youth into leaders and productive members of their communities.

Discussion:

How does the philosophy and practice of the *Seven Cooperative Principles* guide an entrepreneur's decision making rationale for deciding how to identify and opportunity in social entrepreneurship?

Week 7: The Practice of Social Entrepreneurship

Reading:

"Identifying Social Entrepreneurs in Practice," and "Social Networks: Bedrock of Social Capital" in Ryszard Praszkie, Social Entrepreneurship: Theory and Practice, Cambridge University Press, 2011.

In class videos:

How to Start a Social Enterprise

<https://www.youtube.com/watch?v=7178mTndI6A>

How to Solve a Social Problem:

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

This week, we will also discuss all the requirements for the second short paper, due at the end of Week 8:

Second short paper: (1000 words) *Organizing information about problem: What are some methods social entrepreneurs in the 20th century applied to organize information about a social problem? What are some new tools current-day social entrepreneurs can use to accelerate the process and make progress more efficiently? You must reference the reading at least four times and use MLA or Chicago style citation. The writing assignment must be in two distinct paragraphs that answer each question. (Research paper- use the readings to investigate the answers to the assignment's questions)*

During Week 8, we will map out the organizational structure of this paper

Week 8: Developing a Model of Paper Writing on Social Entrepreneurship

This week, we will be mapping out the organizational structure of writing like a social entrepreneur. We will discuss how to organize groups of thoughts into paragraphs and make titles and subtitles for sections in business writing style.

Reading for reference:

Kristin M. Ferguson, "Implementing a Social Enterprise Intervention with Homeless, Street-Living Youths in Los Angeles," Social Work, 52, 2, (April 2007): 103-112.

***Second short paper due end of Week 8**

Week 9: Measuring Social Impact and Community Return: Learning from the Past and Present to Improve the Future

*In class brainstorming project **Week 9**.* In **Week 9** Students will identify unmet needs in communities they are familiar with. **Then**, students will brainstorm solutions, narrow those solutions, and refine one by talking to peers in the class (following a structure) for implementation. The goal of this in-class project is not just to develop a single solution but to learn and experience the process of going from problem to solution in social entrepreneurship through discussion, innovative thinking incorporating feedback, and experimentation. **Keeping in mind the Seven Cooperative Principles, analyze how the unmet need could benefit from an organization's prioritizing of the issue while maintaining an organizational approach that follows the Seven Cooperative Principles.**

Reading: Arne van Overmeeren, Vincent Gruis, Marietta Haffner, "Performance Assessment of Housing Associations," Journal of Housing and the Built Environment, 25, 1 (2010): 139-151.

Mulgan, Geoff. "[Measuring Social Value .](#)" Stanford Social Innovation Review, 2010.

Week 10: Pitching an Idea

*In this class, we will also discuss all the requirements for **Paper 3**, due at the end of Week 11: **Third short paper: (1000 words):Assignment: Identify two social enterprise strategies that are commonly used today. Discuss why these social enterprise strategies are common in the contemporary era and what skills and methods they borrow from the past.** (Research paper-conduct outside research to identify social enterprises being developed today and discuss the strategies used to establish and orient the social enterprise)*

Reading: Daly, Peter, and Dennis Davy. "Structural, Linguistic and Rhetorical Features of the Entrepreneurial Pitch." Journal of Management Development, vol. 35, no. 1, 2016, pp. 120–132., doi:10.1108/jmd-05-2014-0049.

Josh Plaskoff and Sarah Harris, "Building the Heart and the Mind: An Interview With Leading Social Entrepreneur Sarah Harris," Academy of Management Learning & Education, Vol. 11, No. 3 (2012): 432-441.

Week 11: Challenges in Social Entrepreneurship in the Future: The Past as a Map for the Future

Reading:

Charu Shekhar, "Challenges Faced by Social Entrepreneurs," Medium, December 17, 2017.

Jeff Levin, "Engaging the Faith Community for Public Health Advocacy: An Agenda for the Surgeon General," Journal of Religion and Health, 52, 2 (June 2013): 368-385.

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

In-class video: Social Innovation in the Real World – From Silos to Systems
<https://www.youtube.com/watch?v=oHnwg2F6204>

Guest lecturer: James Jones, Jr., founder of **CourtBuddy**, a black-owned legal tech company (early stage venture) instantly matching those in need of legal counsel with solo attorneys based on budget

This week, we will also go over how to complete the Social Enterprise “pitch” that is to be presented in class in Weeks 12 and 13. Topics to cover to develop the pitch will include:

- *How to present oneself as a Changemaker*
- *How to demonstrate how you will overcome obstacles*
- *How you can ensure you have considered all the important factors with regard to addressing social needs*

Week 12: Developing a Social Enterprise Plan Part I

In-class assignment: First half of the class gives their social enterprise pitch

Week 13: Developing a Social Enterprise Plan Part II

In-class assignment: Second half of the class gives their social enterprise pitch

Week 14: Recap and Final Review

In-class assignment: Constructive criticism of pitches

Week 15: FINAL EXAM

EXAM FORMAT:

Using the “Seven Cooperative Principles” learned in this class, you will be asked to compare and contrast one cooperative from the early 20th century and one current-day “B Corp” (Benefit Corporations)—both of which had/have a corporate purpose and were founded to create a material positive impact on society and the local populations, cultures, and economy. In the first part of the exam, you will read a summary of two different cooperatives/corporations (one from the past and one from the current day) and assess which organization has fulfilled all seven Cooperative Principles. Write several paragraphs assessing how each organization (has) fulfilled or failed to fulfill each of Seven Cooperative Principles. In the second half of the exam, (and also writing in paragraph form) describe why one of the organizations was/has been more financially successful or viable than the other. In the third part of the exam describe how financial success can correlate with social impact and how one of the described organizations accomplished this feat.

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

New Course Proposal Form

Date Submitted: 11/1/19

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):

Name: Michael Puls

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

Phone number(s) 212-484-1178

2. a. **Title of the course:** Elements of Mathematical Proof

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

- 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:

Elements of mathematical proof introduces the student to mathematical rigor, abstraction and mathematical proof writing. Freshmen level mathematics courses develop the mental mathematical models needed to conceptualize abstract mathematical problems. Thus, the sophomore level is the appropriate level for this course.

- 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.)

Applied math majors at John Jay are required to take upper-level mathematics courses such as Advanced Calculus and Abstract Algebra. These courses are considered to be the most difficult in the undergraduate mathematics curriculum. Most of the mathematics that students will have encountered before taking these courses center on mastering computational algorithms such as equation solving and syntactic manipulation of

Approved by UCASC, 12/13/19, to College Council, 2/6/20

algebraic expressions. Advanced courses in mathematics, however, are proofed based. The transition from algorithmic manipulations to logical reasoning in a formal setting can be very abrupt. Writing proofs requires new ways of thinking and communicating that may require special training and quite a bit of practice for most students. The aim of the proposed course is to address this by giving the student the logical and writing skills needed to be successful in upper-level math courses such as Advanced Calculus and Abstract Algebra.

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

This course will prepare the student for advanced study in theoretical mathematics classes. Mathematical proof techniques will be introduced, along with the logic and reasoning behind them. Topics studied include sets, relations, conditional statements, necessary and sufficient conditions, quantifiers, direct proof, indirect proof, counter examples, mathematical induction, set identities, equivalence relations and modular arithmetic.

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

ENG 101 and MAT 242 Calculus II

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

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

 X No Yes. If yes, then please provide:

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

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

Students will:

1. Understand the basic logic of mathematical proofs.
2. Use basic proof methods to write clear and precise proofs (or disproofs) of mathematical statements.
3. Student will be able to identify and defend a correct mathematical argument and to be able to critically analyze an incorrect proof.

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

_____ No X Yes

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

Applied Mathematics Major, Mathematics Core Courses (Part II of the major)
Mathematics Minor, Elective (Part II)

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

Student learning will be assessed on the basis of weekly homework assignments, two midterm exams, and a final exam. The homework assignments cover proof techniques learned in class. Each assignment will require the student to construct a mathematical proof after determining which proof technique will work. The construction of a mathematical proof requires the student to write a clear and concise explanation of their proof. In Freshman and Sophomore level math courses students do virtually no writing, thus the writing component of the homework assignments will give the student much needed practice in developing their overall writing skills. Students will do more than six pages of writing during for this course.

The two midterm exams and the final exam are in class assessments that assess students' knowledge of topics learned in the class.

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. NO

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 10/30/2019

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

Estrada, Georgatos, Graff, Johnson, Miller, Puls, Salane, Trembinska

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

 X No

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

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

 X Not applicable

 No

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

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

 X No

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

19. Approvals: Doug Salane, Chair, Math and Computer Science Department

John Jay College of Criminal Justice-CUNY
524 59th Street
New York, NY 10019
Elements of Mathematical Proof-Section XX
MAT 2XX

Instructor: XXX

Office: XXX

Office Phone: XXX

E-mail: XXX

Office Hours: XXX

Course Description: This course will prepare the student for advanced study in theoretical mathematics classes. Mathematics proof techniques will be introduced, along with the logic and reasoning behind them. Topics studied include sets, relations, conditional statements, necessary and sufficient conditions, quantifiers, direct proof, indirect proof, counter examples, mathematical induction, set identities, equivalence relations and modular arithmetic.

Learning Outcomes: By the end of the term the successful student will be able to do the following:

- a) Understand the basic logic of mathematical proofs.
- b) Use basic proof methods to write clear and precise proofs (or disproofs) of mathematical statements.
- c) Student will be able to identify and defend a correct mathematical argument and to be able to critically analyze an incorrect proof.

Means of Assessment: Learning outcomes will be demonstrated through the solution of selected problems on exams, quizzes and collected homework assignments.

Course Prerequisite: ENG 101 and MAT 242

Textbooks: A Transition to Advanced Mathematics, 8th edition, Smith, Eggen and St. Andre, Cengage, 2015, ISBN: 978-1-285-46326-1.

Exams: There will be two exams during the semester and a final exam. The final exam, which is cumulative, will be given **XXXXX**. There will be **no make-up exams** except under special circumstances, which must be discussed with the instructor before the exam.

Projects: There will be twelve collected assignments given during the semester. The homework assignments cover proof techniques learned in class. Each assignment will require the student to construct a mathematical proof after determining which proof technique will work. The construction of a mathematical proof requires the student to write a clear and concise explanation of their proof. The amount of writing over the semester will exceed six pages.

Determination of Final Grade: The twelve projects will be worth 50% of the course grade; the two midterms will each be worth 15% of the course grade and the final exam will be worth 20% of the course grade. Final overall grades determined by the following table:

Grading Scale		
Grade	Overall percentage at least needed	Up to overall percentage needed
A	93	100
A-	90	93
B+	87	90
B	83	87
B-	80	83
C+	77	80
C	73	77
C-	70	73
D	60	70
F	0	60

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.

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

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

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

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

Wellness and Student Resources: (<http://www.jjay.cuny.edu/wellness-resources>) Students experiencing any personal, medical, financial or familial distress, which may impede on their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

Class Schedule

Lecture	Coverage	Sections
1	Propositions and Connectives	Section 1.1
2	Conditionals and Biconditionals Project one assigned	Section 1.2
3	Quantified Statements (Start)	Section 1.3
4	Quantified Statements (Finish) Project two assigned, Project one due	Section 1.3
5	Basic Proof Methods I	Section 1.4
6	Basic Proof Methods II Project three assigned, Project two due	Section 1.5
7	Proofs Involving Quantifiers (Start)	Section 1.6
8	Proofs Involving Quantifiers (Finish) Project four assigned, Project three due	Section 1.6
9	Strategies for constructing proofs	Section 1.7
10	Basic Concepts of Set Theory Project five assigned, Project four due	Section 2.1
11	Set Operations Project five due	Section 2.2

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12	Exam #1	
13	Indexed Families of Sets	Section 2.3
14	Mathematical Induction (Start) Project six assigned	Section 2.4
15	Mathematical Induction (Finish) Principles of Counting	Sections 2.4 and 2.6
16	Relations Project seven assigned, Project six due	Section 3.1
17	Equivalence Relations (Start)	Section 3.2
18	Equivalence Relations (Finish) Partitions Project eight assigned, Project seven due	Sections 3.2 and 3.3
19	Modular Arithmetic (Start) Project nine assigned	Section 3.4
20	Modular Arithmetic (Finish) Project ten assigned, Project eight due	Sections 3.4
21	Order Relations Project nine due	Section 3.5
22	Functions as Relations Project ten due	Section 4.1
23	Exam #2	
24	Construction of Functions Project eleven assigned	Section 4.2
25	Functions that are onto, one-to-one functions	Section 4.3
26	Epsilon-delta proofs (start) Project twelve assigned, Project eleven due	Section 7.1
27	Epsilon-delta proofs (finish)	Section 7.1
28	Review for final exam Project twelve due	
29	FINAL EXAM	

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Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

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

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

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

Date Submitted: 11/27/2019

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

2. Contact information of proposer(s):

Name(s): Michael Puls

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

Phone number(s): 212-484-1178

3. Current number and title of course: MAT 204, Discrete Structures

4. Current course description: The course introduces fundamental ideas in discrete structures. Serving as a basis for subsequent courses in computer information science. Topics include sets, functions and relations, the Pigeonhole Principle, basic counting methods, elementary logic, mathematical induction, recursion, trees and graph theory.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101 and MAT 105 College Algebra

5. Describe the nature of the revision (what are you changing?): To change the math prerequisite from MAT 105 College Algebra to MAT 141 Pre-Calculus

6. Rationale for the proposed change(s): In order to be successful in MAT 204, Discrete Structures the student should have a firm foundation in the concept of a function at the level of

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

a Pre-Calculus course (MAT 141).

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 101 and MAT 141 Pre-Calculus**

8. Enrollment in past semesters: Over the past few years the department has run three sections of MAT 204 each semester and each section usually enrolls 28 students.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 10/30/2019

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

Doug Salane

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

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.**

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

Date Submitted: 11/27/2019

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

2. Contact information of proposer(s):

Name(s): Michael Puls

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

Phone number(s): 212-484-178

3. Current number, title, and abbreviated title of course: **MAT 302, Probability and Mathematical Statistics II**

4. Current course description: This course studies the theory and methods of testing statistical hypothesis. Topics include the Neyman-Pearson theorem, likelihood ratio tests, power function study, point and interval estimation of statistical parameters including the study of unbiased, consistent, efficient and sufficient estimators. Results applied to problems from different fields involving binomial, Poisson, normal and related distributions.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, MAT 301 (Probability and Mathematical Statistics I)

5. Describe the nature of the revision: To add an additional prerequisite of MAT 242 Calculus II to the current prerequisites.

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

6. Rationale for the proposed change(s): MAT 302 studies many continuous statistical distributions which require performing calculations using the definite integral over an interval. Students do not encounter these types of integrals until MAT 242 (Calculus II).

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

a. Revised course description: NA

b. Revised course title: NA

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

d. Revised learning outcomes NA

e. Revised assignments and activities related to revised outcomes NA

f. Revised number of credits: NA

g. Revised number of hours: NA

h. Revised prerequisites: **ENG 201, MAT 242 Calculus II and MAT 301**

8. Enrollment in past semesters: This course has not been offered recently.

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

No ☒ X

Yes _____

If yes, please indicate the area:

10. Does this change affect any other departments?

☒ X No

_____ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: 10/30/2019

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

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

Grade Appeal Process (from 2019-20 UG Bulletin Revised)

Beginning in the ~~fall 2017~~ **fall 2020** semester, the following grade appeal policy is in effect.

Student Appeal

Students who think that a final grade was issued erroneously may file a grade appeal to the departmental grade appeals committee by submitting the form to the Registrar's Office. Although students are not required to communicate with their professor in order to file the appeal, students are strongly encouraged to communicate with the professor of the course about the reason(s) the student thinks the grade is incorrect. If the professor decides to change the grade, the student may then withdraw the appeal at that time. **Faculty members shall not retaliate against students who have requested that their grade be re-examined nor who have exercised their right to file a grade appeal.** The Appeal of Grade form for courses taken in spring or summer must be filed with the Registrar's Office by the twenty-fifth day of the subsequent fall semester; the Appeal of Grade form for courses taken in the fall or winter must be filed by the twenty-fifth day of the subsequent spring semester. Students may not appeal the decision of the department committee because the grade appeal process is the final option for students who are not able to remedy the situation with the professor.

Department Grade Appeals Committee

The request shall be reviewed by the departmental grade appeals committee. The departmental committee has 30 calendar days to review the matter and make a recommendation about the student's final course grade to the faculty member. For interdisciplinary programs, grade appeals will go to the department grade appeals committee of the academic department who hired the faculty member.

Faculty Review

The faculty member, upon receipt of the committee's recommendation, must render a judgment within 14 calendar days and communicate in writing to the Office of the Registrar his or her decision to either sustain the grade or submit a grade change **that follows the appeals committee's recommendation.** The department grade appeals committee may refer cases to the College-Wide Grade Appeals Committee. The college-wide committee may be used to review cases where the department grade appeals committee recommendation has not been acted upon by the faculty member.

College-Wide Grade Appeals Committee

If the departmental grade appeals committee fails to make a recommendation to the faculty member within 30 calendar days, the grade appeal will be sent to the college-wide grade appeals committee. The departmental grade appeals committee may also refer a case to the college-wide appeals

Approved by UCASC, Dec 13, 2019, to College Council, Feb 6, 2020

committee if the departmental committee's recommendation is not acted upon. The college-wide grade appeals committee shall have 30 calendar days to make a recommendation to the faculty member about the course grade. The faculty member's responsibilities and responses are the same as above. The college-wide grade appeals committee shall comprise five tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. The committee shall elect a chair from its own membership.

Extraordinary Circumstances

In truly exceptional circumstances a grade change may be authorized by someone other than the faculty member who taught the course. If either the departmental or college-wide grade appeal committee determines that truly exceptional circumstances are involved, the chair of the respective committee shall forward the information and related documents to the chair of the academic department that owns the course. The chair of the department, in consultation with the department grade appeals committee, shall review the case and if the department chair together with the grade appeals committee determines that a grade change is necessary and appropriate, it shall render its decision and change the student's grade by the process and deadline established for the faculty member above.

Such grade changes are expected to be rare. No change in grade may be authorized except by the faculty member teaching the course or by the department chair in consultation with the department grade appeals committee. Each fall, a report will be furnished to the Academic Standards Subcommittee of UCASC as to the number of grade changes made through this process during the previous academic year.

Applicability to Undergraduate and Graduate Students

The processes described in this policy shall apply to only courses in the undergraduate program because only the undergraduate program has departmental grade appeals committees.

Rationale: Students have the right to file a grade appeal; they should not feel hesitant to do so by a fear of possible retaliation, no matter whether that fear is justified or not. This is a general principle of filing appeals.

Wednesday, October 16, 2019

Freshman Forgiveness Policy

Proposed Freshman Forgiveness Policy – Effective September 1, 2020, the college will implement a Freshman Forgiveness Policy. This policy will apply to all lower freshman students, as defined below, who enrolled at the college in the Spring 2020 term or thereafter. In accordance with this new policy, if the student passes the suite of freshman courses, they will receive the grade earned which will carry the designated GPA. If the student fails the course, the failing grade (F, WU, FIN) will be administratively converted to “NC – No Credit,” and have no impact on the GPA. (Restrictions apply. Please read below sections to find all “Restrictions” and “Limitations”)

Explanation – According to John Jay College’s “Fall 2018 Fact Book,”¹ published by the Office of Institutional Research, the percentage of first-time, full-time, degree-seeking freshmen, still enrolled at the college after the first year is 79.9%.² Approximately 20% of the incoming freshman class is absent after the first year. Performance data after the freshman year reflects that over half of the freshman class attrition is due to probation/dismissal action. This policy seeks to assist first-time lower freshman students, who are new to the college experience, by removing the failing grades that place them in academic jeopardy.

Procedure – In CUNYFirst, faculty members assign grades to students via the Faculty Center. There is no anticipated change in the process for faculty. That is, faculty would assign grades at the end of a given term as usual. However, the college would authorize the Office of the Registrar to administratively change failing grades in the lower freshman semester to “NC-No Credit.”

Process

1. At the end of the Fall or Spring term, faculty members assign grades via CUNYFirst. (As usual, no change).
2. The Office of the Registrar extracts from CUNYfirst a report of lower freshman students who have earned failing grades. (see below for further definition)
3. The Office of the Registrar will perform a “change of grade” for failing courses and assign the grade of “NC-No Credit”. This will allow an audit trail to exist of the “original” grade and the “new administrative grade.”

¹ https://www.jjay.cuny.edu/sites/default/files/u1376/fact_book_2018_rev.pdf

² See pg. 30 in the Fall 2018 Fact Book.

4. Faculty members and students will be sent a confirmation email indicating that their grade has been changed.
5. The Provost and Dean of Undergraduate Studies will receive a report each term of the number of failing grades converted to NC-No Credit.
6. The Office of Undergraduate Studies will provide outreach and student success interventions for this population.

Restrictions

1. This policy applies only to a freshman student (attending full-time or part-time) in their first freshman semester, (aka., Lower Freshman).
 - a. A lower freshman is defined as a new student who has not previously matriculated in a college, as a degree-seeking student, prior to their first term of attendance at John Jay.
 - b. A lower freshman is coded by the Office of Admissions as being in the “FRSH” Student Group in CUNYFirst.
 - c. Entering freshman with college credits earned through Regents examination, AP credit, or other exams (i.e., CLEP) are still eligible for forgiveness under this policy.
 - d. Transfer students, coded as “TRNS,” who enter into the Upper Freshman level or beyond are **not** eligible for forgiveness under this policy.
2. This policy is effective for lower freshman students enrolled in the college beginning the Spring 2020 term and thereafter. It cannot be applied retroactively to any semester prior to Spring 2020.
3. This policy **will not** apply to readmitted students who return to the freshman term.
 - a. For this restriction, a readmitted student is considered a student who attended the college and received letter grades.
4. This policy applies to matriculated, undergraduate, degree-seeking students. Non-degree students are ineligible for forgiveness under this policy.
5. For the purpose of this policy, failing grades are considered; “F, WU, FIN.”
6. Students who receive grades of “NC” **are not** eligible for the Dean’s List for that semester or that year for part-time students.
7. For the purpose of calculating Latin Honor’s, NC grades will be treated as failing grades.

Limitations

1. The Freshman Forgiveness Policy only applies to courses taken in the first, lower freshman semester of matriculation. It will not apply to any courses taken thereafter.
2. Freshman students enrolled less than Full-Time in the lower freshman semester will be permitted to apply the forgiveness policy to the first 18 credits earned at John Jay College.
3. This policy applies only to courses taken at John Jay College. Courses taken at another college (CUNY or otherwise) are not eligible for forgiveness under this policy.
4. Courses with a grade assigned of “NC-No Credit” may negatively impact a student’s financial aid, (i.e., Satisfactory Academic Progress, Program Pursuit

- and Credit Accumulation) eligibility. It is strongly recommended that students meet with a financial aid counselor prior to the forgiveness policy being applied.
5. A student who repeats a course that has been assigned an NC grade in the prior term will receive a standard letter grade on the second attempt.

The chart below outlines how the Office of the Registrar will treat repeated courses and grades.

Original Grade	Grade Action	Effect on Credits Earned and GPA
A, B, C, D, P, CR, (incl all + and minus grades)	None	Grades are factored into GPA and credits are earned.
F, WU, FIN	Administratively Changed to "NC-No Credit" for Lower Freshmen	GPA will increase due to a grade change from failing to NC. No credits earned for NC courses
INC, PEN	None	Considered "in progress" grades. If failing grades are ultimately assigned, forgiveness rules apply
W, WA, WN,	None	No effect on GPA – No credits earned for courses

**John Jay College of Criminal Justice
Report to the College Council**

Date prepared: January 7, 2020

Submitted by: Prisoner Reentry Institute (PRI)

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The Prisoner Reentry Institute is changing its name to the **Institute for Justice and Opportunity**.

Tagline: Creating opportunity for people to live successfully in the community after involvement with the justice system.

Background:

The Prisoner Reentry Institute (PRI) was created in 2005 as one of the research centers at John Jay College. The name no longer accurately describes the scope of PRI's work and it unwittingly stigmatizes students associated with our programs. In the last fifteen years, the scope of PRI's work has expanded beyond reentry to address all stages of the criminal justice process from arrest through sentencing, incarceration, community supervision, and community reintegration. In changing our name, we also recognize that words like "prisoner" and "reentry" nominalize and stigmatize people, speaking only to a singular narrative that sees them in the context of their relationship to the criminal legal system.

PRI's core mission is to create opportunities for people to live successfully in the community after involvement with the criminal legal system. To that end, in the last eight years, PRI has expanded from its research and policy agenda to also include a range of direct services that touch 1,000 people a year. These include prestigious student fellowships, a college-in-prison program, and College Initiative, a continuum of services that assist people in enrolling and succeeding in college after they have been involved in the criminal legal system.

The Prisoner Reentry Institute engaged in a consultative process to find a new name that better reflects its mission of creating opportunity for people to live successfully in the community after involvement with the criminal legal system. We sought a name that speaks to a future of opportunity and possibility. We selected the name **Institute for Justice and Opportunity** because it is evocative and aspirational, and speaks to the many pathways and possibilities that are facilitated by the programs and services we offer.

