

**JOHN  
JAY** COLLEGE  
OF  
CRIMINAL  
JUSTICE

**COLLEGE COUNCIL**

**AGENDA**

**& ATTACHMENTS**

MONDAY, MAY 11, 2020

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

Monday, May 11, 2020  
Remote Conferencing via Zoom

- I. Adoption of the Agenda
- II. Approval of the Minutes of the April 6, 2020 College Council (attachment A), Pg. 3
- III. Approval of the 2019-2020 Graduates (attachment B) – Registrar, Daniel Matos, Pg. 6
- IV. Proposed Revision of the Undergraduate Appeals Grade Process (attachment C) – Faculty Senate President Ned Benton, Pg. 7
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- VI.** Report from the Committee on Graduate Studies (attachment E) – Interim Dean of Graduate Studies, Avram Bornstein, Pg. 148

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Change to program-specific admissions requirements: MA in Criminal Justice

- VII.** Bylaw Amendment (second reading): Change of Membership on the Budget and Planning Committee, Financial Planning Subcommittee, and Strategic Planning Subcommittee (attachment F) – Student Council President Musarrat Lamia, Pg. 149
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- X.** Report on the 2015-2020 Strategic Plan (attachment I), Pg. 191
- XI.** New Business
- XII.** Administrative Announcements – President Karol Mason
- XIII.** Announcements from the Student Council – President Musarrat Lamia
- XIV.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XV.** 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

April 6, 2020

The College Council held its sixth meeting of the 2019-2020 academic year on Monday, April 6, 2020. The meeting was called to order at 1:49 p.m. and the following members were present: Saaif Alam\*, Schevaletta (Chevy) Alford, Andrea Balis, Elton Beckett, Warren (Ned) Benton, Chelsea Binns, Marta Bladek, Teresa Booker, Avram Bornstein, Gloria Browne-Marshall, Dara Byrne, Anthony Carpi, Marta Concherio-Guisan, Glenn Corbett\*, Brian Coritijo, Silvia Dapia, Cassandra De Ketelaere, Lissette Delgado-Cruzata, Sven Dietrich, Adam Fane, Jarrett Foster\*, Rulisa Galloway-Perry, Robert Garot\*, Heath Grant, Amy Green, John Gutierrez, Maria (Maki) Haberfeld, Ellen Hartigan, Michelle Holder, Karen Kaplowitz, Erica King-Toler, Ariana Kazansky, Musarrat Lamia, Yuk-Ting (Joyce) Lau, Anthony Leonardo, Yi Li, Daiquan Llewellyn, Cyriaco Lopes, Peter Mameli, Terencia Martin, Karol Mason, Mickey Melendez, Catherine Mulder, Fidel Osorio, Kimberly Paredes, Hyunhee Park, Tara Pauliny, Allison Pease, John Pittman, Michael Scaduto, Katelynn Seodarsan, David Shapiro, Francis Sheehan, Sharon Solomon, Charles Stone, Steven Titan, Janet Winter, and Violet Yu.

Absent: George Andreopoulos, Sudhendra Budidi\*, Lucas Carvalho, Jasmine Chevez, Joel Freiser, Euxhenia Hodo, Lila Kazemian, Sari Mendoza, Edward Paulino, Marta-Laura Suska, Hung-Lung Wei, Rebecca Weiss, and Guoqi Zhang.

Guests: Tony Balkissoon, Wynne Ferdinand, Kathy Killoran, Sylvia Lopez, Daniel Matos, Jill Maxwell, Roblin Meeks, and Vincent Pizzuti.

\* 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 February 6, 2020 College Council

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

III. Approval of Members of the College Council Committees

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

IV. Report from the Committee on Graduate Studies (attachments C1-C10) – Interim Dean of Graduate Studies, Avram Bornstein

Programs

A motion was made to vote on the program changes marked C1 – C4 as a slate. The motion was seconded and approved unanimously.

- C1. Change to existing graduate program: MA in ICJ
- C2. Change to existing graduate program: Advanced Certificate in Organized Crime Studies
- C3. Change to existing graduate program: MS in Forensic Science
- C4. Change to existing graduate program: MA in Human Rights

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

- C5. Change to existing graduate program: MPA in Public Policy and Administration

A motion was made to adopt the program revision marked “C5. Change to existing graduate program: MPA in Public Policy and Administration.” The motion was seconded and approved unanimously.

#### New Courses

A motion was made to vote on the new courses marked C6 – C7 as a slate. The motion was seconded and approved unanimously.

- C6. HR 794 Independent Study in Human Rights
- C7. HR 798 Faculty-Mentored Research in Human Rights

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

#### Course Revisions

A motion was made to vote on the course revisions marked C8 – C9 as a slate. The motion was seconded and approved unanimously.

- C8. ICJ 726 Drug Trafficking
- C9. ICJ/PAD 762 Corruption and the Global Economy

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

#### Academic Standards

- C10. Change to program-specific admissions requirements: MA in International Crime and Justice

A motion was made to adopt the change marked “C10. Change to program-specific admissions requirements: MA in International Crime and Justice.” The motion was seconded and approved:

In Favor: 56

Opposed: 0

Abstention: 1

- V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments D1-D5) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne

Course Revisions

A motion was made to vote on the courses revisions marked D1-D4 as a slate. The motion was seconded and approved unanimously.

- D1. BIO 315 Genetics
- D2. ISP 277 Experiential Learning in Social Justice: Field Preparation
- D3. MAT 352 Applied Differential Equations
- D4. MAT 361 Introduction to Functions of a Complex Variable

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

Academic Standards

- D5. New Policy for Freshman Forgiveness

A motion was made to adopt the policy marked "D5. New Policy for Freshman Forgiveness." The motion was seconded and approved unanimously.

The committee thanked Ned Benton, Karen Kaplowitz, and Daniel Matos for their support in the adoption of this policy.

- VI. Bylaw Amendment (first reading): Change of Membership on the Budget and Planning Committee, Financial Planning Subcommittee, and Strategic Planning Subcommittee (attachment E) – Student Council President Musarrat Lamia

- VII. Honors, Prizes and Awards Committee Commencement Awards Recommendations (attachment F) – Interim Vice President for Enrollment Management and Student Affairs Ellen Hartigan

A motion was made to adopt the report as submitted by the Honors, Prizes and Awards Committee. The motion was seconded and approved unanimously.

The meeting was adjourned at 3:18 p.m.



Memorandum

TO: Anna Austenfeld  
College Council Secretary

FROM: Daniel Matos  
College Registrar

SUBJECT: Graduation List – Class of 2020

DATE: April 30, 2020

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Please place the approval of the “Class of 2020” graduates on the College Council agenda. Only faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:

<http://inside.jjay.cuny.edu/apps/graduation/>

Thank you.

To: College Council  
From: Faculty Senate  
Date: April 7, 2020  
Re: Proposed Revision of the UG Grade Appeals Process

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

Beginning in the [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. [Once an appeal is filed, no grade change can be filed other than, 1\) a grade change reflecting an informal resolution of the appeal agreed to by the faculty member and the student, or 2\) a grade change pursuant to departmental or college-level grade appeal decision.](#) 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 [originally filed final](#) grade or submit a grade change [that is no lower than the grade recommended by the department's Grade Appeals Committee.](#) 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 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. Although it is generally understood that the outcome of a grade appeal by a student is either the maintenance of the original grade or the receipt of a higher grade if recommended by a grade appeals committee, the updated language makes this clear and unambiguous.

**A Proposal for  
Forensic Mental Health Counseling BA to MA Accelerated Program**

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

**January 26, 2020**

**Contact Persons:**

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## **Purpose**

This proposal describes the establishment of a BA to MA Accelerated Program between the BA Major in Psychology and the MA Program in Forensic Mental Health Counseling within the Psychology Department at John Jay College of Criminal Justice, CUNY. Students graduating from the proposed Accelerated Program will be eligible to pursue licensure as mental health counselors in the State of New York. Within the program, students will specialize in counseling in forensic settings, and will be uniquely prepared to work as licensed counselors in prisons, juvenile detention centers, probation and parole agencies, and social service agencies that counsel adolescents and adults at risk for criminal behavior.

The FMHC Accelerated program is intended to attract qualified and achieving students from John Jay undergraduate psychology majors who have the desire to become licensed mental health counselors, with a strong interest in working with forensic populations. There will be particular outreach to students who might otherwise be discouraged, be unable to pursue a costlier graduate education, or may simply not have considered a graduate program due to lack of exposure. Through recruitment in the students' undergraduate careers, we hope to attract a diverse cadre of highly motivated matriculants with strong academic records, while drawing from many John Jay first-generation college students, immigrant, LBGQTQ, underrepresented ethnic minority, and students who will add to diversity in the Forensic Mental Health Counseling Program.

Racial disparities in the reluctance to utilize mental health services are often related to a lack of diversity in the professionals who counsel them, and this issue is particularly relevant to offender, juvenile, and victim populations. Accelerated programs have been quite successful elsewhere, not only in accelerating the professional development of motivated and accomplished students generally; but notably in increasing underrepresented student enrollment, such as with African American and Latinx students. It is anticipated that such results will likewise be achieved at John Jay College.

Selected full-time students who matriculate in the Accelerated program will be able to count 15 of their 60 MA level credits towards their 120 credits for the BA degree. After graduation with the bachelor's degree, students who were accepted into the FMHC Accelerated MA program will be permitted to transfer those 15 MA credits previously taken into the MA program, thus requiring an additional 45 credits to complete the MA degree. This process will save students an additional semester of study as well as tuition, through the internal transfer. The collaboration of the BA and the MA FMHC programs within the Psychology Department at John Jay College is an excellent fit, as many of the full-time faculty teach in both programs, and already offer related courses.

The FMHC Accelerated program will only be open to those BA Students who have completed 60 credits, who major in Psychology, and maintain a 3.5 overall GPA. Thus, some of the best BA Psychology students will have an opportunity to enter and complete an MA Program that provides training to become a fully licensable New York Mental Health Counselor. After graduation from the BA with an overall GPA of 3.5, and a 3.0 GPA in the 15 MA credits they have taken, students will then matriculate in the MA Forensic Mental Health Program as a normal MA student, while completing their remaining 45 credits to graduate.

John Jay College is particularly well situated to offer an accelerated program leading to an MA in mental health counseling, with a forensic specialization, and is likely to be the premier mental health counseling program with this focus in the country. As a leading Hispanic serving school, we have the potential to recruit and train diverse mental health counselors from our student body to work with underserved populations in correctional centers, victim agencies, and other forensic settings. The Psychology Department alone has over 40 full-time faculty who specialize in forensic areas, including 4 members who are both attorneys and psychologists, and three Distinguished Professors. The proposed accelerated program will utilize all current faculty and staff resources and, except for administration, will not require additional resources from the college. The Accelerated program has the endorsement of the John Jay College Psychology Department, the Office of Graduate Studies, the support of the Chair of the Psychology Department, and the support of various undergraduate administrators. The central CUNY office that administers new graduate programs has indicated support and noted that the program can be implemented on a local college basis.

The BA in Psychology at John Jay College has over 2000 majors, providing a large student pool of accomplished and diverse students from which to draw. The department also houses a state-registered MA Program in Forensic Mental Health Counseling, and an MA Program in Forensic Psychology which offer combined 60 course sections per semester for over 250 students from across the United States and many other countries. The MA Programs in Forensic Psychology and Forensic Mental Health Counseling, in conjunction with the Addiction Studies Program, offer students the opportunity to complete the education and training requirements for the Credential in Alcoholism and Substance Abuse Counseling (CASAC) while attending John Jay College. The psychology department also offers a dual degree BA/MA in Forensic Psychology which is highly successful and enrolls about 100 students per year but does not lead to licensure as a mental health professional as per New York State professional practice regulations. The proposed accelerated program will result in a separate BA and MA degree and graduating students will be eligible to pursue professional licensure as mental health counselors. Different from the BA/MA program offered in Forensic Psychology, students who have completed 120 credits in the proposed accelerated program will be awarded their BA separately and, when the additional coursework at the MA level is completed, will be awarded the MA.

### **Expected Number of Students & Tuition**

This program would seek to admit a cohort of 10 highly qualified Accelerated program students beginning in the Spring of their Junior year after applying in Fall of their Junior Year, and 10 students in the Fall of their Senior year, following junior spring application (See end of document for table).

The program's goal after a several-year build-up would be to maintain matriculation of 50 FTE students per semester, fifteen of whom will be working towards their BA, the other 35 towards their MA degree. This model would generate \$17,500 additional funding per semester in Excellence Fee Revenues for the combined MA Programs for the last 45 MA credits, as well as roughly \$500,000 per semester in John Jay College graduate tuition, estimating 35% out-of-state tuition.

## Educational Goals

1. To prepare qualified BA students in the Psychology Department at John Jay College for a career as professional mental health counselors, with the commensurate skills in interviewing, counseling, and assessment; based upon established principles and research regarding human development, personality, learning, psychopathology, and counseling.
2. To prepare students to develop a forensic specialization within mental health counseling, through courses and externships, for work in such settings as jails and prisons, family courts, juvenile detention centers, probation and parole offices, and social service agencies that assess and counsel adolescents and adults at risk for future criminal behavior.
3. To recruit and prepare potential licensed mental health counselors from diverse backgrounds to provide professional services to a diverse client population in forensic settings.
4. To prepare those students who are interested in specializing in the field of forensic alcohol and drug counseling, an opportunity to combine courses leading to a certificate as a Certified Alcohol and Substance Abuse Counselor (CASAC) with the MA in Forensic Mental Health Counseling.
5. To help students develop a critical perspective regarding current laws, institutions and professional practices regarding forensic mental health counseling, based upon an understanding of the best available research and practice in the developing field of forensic mental health.

## Background and Need

Mental health counseling means the application of principles of human development, learning theory, group dynamics, and psychopathology to individuals, couples, families, groups, and organizations, for the purpose of treating mental disorders and promoting optimal mental health and functionality. It includes, but is not limited to, the assessment, diagnosis, and treatment of mental and emotional disorders, educational techniques developed to prevent such disorders, as well as the application of a wellness model of mental health.<sup>1</sup> Mental health counselors and programs strive to follow principles and standards established by the American Counseling Association (ACA) and the American Mental Health Counselors Association.

Licensed counseling has become one of the fastest growing professions in the United States. Currently, 48 states have authorized the licensure of counselors. New York has recently recognized the need to license mental health counselors with the passage of the Laws of 2002, Chapter 676, Education Law Article 163. In 2005, the *Regulations of the Commissioner of Education*, Sections 52.32-52.35, and Subparts 79-9 – 79-12, established educational criteria for

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<sup>1</sup> RCW 18.19.120(2).

licensing mental health counselors; and the State Education Department has begun authorizing university programs that prepare students for this career.

It is estimated by the US Department of Labor that the number of mental health counselors will increase by 23% between 2016 - 2026. This compares favorably to the total growth estimate in all occupations during that time. It is expected that the need for licensed mental health counselors in the State of New York will be even higher than national trends. As a result of the new law, New York City, New York State and non-profit agencies will be creating hundreds of new positions for licensed counselors, especially since non-licensed master's level Psychologists will no longer be able to practice anywhere except in official state jobs, and their duties will need to be filled by licensed mental health professionals. The new accelerated program will provide a crucial public service function to the City and State, as well as to interested CUNY students, by providing the necessary training for such counselors, as the first CUNY program to offer such a degree.

Not only is there a strong need for mental health counselors, but there is a particular need for counselors to specialize in the area of forensic mental health, not only in New York City, but nationally. Forensic mental health involves the application of counseling theory and practice to criminal justice, family court, and other legal settings. Many counselors will be working in forensic treatment settings, with populations that require specialized training. Such settings will include jails and prisons, juvenile detention centers, hospitals, clinics, social service agencies, probation and parole offices, child protective services, and the courts. In addition to the standard required courses in counseling, the Forensic Mental Health Counseling Program will offer students the opportunity to take specialized courses in criminal behavior and aggression, juvenile delinquency, alcohol and crime, correctional and reentry counseling, risk assessment, family violence, victimology, crisis intervention, policing, sex offenders, terrorism, violent cults, and criminal profiling, among others.

The need for specialized training for all mental health professionals working in forensic contexts is reflected in the burgeoning research and specialized professional journals that have been created in recent years, for example, Law & Human Behavior, Behavioral Sciences and the Law, Criminal Justice and Behavior, Psychology Public Policy and the Law, Psychology, Crime & Law and Criminological Psychology.

In related mental health fields, both psychiatry and psychology recognize the need for forensic specialization, as both the American Psychological Association and the American Psychiatric Association offer diplomate certification in forensics. John Jay College already offers highly competitive masters and doctoral programs that specialize in forensic psychology. The American Counseling Association, the primary national organization representing counselors, has recognized this need for specialized forensic training by recently creating a partnership with the National Board of Forensic Evaluators to provide a forensic certification process for licensed counselors and other licensed mental health professionals.<sup>2</sup> Such certification will document training in essentially the same areas as those offered in the program in Forensic Mental Health Counseling.

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<sup>2</sup> Hayes, L. Counseling Today, September, 2004.

The need for an accelerated program in Forensic Mental Health Counseling is clear from the long path of training required for the 60-credit MA in this field, after a 120-credit BA. Many students are not able to afford to delay jobs and pay for such an MA after their BA. This is particularly true for many minorities and those with family financial hardship. However, for the best BA students, those who successfully maintain a 3.5 GPA, the Accelerated program will enable them to achieve this goal more easily. Potential students will be drawn from our highly diverse undergraduate population, comprised of 23% Black/African American, 10% Asian, 41% Latinx, and 25% White/Anglo American students.<sup>3</sup> Mental health counselors with such diversity are desperately needed, particularly when working with forensic populations that have a high percentage of minority representation.+

## LEARNING OUTCOMES

### **BA in Forensic Psychology. Students will:**

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of “psychology and the law”.
- Demonstrate appropriate information literacy, including the ability to perform effective database searches.
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style.
- Critically and skeptically evaluate psychological information and extend this critical thinking to one’s own work and all aspects of life-long learning.
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology.
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations.
- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology.

### **MA in Forensic Mental Health Counseling Mission and Learning Outcomes**

The MA Program in Forensic Mental Health Counseling has the following two primary missions in educating its students: 1) To prepare students for a career as professional mental health counselors, with the commensurate skills in interviewing, counseling, and assessment, based upon established principles and research regarding human development, personality, learning, psychopathology, and counseling. 2) To prepare students to develop a forensic specialization

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<sup>3</sup> Office of Institutional Research. Fall 2010 Fact book, Updated 1/10/11. New York: John Jay College of Criminal Justice, CUNY.

within mental health counseling, through courses and externships, for work in such settings as jails and prisons, family courts, juvenile detention centers, probation and parole offices, and social service agencies that assess and counsel adolescents and adults at risk for future criminal behavior.

Specific Learning Outcomes, within the context of its primary missions, are:

**Students will:**

- Articulate the intersection between law and mental health counseling
- Describe specialized areas in mental health counseling
- Explain personality theory within the context of forensic counseling
- Apply the principles of research methods and statistics to forensic counseling issues
- Apply counseling theory to practice

**CURRICULUM DESIGN**

The FMHC Accelerated degree program will require 165 credits, of which 60 credits will be from the MA Program in Forensic Mental Health Counseling; while 105 credits will be from the BA curriculum. The additional 15 credits to satisfy the BA 120-credit degree will be “double-counted” MA credits. Embedded within the 105 BA credits will be 12 Psychology Department Major credits; the remainder of the Psychology Major requirements will include 3 MA substituted credits within the general non-major electives. Please see Proposed Bulletin information (p.12) and Sample Advisement Plan (p.16) below.

The MA Forensic Mental Health Counseling degree requires 60 credits. The program contains a group of twelve required courses (36 credits) consistent with curricular content mandated in *Regulations of the Commissioner*, Section 52.32; another group of six forensic mental health electives (12-18 credits); two permitted cognate courses (0-6 credits) for particularized student interests; plus a 600 hour (6 credits) supervised internship.

The overall orientation of the program is to develop licensable mental health counselors who have the standard training, plus the specialized ability to function as practitioners in a broad range of settings involving forensic assessment, counseling, and administration.

BA Credits:

- A. Fulfill all required General Education Requirements 42 Credits<sup>4</sup>
- B. Forensic Psychology Undergraduate Major (Fulfill 31 out of required 43 UG Credits; + 12 MA Psych replacement credits).
- C. Undergraduate Non-Psych Electives (Fulfill 3 out of 35 using 3 MA Psych elective replacement credits)
- D. Total Undergraduate = 42 GE + 31 Undergraduate BA PSYCH + 12 MA Psych Replacement credits + 3 MA Psych elective replacement credits + 32 BA electives = 120 total credits (120 needed to graduate)
- E. Total Credits = 120 Undergraduate (of which 15 are MA Classes) + 45 MA = 165

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<sup>4</sup> Three credits per course unless otherwise specified.



- Note you can only substitute 15 undergraduate credits with MA Classes

### UNDERGRADUATE PSYCHOLOGY REQUIREMENTS FOR DUAL FMHC PROGRAM:

#### OVERVIEW

1. Core courses (22 credits)—NO REPLACEMENT
2. Core electives (6 credits)—REPLACE 3 credits
3. General Electives (6 credits)—REPLACE 6 credits
4. Capstone Requirements (6 credits)—REPLACE 3 credits
5. General Non-psychology electives (26-35 electives)-REPLACE 3 credits

### UNDERGRADUATE PSYCHOLOGY REQUIREMENTS FOR DUAL FMHC PROGRAM:

#### SPECIFICS

Part 1: CORE COURSE – No course substitution

Part 2: CORE ELECTIVE (replace 3 BA credits)

1. Theories of Personality (PSY 741) replaces Core Elective Theories of Personalities Psych 353

Part 3: GENERAL ELECTIVE (replace 6 BA credits)

1. Introduction to Forensic Mental Health Counseling (PSY 755) replaces any class
2. Psychology and the Law (PSY 700) replaces any class

Part 4: CAPSTONE REQUIREMENT FOR UNDERGRAD (replace 3 BA credits)

Either PSY 701 (Criminal Behavior) or PSY 705 (Psychology of the Victim) can substitute for PSY 430 (Clinical Topics in Forensic Psychology)

UNDERGRADUATE NON-PSYCH ELECTIVES (Replace up to a maximum of 3 MA Psych Credits)

Research Methods (PSY 715) can substitute for any Non-Major Elective

### **MA COURSE REQUIREMENTS**

The following courses count toward the FMHC MA program (60 credits total – 15 credits of which (in red) will be transferred from BA). Students must complete all Part 1 and Part 2 courses, in addition to 18 credits from Parts 3, 4 (thesis students only), 5 and/or 6:

Part 1: MA Required Courses: \_\_\_\_\_ 36 Credits

- **Mental Health Professionals, Social Science, and the Law (PSY 700).** (Replaces any General Elective in Psychology Major)
- **Research Design and Methods (PSY 715).** (Replaces any Non-psych General Elective)
- Human Growth and Development (PSY 731).
- **Theories of Personality (PSY 741)** (Replaces PSY 353; Core UG Psy Elective)

- Psychopathology (PSY 745).
- **Introduction to Forensic Mental Health Counseling (PSY 755)** (Replaces any General Elective in Psych Major)
- Clinical Instruction (PSY 758).
- Counseling & Psychotherapy Methods (PSY 760)
- Clinical Interviewing and Assessment (PSY 761).
- Group Dynamics and Group Treatment (PSY 765)
- Intermediate Statistics in the Social Sciences (PSY 769).
- Introduction to Assessment (PSY 795).

Part 2: Required Supervised Internship 6 Credits

- Fieldwork in Counseling I (PSY 780).
- Fieldwork in Counseling II (PSY 781).

Part 3: Forensic Mental Health Electives 9-18 Credits; (18 CR required for non-thesis students; 9 CR for thesis students)

- **Criminal Behavior (PSY 701)** (Can replace PSY 430 Capstone).
- Violence and Aggression (PSY 703).
- **Victimology (PSY 705)** (Or can replace PSY 430 Capstone).
- Counseling and Rehabilitation of the Offender (PSY 707).
- Crisis Intervention and Short-term Treatment Counseling (PSY 708).
- Alcoholism and Substance Abuse (PSY 714).
- Assessment and Counseling of the Juvenile Offender (PSY 716).
- Social Science Evidence in Court (PSY 718).
- Social Psychology and the Legal System (PSY 720).
- The Evaluation and Counseling of the Sex Offender (PSY 722).
- Mental Health Issues in Policing (PSY 726).
- Eyewitness Identification (PSY 727).
- Terrorism (PSY 729).
- Ethical Issues in Forensic Mental Health (PSY 730).
- Dissociation and Trauma (PSY 733)
- Criminal Psychological Assessment (PSY 734).
- Clinical Crime Scene Analysis (PSY 739).
- Family Violence and Disputes (PSY 742).
- Empirical Profiling Methods (PSY 746).
- Empirical Crime Scene Analysis (PSY 748).
- Personality Assessment I: Intelligence and Cognition (PSY 751).
- Personality Assessment II: Projective Techniques (PSY 752).
- Personality Assessment III: Objective Personality Assessment (PSY 753).
- Advanced Forensic Assessment (PSY 754).
- Personality Profiles of the Homicidal Offender (PSY 766).
- Brain and Behavior (PSY 779).
- Psychology Seminar in Selected Topics (PSY 790)
- Diversity Issues in Forensic Mental Health Counseling (PSY 8XX).
- Child Abuse and Neglect (PSY 773)

- Advanced Supervision (PSY 774)

PART 4: Forensic Mental Health Thesis Track Electives (9 Credits for Thesis students only)

- Descriptive and Statistical Data Analysis (PSY 737).
- Advanced Research Methods (PSY 738).
- Prospectus Seminar (PSY 791).

PART 5: Victim Counseling Specialization (18 credits)

- **Psychology of the Victim (705) (can replace Capstone PSY 430).**
- Crisis Intervention and Short-term Treatment Counseling (PSY 708).
- Dissociation and Trauma (PSY 733).
- Family Violence and Disputes (PSY 742)
- Child Abuse and Neglect (PSY 773).
- Advanced Issues in Victim Counseling and Psychotherapy (PSY 774).

PART 6: CASAC Track Electives

- Alcoholism and Substance Abuse (PSY 714).
- Social Aspects of Alcoholism and Drug Use (CRJ 714).
- Ethical Issues in Forensic Mental Health (PSY 730).

Students pursuing the Credential in Alcoholism and Substance Abuse Counseling (CASAC) must complete their fieldwork requirements (PSY 780 and 781) in an OASAS-licensed facility, in addition to PSY 714, 730 and CRJ 714. They must also complete five undergraduate courses (15 credits) in the John Jay CASAC program (beyond the CASAC master's credits listed above) that will be in addition to the 151 Accelerated FMHC Accelerated program.

Cognate Courses      0-6 Credits

- Students may enroll in up to two additional graduate courses offered at John Jay College, including courses in the MA Programs in Criminal Justice, Forensic Science, Forensic Computing, or Public Administration.

**Culminating Experience/Externship for the MA**

The culminating experience in the program is a total of 600 hours of supervised externship (divided into two courses – PSY 780-781 that student register for over two consecutive semesters). These fieldwork courses provide supervised experience assisting mental health professionals in the assessment, management and counseling of clients. Student work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences, and mental health counseling. Fieldwork training is supplemented by conferences with a faculty advisor. Together the experience puts into active practice the skills and knowledge acquired throughout the program and aligns with the learning outcomes of the program. Students generally have at least three semester's worth of coursework completed before the start of their externship and are well prepared to integrate their classroom learning into the externship experience with realistic applicability.

Recent Externship Site examples include King's Country Hospital Center's Forensic Psychology Service, The Addiction Institute at Mt. Sinai, Queens TASC Mental Health Unit, The, Queens Counseling for Change, Bellevue Hospital, Kirby Forensic Psychiatric Center, among many others throughout the five boroughs, Long Island, Westchester, New Jersey, and beyond.

*Sample duties:* Extern's duties involve both direct and indirect client contact in a number of contexts – from conducting intakes and assessments, to conducting group and individual counseling sessions. They participate in multidisciplinary staff meetings, engage in treatment and discharge plan writing, complete progress notes, coordinate outside care providers, etc.

### **Licensure**

Licensure in New York State requires completion of a master's or doctoral degree in counseling that is licensure qualifying with NYS, Department of Education. The degree must include at least 600 hours of internship experience. Graduates then go on to complete 3,000 hours of supervised work experience providing mental health counseling in a recognized setting to qualify to take the National Mental Health Counselor Examination.

### **Governance of the Program**

Governance of the Accelerated program in Forensic Mental Health Counseling, involving major policy issues, will be under the auspices of the MA Program in Forensic Mental Health Counseling which is situated in the Psychology Department. Such faculty governance is subject to college policy regarding MA programs, and policy oversight by respective college committees, including the Curriculum Committee, Graduate Studies Committee, and the College Council. Governance of the BA aspect of the program will be subject to all relevant college undergraduate committees.

Daily administration of the FMHC Accelerated program including program advisement, admissions and retention decisions, will be handled by the Deputy Director of FHMC. These new responsibilities will add three credits of release time to the existing three credits of release time per Academic Year. Additional administrative support will be provided by current Excellence Fee HEOs. College assistant hours from the Office of Graduate Studies will return to the previous allocated hours of 24 hours per week replacing the 18-hour-per-week recent cutback, to provide for Accelerated program CA support.

The Office of the Dean of Research and Graduate Studies will provide additional logistical support, making use of its current resources.

### **Program Development and Self-Assessment**

The FMHC Accelerated Program will be committed to an ongoing process of self-assessment and program development in conjunction with the ongoing program assessment of the FMHC program. The focus of the self-assessment will be the extent to which accelerated program student competencies compare with traditional FMHC students and whether any differences need to be addressed with additional services.

### **Resources Required**

Since the proposed program combines two already existing programs within the Psychology Department at the college, no additional resources are required beyond administrative support

previously discussed including 1 additional course release time for the Deputy Director and an additional 6 CA hours among support staff.

### **Admissions Requirements**

The Accelerated Program in Forensic Mental Health Counseling will seek successful undergraduates who have the academic background, ability, and motivation to become competent licensed forensic mental health counselors. Admission to the program will be based upon the following criteria, which will be interpreted flexibly to take into account individual experiences and situations:

- **Completion of 60 undergraduate credits with a minimum GPA of 3.5**
- **Undergraduate background of at least 12 credits in psychology including PSY 250 & PSY 311 upon acceptance into the Program.**
- Completion of an Accelerated Program application form, including complete college transcript.
- 500-1000 word personal statement of the candidate's interest, qualifications and career goals, that supports the applicant's request for admission to the program.
- Three appropriate letters of recommendation, using the FMHC recommendation template, that consider the individual's intellect, character, maturity, judgment and interpersonal skills.
- Submission of a writing sample that demonstrates writing/research skills, such as a term paper or research paper.
- Interviews with candidates, as needed.

Students must maintain a 3.5 GPA overall in the BA portion of the program (i.e. below 120 credits) and a 3.0 in the MA once students matriculate as graduate students to remain in the Accelerated Program. Failure to maintain these minimum GPAs will result in students being withdrawn from the Accelerated Program, although they may continue to pursue the BA separately if they are meeting program requirements. Graduate courses taken may be used to satisfy some undergraduate requirements in this situation.

*Each cell in Table 2 below reflects the number of students admitted from a particular semester cohort, and the number of MA credits that they would be completing during each semester of the sequence. For example, the first row reflects 10 students who are admitted in the Fall of their Junior year, each taking 6 credits, resulting in 60 generated credits (reflected in the Sum Credits Bottom Row). Moving right on each row indicates the number of credits generated for this group until completion of the MA. Sum Credits added in the columns in any semester are divided by 12 to reach the sum of FTE students in the Accelerated program from the first semester until completion of the BA and MA.*

## Forensic Psychology, BA, Dual Admission/Accelerated Program Leading to the Forensic Mental Health Counseling, MA

The FMHC Accelerated program is intended to attract qualified and achieving students from the John Jay undergraduate psychology major who have the desire to become licensed mental health counselors, with a strong interest in working with forensic populations in such settings as jails and prisons, juvenile detention centers, hospitals, clinics, social service agencies, probation and parole offices, child protective services and courts. Qualified undergraduate students may enter this accelerated program in their junior year and graduate with the bachelor's degree in forensic psychology while taking fifteen credits of graduate courses towards the master's degree in forensic mental health counseling. Students then continue on to matriculate in the master's program.

Description of the undergraduate forensic psychology major. The program is designed for students who are interested in the relationship between psychology and the criminal justice system. The mission of the Forensic Psychology major is to enhance students' understanding of individual behavior, in terms of its biological, cognitive, social and emotional components and their interaction, and its effects on the broader community. Students will learn to employ an empirical approach to understand human behavior. The major prepares students for a number of careers and graduate work in psychology, social work, law enforcement, or other criminal justice professions.

BA in Forensic Psychology Learning Outcomes. Students will:

- Demonstrate knowledge of the historical and theoretical foundations of psychology, as well as key concepts, content, and research methods in the major sub-disciplines of psychology and in the field of "psychology and the law".
- Demonstrate appropriate information literacy, including the ability to perform effective database searches.
- Demonstrate the ability to design an ethically appropriate psychological research study and analyze and interpret basic research data.
- Gather, read, synthesize and critique primary source psychological and psycho-legal literature.
- Communicate effectively through oral and written presentations and demonstrate appropriate use of APA style.
- Critically and skeptically evaluate psychological information and extend this critical thinking to one's own work and all aspects of life-long learning.
- Demonstrate an appreciation of contextual influences on individual behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture.
- Recognize professional ethics inherent in different aspects of psychology, including forensic psychology.
- Demonstrate an appreciation of how psychology relates to real-life professional and personal situations.
- Demonstrate an awareness of the scope and entry qualifications of professional and graduate programs in psychology.

Description, mission and learning outcomes of the MA in Forensic Mental Health Counseling.

The MA Program in Forensic Mental Health Counseling has the following two primary missions in educating its students: 1) To prepare students for a career as professional mental health counselors, with the commensurate skills in interviewing, counseling, and assessment, based upon established principles and research regarding human development, personality, learning, psychopathology, and counseling. 2) To prepare students to develop a forensic specialization

within mental health counseling, through courses and externships, for work in such settings as jails and prisons, family courts, juvenile detention centers, probation and parole offices, and social service agencies that assess and counsel adolescents and adults at risk for future criminal behavior.

Learning Outcomes, within the context of the primary missions. Students will:

- Articulate the intersection between law and mental health counseling
- Describe specialized areas in mental health counseling
- Explain personality theory within the context of forensic counseling
- Apply the principles of research methods and statistics to forensic counseling issues
- Apply counseling theory to practice

Credits Required.

Forensic Psychology Major (undergraduate courses)	31-40
General Education	42
Undergraduate Electives	23-32
MA in Forensic Mental Health Counseling (graduate courses)	60
Total Credits Required for B.A. & M.A. Degree	165

Deputy Director of the MA in Forensic Mental Health Counseling. Professor Chitra Raghavan, Department of Psychology (craghavan@jjay.cuny.edu, 212-237-8417)

Undergraduate Coordinator.

Deputy Chair for Undergraduate Advising.

Advising resources. Coming soon ...

Admission. To apply students should have between 60-80 credits, be majoring in forensic psychology, have completed statistics (STA 250) and research methods (PSY 311), and have an overall GPA of 3.5 or above. For additional information on applying, contact Professor Chitra Raghavan, Department of Psychology at the information above.

Academic requirements. Student must maintain an overall GPA of 3.5 or above in the undergraduate portion of the program. Once the bachelor's degree is earned, students must maintain a 3.0 GPA in the master's portion of the program. Failure to maintain the required GPA may result in the student being withdrawn from the accelerated program. Student would then be required to fulfill any remaining undergraduate major requirements to earn the bachelor's degree. In addition, the MA degree requires a year-long supervised internship experience in an appropriate setting.

## Foundation courses

Required

PSY 101	Introduction to Psychology
MAT 108	Social Science Math

Or

MAT 141	Pre-Calculus
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Subtotal: 3-6

MAT 108 or MAT 141 may not be needed depending on student's mathematics placement score.

\*Advisors recommendation: PSY 101 can fulfill the Flexible Core: Individual & Society and MAT 108 or MAT 141 can fulfill the Required Core: Math & Quantitative Reasoning areas of the Gen Ed Program.

## Part One. Core Courses

Required

PSY 200	Cognitive Psychology
PSY 221	Social Psychology
PSY 231	Developmental Psychology
PSY 242	Abnormal Psychology
PSY 311	Research Methods in Psychology
PSY 370/LAW 370	Psychology and the Law
STA 250	Principles and Methods of Statistics

Subtotal: 22

## Part Two. Core Electives

Select one

PSY 320	Brain and Behavior
PSY 324	Sensation and Perception
PSY 327	Learning and Memory
PSY 329	History of Psychology
PSY 352	Multicultural Psychology

Required

PSY 741	Theories of Personality
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Subtotal: 6

## Part Three. General Electives

Required

PSY 700	Psychology and the Law
PSY 755	Introduction to Forensic Mental Health Counseling

Subtotal: 6



## Part Four. Capstone Requirements

Select one

PSY 421	Forensic Social and Experimental Psychology
PSY 425	Seminar in Forensic Psychology
PSY 476	Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System
PSY 485	Advanced Undergraduate Research Experience in Psychology

Select one

PSY 701	Criminal Behavior
PSY 705	Psychology of the Victim

Subtotal: 6

## Part Five. Honors Thesis in Psychology (Optional)

PSY 4XX	Honors Thesis I	3
PSY 4YY	Honors Thesis II	3

Subtotal: 0-6

TOTAL CREDIT HOURS: 31-40

**Table 1. Sample Accelerated Program Four Year BA to MA Advisement Plan**

Term: Fall 1		Course classification(s)				Term: Spring 1		Course classification(s)			
Course Number & Title	Cr	GE	Maj	MA	Prerequisite(s)	Course Number & Title	Cr	GE	Maj	MA	Prerequisite(s)
ENG 101 Composition I (RC)	3	3		NA		ENG 201 Composition II (RC)	3	3		NA	
100 Level Justice Course (CO)	3	3				MAT 108 (PreReq)	3	3		NA	
PSY 101 Individual and Society (FC.PreReq)	3	3		NA		World Cultures and Global Issues (FC)*	3	3		NA	
MAT 105 (Math and Quant Reasoning) (RC)	3	3		NA		Life and Physical Sciences (RC)	3	3		NA	
Creative Expression (FC)	3	3		NA		PSY 200 Cognitive Psychology	3		3	NA	ENG 101 & PSY 101
Term credit total:	15	15	0	NA		Term credit total:	15	12	3	NA	
Term: Fall 2		Course classification(s)				Term: Spring 2		Course classification(s)			

Course Number & Title	Cr	GE	Maj/El	MA	Prerequisite(s)	Course Number & Title	Cr	GE	Maj/El	MA	Prerequisite(s)
Communications (CO)*	3	3		NA		U.S. Experience in its Diversity (FC)	3	3		NA	
Scientific World (FC)	3	3		NA		Learning from the Past (CO)	3	3		NA	
BA Elective or Minor	3		3	NA		BA Elective or Minor	3		3	NA	
PSY 242 Abnormal Psychology or 221 or 231	3		3	NA	ENG 101 & PSY 101	PSY 221 Social Psychology or 242 or 231	3		3	NA	ENG 101 & PSY 101
STA 250 Principles of Statistics	3		3	NA		PSY 311 Research Methods	4		4	NA	
Term credit total:	15	6	9	NA		Term credit total:	16	6	10	NA	
<b>Term: Fall 3 (APPLY TO PROGRAM)</b>	<b>Course classification(s)</b>					<b>Term: Spring 3 (ADMIT TO PROGRAM)</b>	<b>Check course classification(s)</b>				
Course Number & Title	Cr	GE	Maj/El	MA	Prerequisite(s)	Course Number & Title	Cr	GE	Maj/El	MA	Prerequisite(s)
300 Justice Level Course (CO)		3				PSY 700 Mental Health Professionals, Social Sciences & Law*	3			3	Substitute for MAJ BA elective
BA Elective or Minor	3		3			BA Elective or Minor	3		3		
BA Elective or Minor	3		3			BA Elective or Minor	3		3		
PSY 231 Developmental Psychology or 242 or 221	3		3		ENG 101 & MAT 108 or 141	BA Elective or Minor	3		3		
PSY 370 Psych and Law	3		3			Additional Flexible Core Course (FC)	3	3			
Term credit total:	15	3	12			Term credit total:	15	3	9	3	

<b>Term: Fall 4</b>						<b>Term: Spring 4</b>					
<b>Check course classification(s)</b>						<b>Check course classification(s)</b>					
Course Number & Title	Cr	EL	Maj	MA	Prerequisite(s)	Course Number & Title	Cr	EL	Maj	MA	Prerequisite(s)
PSY 715 Research Design & Methods	3			3	Substitute for non-major elective	PSY 741 Theories of Personality	3			3	Substitutes for PSY 353
PSY 755 Intro to FMHC	3			3	Substitutes for MAJ BA elective	PSY 701 Criminal Behavior or Psychology of Victim 705	3			3	Substitutes for PSY 430 Capstone
BA PSY Major Capstone			3			BA Elective or Minor	3		3		
BA PSY General Elective	3	3				BA Elective or Minor	3	3			

BA Elective or Minor	3	3				BA Elective or Minor	2			
Term credit total:	15	6	3	6		Term credit total:	14	5	3	6
<b>Program Totals:</b>	Undergraduate = 120 Credits Total: 165 credits		General Education: 42			Major: 31-40 (+12 MA credits) = 43-52 General Electives: 23-32 (+3 MA)		MA: 60 (45 MA + 15 MA also counted towards BA major)		

Cr: Credits      GE: [General Education](#) Maj: Major Requirement      MA: MA level course      EL=Elective  
Prerequisite(s): list prerequisite(s) for the noted courses

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### General Education Categories

Required Common Core (RC)

Flexible Common Core (FC)

College Option (CO)

\*Students who are not exempt from Foreign Language must take FL101 to satisfy Foreign Cultures and FL102 to complete Communications

**Table 2. Sample Credits & FTEs of Admitted Students to Accelerated Program\***

<b>Credits &amp; Matric</b>	<b>S</b>	<b>F</b>	<b>S</b>	<b>F</b>	<b>S</b>	<b>F</b>	<b>S</b>	<b>F</b>	<b>S</b>
<b>S Jr Yr</b>	3 x 10 = 30	6 x 10 = 60	6 x 10 = 60	12 x 10 = 120	12 x 10 = 120	12 x 10 = 120	9 x 10 = 90		
<b>F</b>	-	6 x 10 = 60	9 x 10 = 90	12 x 10 = 120	12 x 10 = 120	12 x 10 = 120	9 x 10 = 90		
<b>S</b>	-	-	3 x 10 = 30	6 x 10 = 60	6 x 10 = 60	12 x 10 = 120	12 x 10 = 120	12 x 10 = 120	9 x 10 = 90
<b>F</b>	-	-	-	6 x 10 = 60	9 x 10 = 90	12 x 10 = 120	12 x 10 = 120	12 x 10 = 120	9 x 10 = 90
<b>S</b>	-	-	-	-	3 x 10 = 30	6 x 10 = 60	6 x 10 = 60	12 x 10 = 120	12 x 10 = 120
<b>F</b>	-	-	-	-	-	6 x 10 = 60	9 x 10 = 90	12 x 10 = 120	12 x 10 = 120
<b>S</b>	-	-	-	-	-	-	3 x 10 = 30	6 x 10 = 60	6 x 10 = 60
<b>Sum Credits</b>	<b>30</b>	<b>120</b>	<b>180</b>	<b>360</b>	<b>420</b>	<b>600</b>	<b>600</b>	↓	↓
<b>Sum FTEs</b>	<b>2.5</b>	<b>10</b>	<b>15</b>	<b>30</b>	<b>35</b>	<b>50</b>	<b>50</b>	↓	↓

\*Table does not take into account student attrition.

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

**Undergraduate Curriculum and Academic Standards Committee**

## **New Minor Proposal Form**

1. Department proposing this minor: English (Profs. Tara Pauliny and Tim McCormack)

2. Name of the minor: **Writing and Rhetoric Minor**

3. Credits Required: 18

4. Description of minor as it will appear in the Undergraduate Bulletin:

The minor in Writing and Rhetoric provides students with a theoretical understanding of rhetorical principles as they apply them to academic, public, and professional writing situations. Students learn to write for diverse audiences and purposes, and across multiple genres, styles, and designs. The minor teaches students to meet the expectations and requirements for producing texts with impact across varied writing contexts, including creative non-fiction, law, business, and discipline-specific academic writing; as such, the minor prepares students for the advanced writing required in upper-level college courses and in their professional careers beyond graduation.

5. Statement of learning outcomes:

Students will:

Language and Style: Show a versatile understanding and execution of language, voice, structure, and style, as appropriate for diverse professional and academic genres and audiences.

Rhetoric: Explain the basics of rhetorical theory in order to identify and analyze writing from professional and academic genres.

Research: Conduct and apply independent primary and secondary research as evidence in different genres of writing.

Process: Demonstrate writing and research processes that include planning, composing, revising, editing, proofreading, and reflection.

Ethics: Reflect upon the inherent power of the written word and apply fair and just practices in all aspects of researching, planning, composing, and designing texts.

## 6. Rationale/justification for the minor:

The required general education English 101-English 201 course sequence introduces students to research-based academic writing and encourages a versatile rhetorical awareness of writing for specific genres and audiences. Indeed, students' ability to succeed in college and in their professional careers is dependent on whether they continue to develop the rhetoric and writing abilities they encounter in English 101 and 201. Although the English Department currently offers a variety of electives in non-fiction, professional, and academic writing courses, there is no organized way for students to navigate these courses and to earn cohesive credit for attaining advanced knowledge of writing and rhetoric. By coordinating these courses under a writing minor, students will be offered a pathway to pursue work in Writing Studies that directly applies to their current and future academic and professional success.

In addition, given the increasing enrollment of transfer students at the college, many of our upper level students do not have a curricular pathway to follow in order to attain the discipline and professional writing abilities they need to succeed in their challenging upper level courses. Having a Rhetoric and Writing Minor to pair with their disciplinary major provides a gateway credential for their future academic or professional plans.

Lastly, students in humanities-based majors such as English, History, and Philosophy who are interested in pursuing K-12 Teaching positions, where the teaching of writing will be a primary focus of their careers, will benefit from the writing minor since it will offer them the foundational work in writing pedagogy and rhetorical theory that they need to successfully complete the required post-baccalaureate preparation programs.

Effectively, the Writing and Rhetoric minor would coalesce the academic and professional writing courses already offered by the English Department into a flexible sequence of courses where students would demonstrate advanced literacy capabilities in a cohesive and expansive way.<sup>1</sup> In codifying and institutionalizing this minor, the English Department will be giving students in all majors at the college a clear way to advance their knowledge and practice of writing, which can directly improve their academic (graduate school) and/or professional opportunities.

### Rationale to be Used in Bulletin

The Rhetoric and Writing Minor prepares students for the diverse and complex writing situations they face in their major courses and post-graduation careers. The minor helps students recognize the role audience, genre, and purpose play in their decisions about what to write and how to write it. Students learn to write in a variety of professional and academic disciplines. In other words, you will learn the difference between writing like a lawyer, writing like a scholar, and writing like an administrator, for example. The Writing and Rhetoric Minor is thus an excellent addition

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<sup>1</sup> Students will be able to major in English and minor in Writing and Rhetoric. With careful course planning, students would be able to combine this minor with a second minor in the department, such as English, Creative Writing, and/or Journalism. There are only minor overlaps for these minors (ENG 245 Creative Non-Fiction and ENG 233 Newswriting and Reporting, respectively) if students chose to take these courses. They are not required in the Writing and Rhetoric minor.

to any major because it helps students master the writing forms and styles they will need to succeed in their academic disciplines and future careers.

7. List of courses constituting the minor (18 credits):

In addition to the requirements listed below, students must also take at least one course at the 300-level; they may choose this course from either Part Two. Professional, Public, and Disciplinary Writing section or from Part Three. Electives section.

**PART ONE. Required Gateway Course, (3 credits):**  
**Required**

- ENG 201 Composition II

**PART TWO. Professional, Public, and Disciplinary Writing, (9 Credits)**  
***Choose Three***

Choose one of the following courses:

- ENG 205 Interpreting Objects, Texts, and Culture<sup>2</sup>
- ENG 255 Argument Writing (*permission of the instructor required*)

Choose two of the following courses:

- ENG/ANT 228 Intro to Language
- ENG 233 News Reporting and Writing
- ENG 235 Writing for Management, Business, and Public Administration
- ENG 245 Creative Non-Fiction
- ENG 250 Writing for Legal Studies
- ENG 316 Advanced Argument Writing and Response (*permission of the instructor required*)

**PART THREE. Electives, (6 credits):**

***Choose Two (at least one course must be at the 300-level if ENG 316 not taken in Part Two)***

- ENG 133 Language and Justice (*only for students who take this class as a Freshman Seminar during their first year at the college*)
- ENG 247 Human Nature and Creative Expression
- ENG 260 Grammar, Syntax, and Style: Writing for all Disciplines
- ENG/ANT 328 Forensic Linguistics: Language and Evidence<sup>3</sup>
- ENG 350 Advanced Legal Writing: Advocacy and Oral Argument

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<sup>2</sup> This course has been approved by the CUNY Common Core Review Committee (CCFC). We expect it to be in the catalogue by Fall 2020--in time to offer a section in Fall 2021.

<sup>3</sup> Prof. McCormack has consulted with Prof. Shonna Trinch in the anthropology department about ENG/ANT 228 and 328; she has confirmed that anthropology faculty will be available to teach these courses; English faculty are also available to teach these courses.

- ENG 3XX Feminist Rhetorics<sup>4</sup>
- ENG 3YY Writing in Digital Spaces<sup>5</sup>

**Sample student progression through the minor with a focus on legal/argumentative writing:**

<u>Year One:</u>	<i>Spring</i>	
	Required Gateway Course: ENG 201	
<u>Year Two:</u>	<i>Fall</i>	<i>Spring</i>
	ENG 205: Interpreting Objects, Texts, Culture	ENG 250: Writing for Legal Studies
<u>Year Three:</u>	<i>Fall</i>	<i>Spring</i>
	ENG 260: Grammar, Syntax, and Style	ENG/ANT 228: Intro. to Language
<u>Year Four:</u>	<i>Fall</i>	
	ENG 350: Advanced Legal Writing	

8. Administration of the minor:

a. Name, location, phone number, and email address of the minor advisors (for college publication): Tara Pauliny; [tpauliny@jjay.cuny.edu](mailto:tpauliny@jjay.cuny.edu); Office: 7.63.32 NB; Phone: 646-557-4847 and Tim McCormack, [tmccormack@jjay.cuny.edu](mailto:tmccormack@jjay.cuny.edu); Office: 763.31 NB; Phone: 646-557-4654

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

9. Statement on expected enrollment and resources required:

Since ENG 101 and 201 are required courses with 100 sections offered each semester, and many of the students in these classes consistently express an interest in continuing their work in writing and rhetoric, this minor will have a direct feeder system. In addition, the current enrollment in the existing minor courses is quite high (Fall 2019 = 175 seats); consequently, we expect to have an instant minor enrollment with limited marketing to these students. We expect an enrollment of up to 50 students in the first year with a rise to more than 75 students by 2021. However, since the minor is largely composed of courses that are currently in existence, there will not be any need for additional resources to get this minor up and running.

10. Evaluate the library resources available to support this minor:

We do not anticipate the need for any additional or new library resources.

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

<sup>4</sup> This course has been approved by the English department Curriculum Committee and has been forwarded to UCASC. There are also a number of other courses in development that will be added to this minor. The Writing Fellows, in consultation with disciplinary faculty and WAC Director, Prof. McCormack, are designing ENG 210 Writing for the Humanities, ENG 220 Writing for the Social Sciences, ENG 230 Writing for the Sciences, and ENG 240 Technical Writing. In Spring 2020, Writing Program faculty plan to submit proposals for ENG 3XX The Teaching of Writing and ENG 335 Advanced Business Writing.

<sup>5</sup> This course is crucial to the way writing is done in academic and professional settings today. The Writing faculty are in the process of designing this course and hope to submit for course for approval in Fall of 2021.



As all of the courses in the writing minor require a significant amount of writing, the availability of computer lab space is crucial to the minor's success. However, given that we run many sections of the current courses, it appears that computer lab space access and the college's laptop loaner program is sufficient. We do not anticipate the immediate need for new facilities, or computer lab resources to support this minor.

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

We do not envision this minor will impact any other department.

13. Name of the Chairperson: Jay Gates

a. Provide the meetings date at which the department curriculum committee has approved this proposal.

Meeting date: December 5, 2019

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

## Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu).

1. Date submitted: 02/27/2020
2. Department or program proposing these revisions:
  - a. Name and contact information of proposer(s): Charles P. Nemeth JD, PhD, LL.M
  - b. Email address of proposer: cnemeth@jjay.cuny.edu
  - c. Phone number: 8756
3. Name of major, minor or certificate program being revised:  
  
Security Management
4. Department curriculum committee or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: 02/19/2020
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Charles P. Nemeth JD, PhD, LL.M
5. Please describe the curriculum changes you are proposing:  
(narrative or bullet points are acceptable as long as there is adequate explanation)

The Department of Security, Fire, and Emergency Management (SFEM) is making the following revisions to the Security Management major.

In order to be in compliance with the CUNY mandate on major prerequisites, we are requesting the elimination of prerequisites as noted below

Proposal expands the categories available in the major. Under the existing degree, aside from the CORE, students chose two applications in Security, namely *Security and Risk Management* and *Industrial, Retail and Commercial Security*. Proposal merges these two into Category A. Same course requirements apply.

Proposal then adds two new Category classifications: Homeland Security and Cybercrime. Given these additions, Security Management majors may now choose any of these 3 Categories while still sharing the same CORE.

There are no new courses proposed.

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

The ECO 101 and SOC 101 courses are not pre-requisites for any other courses in the major. Also, this specific foundation is not necessary for students to succeed in completing the major. The basic liberal arts foundation students get in the Gen Ed program will serve them well.

Proposal reflects the emerging curricula and topical concerns of the security industry- especially as relates to cybersecurity and homeland security. Student interest and student demands for these two fields has been intense and reflective of the growing minors in both fields. Proposal will widen the field of prospective majors in security studies and deliver John Jay College its first undergraduate academic offerings integrated into an undergraduate plan of study.

7. How do these proposed changes affect other academic programs or departments?
- a. Which program(s) or department(s) will be affected?

The prerequisite change will not significantly alter enrollment in ECO 101 nor SOC 101. Other proposed changes do not impact other departments since SFEM singularly offers this subject matter and content.

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

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

SFEM singularly offers courses in the Homeland Security, currently in Minor form. Cybercrime applications are exclusively offered by the department as well and the department intentionally defers to Computer Science and Digital Forensics regarding the scientific side of the subject matter. This same department was consulted on the establishment of the Cybercrime Minor and fully consented to the design of the Minor and all of its curricula. Nothing new is being proposed here as to course content.

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

See below

# Security Management, Bachelor of Science

The major in Security Management concentrates on the analysis of security vulnerabilities and the administration of programs designed to reduce losses in public institutions and private corporations. The program prepares students for careers as managers, consultants and entrepreneurs.

Learning Outcomes. Students will:

- Critique and evaluate the origins and current structure of security management within corporations, not-for-profit institutions, and the government.
- Discern and differentiate concepts of situational crime prevention, rational choice theory, and criminological tenets to understanding crime and to evolving countermeasures for the control of loss and disorder.
- Weigh and assess common areas of occupational proficiency for security executives: data protection, emergency planning and response, homeland defense, and legal liability.
- Discover and apply tools to be effective in achieving those goals, particularly in areas where current practices are deficient, such as information protection, security technology, legal justice, and safety services.
- Develop, support, and enhance writing and verbal communications skills through relevant classroom assignments.

Credits Required.

Security Management Major	39
General Education	42
Electives	39
<b>Total Credits Required for B.S. Degree</b>	<b>120</b>

~~Prerequisites. ECO 101 and SOC 101. SOC 101 or ECO 101 can fulfill the College's general education requirements in the Flexible Core: Individual and Society area.~~

Coordinator. Professor Robert McCrie, Department of Security, Fire and Emergency Management (212.237.8386, [rmccrie@jjay.cuny.edu](mailto:rmccrie@jjay.cuny.edu))

Advising resources. [Security Management Advising Resources](#) including a Sample Four-year Plan of Study

Experiential learning. The Security Management major requires students to complete an internship or practicum experience with companies or organizations using or providing security services. A senior seminar allows students to explore a contemporary issue of their own choosing under a guidance of a seminar leader. In recent years, students have worked with many leading security and investigative businesses. They have also conducted research in art museums, security consulting firms, and energy, financial, manufacturing, transportation and retail industries. Nationally competitive internships are available from the Department of Homeland Security, Oak Ridge National Laboratory, and the National Security Agency.

Additional information. Students enrolled for the first time at the College in September 2020 ~~2013~~ 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 ~~2012-13~~ Undergraduate Bulletin.

## Part One. Core Courses

Required

SEC 101 Intro to Security

SEC 210 Methods of Security

SEC 211 Security Management

SEC/ CSCI 270 Security of Computers and Their Data

SEC 315 Private Security and the Law

SEC 320 Private Security: Trends and Movements

Subtotal: 18

## Part Two. Security Applications

**Select 5 classes from any one of the three Categories below. Two of the five must be at the 300-level or above.**

**Note: Students who do not wish to complete a track can choose any 5 courses listed below in any of the Categories (be advised that some of the courses have prerequisites)**

### Category A. Security, ~~and~~ Risk Management and Critical Infrastructures

Select three courses.

FIS 104 Risk Management

FIS 106 Safety Engineering

~~SEC 310 Emergency Planning~~ (moves to Cat. B)

~~SEC 323 Private Security and Homeland Defense~~ (moves to Cat. B)

SEC 327 Risk and Vulnerability Analysis

~~SEC 329 Security, Risk and Technology~~ (moves to Cat. B)

SEC 331 Maritime Security and Safety

**SEC 342 Energy Industry Security** (from Cat. B)

**SEC 344 Introduction to Executive and Event Protection** (from old Cat. B)

**SEC 346 Retail and Commercial Security** (from old Cat. B)

**SEC 348 Security and Safety in Financial Institutions** (from old Cat. B)

**SEC 350 Security in Art Museums and Cultural Institutions** (from old Cat. B)

**SEC 352 Security Investigations and Consulting** (from old Cat. B)

**SEC 354 Hospital and Healthcare Security** (from old Cat. B)  
**SEC 360 Safety and Security in Higher Education Institutions**  
 SEC 380 Selected Topics in Security Management

## Category B. **Homeland Security** ~~Industrial, Commercial, Retail~~

**FIS 104 Risk Management**  
**FIS 106 Safety Engineering**  
**SEC 112 Introduction to Homeland Security**  
**SEC 220 Terrorism, Security and Emergency Management**  
**SEC 310 Emergency Planning** (moved from old Cat. A)  
**SEC 323 Private Security and Homeland Defense** (moved from old Cat. A)  
**SEC 327 Risk and Vulnerability Analysis** (in both A & B)  
**SEC 329 Security, Risk and Technology** (moved from old Cat. A)  
**SEC 333 Intelligence and Counterintelligence: Public and Private Practices**  
 SEC 380 Selected Topics in Security Management

Select two courses

~~ENG 235 Writing for Management, Business and Public Administration~~  
~~SEC 342 Energy Industry Security~~  
~~SEC 344 Intro to Executive and Event Protection~~  
~~SEC 346 Retail and Commercial Security~~  
~~SEC 348 Security and Safety for Financial Institution~~  
~~SEC 350 Security in Art Museums and Cultural Institutions~~  
~~SEC 352 Security Investigations and Consulting~~  
~~SEC 354 Hospital and Healthcare Security~~  
~~SEC 360 Safety and Security in Higher Education Institutions~~

## Category C. Cybercrime

**SEC 107 Intro to Cybercrime: Theories & Applications**  
**SEC 213 Cyberlaw and Cyberliberties**  
**SEC 217 Cybercrime Investigations**  
**SEC 307 Cyberpredators**  
**SEC 313 Cybservice**  
**SEC 317 Cyberfraud and Identify Theft**  
**SEC 380 Selected Topics in Security Management**

Subtotal: 15

## Part Three. Internship

Required

[SEC 378](#)

Security Management Internship/Practicum

3

*Note: Students who are currently employed in law enforcement or security may be exempt from this requirement, contact the major coordinator for evaluation.*

Subtotal: 3

## Part Four. Senior Seminar

Required

[SEC 405](#)

Seminar in Security Problems

3

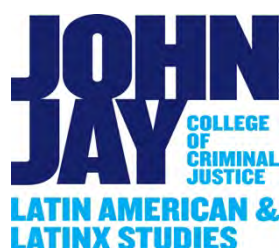
Subtotal: 3

TOTAL CREDIT HOURS IN MAJOR: 39

GENERAL EDUCATION: 42

ELECTIVES: 39

TOTAL CREDITS FOR BS: 120



Department of Latin American and Latinx Studies  
T. 212.237.8749 | llstudies@jjay.cuny.edu

**To:** Undergraduate Curriculum and Standards Committee

**From:** Dr. Isabel Martinez  
LLS Department Curriculum Chair

**cc:** Katherine Killoran, Assistant Dean of Undergraduate Studies  
Prof. José Luis Morín, LLS Department Chair

**Re:** Curriculum changes in the LLS Major and Minor

**Date:** February 19, 2020

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This memorandum is to inform the Undergraduate Curriculum & Academic Standards Committee (UCASC) that the LLS Department Curriculum Committee has approved several changes to the LLS major and minor to provide greater coherence to the curricula and enable students fulfill the requirements for both the LLS major and minor with greater ease.

By way of this memorandum, I am requesting that UCASC approve these changes to take effect in the new academic year (2020-2021). These changes include:

- Adding LLS 100 (Latinx and Justice in New York: Freshman Year Seminar) to Track B of the LLS Major.
- Adding LLS 280 (Selected Topics in Latin American and Latinx Studies) to both Tracks A and B in the LLS major. (The LLS minor already includes LLS 280 in both tracks.)
- Moving LLS 341 (Immigrant Rights in the Americas) from Track A to Track B of the LLS major to be consistent with the LLS minor curriculum.
- Adding the following LIT course to Category B of the LLS major to better align the LLS major with the U.S. Latinx Literature minor:
  - LIT 265 (Foundations of U.S. Latinx Literature)
  - LIT 357 (Violence of Language: U.S. Latinx Street Literature)
  - LIT 383 (Gender and Sexuality in the U.S. Latinx Literature)
- Revising the name of Track B. in the major and Category B. in the Minor to U.S. Latinx Experience
- Addition of Foreign Language prerequisite into total credit range to earn the major.
- Including LLS 401 (Seminar in Latinx Issues: Gender, Race, Ethnicity, and the Legal System) in Category of the LLS minor.



I thank you in advance for your cooperation in approving these needed changes and having them reflected at the earliest opportunity in the College Bulletin.

# Latin American and Latinx Studies, Bachelor of Arts

(from 2019-20 UG Bulletin with proposed revisions)

The Latin American and Latinx Studies major draws on various social science disciplines, such as sociology, political science, anthropology and economics, as well as on disciplines in the humanities, including history, literature and the arts. By integrating these varied disciplines in the LLS courses, this major is designed to ensure that students will have both a comprehensive foundational and interdisciplinary knowledge of Latin American and Latinx Studies and a specialization in either Latin American Studies or Latinx Studies.

Learning outcomes. Students will:

- Understand the interdisciplinary nature of the study of Latin America and of Latinx communities in the U.S.
- Integrate the fields of Latin American Studies and Latinx Studies to develop a deep understanding of the relationship between the social, economic, cultural, and political processes of Latin America and the development in the U.S. of communities of persons of Latin American origin or descent.
- Grasp the relationship between the lives of individuals and the course of history, how one's life intersects with larger social, political, and economic forces.
- Appreciate the history of Latin America and that of Latinx people in the U.S. as they struggle for justice and human dignity in the face of persistent structures of injustice, inequality, and the abuse of power.
- Think critically and evaluate contrasting texts, narratives, and discourses relevant to the diverse cultures of Latin America and U.S. Latinx communities.
- Carry out a research project (fieldwork-based or library-based) that includes formulating and justifying a research question, collecting and analyzing data, and articulating conclusions.
- Communicate research results in various formats, including written and oral presentation.
- Possess cultural competency, the ability to work successfully in a variety of culturally diverse settings and to analyze, contextualize and interpret culture/cultural behaviors and beliefs.

Credits Required.

Latin American and Latinx Studies Major (depending on foreign language placement): 33-~~43~~ 40

General Education: 42

Electives: ~~35-45~~ 38-45

Total Credits Required for B.A. Degree: 120

Prerequisites. Depending on foreign language placement, students may have to complete the 101-102 (or 111-112) language sequence as prerequisites for the 200-level Spanish or Portuguese requirement. The 101 (or 111) course satisfies the Flexible Core: World Cultures and Global Issues category and the 102 (or 112) course satisfies the College Option: Communications category of the Gen Ed program.

Coordinator. Professor Brian Montes, Department of Latin American and Latinx Studies (212-237-8749, bmontes@jjay.cuny.edu)

Advising resources. Latin American and Latinx Studies Major Advising Resources including a Sample Four-year Plan of Study

Other information. ~~Title change is pending with NYSED to Latin American and Latinx Studies~~

Students who enrolled for the first time at the College or changed to this major in September 2020 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 Undergraduate Bulletin.

### Foundational Course

Required depending on foreign language placement

POR 102 Elementary Portuguese II OR

SPA 102 Introductory Spanish II OR

SPA 112 Introductory Spanish II for Heritage Students

Advisors note: POR 102 or SPA 102 (or SPA 112) satisfy the College Option: Communications category of the Gen Ed program

Subtotal: 0-3

### Part One. Required Core Courses

Required

LLS 124 Latinx Communities in the United States

LLS 130 Introduction to Latin American History

LLS/POL/HIS 242 U.S. Foreign Policy in Latin America

LLS 322 Latinx Struggles for Civil Rights & Social Justice

Subtotal: 12

### Part Two. Research Methods

Required

LLS 315 Research Methods in Latin American and Latinx Studies

Subtotal: 3

### Part Three. Study Abroad, Fieldwork, or Independent Research

Required, Select one option:

1. Study Abroad in Latin America (3 credits will be earned from the course offered as part of the study abroad program)
2. LLS 321 Puerto Rican/Latina/o Community Fieldwork (4 credits)
3. LLS 389 Independent Study Research Project (3 credits)

Subtotal: 3-4

### Part Four. Language Requirement

Students are required to take one 200-level course in Spanish or Portuguese.

Please note: *Students who have prior knowledge of Portuguese or Spanish can take a placement exam in the Modern Language Center, (212-484-1140, languagelab@jjay.cuny.edu).*

SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.

Subtotal: 0-3

## Part Five. Electives

Students must choose a track and select three courses. In the other track, students must select one course. At least six credits must be taken at the 300-level or above.

### Track A: Latin America

LLS/MUS 110 Popular Music of the Caribbean  
 LLS 215 Socio-Political Developments in Contemporary Puerto Rico  
 LLS 220 Human Rights and Law in Latin America  
 LLS 223 Revolution & Social Change in A Lit & Arts  
 LLS 227 Indigenous Latin America  
 LLS/AFR 232 Comparative Perspectives on Crime in the Caribbean  
 LLS 245 Dominican Society and Identity  
 LLS 250 Drugs, Crime and Law in Latin America  
 LLS 255 Latin American Woman in Global Society  
 LLS/HIS 260 History of Contemporary Cuba  
 LLS/HIS 261 Revolution and Social Change in Contemporary Latin America  
 LLS/AFR/HIS 263 Blacks in Latin America  
LLS 280 Selected Topics in Latin American and Latinx Studies  
~~LLS 341 Immigrant Rights in the Americas~~  
 LLS 343 Race and Citizenship in the Americas  
 LLS 356 Terror and Transitional Justice in Latin America

\*Note: LLS 280 if topic is appropriate to theme of Track A.

### Track B: U.S. Latinx Experience

LLS 100 Latinx and Justice in New York: Freshman Year Seminar (this course is restricted to entering freshman)  
 LLS 217 Theatre of Americas since 1960  
LLS 203 U.S. Latinx Identity in the 21<sup>st</sup> Century  
 LLS 241 Latinx Populations and the City  
 LLS 247 Growing Up Latinx  
 LLS/AFR/HIS 267 History of Caribbean Migrations to the United States  
LLS 280 Selected Topics in Latin American and Latinx Studies\*  
 LLS 325 Latinx Experience of Criminal Justice  
LLS 341 Immigrant Rights in the Americas  
 LLS 362 Entangles Tongues: Bilingualism in the U.S. Latinx Literature  
 LLS 363 II-Legal Subjects: U.S. Latinx Literature and Law  
 LLS 364 Ethical Strains in the U.S. Latinx Literature  
 LLS 401 Seminar in Latinx Issues: Gender, Race, Ethnicity and the Legal System

LIT 265 Foundations of U.S. Latinx Literature  
LIT 357 Violence of Language: U.S. Latinx Street Literature  
LIT 383 Gender and Sexuality in U.S Latinx Literature

\*Note: LLS 280 if topic is appropriate to theme of Track B.

Subtotal: 12

### Part Six. Capstone Experience

Required

LLS 425 Senior Seminar in Latin American and Latinx Studies: Issues of Justice and Injustice

Subtotal: 3

### Part Seven. LLS Honors Option

Required to earn honors in the Latin American and Latina/o Studies major

LLS 487 Independent Honors Project

*NOTE: Students must qualify for Honors in the LLS major to enroll in LLS 487 Independent Honors Project, see the major coordinator.*

Subtotal: 0-3

TOTAL CREDIT HOURS: 33-43 40

# Latin American and Latinx Studies Minor

(from UG Bulletin, 2019-20 with proposed changes)

The Department of Latin American and Latinx Studies offers a minor that engages students in the study of Latin America and the study of persons of Latin American descent (Latinx people) in the United States. The minor exposes students to the political, historical, socioeconomic, and cultural possibilities and obstacles for achieving social justice and equity; cross-cultural and intercultural understanding; respect for human integrity and dignity; and awareness of political and human rights.

Minor coordinator. Professor Brian Montes, Department of Latin American and Latinx Studies (212.237.8749, bmontes@jjay.cuny.edu)

Requirements. Students must complete 18 credits (six courses) of which 6 are required and 12 are elective. A maximum of two courses can overlap with a student's major, other minor or program.

Additional information. Students who enrolled for the first time at the College or selected this minor in September 2020 ~~2016~~ 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 obtained in the 2019-20 ~~2015–2016~~ Undergraduate Bulletin.

## Part One. Required Courses

Required

LLS 124 Latinx Communities in the United States

LLS/POL/HIS 242 U.S. Foreign Policy in Latin America

Subtotal: 12

## Part Two. Distribution Requirements

Select two in each category

### Category A: Latin America

LLS 101 Poetry and Drama from the Mid-19th Century to Date

LLS 102 Puerto Rican Narrative from the 1940s to the Present

LLS/HIS 104 History of Puerto Rico

LLS/MUS 110 Popular Music of the Caribbean

LLS 130 Introduction to Latin American History

LLS 145 Puerto Rican Culture and Folklore

LLS/AFR/HIS 166 History of the Caribbean Islands

LLS 215 Socio-Political Developments in Contemporary Puerto Rico

LLS 220 Human Rights and Law in Latin America

LLS 223 Revolution & Social Change in A Lit & Arts

LLS 227 Indigenous Latin America

LLS/AFR 232 Comparative Perspectives on Crime in the Caribbean

LLS 245 Dominican Society and Identity

LLS 250 Drugs, Crime and Law in Latin America

LLS 255 Latin American Woman in Global Society

LLS/HIS 260 History of Contemporary Cuba

LLS/HIS 261 Revolution and Social Change in Contemporary Latin America

LLS/AFR/HIS 263 Blacks in Latin America

LLS/HIS 265 Class, Race and Family in Latin American History  
 LLS/HIS/AFR 267 History of Caribbean Migrations to the United States  
 LLS 280 Selected Topics in Latin American and Latinx Studies

LLS 343 Race and Citizenship in the Americas  
 LLS 356 Terror and Transitional Justice in Latin America

### Category B: U.S. Latinx Experience ~~Latinx People in the United States~~

LIT 265 Foundations of U.S. Latinx Literature  
 LIT 357 Violence of Language: U.S. Latinx Literature  
 Gender and Sexuality in U.S. Latinx Street Literature  
 LIT 383 Gender and Sexuality in U.S. Latinx Literature  
 LLS 100 Latinx People and Justice in New York: Freshman Year Seminar (restricted to entering freshman only)  
 LLS 107 Puerto Rican Literature: Criminal Justice Themes in Poetry and Drama  
 LLS 108 Puerto Rican Literature: Criminal Justice Themes in the Essay, Short Story and Novel  
 LLS 217 Theatre of Americas since 1960  
LLS 203 U.S. Latinx Identity in the 21<sup>st</sup> Century  
 LLS 241 Latinx Populations and the City  
 LLS 247 Growing Up Latinx  
 LLS 280 Selected Topics in Latin American and Latinx Studies  
 LLS 321 Latinx Community Fieldwork  
 LLS 322 Latinx Struggles for Civil Rights & Social Justice  
 LLS 325 Latinx Experience of Criminal Justice  
 LLS 341 Immigrant Rights in the Americas  
 LLS 362 Entangles Tongues: Bilingualism in the U.S. Latinx Literature  
 LLS 363 II-Legal Subjects: U.S. Latinx Literature and Law  
 LLS 364 Ethical Strains in the U.S. Latinx Literature  
LLS 401 Seminar in Latinx Issues: Gender, Race, Ethnicity and the Legal System

Subtotal: 12

TOTAL CREDIT HOURS: 18

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

## Undergraduate Academic Program Revision Form

When completed email the proposal form in a word processed format for UCASC consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu) and [khardy@jjay.cuny.edu](mailto:khardy@jjay.cuny.edu)

1. Date submitted: 2/10/20
2. Department or program proposing these revisions: Mathematics and Computer Science
  - a. Name and contact information of proposer(s): Matluba Khodjaeva
  - b. Email address of proposer: mkhodjaeva@jjay.cuny.edu
  - c. Phone number: 212-237-8087
3. Name of major, minor or certificate program being revised: Computer Science Minor
4. Department curriculum committee or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: 1/31/20
  - b. Name of department chair or major/minor coordinators approving this proposal:

Doug Salane

5. Please describe the curriculum changes you are proposing:  
(narrative or bullet points are acceptable as long as there is adequate explanation)
  - a. Remove *CSCI 270/SEC 270, Security of Computers and Their Data* of the Computer Science Minor.
  - b. Remove *CSCI 277, Computers for Administrative Decision Making* of the Computer Science Minor.
  - c. Remove *CSCI 278, Software Applications for Office Management* of the Computer Science Minor.
  - d. Remove *CSCI 279, Data Communications and the Internet* of the Computer Science Minor.
  - e. Remove *CSCI 470, Database Systems in Criminal Justice* of the Computer Science Minor.
6. Please provide a rationale for the changes:  
(narrative format to go to CUNY and NYSED reports)

The purpose of the CSCI minor is to give the non-CSCI major experience with programming and basic knowledge on how operating systems work. The department no longer offers CSCI 277 and CSCI 470. The courses CSCI/SEC 270, CSCI 278 and CSCI 279 are geared towards computer literacy instead of computer science. After deleting these courses from the CSCI minor, there will still be plenty of courses for a CSCI minor to choose from.



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

UCASC suggests prior consultation with academic department chairs, UCASC representatives, and major or minor coordinators of affected departments (coordinators can be found in the UG Bulletin <http://www.jjay.cuny.edu/college-bulletins>, a list of UCASC members can be found at: <http://www.jjay.cuny.edu/members>)

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

See below

## Computer Science Minor

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

*Learning Outcomes. Students will:*

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

Credits required. 18

Minor coordinator. Professor Matluba Khodjaeva, Department of Mathematics and Computer Science (212.237.8920, [mkhodjaeva@jjay.cuny.edu](mailto:mkhodjaeva@jjay.cuny.edu))

Advisors. Professors Peter Shenkin (212.237.8925, [pshenkin@jjay.cuny.edu](mailto:pshenkin@jjay.cuny.edu)), Spiros Bakiras (212.237.8846, [sbakiras@jjay.cuny.edu](mailto:sbakiras@jjay.cuny.edu)), Hunter Johnson (212.237.8846, [hujohnson@jjay.cuny.edu](mailto:hujohnson@jjay.cuny.edu)), Department of Mathematics and Computer Science

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

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

Additional information. Students who started the minor in September 2020 ~~2019~~ or after must follow the curriculum listed here. For students who enrolled prior to that, please see the Undergraduate Bulletin 2019-20 ~~2018-2019~~ for the older curricular requirements.

### Part One. Required Courses

*Required*

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

Subtotal: 6

### Part Two. Electives

*Select any four courses*

~~CSCI 270/SEC 270 – Security of Computers and Their Data~~  
CSCI 273 – Graphics and Interface Programming  
CSCI 274 – Computer Architecture

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

Subtotal: 12

TOTAL CREDIT HOURS: 18

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

**New Course Proposal Form**

Date Submitted: first submission February 17. Second submission, March 17, 2020

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

1. a. **Department(s) or program(s)** proposing this course: Modern Languages and Literatures

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

Name: Vicente Lecuna

Email address(es) [vlecuna@jjay.cuny.edu](mailto:vlecuna@jjay.cuny.edu)

Phone number(s) 4413

2. a. **Title of the course: Introductory American Sign Language 1**

b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Intro Amer Sign Lang I

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 is designed for students with little or no previous knowledge of American Sign Language. Students will acquire basic grammar and skills that will enable them to communicate using American Sign Language in routine social or professional situations within an authentic cultural context. Students will also acquire insight into deaf culture and deaf communities.

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

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.)

Language and disability inclusion are social justice issues that align with John Jay's mission to educate and advocate for justice. Deaf and hard of hearing individuals face noticeable challenges due to communication barriers in almost every sphere of life. Legal challenges are also greater, and are typically not recognized by lawyers, courts, or police. In encounters with the police, lack of communication may result in detention without the ability to call one's lawyer. When a deaf or hard of hearing person is not able to communicate with a lawyer, there is no real representation. When a deaf or hard of hearing person does not understand what is going on in the courtroom, justice has not been served (National Association for the Deaf). By offering American Sign

Language, the institution sheds light on the importance of the just inclusion for the Deaf community so that we have a more equitable criminal justice system and society.

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.)

American Sign Language 101 is designed for students who have not previously studied American Sign Language (ASL). This course introduces students to the basic skills of manual communication used by American-born deaf persons in interpersonal (face-to-face) communication including finger spelling and signs, Emphasis will be placed on the use of the body for visually-based communication, deaf culture and the deaf community, and the structure, vocabulary and development of American Sign Language.

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

6. Number of:
- Class hours    \_3.0\_\_\_\_
  - Lab hours        \_\_0.0\_\_\_\_
  - Credits            \_3.0\_\_\_\_

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

No                             Yes. If yes, then please provide:

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

## Learning Outcomes

### Students will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
- Use American Sign Language vocabulary, grammar, syntax and morphology to express and receive information about themselves, their families, surroundings and activities.

9. Will this course be part of any **major(s), minor(s) or program(s)**?  
 No  Yes

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

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

No  Yes  If yes, please indicate the area:

**Flexible Core:**

A. World Cultures and Global Issues	<input checked="" type="checkbox"/>
B. U.S Experience in Its Diversity	<input type="checkbox"/>
C. Creative Expression	<input type="checkbox"/>
D. Individual and Society	<input type="checkbox"/>
E. Scientific World	<input type="checkbox"/>

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

This course matches the world culture and Global issues because ASL is a tool for interacting in communication in a global context, just like any other modern language.

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

Through class participation, written assignments, homework, midterm, presentation on deaf culture, and final paper on Deaf Culture.

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

Yes  No

If yes, please state the librarian's name: Maria Kiriakova

Are there adequate resources in the library to support students' work in the course?

Yes  No

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

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

13. **Syllabus – see attached**
14. Date of **Department curriculum committee** approval: February 13, 2020
15. **Faculty - Who** will be assigned to teach this course? James Guido
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
- No  
 Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?  
 With whom did you meet? Provide a brief description.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
- Not applicable  
 No  
 Yes. If yes, give a short summary of the consultation process and results.
18. Will any course be **withdrawn**, if this course is approved?
- No  
 Yes. If yes, number and name of course(s) to be withdrawn.
19. Approvals:

Vicente Lecuna

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Chair, Modern Languages and Literature Department

**CUNY Common Core  
Course Submission Form**

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

<b>College</b>	<b>John Jay College of Criminal Justice</b>
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	<b>ASL 1XX (101)</b>
<b>Course Title</b>	<b>Introductory American Sign Language I</b>
<b>Department(s)</b>	<b>Modern Languages and Literatures</b>
<b>Discipline</b>	<b>Modern Languages and Literatures</b>
<b>Credits</b>	<b>3</b>
<b>Contact Hours</b>	<b>3</b>
<b>Pre-requisites (if none, enter N/A)</b>	<b>None</b>
<b>Co-requisites (if none, enter N/A)</b>	<b>N/A</b>
<b>Catalogue Description</b>	American Sign Language 101 is designed for students who have not previously studied American Sign Language (ASL). This course introduces students to the basic skills of manual communication used by American-born deaf persons in interpersonal (face-to-face) communication including finger spelling and signs, Emphasis will be placed on the use of the body for visually-based communication, deaf culture and the deaf community, and the structure, vocabulary and development of American Sign Language.
<b>Special Features (e.g., linked courses)</b>	<b>N/A</b>
<b>Sample Syllabus</b>	<b>Syllabus must be included</b> with submission, 5 pages max recommended
<b>Indicate the status of this course being nominated:</b>	
current course <input type="checkbox"/> revision of current course <input type="checkbox"/> X a new course being proposed	



<b>CUNY COMMON CORE Location</b>	
<b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b>	
<p style="text-align: center;"><b>Required</b></p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p style="text-align: center;"><b>Flexible</b></p> <p><input checked="" type="checkbox"/> World Cultures and Global Issues</p> <p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> World</p> <p><input type="checkbox"/> Creative Expression</p> <p><input type="checkbox"/> Scientific</p>
<b>Learning Outcomes</b>	
<b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b>	
<p><b>II. Flexible Core (18 credits)</b> Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p>	
<b>A. World Cultures and Global Issues</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<p>Students will gather information about target culture from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. By employing discovery approaches, students will assess and interpret salient features of contemporary target culture and express them appropriately: modes of communication, greeting, personal identity, kinship and social relationships and systems, dwellings and notions of home, daily routines and schedules, perceptions of space, time and leisure, etc. Structural comparisons between the target language and English provide a platform for rational inquiry on languages and their cultural</p>	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>

<p>underpinnings. Sources of information include print, visual, audiovisual and electronic materials in both the target language and English.</p>	
<p>Students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in gestural and written language as they develop their ability to communicate in the target language; with English as a foil, this critical evaluation clarifies how elements of the target language fit specific linguistic and cultural situations. The iterative practice of evaluative and critical acts leads students to reflect on cultural stereotypes and to avoid the erroneous one-to-one correspondences between languages and cultures.</p>	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Using the information they have gathered students will produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, descriptions, and letters are among the genres students employ to develop and express their newly acquired insights. In addition, on a meta-cognitive level, students are expected to explain their choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, well-reasoned arguments are an integral and important aspect of elementary language study.</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Modern Languages study introduces students to the concept of language itself as a subject of rational inquiry in a way that is rarely achieved by study of the first language alone. The information that students gather about English and the target language will concern structural and semantic distinctions which often follow principles that are not found in English. The structural, semantic, and</p>	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li> </ul>

<p>cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students' own creation interactive exchanges, simulations and a variety of culturally appropriate texts.</p>	
<p>Students will analyze, compare and contrast several practices and products of the target language community to those of other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) the target language cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of written assignments, homework and oral presentations.</p>	<ul style="list-style-type: none"> <li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li> </ul>
<p>Students will understand and sign appropriate level discourse in the target language on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through interactive activities and scenarios. They will also show their ability to respond to informational through written assignments.</p>	<ul style="list-style-type: none"> <li>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

## JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York  
CUNY John Jay College of Criminal Justice  
524 W. 59th Street, New York, NY 10019

**Course title and section** ASL 101-01

**Professor's name** James Guido

**Office location** TBD

**Contact hours** TBD

**Phone** TBD

**E-mail address** TBD

### **Course description**

American Sign Language 101 is designed for students who have not previously studied American Sign Language (ASL). This course introduces students to the basic skills of manual communication used by American-born deaf persons in interpersonal (face-to-face) communication including finger spelling and signs, Emphasis will be placed on the use of the body for visually-based communication, deaf culture and the deaf community, and the structure, vocabulary and development of American Sign Language.

### **General Learning outcomes. Students will:**

- Gather, interpret, and assess information from a variety of sources and points of view.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
- Use American Sign Language vocabulary, grammar, syntax and morphology to express and receive information about themselves, their families, surroundings and activities.

### **Specific Learning outcomes**

At the end of this course, students will be able to:

- Recognize and use ASL fingerspelling and signs
- Develop awareness of the Deaf Culture and deaf communities at the local, national and international levels

- Ask questions, narrate, describe and generally interact in ASL
- Use a vocabulary of approximately 500 signs
- Develop academic research writing skills through exploration of ASL and Deaf Culture

**Course pre-requisites (or co-requisites): None**

### **Requirements / course policies**

1. **Participation:** Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Generally, it is not advisable to miss more than 4 classes in a given semester. Classroom participation will be based on consistent, meaningful participation in classroom discussions, activities, etc.

#### **Evaluation Criteria for Participation**

##### **Exemplary**

- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English in discussions and group activities. (English is only allowed in calls presentations, written assignments and final paper)
- asks questions only in the target language
- is always prepared and demonstrates a minimum of errors
- always elaborates on answers

##### **Proficient**

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers
- occasionally resorts to English

##### **Marginal**

- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- gives one
- is frequently not well prepared

##### **Unacceptable**

- participates grudgingly or not at all
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct

2. **Class presentations.** You will have to make 2 presentations on Deaf culture and Deaf communities in class. They should last 10 minutes and be delivered in English and ASL.

3. **Writing Assessment.** During the course of the semester, you will also submit 4 assignments that deal with material covered in class, written in English. Instructions for each writing assignment will be posted in Blackboard.

4. **Homework.** There will be weekly homework that deals with deaf culture and deaf community, written in English
5. **Midterm.** There is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.
6. **Final paper.** *There is a final five pages* composition that deals with material covered in class, written in English. Instructions will be posted in Blackboard
7. **Final Grade Weighting:**
  - . 25% Class participation + presentation
  - . 20% Written assignments
  - . 15% Homework
  - . 20% Midterm exam
  - . 20% Final paper

#### **Attendance/Punctuality/Participation**

Regular and punctual attendance for this course will have a positive impact on each student's progress. Lateness interferes with class dynamics. 3 latenesses equates to one absence. Excessive absences without any discussion with the Professor may affect the final grade.

#### **In-Class Exercises/Presentation Day Attendance**

In-class exercises and presentation day attendance cannot be made up outside of class or at a later date for credit. Any student who fails to deliver a presentation on the assigned day will receive no credit for the presentation portion of the assignment.

#### **Classroom Conduct**

Students and the course instructor share responsibility for maintaining an appropriate, orderly, learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline in accordance with the procedures described in the Student Handbook.

#### **Plagiarism**

**ALL TYPED ASSIGNMENTS ARE SUBMITTED TO TURNITIN.COM CONTENT BEFORE THE INSTRUCTOR READS OR GRADES THE ASSIGNMENT.**

You plagiarize when you steal or use someone's presentation as your own. In addition to being dishonest, plagiarism is unfair to your peers who spend hours preparing original presentations. If you are found guilty of plagiarism you will receive an F in the course. You may even be dismissed from the University with a notation of the offense on your transcript. If you are in doubt about the legitimate use of sources for your presentations, check with the instructor or a librarian. As a guiding principle, give credit for ideas or materials that you use from other sources, including visuals used in PowerPoint presentations.

## Cell Phones

Please respect your classmates and professor by turning off cell phones during class. Recording is not permitted except with the express permission of the Office of Accessibility Services.

## Withdrawal Procedure

Ceasing to attend classes or verbal notice thereof by you does not constitute an official withdrawal.

## Required Texts

- Guido, James (2015) *Learn American Sign Language*. New York: Wellfleet Press. ISBN-13: 978-1577151074
- LifePrint Website <https://www.lifeprint.com/>
- Moore, Matthew S. (1993) "For Hearing People Only". M S M Productions, Limited ISBN-13: 978-0963401632

## Other Resources

Costello, Elaine. *Signing: how to speak with your hands*. Toronto/New York. Bentham Books, 1995. ISBN: 0553375393. Staten Island HV2474 .C67

Guido, James William. *Learn American Sign Language*. New York. Wellfleet Press, 2015. ISBN-13: 9781577151074. Not available in CUNY libraries.

Shroyer, Edgar H. *Signs of the Times*. Washington. Gallaudet University Press, 2011. Not available in CUNY libraries.

Fant, Louie J, Barbara Bernstein Fant and Betty G. Miller. *The American Sign Language Phrase Book*. New York. McGraw-Hill, 2008. ISBN: 0071497137. Hunter College HV2474 .A47

Riekehof, Lottie *The Joy of Signing*. Springfield, Mo. Gospel Pub. House, 1987. ISBN: 0882435205. Baruch College HV 2474 .R53

Smith, Cheri, Ella Mae Lentz and & Ken Mikos, (2008). *Signing Naturally. Units 1-6*. San Diego, CA: Dawn Sign Press, 2008. SBN : 978158121210. Staten Island HV2476.4 .S65

Pade, Carol A., Tom L. Humphries and Terrence J. O'Rourke. *A Basic Course in American Sign Language*. New York. McGraw-Hill, 1994. ISBN-10: 0932666426. La Guardia CC HV 2474 .H85 1986

John Jay Grade Definitions		
A	Excellent	93.0-100
A-		90.0-92.9

B+		87.1-89.9
B	Good	83.0-87.0
B-		80.0-82.9
C+		77.1-79.9
C	Satisfactory	73.0-77.0
C-		70.0-72.9
D+		67.1-69.9
D	Passing	63.0-67.0
D-		60.0-62.9
F*	Failure	Below 60.0
WU	Withdrew Unofficially	



## Course calendar

Week	Topics and assignments	Readings
1	Introduction Deaf culture and deaf community	Learn American Sign Language book (Pages 4-6) Expert from For Hearing People Only
2	Movement and facial expression	Learn American Sign Language book (Pages 6-8)
3	Grammar and Sentence structure	Learn American Sign Language book (Pages 8-11)
4	Alphabet and numbers First homework due	Learn American Sign Language book (Pages 12-25)
5	Basics: essentials First written assignment due	Learn American Sign Language book (Pages 26-34)
6	Basics: Pronouns, questions and communication Class presentation	Learn American Sign Language book (Pages 34-41)
7	Days and times Second homework due	Learn American Sign Language book (Pages 42-50)
8	On deaf culture and community: lecture Review for Midterm Second written assignment due Class presentation	Expert from For Hearing People Only
9	MIDTERM	

10	Family, friends, body and health	Learn American Sign Language book (Pages 51-67)
11	At home Third written assignment due Class presentation	Learn American Sign Language book (Pages 51-67)
12	Out & About Fourth homework due	Learn American Sign Language book (Pages 88-103)
13	School & Work Fourth written assignment due	Learn American Sign Language book (Pages 104-122)
14	Deaf culture and community: lecture	Expert from For Hearing People Only
15	Final paper due	

**College wide policies for undergraduate courses** (see the most current Undergraduate Bulletin at: <http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin>)

#### **A. Incomplete Grade Policy**

An incomplete will be allowed to students who have passing grades and have serious emergencies that prevent them from otherwise completing the course. Should a circumstance of such arise, please communicate with the professor for more information.

#### **B. Americans with Disabilities Act (ADA) CUNY Accommodations Policy**

(<http://www.jjay.cuny.edu/cuny-accommodations-policy> , updated 2016)

“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 NB (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3.

### C. CUNY Policy on Academic Integrity

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at <http://www2.cuny.edu/about/administration/offices/legal-affairs/policiesprocedures/academic-integrity-policy/>

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

#### **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.

**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.

Students who are unsure of 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 at: [http://guides.lib.jjay.cuny.edu/citing\\_sources](http://guides.lib.jjay.cuny.edu/citing_sources)

**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.68 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop."

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

**New Course Proposal Form**

Date Submitted: first submission, March 17, 2020

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

1. a. **Department(s) or program(s)** proposing this course: Modern Languages and Literatures
- b. **Name** and contact information of proposer(s):

Name: Vicente Lecuna  
 Email address(es) [vlecuna@jjay.cuny.edu](mailto:vlecuna@jjay.cuny.edu)  
 Phone number(s) 4413

2. a. **Title of the course:** Introductory American Sign Language II
- b. **Short title** (not more than 30 characters including spaces to appear on student transcripts and in CUNYFirst schedule): Intro Amer Sign Lang II
- 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 is designed for students with some introductory knowledge of American Sign Language (as described in ASL101). Students will develop additional basic skills that will enable them to communicate using American Sign Language in routine social or professional situations within an authentic cultural context. Students will also deepen their insights into deaf culture and deaf communities.

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

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.)

Language and disability inclusion are social justice issues that align with John Jay's mission to educate and advocate for justice. Deaf and hard of hearing individuals face noticeable challenges due to communication barriers in almost every sphere of life. Legal challenges are also greater, and are typically not recognized by lawyers, courts, or police. In encounters with the police, lack of communication may result in detention without the ability to call one's lawyer. When a deaf or hard of hearing person is not able to communicate with a lawyer, there is no real representation. When a deaf or hard of hearing person does not understand what is going on in the courtroom,

justice has not been served (National Association for the Deaf). By offering American Sign Language, the institution sheds light on the importance of the just inclusion for the Deaf community so that we have a more equitable criminal justice system and society.

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.)

American Sign Language 102 is designed for students who have previously studied American Sign Language at a basic introductory level (ASL101). This course continues to familiarize students with the basic skills of manual communication used by American-born deaf persons in interpersonal (face-to-face) communication including finger spelling and signs. Emphasis will be placed on the use of the body for visually-based communication, deaf culture and deaf community, and the structure, vocabulary and development of American Sign Language.

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): ASL 101

6. Number of:
- a. Class hours    \_3.0\_\_\_\_
- b. Lab hours       \_\_0.0\_\_\_
- c. Credits         \_3.0\_\_\_\_

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

No                     Yes. If yes, then please provide:

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

**Learning Outcomes. Students will:**

- Gather, interpret, and assess information from a variety of sources and points of view.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
- Use American Sign Language vocabulary, grammar, syntax and morphology to express and receive information when giving directions, describing others, making requests, talking about family and occupations, attributing qualities to others and talking about routines.

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

X No          \_\_\_\_\_ Yes

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

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

No \_\_\_\_\_ Yes   X   If yes, please indicate the area:

**College Option:**

Justice core:	
Justice & the Individual (100-level)	
Struggle for Justice & Equality in U.S. (300-level)	
Justice in Global Perspective (300-level)	
Learning from the Past	
Communication	X

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

This course matches the Communications area of the College option because ASL is one of the most important tools for interacting in communication, just like any other modern language. ASL impacts communication with a vast sector of the society.

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

Through class participation, written assignments, homework, midterm, presentation on deaf culture, and final paper on Deaf Culture.

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: Maria Kiriakova

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) \_\_\_\_\_
- LexisNexis Universe \_\_\_\_\_
- Criminal Justice Abstracts \_\_\_\_\_

- PsycINFO \_\_\_\_\_
- Sociological Abstracts \_\_\_\_\_
- JSTOR \_\_\_\_\_
- SCOPUS \_\_\_\_\_
- Other (please name) \_\_\_\_\_

13. **Syllabus - attached**

14. Date of **Department curriculum committee** approval: March 13, 2020

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

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

No

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

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

Not applicable

\_\_\_ No

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

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

\_\_  No

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

19. Approvals:

Vicente Lecuna

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Chair, Modern Languages and Literatures Department

## John Jay General Education College Option Course Submission Form

College	John Jay College of Criminal Justice
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ASL 1YY (102)
Course Title	Introductory American Sign Language II
Department(s)	Modern Languages and Literatures
Discipline	Modern Languages and Literatures
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	None
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	American Sign Language 102 is designed for students who have previously studied American Sign Language at a basic introductory level (ASL101). This course continues to familiarize students with the basic skills of manual communication used by American-born deaf persons in interpersonal (face-to-face) communication including finger spelling and signs. Emphasis will be placed on the use of the body for visually-based communication, deaf culture and deaf community, and the structure, vocabulary and development of American Sign Language.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p><b>Indicate the status of this course being nominated:</b></p> <p>current course   <input type="checkbox"/> revision of current course   <input checked="" type="checkbox"/> X a new course being proposed</p>	

<p>John Jay College Option Location</p> <p>Please check below the area of the College Option for which the course is being submitted. (Select only one.)</p>
--



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

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

<p>I. Communications - Please explain how your course meets these learning outcomes</p> <p>Students will:</p>	
<ul style="list-style-type: none"> <li>▪ Students will demonstrate their ability to respond to situations in the target culture through interactive activities, presentations, and scenarios. The following language functions are among those practiced: asking the way; giving directions; asking for and giving information; discussing home and the household; describing people and their characters; defining shape, size and color of objects; asking for and giving opinions; the working world; returning faulty goods to a shop.</li> <li>▪ They will also show their ability to respond to informational texts through written assignments, such as descriptions, ads, journal entries, blogs, and letters.</li> <li>▪ Furthermore, students will explore and respond to other cultural products, such as non-print media, film, and other art forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Express oneself clearly in one or more forms of communication, such as written, oral, visual, or aesthetic.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Students will enhance their self-awareness by keeping a reflective journal in which they comment on the different lessons and topics discussed in class, as well as any relevant information they have learned outside of class. The student is encouraged to write about anything that is giving them trouble in the course, anything they think helped them to grasp a concept, and any reflections on how they are doing in the course or how they believe they could do better. The student is encouraged to periodically write about what they have learned in the preceding lesson.</li> <li>▪ Students will promote critical distance by self-critiquing their work and by pairing into dyads to</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain self-awareness and critical distance</li> </ul>

critique on another's work at the end of each lesson.	
<ul style="list-style-type: none"> <li>▪ A wide variety of collaborative work is frequently used to develop skills in the language classroom. The practice of collaborative work, two or more people working together to produce a presentation with group responsibility for the end product, is wide-used in this course.</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively</li> </ul>
<ul style="list-style-type: none"> <li>▪ Students will demonstrate an understanding of appropriate analyzing behavior by adapting active observation strategies to suit a variety of situations, including work in groups.</li> <li>▪ They will demonstrate understanding of a variety of messages by summarizing important ideas or responding to statements in a dialogue.</li> <li>▪ For example, they may be required to do online practice individually. The assignments included viewing recordings available at a specialized websites. Students may view to them for as many times as they needed for a complete comprehension, then subsequently watch scripts, which are available on this learning site, and analyze texts and explain how specific elements in them contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, observe, analyze, and adapt messages in a variety of situations, cultural contexts, and target audiences in a diverse society</li> </ul>

## JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York  
 CUNY John Jay College of Criminal Justice  
 524 W. 59th Street, New York, NY 10019

**Course title and section** ASL 102-01

**Professor's name** James Guido

**Office location** TBD

**Contact hours** TBD

**Phone** TBD

**E-mail address** TBD

**Course description**

American Sign Language 102 is designed for students who have previously studied American Sign Language at a basic introductory level (ASL101). This course continues to familiarize students with the basic skills of manual communication used by American-born deaf persons in interpersonal (face-to-face) communication including finger spelling and signs. Emphasis will be placed on the use of the body for visually-based communication, deaf culture and deaf community, and the structure, vocabulary and development of American Sign Language.

### **General Learning Outcomes. Students will:**

- Gather, interpret, and assess information from a variety of sources and points of view.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.
- Use American Sign Language vocabulary, grammar, syntax and morphology to express and receive information when giving directions, describing others, making requests, talking about family and occupations, attributing qualities to others and talking about routines.

### **Specific Learning Outcomes**

At the end of this course, students will be able to:

- Recognize and use ASL fingerspelling and signs
- Develop awareness of the Deaf Culture and deaf communities at the local, national and international levels
- Ask questions, narrate, describe and generally interact in ASL
- Use a vocabulary of approximately 800 signs
- Develop academic research writing skills through exploration of ASL and Deaf Culture

**Course pre-requisite: ASL 101**

## Requirements / course policies

1. **Participation (25 % of the final grade):** Students are expected to participate in class regularly. Cell phones should be set to vibrate, so as not to interrupt the class if they happen to ring/receive text. Students are expected to attend class regularly. Generally, it is not advisable to miss more than 4 classes in a given semester. Attendance will be taken every day and will be kept as a record. Classroom participation will count as 25% of the final grade and will be based on consistent, meaningful participation in classroom discussions, activities, etc.

### Evaluation Criteria for Participation

#### Exemplary

- initiates and maintains interaction with students and instructor from beginning of class
- shows leadership in group activities
- never uses English in discussions and group activities. (English is only allowed in calls presentations, written assignments and final paper)
- asks questions only in the target language
- is always prepared and demonstrates a minimum of errors
- always elaborates on answers

#### Proficient

- shows willingness to participate
- cooperates fully in discussions and group activities although may not necessarily be the leader
- answers readily when called upon and has few errors
- elaborates somewhat on answers
- occasionally resorts to English

#### Marginal

- participates more passively than actively
- tends to use English, especially in small group activities when the instructor is not nearby
- gives one
- is frequently not well prepared

#### Unacceptable

- participates grudgingly or not at all
- speaks mostly English in discussions and small group activities
- generally does not cooperate in group activities
- has many errors, makes no effort to correct

2. **Class presentations (10 % of the final grade).** You will have to make 2 presentations on Deaf culture and Deaf communities in class. They should last 10 minutes and be delivered in English and ASL.

3. **Writing Assessment (15% of the final grade)** – During the course of the semester, you will also submit 4 assignments that deal with material covered in class, written in English. Instructions for each writing assignment will be posted in Blackboard.

4. **Homework (15% of the final grade)** – there will be weekly homework that deals with deaf culture and deaf community, written in English

5. **Midterm (15% of the final grade)** – There is a midterm exam. If you are absent, you must contact your instructor within 24 hours of the original scheduled time for the test. You will be able to take the test at a later date provided you submit written documentation of a serious illness or legal obligation.
6. **Final paper (20% of the final grade)** *There is a final five pages* composition that deals with material covered in class, written in English. Instructions will be posted in Blackboard
7. **Final Grade Weighting:**
- 25% Class participation
  - 10% Class presentations
  - 15% Written assignments
  - 15% Homework
  - 15% Midterm exam
  - 20% Final paper

#### **Attendance/Punctuality/Participation**

Regular and punctual attendance for this course will have a positive impact on each student's progress. Lateness interferes with class dynamics. 3 latenesses equates to one absence. Excessive absences without any discussion with the Professor may affect the final grade.

#### **In-Class Exercises/Presentation Day Attendance**

In-class exercises and presentation day attendance cannot be made up outside of class or at a later date for credit. Any student who fails to deliver a presentation on the assigned day will receive no credit for the presentation portion of the assignment.

#### **Classroom Conduct**

Students and the course instructor share responsibility for maintaining an appropriate, orderly, learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline in accordance with the procedures described in the Student Handbook.

#### **Plagiarism**

**ALL TYPED ASSIGNMENTS ARE SUBMITTED TO TURNITIN.COM CONTENT BEFORE THE INSTRUCTOR READS OR GRADES THE ASSIGNMENT.**

You plagiarize when you steal or use someone's presentation as your own. In addition to being dishonest, plagiarism is unfair to your peers who spend hours preparing original presentations. If you are found guilty of plagiarism you will receive an F in the course. You may even be dismissed from the University with a notation of the offense on your transcript. If you are in doubt about the legitimate use of sources for your presentations, check with the instructor or a librarian. As a guiding principle, give credit for ideas or materials that you use from other sources, including visuals used in PowerPoint presentations.

#### **Cell Phones**

Please respect your classmates and professor by turning off cell phones during class. Recording is not permitted except with the express permission of the Office of Accessibility Services.

### Withdrawal Procedure

Ceasing to attend classes or verbal notice thereof by you does not constitute an official withdrawal.

### Required Texts

- Guido, James (2015) *Learn American Sign Language*. New York: Wellfleet Press. ISBN-13: 978-1577151074
- LifePrint Website <https://www.lifeprint.com/>
- Moore, Matthew S. (1993) "For Hearing People Only". M S M Productions, Limited ISBN-13: 978-0963401632

### Other Resources

Costello, Elaine. *Signing: how to speak with your hands*. Toronto/New York. Bentham Books, 1995. ISBN: 0553375393. Staten Island HV2474 .C67

Guido, James William. *Learn American Sign Language*. New York. Wellfleet Press, 2015. ISBN-13: 9781577151074. Not available in CUNY libraries.

Shroyer, Edgar H. *Signs of the Times*. Washington. Gallaudet University Press, 2011. Not available in CUNY libraries.

Fant, Louie J, Barbara Bernstein Fant and Betty G. Miller. *The American Sign Language Phrase Book*. New York. McGraw-Hill, 2008. ISBN: 0071497137. Hunter College HV2474 .A47

Riekehof, Lottie *The Joy of Signing*. Springfield, Mo. Gospel Pub. House, 1987. ISBN: 0882435205. Baruch College HV 2474 .R53

Smith, Cheri, Ella Mae Lentz and & Ken Mikos, (2008). *Signing Naturally. Units 1-6*. San Diego, CA: Dawn Sign Press, 2008. SBN : 978158121210. Staten Island HV2476.4 .S65

Pade, Carol A., Tom L. Humphries and Terrence J. O'Rourke. *A Basic Course in American Sign Language*. New York. McGraw-Hill, 1994. ISBN-10: 0932666426. La Guardia CC HV 2474 .H85 1986

John Jay Grade Definitions		
A	Excellent	93.0-100
A-		90.0-92.9
B+		87.1-89.9
B	Good	83.0-87.0

B-		80.0-82.9
C+		77.1-79.9
C	Satisfactory	73.0-77.0
C-		70.0-72.9
D+		67.1-69.9
D	Passing	63.0-67.0
D-		60.0-62.9
F*	Failure	Below 60.0
WU	Withdrew Unofficially	

### Course calendar

Week	Topics and assignments	Readings
1	Introduction Deaf culture and deaf community	Learn American Sign Language book (Pages 123-124) Expert from For Hearing People Only
2	Food & Drink: Meals; Meat, grains, & dairy; Produce	Learn American Sign Language book (Pages 125-137)
3	Food & Drink: Desserts; Drinks; Cooking; & Tableware	Learn American Sign Language book (Pages 138-147)
4	First homework due Activities: Online & Leisure	Learn American Sign Language book (Pages 148-153)

5	First written assignment due Activities: Sports & Holidays	Learn American Sign Language book (Pages 154-167)
6	Class presentation Social: General & Small Talk	Learn American Sign Language book (Pages 168-173)
7	Days and times Second homework due Social: Deaf Slang & Dating	Learn American Sign Language book (Pages 174-179)
8	On deaf culture and community: lecture Review for Midterm Second written assignment due Class presentation	Expert from For Hearing People Only
9	MIDTERM	
10	Nature (whole Chapter)	Learn American Sign Language book (Pages 180-194)
11	Third written assignment due Class presentation Verbs (Whole Chapter)	Learn American Sign Language book (Pages 195-212)
12	Out & About Fourth homework due General; Colors; and Emotions	Learn American Sign Language book (Pages 213-229)
13	School & Work Fourth written assignment due How many/much; People; When. and Where	Learn American Sign Language book (Pages 230-251)
14	Deaf culture and community: lecture	Expert from For Hearing People Only



15	Final paper due	
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**College wide policies for undergraduate courses** (see the most current Undergraduate Bulletin at: <http://jjay.smartcatalogiq.com/en/current/Undergraduate-Bulletin>)

#### **A. Incomplete Grade Policy**

An incomplete will be allowed to students who have passing grades and have serious emergencies that prevent them from otherwise completing the course. Should a circumstance of such arise, please communicate with the professor for more information.

#### **B. Americans with Disabilities Act (ADA) CUNY Accommodations Policy**

(<http://www.jjay.cuny.edu/cuny-accommodations-policy> , updated 2016)

“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 NB (212-237-8031). It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.”

Source: Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities, 4th ed., City University of New York, p.3.

#### **C. CUNY Policy on Academic Integrity**

The following information is excerpted from the CUNY Policy on Academic Integrity. The complete text of the CUNY Policy on Academic Integrity can be accessed at

<http://www2.cuny.edu/about/administration/offices/legal-affairs/policiesprocedures/academic-integrity-policy/>

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

#### **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.

**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.

Students who are unsure of 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 at: [http://guides.lib.jjay.cuny.edu/citing\\_sources](http://guides.lib.jjay.cuny.edu/citing_sources)

**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.68 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.”

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

## New Course Proposal Form

Date Submitted: February 20, 2020

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

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

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

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

Phone number(s) 212-237-8767

2. a. **Title of the course:** Quantum Computing

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): Quantum Computing

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

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

There are three course prerequisites two of which are at the 300 level i.e. MAT 301 and MAT 310. The course also synthesizes concepts from classical computing and the mathematical sciences.

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

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.)

Quantum Computing is a new paradigm that is poised to change computational science as it is practiced today. The most secure classical cryptographic algorithms are now rendered obsolete and problems once thought to be intractable are on the verge of being manageable.

Quantum computing is the new frontier of computational science. It is an interdisciplinary field involving mathematics, physics, and computer science. The

theoretical foundations have been formulated within the span of the past 40 years and the present quest is to make the computing advantages of these machines commercially available, at least for those problems where they have an advantage over digital computers. In September 2019, IBM announced the commercial availability of a 53 qubit (quantum bit) processor whereas Google's researchers simultaneously let it be known that they have successfully produced a 72-qubit device. The main impediment to bring these processors up to scale is that they require cryogenic environments. In the summer of 2017, two Dutch physicists announced that they had successfully isolated a qubit (the fundamental unit of quantum computation) on a silicon wafer. The race is now underway to commercially produce quantum processors using a medium that doesn't rely upon cryogenic techniques. Within the next decade, quantum computers will, at the very least, be commonplace auxiliary accelerators that function in parallel to today's digital processors.

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

The quantum computing paradigm is presented so that the difference between classical bits (Cbits) and quantum bits (Qbits) is understood. The quantum computational process is explained along with its fundamental relation to unitary transformations and how it differs from classical computation. The realization of quantum algorithms through the use of circuits and measurement gates is explored. Quantum factoring and searching algorithms are studied along with a determination of their computational complexity.

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

ENG 201

MAT 241 – Calculus I

MAT 301 – Mathematical Probability & Statistics I

MAT 310 – Linear Algebra

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

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

       No

  X   Yes. If yes, then please provide: The course was taught as CSCI 385-02 during the Spring 2019 semester.

- Semester(s) and year(s): Spring 2019
- Teacher(s): Samuel Graff

- c. Enrollment(s): 5  
 d. Prerequisites(s): MAT 241 – Calculus I; MAT 301 – Probability & Mathematics Statistics I; and MAT 310 – Linear Algebra.

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

- Understand the difference between classical bits (Cbits) and qubits (Qbits);
- Use measurement gates according to the Born rule;
- Be able to symbolically express operations on Qbits;
- Construct circuits that implement elementary operations on Qbits;
- Learn the quantum computational process, its relation to unitary transformations, and how it differs from classical computation;
- Understand the quantum solution of several well-known problems;
- Be familiar with factoring and searching algorithms; and
- Implement quantum operations using a high-level programming language.

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

No  
 Yes

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

The course will be an elective for both the Applied Mathematics major (AMM) (Part IV. Electives) and the Computer Science and Information Security (CSIS) major (Part III, Cat. A. Computer Science Electives) as well as the Computer Science minor, Part II. Electives.

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

There will be three full period quizzes, a final examination, and daily homework assignments.

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

Yes  No

I communicated via e-mail with Ms. Robin Davis re textbook and reference resources that would be available through the CUNY library system.

- If yes, please state the librarian's name: Robin Davis

- Are there adequate resources in the library to support students' work in the course  
Yes  No
- Will your students be expected to use any of the following library resources? Check all that apply.
  - The library catalog, CUNY+
  - EBSCOhost Academic Search Complete
  - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
  - LexisNexis Universe
  - Criminal Justice Abstracts
  - PsycINFO
  - Sociological Abstracts
  - JSTOR
  - SCOPUS
  - Other (please name) \_\_\_\_\_

12. **Syllabus – see attached**

13. Date of **Department curriculum committee** approval 2/18/20

14. **Faculty** - Who will be assigned to teach this course? Profs. Dietrich, Graff, Johnson

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

No

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

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

Not applicable

No

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

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

No

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

18. Name of Department Chair

Doug Salane, Math and Computer Science

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**John Jay College of Criminal Justice-CUNY**  
**524 59<sup>th</sup> Street**  
**New York, NY 10019**  
**Quantum Computing -Section XX**  
**MAT 4xx**

**Instructor:** xxx

**Office:** xxx

**Office Phone:** xxx

**E-mail:** xxx

**Office Hours:** xxx

**Course Description:** The quantum computing paradigm is presented so that the difference between classical bits (Cbits) and quantum bits (Qbits) is understood. The quantum computational process is explained along with its fundamental relation to unitary transformations and how it differs from classical computation. The realization of quantum algorithms through the use of circuits and measurement gates is explored. Quantum factoring and searching algorithms are studied along with a determination of their computational complexity.

**Learning Outcomes:**

The course outcomes are to:

- Understand the difference between classical bits (Cbits) and qubits (Qbits);
- Use measurement gates according to the Born rule;
- Be able to symbolically express operations on Qbits;
- Construct circuits that implement elementary operations on Qbits;
- Learn the quantum computational process, its relation to unitary transformations, and how it differs from classical computation;
- Understand the quantum solution of several well-known problems;
- Be familiar with factoring and searching algorithms; and
- Implement quantum operations using a high-level programming language.

At the end of the semester, you should be able to:

- Appreciate the superiority of a quantum processor over a classical processor for certain classes of problems;
- Follow the logic of a quantum computation whether expressed symbolically or by means of a circuit diagram and determine whether they are truly equivalent; and
- Write high level code that implements simple quantum processor operations.

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

**Course Prerequisite:** ENG 201, MAT 241, MAT 301, and MAT 310.

**Textbooks:** *Quantum Computer Science*, Mermin, N. David, Cambridge University Press, 2007, ISBN 978-0-521-87658-2. (The text is available either in hardcopy or electronic format. An order has been placed with the online John Jay College bookstore. Hardcopy is available from the publisher as an “on demand” item, that is, it is produced only when an order is placed. The electronic form is provided by a secondary vendor.)

**Exams:** There will be three quizzes during the semester and a final examination. The final examination, which is cumulative, will be scheduled by the Registrar. There are no make-up exams except in the case of exceptional circumstances which must be discussed with the instructor prior to the exam.

**Projects:** There will be twenty-four (24) collected assignments during the semester. The homework assignments cover theory and application using concepts discussed in class and programming skills acquired in prior courses that are required for Applied Mathematics and Computer Science & Information Security majors.

**Determination of Final Grade:** There will be three (3) full period quizzes on the dates set forth in the reading outline as well as a two-hour final examination at the end of the semester. Homework is also assigned at every class meeting. The homework may take the form of traditional problem solving or it may include some projects as well. Your grade is based upon the best two quiz grades (that is, the lowest is dropped), the final examination, and the homework. Each quiz, the final examination, and the homework are weighted equally, that is, 25%. The grading policy is summarized in tabular form below. There are no make-up quizzes since you are expected to attend class on a regular basis.

Grades are determined solely from these benchmarks. There are no additional assignments or projects.

<u>Component</u>	<u>Percentage</u>
Two best quizzes (out of three)	50%
Final Examination	25%
Homework	<u>25%</u>
Total	100%

Final course grades determined by the following table:

<b>Grading Scale</b>		
Grade	Overall percentage at least needed	Up to overall percentage needed
A	93	100
A-	90	92.9
B+	87.1	89.9
B	83	87



B-	80.1	82.9
C+	77.1	79.9
C	73	77
C-	70.1	72.9
D	60	70
F	0	59.9

### **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) Polices:** 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/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.

### Daily Reading Assignments

Lecture	Topic(s)	Key Sections
1	Some history of digital and quantum computing. Homework #1 assigned.	x
2	Cbits, their states, and operations on Cbits. Homework #2 assigned; Homework #1 due.	1.1-1.3
3	Linear algebra. Homework #3 assigned; Homework #2 due.	Appendix A
4	Operations on Cbits. Homework #4 assigned; Homework #3 due.	1.4
5	Qubits and their states, reversible operations, and tensor products. Homework #5 assigned; homework #4 due.	1.5-1.6, Appendix A
6	Circuit diagrams; measurement gates and the Born rule. Homework #6 assigned; homework #5 due.	1.7-1.8
7	Measurement gates and state preparation. Homework #7 assigned; homework #6 due.	1.10-1.11
8	The quantum computation process. Homework #8 assigned; homework #7 due.	2.1
9	<b>QUIZ #1</b>	1.1-1.8, 1.10-1.11, Appendix A
10	Deutsch's Problem. Homework #9 assigned; homework #8 due.	2.2
11	Additional Qubits and ancillas. Homework #10 assigned; homework #9 due.	2.3, Appendix F
12	The Bernstein-Vazirani Problem. Homework #11 assigned; homework #10 due.	2.4
13	Simon's Problem. Homework #12 assigned; homework #11 due	2.5
14	Tofoli gates. Homework #13 assigned; homework #12 due.	2.6
15	The definition of a group and some elementary group properties.	Appendix I

	Homework #14 assigned; homework #13 due.	
16	Breaking RSA: factoring, some number theory, RSA review. Homework #15 assigned; homework #14 due.	3.1-3.3
17	<b>QUIZ #2</b>	2.1-2.6, Appendix F
18	Quantum period finding: introduction. Homework #16 assigned; homework #15 due.	3.4
19	Quantum Fourier transform I Homework #17 assigned; homework #16 due.	3.5
20	Quantum Fourier transform II Homework #18 assigned; homework #17 due.	3.5
21	Eliminating 2-Qubit gates Homework #19 assigned; homework #18 due.	3.6
22	Period finding revisited: finding the period. Homework #20 assigned; homework #19 due.	3.7
23	Calculating the periodic function. Homework #21 assigned; homework #20 due.	3.8
24	Small phase errors are unimportant. Homework #22 assigned; homework #21 due.	3.9
25	<b>QUIZ #3</b>	3.1-3.9, Appendix I
26	Period finding and factoring. Homework #23 assigned; homework #22 due.	3.10, Appendix M
27	Searching and Grover's algorithm. Homework #24 assigned; homework #23 due.	4.1-4.3
28	Review.	x
x	<b>FINAL EXAMINATION</b>	x

### **Bibliography**

#### Books:

Faddeev, L. D., and Yakubovskii, O. A., Lectures on Quantum Mechanics for Mathematics Students, Student Mathematical Library, 47, ISBN 978-0-8218-4699-5, American Mathematical Society, Providence, RI, 2009.

Kitaev, A. Yu., Shen, A. H., Vyalii, M. N., Classical and Quantum Computation, Graduate Studies in Mathematics, 47, ISBN 978-0-8218-3229-8, American Mathematical Society, Providence, RI, 2002.

Nielson, M.A. and Chuang, I. L., Quantum Computation and Quantum Information 10ed, ISBN 978-1-107-00217-3, Cambridge University Press, Cambridge, U.K., 2010.

Takhtajan, L. A., Quantum Mechanics for Mathematicians, Graduate Studies in Mathematics, 95, ISBN 978-0-8218-4630-8, American Mathematical Society, Providence, RI, 2008.

Teschl, G., Mathematical Methods in Quantum Mechanics with Applications to Schrodinger Operators 2ed, Graduate Studies in Mathematics, 157, ISBN 978-1-4704-1704-8, American Mathematical Society, Providence, RI, 2014.

(American Mathematical Society publications may be ordered directly from the American Mathematical Society using the toll-free number 1-800-556-7774. Ask for customer service.)

#### Articles:

Devitt, Simon J., Munro, William J., Nemoto, Kae, "Quantum Error Correction for Beginners," arXiv:0905.2794v4 [quant-ph] 21 June 2013.

Gottesman, Daniel, "An Introduction to Quantum Error Correction and Fault-Tolerant Quantum Computation," arXiv:0904.2557v1 [quant-ph] 16 Apr 2009.

Gudder, Stan, "Quantum Computation," The American Mathematical Monthly, 108 (3) 2003, pp. 181-201.

Omer, Bernhard, "Classical Concepts in Quantum Programming," arXiv:quant-ph/0211100v2 29 Apr 2003.

Pollatsek, Harriet, "Quantum Error Correction: Classic Group Theory Meets a Quantum Challenge," The American Mathematical Monthly, 108 (10), 2003, pp. 932-962.

Rieffel, Eleanor, "An Introduction to Quantum Computing for Non-Physicists," arXiv:quant-ph/9809016v2 19 Jan 2000.

#### Other Resources:

*IBM Q Experience Documentation*\* which is available at <https://quantumexperience.ng.bluemix.net> or by using the Google search engine with the key words "IBM Quantum Experience." The documentation is terse (with frequent references to wiki articles of substantial length and varying levels of difficulty) and intended for an audience of physicists. However, it does provide an overview of the current state of the art and an introduction to some elementary concepts though the gap between the elementary concepts and the more sophisticated ideas is substantial.

*Qiskit (Quantum Information Science Kit) Terra*\* which is available at <https://qiskit.org/documentation/> or by following a link from the *IBM Q Experience* home page is a set of Python tools for creating quantum programs at the level of circuits and managing the execution of experiments.

*Qiskit Aqua*\* is a library of quantum algorithms which is available at <https://qiskit.org/documentation/aqua> or by following a link from the *IBM Q Experience* home page. It supports modularity as well as the use of classical computational algorithms for front end input.

\*These documents are updated frequently.

\* \* \*

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

## New Course Proposal Form

Date Submitted: January 2020

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

1. a. **Department(s) or program(s)** proposing this course: Communication & Theatre Arts

b. **Name** and contact information of proposer(s) Dr. Lorraine Moller

Email address(es): lmoller@jjay.cuny.edu; lfmoller@optonline.net

Phone number(s): 212 237-8320; 914 275-5963

2. a. **Title of the course** DRA3xx Theatre of the Oppressed

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS): Theatre of the Oppressed

c. **Level** of this course    \_\_\_ 100 Level    \_\_\_ 200 Level    x 300 Level    \_\_\_ 400 Level

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

Students who have taken the departmental drama literature courses will have experienced traditional theatre based on the authority of the script. This course builds on knowledge about theatre, however, unlike traditional theatre, the Theatre of the Oppressed is an interactive form; the script is devised by the actors and modified by the audience. The course builds on our improvisation course, however, this course engages students in topics of social justice. Unlike our DRA225 Criminal Justice and the Theatre, students of TO will devise original plays based on oppression and privilege and will solicit audience involvement through the participation of actors and a skilled facilitator.

TO is aimed at addressing social and political problems. Students will identify and reflect on dominant and subordinate identities. TO requires creative problem-solving, sensitivity to forms of oppression, collaboration, flexibility and collaboration with the audience. At the center of each play is a protagonist who is a victim of oppression. The play is performed; then it is re-played, stopping at pivotal moments in which the audience steps in to change the script and break the oppression.

This course is experiential, combining theory and practice and will expose the student to a form that has been used in different contexts for social and political change. In TO, students are challenged to think critically about traditional forms of learning as they apply the philosophy of Pablo Freire to Augusto Boal's Theatre of the Oppressed. Specific to

John Jay’s mission of “educating for justice,” the connection between Boal’s theatrical development as a direct application of Freire’s social justice theories provides excellent possibilities for enhancing a practical understanding of both theoretical conceptions.

d. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): DRA 3xx \_\_\_\_\_

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.)

First, allow me to explain the process. In the Theatre of the Oppressed (TO) actors create a play about a social justice issue where a protagonist experiences some form of oppression. The play is performed straight through the first time and then replayed to enable the audience members to stop the action and intervene at pivotal moments by stepping into the shoes of the protagonist. Therefore, the audience member becomes a spect-actor, rather than a passive spectator who tries out different strategies to modify the play enabling the ending to reflect a more “just” conclusion.

Theatre of the Oppressed is an appropriate theatre form for our students. Social, political, and economic pressures on students today are unprecedented. Social prescriptions embedded in the media, gender inequity, cultural stereotypes, gentrification, political polarization on gun control and immigration issues, racial tension and the unnecessary use of force – constitute the short list of justice-oriented problems that our students must navigate in their coursework and in their individual lives. These challenges require that art, and theatre specifically, shift its focus from traditional forms based on the passive acceptance of the authority of the script to the student as playwright/collaborator in devising original material that expresses their voice on pressing issues. In keeping with the mission of the college, our students need to develop critical consciousness, deepen their self-awareness, and become active participants in developing an awareness of oppression and acquiring the skills to combat it.

Secondly, students working in criminal justice professions, social workers, community health, educators and community organizers may utilize the various forms of TO such as Image and Forum Theatre as a problem-solving method, consensus building modality and one which educates actors and audience, alike, to view a situation from a variety of perspectives. Theatre of the Oppressed is as an artform that teaches all present how to break out of entrenched and narrowly conceived positions and viewpoints. As such, theatre educates students to embrace diversity and multiple perspectives while facilitating collaborative thinking.

Thirdly, TO enables participants to make behavior modifications, measure the benefits and consequences of strategies while owning a piece of the performance. According to social learning theory, we acquire knowledge not only through direct experience but through observing models in film and theatre and other media forms.

Forth, this course was conceived as an example of Applied Theatre and as a preview to the CUNY Applied Theatre Masters Program. It will provide a glimpse of one of the many drama-based modalities used for education and social change.

Finally, typically, there is no capstone course offered in the fall semester. This course will fill that gap by offering an option for those minors who wish to graduate in January.

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.)

COURSE DESCRIPTION: Theatre of the Oppressed (TO) is an interactive form of theatre that invokes the participation of the audience. Actors create and perform a play about some form of oppression and then re-play the action, enabling the audience to step into the roles on stage and overcome the character's obstacles. Students will learn how to perform TO through the practice of theatrical exercises, games, improvisation, and rehearsal techniques which will prepare them for creating realistic characters and plot lines that pose a dilemma for the audience to resolve. Created by Augusto Boal, this entertaining and transformative theatre form is performed in over 200 countries worldwide and will teach both audience and actors alike how to deal creatively with oppression in their everyday lives. The culminating activity is the presentation of a play developed for audience intervention presented to the John Jay Community.

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). Because the course will run as a capstone course, Theatre of the Oppressed will build on earlier courses. Therefore, In addition to the above, the prerequisites will include DRA 110 Introduction to Theatre plus DRA 115 Improvisation or DRA185 Drama in Production.

6. Number of:
- a. Class hours    3 \_\_\_\_\_
  - b. Lab hours      0 \_\_\_\_\_
  - c. Credits         3 \_\_\_\_\_

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

\_\_\_\_\_  \_\_\_\_\_ Yes. If yes, then please provide: The course ran two semesters as DRA310Topics in Theatre

- a. Semester(s) and year(s): Fall 2018 & 2019
- b. Teacher(s): Professor Margit Edwards
- c. Enrollment(s): 15
- d. Prerequisites(s): ENG 101 & ENG 102/201

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?  
**By the end of the semester, students will:**

- Distinguish between the traditional theatre and Applied Theatre based on Boal's two types of interactive Theatre of the Oppressed: Image Theatre and Forum Theatre.
- Think critically about the dynamics of oppression and privilege as it pertains to race, gender, ability, age, religion, class and sexual orientation, as well as structural issues such as poverty, unemployment, underfunded schools, lack of access to quality health care, (and the like) with the purpose of learning strategies to liberate themselves from oppressive circumstances.
- Enact the preparatory games and exercises in the TO arsenal and function effectively as the "Joker" or leader to facilitate them.
- Build on improvisational and performance skills by devising and presenting scenarios in which the main character is confronted by oppressive events in the plot yet adapt spontaneously to the audience's intervention.
- Facilitate meaningful audience participation through learned strategies, while negotiating improvisational challenges, such as acting across race or gender lines or soliciting participation from an audience that is reticent to participate.

#### **How do the outcomes relate to the program's (major; minor) outcomes?**

The Theatre Minor seeks to foster creative and critical thinking, effective communication, self-awareness, expressivity and performance skill. These outcomes relate to the mission of the program which includes enhancing students' roles as citizens, advocates, readers, listeners, and performers of creative works in a number of contexts: through small group interaction, before large audiences and through intra and interpersonal contexts with diverse individuals. Importantly, students will engage in conversations about social justice, while identifying and reflecting on dominant and subordinate identities.

The Theatre of the Oppressed course outcomes relate to the Theatre Minor because students will learn to express themselves through a variety of forms: by writing brief and expanded reflection papers, communicating meaningfully in group discussions; analyzing the readings; viewing instructional videos; applying theatre games and exercises to the practice of Forum and Image Theatre; and collaborating in devising an original play.

Students will also learn through different types of exercises how to enhance their sensory awareness, their perception of self and sensitivity to diversity. Through discussion, individual perception, and the dramatization of images they will develop an understanding of oppression and privilege that they experience in their own lives and in the lives of those from diverse ethnic, racial and religious, backgrounds which will aid them in enhancing insight, visualizing, and dramatizing the oppressions of others. Students will work collaboratively identifying themes for plays and will develop scenarios that create images that are not only expressive but are metaphoric and exemplary of the aesthetics of theatre. Through improvisation, they will become proficient at adapting communication strategies in response to the intervention of the audience, (as actors in rehearsal and in live performance ), responding



from the perspective of their characters. To do so, they will need to sharpen their listening, think critically and react spontaneously in character to audience intervention when spect-actors join them on stage. Finally, they will use their critical faculties and new knowledge to recognize power imbalance and devise behavior to break scenes of oppression.

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)

The course will be part of the Theatre Minor and will be offered as part of Group IV (Upper-level Requirement) which includes *one* of the following: DRA301 Directing, DRA310 Topics in Theatre or DRA325 Drama Techniques in Crisis Intervention. DRA325 has not run in several years. Directing is offered in the Spring (DRA325) Theatre of the Oppressed would be the only 300 level course that would run in the Fall.

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

No   x   Yes \_\_\_\_\_ If yes, please indicate the area:

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

Every semester _____	Number of sections: _____
Fall semesters only <u>  x  </u>	Number of sections: _____
Spring semesters only _____	Number of sections: _____

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

Student will be assessed through their commitment to participating in all activities of the class, including exercises and discussion of the readings (15%); through expanded reflection papers (20%); through writing a formal research paper (20%); by devising and performing in a single-scene Forum Play, and as a culminating activity, presenting a multi-scene scene Forum Play performed for John Jay Community (35%) as well as a performance analysis essay (10%).

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

<ul style="list-style-type: none"> <li>➤ The library catalog, CUNY+ ___x</li> <li>➤ EBSCOhost Academic Search Complete ___x</li> <li>➤ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) ___x</li> <li>➤ LexisNexis Universe _____</li> <li>➤ Criminal Justice Abstracts _____</li> <li>➤ PsycINFO _____</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sociological Abstracts _____</li> <li>➤ JSTOR _____</li> <li>➤ SCOPUS _____</li> <li>➤ Other (please name) _____</li> <li>➤ _____</li> <li>➤ <u>Alexander Street Press,</u> <u>Gale Virtual Reference Library and</u> <u>Kanopy</u> _____</li> </ul>
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Specifically, Kathleen suggested the addition of the following videos:

<https://jjay.kanopy.com/video/between-fences>

[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cbibliographic\\_details%7C2719743#page/1/mode/1/chapter/bibliographic\\_entity|bibliographic\\_details|2719743](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C2719743#page/1/mode/1/chapter/bibliographic_entity|bibliographic_details|2719743)

[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cbibliographic\\_details%7C2719743#page/1/mode/1/chapter/bibliographic\\_entity|bibliographic\\_details|2719743](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C2719743#page/1/mode/1/chapter/bibliographic_entity|bibliographic_details|2719743)

[http://fod.infobase.com/p\\_ViewVideo.aspx?xtid=128252&luid=446547&tScript=0](http://fod.infobase.com/p_ViewVideo.aspx?xtid=128252&luid=446547&tScript=0)

[http://fod.infobase.com/p\\_ViewVideo.aspx?xtid=58590&luid=281856&tScript=0](http://fod.infobase.com/p_ViewVideo.aspx?xtid=58590&luid=281856&tScript=0)

[http://fod.infobase.com/p\\_ViewVideo.aspx?xtid=128252&tScript=0](http://fod.infobase.com/p_ViewVideo.aspx?xtid=128252&tScript=0)

### 13. **Syllabus**

Attach a sample syllabus for this course, based on the College's model syllabus, found at <http://www.jjay.cuny.edu/ModelSyllabus.pdf> - See syllabus template available in the Faculty eHandbook at: <http://resources.jjay.cuny.edu/eHandbook/planning.php>

14. Date of **Department curriculum committee** approval Original, May 3, 2018;  
Revisions

15. **Faculty** - Who will be assigned to teach this course? Lorraine Moller, Margit Edwards and Vernice Miller.
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:

Professor Seth Baumrin, Chair of CTA

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Name of Chair giving approval, Proposer's Department

Professor Seth Baumrin

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Name of Major or Minor Coordinator giving approval (if necessary)

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Name of Chair or Major Coordinator, Affiliated Department giving approval (if necessary)

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
 DEPARTMENT OF COMMUNICATION & THEATRE ARTS  
 524 West 59<sup>th</sup> Street  
 NEW YORK, NY 10019

**DRA3xx Theatre of the Oppressed**

**Professor:** Lorraine Moller, PhD

**Semester:** Fall 2020

**Course Section:** 1

**Class time:** TBD

**Contact Hours:** 3; **Credits:** 3

**Professor's Office:** 336.09 HH

**Office Hours:** TBD

**Professor's phone & e-mail:** (212) 237-8320; [lmoller@jjay.cuny.edu](mailto:lmoller@jjay.cuny.edu) ("l" is a lower case L, not the number 1)

**COURSE DESCRIPTION:** Theatre of the Oppressed (TO) is an interactive form of theatre that invokes the participation of the audience. Actors create and perform a play about some form of oppression and then re-play the action, enabling the audience to step into the roles on stage and overcome the character's obstacles. Students will learn how to perform TO through the practice of theatrical exercises, games, improvisation, and rehearsal techniques which will prepare them for creating realistic characters and plot lines that pose a dilemma for the audience to resolve. Created by Augusto Boal, this entertaining and transformative theatre form is performed in over 200 countries worldwide and will teach both audience and actors alike how oppression and privilege impacts everyday lives. The culminating activity is the presentation of a play developed for audience intervention presented to the John Jay Community.

**LEARNING OUTCOMES:**

- Distinguish between the traditional theatre and Applied Theatre based on Boal's two types of interactive Theatre of the Oppressed: Image Theatre and Forum Theatre.
- Think critically about the dynamics of oppression and privilege as it pertains to race, gender, ability, age, religion, class and sexual orientation, as well as structural issues such as poverty, unemployment, underfunded schools, lack of access to quality health care, (and the like) with the purpose of learning strategies to liberate themselves from oppressive circumstances.
- Enact the preparatory games and exercises in the TO arsenal and function effectively as the "Joker" or leader to facilitate them.
- Build on improvisational and performance skills by devising and presenting scenarios in which the main character is confronted by oppressive events in the plot, yet adapt spontaneously to the audience's intervention.
- Facilitate meaningful audience participation through learned strategies, while negotiating improvisational challenges, such as acting across race or gender lines or soliciting participation from an audience that is reticent to participate.

**COURSE PREREQUISITES: ENG201 and DRA 115**

## REQUIRED READINGS:

Boal, A. (2002). Games for actors and non-actors. Retrieved from <https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?docID=241887#>

Boal, A. (1993). Theatre of the oppressed. Retrieved from <https://ebookcentral.proquest.com/lib/johnjay-ebooks/detail.action?docID=1394257>

Babbage, Frances. Augusto Boal, Taylor & Francis Group, 2004. ProQuest Ebook Central,

## COURSE ASSIGNMENTS:

### Reflection Papers

Throughout the semester, students will five expanded reflection papers. Students may expand on in-class discussions or may explore other responses to the work. For example, students may reflect on a specific type of oppression (observed or personally experienced in real life) and explain ways in which a change of strategy could break the oppression. (Students may use hypothetical examples or fictitious names if they choose.) They can create plotlines related to a theme or analyze the achievement or limitations of plays enacted in class. It is expected that the exercises will stimulate responses about identity, perception, as well as the creative process. Topics may also include: the readings, class discussions, analysis of exercises which serve to enhance the actors' awareness, advance their critical skills or analyze the dynamics of the class. Papers will be 2-3 pages each, type-written and double-spaced.

### Research Paper:

Students will write an eight-page paper that describes the use of Theatre of the Oppressed by various groups in five different contexts (prisons, community groups, unions, education, etc.) in the United States and internationally.

**Performance Projects:** Students will devise and perform in a single-scene using Image Theatre on their selected topic, and as a culminating activity, further develop their performance project into a multi-scene Forum Play performed for John Jay Community in the Black Box.

**Final Essay: Play Analysis Report.** This is an in-class reflection paper in which students will assess the strengths and weakness of the final performance project.

### Participation & Attendance

Positive learning environments are fostered when students are thoughtful and prepared for each class. It is important that the class develop a spirit of community for the creative process to work most effectively. One of the first tasks of the course will be to discuss and establish parameters for behavior that facilitates good communication and group consensus. This class is an action- learning class. While there is a brief information period or discussion, most of class time is devoted exercises and to devising scenarios which students will dramatize. The participation of all is required; actors and "spect-actors" (audience members), - all play an equally active role in Theatre of the Oppressed. Furthermore, your participation grade includes your attendance. How can you be a part of a community if you are not present? An attendance policy will be strictly implemented in which more than two unexcused absences will result in lowering your final grade by .5 for every additional absence.

In addition, lateness is disruptive; if you are late, please enter in an unobtrusive manner. Two "lates" will count as an absence. If you are more than 15 minutes late, do not expect to be marked "present." Please remember that this class is experiential; much of what you will learn is learned by "doing" during the class period.

## CLASSROOM POLICIES

**Late Assignments:** Under certain circumstances, assignment may be accepted at the next class meeting. After that, in all fairness to members of the class, the work will be graded down 1 letter grade. In-class exercises cannot be made up outside of class.

### Positive Learning Environment

Successful learning experiences take place best in settings that are safe and respectful. Students should feel free to discuss and ask questions without fear of consequence from the instructor or other students if they are civil, ethical, and cooperatively expressed. *Personal Note:* This course focuses on collective issues, not personal ones; however, because the process is experiential and deals with the issues that are close to the group, occasionally sensitive material emerges. Should the content of the enactments trigger a response that resonates in a disturbing way, the college has a professional staff that is available for counseling and additional support. Understand that students are never obligated to disclose personal information unless they so choose, and that all information disclosed in the classroom stays in the classroom. Please see me if you would like further information or set up an appointment to see me.

## ASSESSMENT & GRADING

Five Expanded Reflections	20%
Research Paper	20%
Mini-Forum Presentation	10%
Final Forum Play	25%
Final Essay	10%
Participation	15%

### City University of New York Grade definitions

A, A-, B+	Excellent (87-100%)
B, B-, C+	Very Good (71-86%)
C, C-, D+	Satisfactory (57-70%)
D, D-	Poor (Passing, but too many “Ds” can lead to dismissal) (40-56%)
F	Failure (not erased when course is retaken and passed) (below 40%)
WU	Withdrew Unofficially

### Plagiarism

You plagiarize when you steal or use someone’s presentation as your own. You plagiarize when you take pieces of the work of others and paste them together in a patchwork fashion and claim them as your own. In addition to being dishonest, plagiarism is unfair to your peers who spend hours preparing original papers. You plagiarize when you download a term paper written by someone else. If you are found guilty of plagiarism you will receive an F for the assignment and will not get higher than a C as a final grade for the course. You may even be dismissed from the University with a notation of the offense on your transcript. If you are in doubt about the legitimate use of sources for your presentations, check with the instructor or visit a John Jay librarian or check a free guide at the library designed to help students with documentation. As a guiding principle, give credit for ideas or materials that you use from other sources, including videos. This will give your work added credibility and demonstrate your integrity.

### Cell Phones

Please respect your classmates and professor and turn off cell phones during class. Place them out of view.

**The Writing Center:** The Writing Center, located in room 1.67NB, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

<i>*Note: All classes will begin with Boal's exercises &amp; theatre games</i>	<b>COURSE OUTLINE</b>	<i>Prepare Assigned Reading prior to the class on that topic.</i>
WEEK	TOPIC	ASSIGNMENT
<p>Week 1 Session 1</p> <p>Session 2</p>	<p>Course Overview Augusto Boal and five categories of preparatory games and exercises. "De-mechanization." Relearning how to process sensations. Expectations.</p> <p>Fundamental Concepts of Boal's participatory theatre: Theatre of the Oppressed, Newspaper Theatre, Invisible Theatre.</p>	<p><i>In Boal's Games for Actors and Non-Actors: Ch. 3 The Arsenal of the Theatre of the Oppressed.</i></p> <p><i>In Babbage 142-147.</i> <i>In Boal's Games for the Actor and Non-Actor, 6-17.</i></p>
<p>Week 2 Session 3</p> <p>Session 4</p>	<p>The influence of Paolo Freire: the "banking concept" of education critiqued.</p> <p>The dynamics of privilege and oppression. Privilege chains and Identity Groupings How we benefit or are held back by these systems.</p>	<p><i>In Freire's Pedagogy of the Oppressed, excerpts: Ch. 2. On Blackboard.</i> <i>Handout: Augusto Boal Bio</i></p> <p><i>Handout: Patricia Hill Collins Matrix of Domination: Wheel of Oppression.</i> <b>* Reflections paper due</b></p>
<p>Week 3 Session 5</p> <p>Session 6</p>	<p>Sculpting Images of Oppression. Have you ever been in a situation in which you have felt oppressed? Can you create an image without words? Image Theatre: Tanzania case study, (from Chris Vine)-Through the lens of another culture.</p> <p>Image of oppression; the ideal image (breaking the oppression); Image of transition (exploring interventions). Do you recognize an oppression?</p>	<p><i>In Boal's Theatre of the Oppressed, 121-134.</i></p>

<p>Week 4 Session 7</p> <p>Session 8</p>	<p>Simultaneous Dramaturgy, Spectator vs Spect-Actor. How do we get the audience involved?</p> <p>Actors in Story Mode. Animating the Inanimate. Encouraging Physical Work.</p>	<p><i>In Boal's Games for Actors and Non-Actors, Introduction.</i></p>
<p>Week 5 Session 9</p> <p>Session 10</p>	<p>Techniques for creating Image Theatre. Claire's story.</p> <p>The roles of the actors as protagonist, oppressor, ally or joker/facilitator. Who can help the victim?</p>	<p><i>In Babbage, Augusto Boal: Ch. 2, Theatre of the Oppressed Key Concepts.</i></p> <p><i>In Boal's Games for Actors and Non-Actors, 1-6</i></p>
<p>Week 6 Session 11</p> <p>Session 12</p>	<p>Image Theatre: Grouping up to create/sculpture physical images based on themes. We use this to dialog with the audience.</p> <p>Dynamizing images.</p> <p>Consequences and benefits of change. Care of the Spect-actor/scaffolding participating.</p> <p>Discussion of uses of TO</p>	<p><b>* Reflections paper due.</b></p>
<p>Week 7 Session 13</p> <p>Session 14</p>	<p>Structure for developing a Forum Play. This is where we invite the audience to intervene and actually come on stage to replace the actor. Roles of the actor, Spect-actor and joker. Signifiers.</p> <p>Devising Original single scene Mini-Forum Plays (4 groups). Rehearsal techniques.</p>	<p><i>In Boal's Theatre of the Oppressed, (on Forum Theatre), 139-156</i></p> <p>Rehearse Mini-Forum Plays</p> <p><b>* Reflections Paper due on Theme, Plot sketch and Actor Role Biography. Who, what,</b></p>



		where.
Week 8 Session 15	Actor Panels: Creating characters that are 3-dimensional: personal characteristics, basic demographics, relationships to other characters and to oppression.	
Session 16	<i>Rehearsal: Applying the principles Preparing for the audience response.</i>	Out-of-class rehearsal
Week 9 Session 17 Session 18	<b>Presentation of Mini (single scene) Forum Plays on Social Justice Themes</b> In class 2-minute Reflections paper.  <b>Presentation of Mini (single-scene) Forums on Social Justice Themes</b>	
Week 10 Session 19 Session 20	Sharing reflections on Mini-Forums.  Re-grouping. Devising final multi-scene Forum plays. (Forum play devised with research as necessary). Target Audience.	In Boal's <i>Games for Actors and Non-Actors, on Forum Theatre, 17-29.</i> <b>Reflection Paper Due on plotline &amp; characters for Forum</b>
Week 11 Session 21 Session 22	Rehearsal of Forum Plays. Identify pivotal moments for intervention. Joker Panel: Each time a spect-actor replaces the protagonist, how does the actor adapt? "What do I say if..."  Rehearsal of Forum Plays.	In Boal's <i>Theatre of the Oppressed: Ch. 3: Goals of the Joker</i> , plus Handout Eliminate the above Handout
Week 12 Session 23 Session 24	<b>Performance Multi-Scene Forum Play</b> In class 2- minute Reflection Paper.  <b>Performance Multi-Scene Forum Play</b>	

Week 13 Session 25 Session 26	De-briefing.  Rainbow of Desire, Cop in the Head. What if the oppression is in one's head? Examples.	In Babbage, <i>Augusto Boal: Chapter 5 (on Cop on the Street to Cop in the Head)</i> , 23-27.  <b>Expanded Reflection Paper Due</b>
Week 14 Session 27  Session 28	Legislative Theatre "Ellen's Story" scene breakdown. Establishing a connection between a grass roots organization and a law-making organization.  Devising Legislative Theatre, a full class collaboration.	Babbage, In <i>Augusto Boal</i> , 25-30  <b>*Research Paper due</b>
Week 15 Session 29  Session 30	Demonstration of Legislative Theatre De-briefing  Advantages and Limitations of Forum Theatre Closing: Circle of Appreciation.	In Boal's <i>Games for Actors and Non-Actors</i> , Ch. 4, <i>Forum Theatre: Doubts and Certainties</i> 224-227.
Final Examination	<b>In-class Reflection Essay.</b>	

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

## New Course Proposal Form

Date Submitted: 2/20/20

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

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

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

Name: Tara Pauliny

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

Phone number(s) 718-427-3747

2. a. **Title of the course: Feminist Rhetorics: Histories, Intersections, Challenges**

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

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

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

This course is strategically targeted for the 300-level based on students' prior work in ENG 201, which focuses on language's rhetorical characteristics and persuasive effects. ENG 201 has prepared students for this course's range of interdisciplinary readings, high and low stakes writing activities, self-reflection, and rhetorical awareness. This course thus allows students to deepen their study of the polemics of language and discourse they began to study in ENG 201. Additionally, it will strengthen and widen the 300-level elective offerings of the Writing, Rhetoric, and Literacy minor (currently awaiting College Council approval) as well as the offerings of the English major and its other minors.

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

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 specifically examines how the field of Rhetoric and Composition/Writing Studies intersects with feminist theory and practice. It is supported by an award-winning writing

program run by faculty with expertise in rhetorical studies, a college whose focus and mission centers on justice, and a college with the largest Latinx student population in the Northeastern U.S. corridor. It also speaks directly to the experiences and histories of many John Jay students who themselves grapple with the challenges of race, sexuality, gender, and economic instability, among others. Importantly, this course does not merely ask students to passively learn about rhetorical canons; instead, it asks them to understand why and how women—and specifically women of color—were left out of that canon, how feminist scholars have since attempted to revise the canon to include diverse rhetors, and to analyze how past and current feminist interventions are shaping the discipline of Rhetoric and Writing Studies. An additional goal of the course will be to invite students to join the ranks of feminist activist rhetoricians and to imagine how they themselves might utilize rhetorical action to enact social, political, and academic change.

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 studies how and why women have constructed and communicated critical arguments; in other words, it studies women's rhetorical histories and expressions. It examines women's omission from the canon of Rhetoric and Writing Studies, offers an overview of feminist rhetorical scholars' recovery of women's voices, and investigates contemporary feminist work in the field. Students will interrogate how intersectional feminists (especially feminists of color) use rhetorical strategies; what it means to engage in intersectional feminist rhetorical practices; how feminist scholarship and activism overlap; and, how they might consider themselves part of an intersectional feminist rhetorical community.

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

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

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:

- Identify and apply the fundamental concepts and methods of intersectional feminist rhetorical studies.
- Analyze and discuss common institutions or patterns of life and how they influence, or are influenced by race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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)

- Elective in English minor
- Elective in English major
- Elective in Writing, Rhetoric, and Literacy minor (this minor is pending)

Also, awaiting approval from the Gender Studies major and minor coordinator for addition to their programs.

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

No \_\_\_X\_\_\_ Yes \_\_\_\_\_ If yes, please indicate the area:

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

Student learning will be assessed in various ways, both formally and informally. Assignments may include the following:

- Twelve summary/analysis Reading Responses, written in relation to specific readings and produced throughout the semester;
- A Concept Log, where students trace one concept or theme throughout the course readings;
- A Critical Incident Analysis, in which they apply feminist rhetorical analysis to a specific contemporary or historical event or moment;
- A final ePortfolio, where students curate the work they produced over the course of the semester (which includes all of the work listed above), extend the work of

one of their Reading Responses, and reflect on their own development as feminist theorists and activists.

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

Yes  No

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

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

13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval: 2/20/20

15. **Faculty** - Who will be assigned to teach this course? Tara Pauliny, Timothy McCormack, Mark McBeth, Alison Perry, Madhura Bandyopadhyay

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

No

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

This course connects directly with the Gender Studies program, but it does not replicate any of its existing courses. I have contacted the current director of Gender Studies, Dr. Antonio (Jay) Pastrana, and he supports the creation of this course. The Gender Studies program, in fact, may add it to their elective course offerings.



17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?  
 Not applicable  
 No  
 Yes. If yes, give a short summary of the consultation process and results.

The proposal, in its current state, was shared with the current director of Gender Studies, Dr. Antonio (Jay) Pastrana. Dr. Pastrana supports the course proposal.

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

No  
 Yes. If yes, number and name of course(s) to be withdrawn.

19. Approvals:

Jay Gates

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Chair, English Department

John Jay College of Criminal Justice, City University of New York/CUNY  
445 W. 59th St. New York, NY 10019

### SAMPLE SYLLABUS

#### ENG 3XX: FEMINIST RHETORICS: HISTORIES, INTERSECTIONS, CHALLENGES

Course: ENG 3XX

Semester: TBD

Professor: Dr. Tara Pauliny (she/her/hers)\*

Professor's Office: NB 7<sup>th</sup> Floor; 7.63.32

Email: tpauliny@jjay.cuny.edu  
Studies minors/majors only

Prerequisites: ENG 201, GEN101/140—for Gender

Office Hours: TBA

Corequisites: n/a

*\*Please refer to me using female pronouns. If you have a pronoun preference or would like to be called a name other than that which is listed on the course roster, please let me know. All genders are welcome here.*

#### Course Description:

This course studies how and why women have constructed and communicated critical arguments; in other words, it studies women's rhetorical histories and expressions. It examines women's omission from the canon of Rhetoric and Writing Studies, offers an overview of feminist rhetorical scholars' recovery of women's voices, and investigates contemporary feminist work in the field. Students will interrogate how intersectional feminists (especially feminists of color) use rhetorical strategies; what it means to engage in intersectional feminist rhetorical practices; how feminist scholarship and activism overlap; and, how they might consider themselves part of an intersectional feminist rhetorical community.

#### Course Objectives/Learning Outcomes. Students will:

- Identify and apply the fundamental concepts and methods of intersectional feminist rhetorical studies.
- Analyze and discuss common institutions or patterns of life and how they influence, or are influenced by race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

Required Texts: All readings will be provided on the course's Blackboard site.

<u>Grading Criteria:</u>	Reading Responses (12 in total)	25%
	Concept Log	15%
	Critical Incident Analysis	20%
	ePortfolio	30%
	Participation	10%

#### Assignment Descriptions and Connection to Learning Outcomes:

*Reading Responses 25%:* Twelve times over the course of the semester, you will write a 500-word Reading Response (RR); the RR will first summarize a course reading, then analyze one aspect of it, and then ask questions that arise from it. Although these assignments will be treated as informal writing, you should still edit and proofread them for clarity of ideas and sentence-level communication. These assignments are also designed to allow you to take risks and to be creative—so

really try to push yourself in your thinking and writing. Consider the following questions (as well as any of your own) as you compose: How are feminisms and specifically feminists of color shaping contemporary feminist activism and scholarship?; How are contemporary forms and discussions of feminist activism related to the past?; How have feminist rhetorical theorists attempted to redefine ethical issues for multiracial groups of writers and speakers?; How do feminist rhetorical theorists destabilize traditional, masculinist forms of rhetorical theory by including women?; How and why do feminist rhetorical theorists destabilize traditional, white forms of rhetorical theory by centering women of color?; How and why have the texts of feminists of color prompted social action against racism, misogynoir, white settler colonization, and heteropatriarchy?; What specific forms of rhetorical style--- form, genre, language, method of argument--- is enacted in these texts and what do these rhetorical styles show and say about the activism of feminists of color?

One of these RRs also form the basis of your Multimodal Research Essay in your final ePortfolio for the class. In the middle of the semester you will have the opportunity to peer review one RR of your choice; you can use this feedback to help you revise the RR into the longer research essay.

*Concept Log 15%:* Early in the semester you will select one term (or concept) to follow through the semester. You should capture key quotes from our readings (and your own reading) to put in your log while you take notes to better understand the term. While part of the goal is to define and understand the term, you should also analyze how the term is being used in the work we read and then how it ought to be used to frame research in the field. This exercise teaches you how to take notes to prep for longer projects such as term papers or a senior thesis. The logs will ultimately be included in your ePortfolio. Please choose the best way to keep this log that will work for you (wiki, pen-to-paper, evernote, etc.). The tone may be formal, light, “note-y,” and may contain images or doodles. We will check in on the log intermittently (see the weekly schedule) and you will be responsible for summarizing and sharing with the class: the name and definition of the term, three examples (from different class readings) of how the term is employed or implied, how you think the term pushes the scholarship we are reading in new directions.

*Critical Incident Analysis 20%:* This assignment works with and extends on your Concept Log. First, you will choose a critical incident that you believe warrants a feminist rhetorical perspective, and then you will write a 500-750 word analysis of it, focusing on one of the terms from your Concept log. Your incident can be contemporary (the El Paso school shooting, the impeachment hearings for example); or historical (the ERA amendment or Brown v. Board of Education decision for example), but it must be a real moment that is ripe for feminist rhetorical analysis. Your written analysis of the incident must reference at least two course readings and cite specific details from your incident. These will be included in your ePortfolio and will also be used to open a conversation in class—so please expect to talk informally about what you choose and why.

*ePortfolio 30%:* For your ePortfolio you will create a website via digication that curates the work you have done for the class, that extends and remixes one of your RR into Multimodal Research Essay, and that includes a personal statement about your relationship to feminist principles and actions. You do not need prerequisite technology skills for this work, but you will need to plan for wifi access at the end of the semester when we begin to work on this project. Digication e-terns will be invited into our class to help you set-up and populate your digication ePortfolio.

*Class Participation 10%:* Participation will be calculated via peer review. Peer review will happen twice during the semester: once near the middle (which will focus on a RR of the student’s choice), and once near the end of the semester (when peer groups will provide feedback on students’ e-portfolios). Students will be placed in small peer groups and will be given specific questions to answer about each of their peers’ drafts. Students can earn a grade of exceptional, satisfactory, sufficient, or incomplete for each peer review. To earn a grade of exceptional (A), they must complete all of the peer review questions fully and submit them on time; if they submit a complete and thoughtful peer review late, they will earn a grade of satisfactory (B); if they merely participating in peer review,

without close attention or care, they will earn a grade of sufficient (C); non-participation earns them no credit.

Participation and Attendance: Regular attendance is expected and necessary. Classes are run in a discussion/small group/peer response format so both attendance and participation are essential. Students are permitted four absences; absences exceeding four will result in the final grade for the course being lowered by half a grade (e.g. B+ to b, C- to D+, etc.).

Formats and Due Dates: All out-of-class writing should be typed with one-inch margins and 12-point font, preferably Times New Roman. Unless otherwise stated, do not use a cover page; instead, use a simple MLA heading (see the Purdue OWL). Staple or paperclip assignments before handing them in. All work is due at the beginning of class on the date listed in the syllabus unless otherwise indicated. In fairness to all the students in this class, I do not accept late work unless you ask for an extension ahead of the due dates. If you do not turn an assignment in on time, you will receive no credit/0 for that assignment. In-class work such as cannot be made up.

### **Additional Goals and Requirements:**

Writing Goals: Although not a writing class per se, we will study and practice academic writing and use writing to understand and comment on the texts, issues, and arguments we will encounter throughout the semester. As a result, through paper assignments and class work, we will work to build a repertoire of writing skills and we will practice responding to texts (written and otherwise), both critically and analytically.

Writing Help @ The John Jay Writing Center: All John Jay students have access to a well-run and very helpful writing center where they can bring written work from all of their courses. Go to the Writing Center web site for all the information, including the ability to sign up for on-line, real time writing support sessions at [JJ WC](#) Remember: tutoring is not just for students who are struggling with writing; accomplished writers also need constructive feedback, and all writers can benefit from attentive, close reading of their work. Please take advantage of the writing center to get considerate, detailed input on all of your writing.

Reading Goals: Critical reading of, and critical thinking about, texts, culture, and history is essential to this course and is a learned skill like any other. We will work together to hone these skills, so that we may communally arrive at some of the many possible meanings within each text or issue we examine. I expect that each student will work hard on improving their own reading and interpretation skills. This means that you should: READ, REREAD, & THINK. Underline, write questions, comments, and confusions in the margins, and raise these issues to the class. In other words, engage/interact with the text and share this mental work with your fellow class members during discussions. It's fine to say, "I don't get it!" but you must also think about and express the reasons behind your confusion.

Library. You will use John Jay library resources this semester; find the library on the ground floor of the T bldg. and [here](#).

Computer Info: We will be using Blackboard and Digication for this course, so you must have an active [John Jay email account](#) that you check regularly and that is linked to your [Blackboard](#) account; you must also log into our class' Blackboard site regularly; you are responsible for anything posted there. Also, save all your work!

Blackboard Help: The Blackboard site is the main feature of the course and all of our work will take place there. If you do not understand how Bb works, I strongly suggest you seek assistance. Blackboard Student Support can be contacted through [blackboardstudent@jjay.cuny.edu](mailto:blackboardstudent@jjay.cuny.edu) and through the Help Desk at 212.237.8200. For additional Blackboard support please see:

[Blackboard Student Support](#)

[Blackboard Tutorials and FAQs](#)

[Blackboard Help Videos for Students](#)

[Military and Veterans Support](#): Please take advantage of the support and resources that have been designed especially for you. Military personnel and Veterans can find resources in the [Office of Military and Veterans Resource Center](#) North Hall Rm. 3122A. Phone: 212-484-1329. Email: [johnjayveterans@jjay.cuny.edu](mailto:johnjayveterans@jjay.cuny.edu)

[Net-iquette](#): Please remember that when you are working in an online environment like Blackboard, all of your comments are archived and saved. Everything you “say” there is actually in writing, so be conscious of what you say and how you say it while in this class. This does not mean that you need to agree with one another—I encourage healthy disagreement and discussion—but you must always be respectful to one another. *Also, a quick note about email*: although email tends to be less formal than more traditional modes of communication, the general rules of writing still apply: always use appropriate salutations (Ms., Mr., Dr., etc), “sign” the correspondence, check your grammar, tone, and style, and reply when someone sends you a message.

### **Important College Policies:**

[Students with Disabilities are more than welcome in this classroom](#). If you have a disability and need accommodations, please let me know. Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the [Office of Accessibility Services](#). Students may request such accommodations for issues such as, (a) disability, (b) pregnancy, childbirth or a related medical condition, (c) religion, and (d) status as a victim of domestic violence, sex offense or stalking. If you think these or any other issues may affect your performance in this class, please notify me as soon as possible, and contact the appropriate office. For accessibility accommodations for disability, pregnancy, or any medical condition, see <http://www.jjay.cuny.edu/accessibility>, and contact JJay’s Office of Accessibility Services. OAS is located at L66 in the new building (212-237-8031). For religious accommodations, contact the Office of Student Affairs. Victims of domestic violence, sex offense, or stalking, should contact JJay’s Title IX Coordinator. Prior to granting accommodations in this course, the instructor should receive written verification of a student’s eligibility. “Qualified students . . . will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services. It is the student’s responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.” Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p. 3. ([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

[Academic Ethics](#): We will be incorporating outside texts into the writing we do in a variety of ways. We will also be sharing our writing with each other, and I will be encouraging you to use the information and ideas of others in your own pieces of writing. However, all writers need to clearly identify which parts of a piece of writing are their own, and which parts come from other texts or other writers. Any deliberate attempt to present the work of others as your own is dishonest and will result in serious consequences up to and including receiving a failing grade for the course, and perhaps further action from the school, or the university. Always cite your sources, using an appropriate style, and please, see me if you have any questions. You can also find more information on John Jay’s site about [Academic Integrity](#). Also, here’s the college’s [Official Statement 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.* ([http://www1.cuny.edu/portal\\_ur/content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf))

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44–5 of the JJC Undergraduate Bulletin for further explanation. See also *MLA Handbook*, 7<sup>th</sup> ed., 2.

**Hate Speech Will Not be Tolerated in this Class.** “It is the position of the Faculty Senate and the Council of Chairs that the use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process.” Please be aware of this position and respect yourself and others enough to avoid engaging in such speech. I encourage you to discuss your opinions—regardless of their popularity—but to do so in a professional and caring manner and please be respectful of pronoun and name choices.

**Undergraduate Bulletin.** As a John Jay student, it is your responsibility to know and understand the policies of the college and your role in them. Please see the [Undergraduate Bulletin](#) for this information (including in the Incomplete Grade Policy, Extra Work for the Semester, and Americans with Disabilities Act Policies).

**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.”

**Academic Calendar.** For Add/Drop dates, holidays, etc., see the John Jay [Spring 2019 Academic Calendar](#).

**Additional Resources:** There are many resources, offices, and people available to you including the following:

- Academic Advisement. If you have questions about your course schedule or whether you should Add or Drop a course, please see the [Academic Advisement Center](#).
- Inappropriate/Unwanted Sexual Behavior. If you feel you have experienced [Sexual Misconduct](#) by another student, professor, or staff member, please see the resources available to you in the link above.
- Counseling Services. [Counseling Services](#) are available to you—please reach out to the Counseling Center for assistance with academic and personal concerns.
- [Women's Center for Gender Justice](#) Are you interested in issues surrounding gender and sexuality? Get involved here.
- [Urban Male Initiative](#) Are you male-identified? Check out this program.
- [Wellness Resources](#) For medical assistance, a foodbank, and more.
- [Children's Center](#) A great JJ resource for parents.

## **COURSE SCHEDULE**

**Reminders:**

- *You should be working on your Concept Log throughout the semester. We will use them*

routinely in class to inform our discussions and to assist us in our analysis and application of the texts we are reading. I will do a midterm check of both this assignment and offer you a preliminary grade that will guide you as you continue to work on it. The final grade for each assignment will replace this preliminary grade.

- You will sign up to write your twelve Response Papers on specific readings so that the papers are being written and then discussed in class throughout the semester. In the middle of the term you will have an opportunity to have one of these papers peer reviewed; you will then revise it into a Multimodal Research Essay for inclusion in your ePortfolio.
- An e-Tern will provide an in-class workshop to help you set-up your e-Portfolio. You also have access to the Digication lab (staffed by e-Terns) to help you develop and refine your e-Portfolio. During the second-half of the semester you will participate in peer review about your Multimodal e-Portfolios.

## **Part I: Definitions, Stories, Challenges: What does it mean to do Feminist Work? What are the Stakes?**

### Week 1

- “Introduction” Sarah Ahmed: *Living a Feminist Life*
- “Introduction” Cheryl Glenn: *Rhetorical Feminism and This Thing Called Hope*
- Watch “Period. End of Sentence.” And Chimanda Adichie Ted Talk on Feminism
- “New Book Busts Myths About Menstruation Spread By Public Health Groups”
- **Reading Response Sign-ups**

### Week 2

- “Introduction” Clare Hemmings, *Why Stories Matter: The Political Grammar of Feminist Theory*
- “Forward” and “Part 1” Jacqueline Jones Royster and Gesa Kirsch, *Feminist Rhetorical Practices*
- “Chapters 1 and 2,” Cheryl Glenn, *Rhetorical Feminism and this Thing Called Hope*

### Week 3

- “Changing the Landscape: Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies, Five Years Later” *Peitho* 20.2 (2018): 160-97.
- Marsha Houston. “Forward” in Chávez, Karma R., and Cindy L. Griffin. *Standing in the Intersection: Feminist Voices, Feminist Practices in Communication Studies*
- “Intervention” and “Invitation” in Yergeau, Melanie. *Authoring Autism : On Rhetoric and Neurological Queerness.*
- **Due: Concept Log term**

## **Part II: Historical Recoveries and Beyond**

### Week 4

- Forward, “On Reclaiming Rhetorica,” “Aspasia: Rhetoric Gender an Colonial Ideology,” and “To call a Thing by Its True Name: The Rhetoric of Ida B. Wells” in Lunsford, Andrea A. *Reclaiming Rhetorica: Women in the Rhetorical Tradition*

### Week 5

- “Mapping the Silences, or Remapping Rhetorical Territory” in Glenn, Cheryl. *Rhetoric Retold: Regendering the Tradition from Antiquity through the Renaissance*
- Enoch, Jessica. “‘Para La Mujer’: Defining a Chicana Feminist Rhetoric at the Turn of the Century.” *College English*, vol. 67, no. 1, 2004, pp. 20–37.

Week 6

- “Introduction,” “Refiguring Rhetorica,” “Queering Feminist Rhetorical Canonization,” & “Making Pathways” in Rawson, K. J., and Eileen E. Schell. *Rhetorica in Motion : Feminist Rhetorical Methods & Methodologies*

Week 7

- selections TBD from Sharon Yam *Inconvenient Strangers* (forthcoming, Ohio State University Press Fall 19)  
 - Jessica Restaino, with Susan Lundy Maute (in memoriam) essay in *Peitho* “Surrender as Method: Research, Writing, Rhetoric, Love”  
 - **Peer Review Session of a Reading Response**  
 - **Content Log Midterm Check**

**Part III: Flipping the Script: Feminism and Intersectionality**Week 8

- Kimberlé Crenshaw “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color” *Stanford Law Review*, vol. 43, no. 6, 1991, pp. 1241–1299  
 - Nash, Jennifer C. “Re-Thinking Intersectionality.” *Feminist Review*, no. 89, 2008, pp. 1–15.  
 - Part Two (pgs 89-161) Sarah Ahmed *Living a Feminist Life*  
 - Watch: Kimberlé Crenshaw *The Urgency of Intersectionality*

Week 9

- “Introduction,” “(Im)mobile Metaphors,” “Intersecting Audiences,” “Spheres of Influence,” and “Essentialism, Intersectionality, and Recognition” in Chávez, Karma R., and Cindy L. Griffin. *Standing in the Intersection : Feminist Voices, Feminist Practices in Communication Studies*. (Note: you will not read all of these. Specific essays will be assigned by group.)  
 - Peruse “street art” by @UnapologeticallyBrownSeries.  
 - “How to Tame a Wild Tongue,” in *Borderlands/La Frontera: The New Mestiza* by Gloria Anzaldúa

Week 10

- Read: 1) the Combahee River Collective Statement; 2) “Transformation of Silence into Language and Action” by Audre Lorde, and; 3) ONE of the contemporary texts on the website by Brittany Cooper, Charlene Carruthers, Joan Morgan, Patrisse Khan-Cullors, Barbara Ransby, or Morgan Jenkins. After you have read these texts, choose a selection from [www.crunkfeministcollective.com](http://www.crunkfeministcollective.com) OR watch a video vlog from “For Harriet” on youtube OR read Alexis Pauline Gumbs and Moya Bailey’s online essay, “We Are the Ones We’ve Been Waiting For” OR follow Tarana Burke (founder of #MeToo) on twitter or IG.

- **ePortfolio in-class “How To” workshop**

- **Critical Incident Analysis Due**

**Part IV: Transnational Feminist Turns in Rhetorical Studies**Week 11

- Hesford, Wendy S., and Eileen E. Schell. “Introduction: Configurations of Transnationality: Locating Feminist Rhetorics.” *College English*, vol. 70, no. 5, 2008, pp. 461–470.  
 - Queen, Mary. “Transnational Feminist Rhetorics in a Digital World.” *College English*, vol. 70, no. 5, 2008, pp. 471–489.  
 - Dingo, Rebecca. Selections from *Networking Arguments: Rhetoric, Transnational Feminism, and Public Policy Writing*. University of Pittsburgh Press, 2012.  
 - Special Issue of JAC (33.4) addressing Transnational Feminisms—reading TBA

Week 12



- selections from Stillion Southard, Belinda A. *How to Belong : Women's Agency in a Transnational World*. The Pennsylvania State University Press, 2018.
- Wang, Bo. "Comparative Rhetoric, Postcolonial Studies, and Transnational Feminisms: A Geopolitical Approach." *Rhetoric Society Quarterly*, vol. 43, no. 3, 2013, pp. 226-242.
- selections from Ouellette, Jessica, et al. *Enduring Affective Rhetorics : Transnational Feminist Action in Digital Spaces*. University of Massachusetts Libraries, 2016.

### **Part V: Reflections, Endings, and Looking Toward the Future**

#### Week 13

- "Chapter 8" (pgs 192-236) Cheryl Glenn *Rhetorical Feminism and This Thing Called Hope*
- "Conclusion 1" and "Conclusion 2" (pgs 235-268) Sara Ahmed *Living a Feminist Life*
- "Part 2" Clare Hemmings *Why Stories Matter*

#### Week 14

- ePortfolio peer review in groups
- In class ePortfolio revising with assistance from an eTern, peer groups, and Dr. Pauliny

#### Week 15

- Informal ePortfolio presentations
- Discussion: How has this course shaped or reshaped your idea of yourself as a feminist rhetor/activist/scholar?; What should be next for feminist rhetorical work? What is missing? What do we need to pay closer attention to?

**Final version of the ePortfolio is due during final exam week.**

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

## Course Revision Form

- Date Submitted: 10 February 2020
1. Name of Department or Program: **Department of Sciences**
2. Contact information of proposer(s):  
**Name(s): Angelique Corthals**  
**Email(s): acorthals@jjay.cuny.edu**  
**Phone number(s):**
3. Current number, title, and abbreviated title of course: **BIO 101: Paced Modern Biology I-A**

4. Current course description:

This course is intended for students who are majoring in, or intend to major in, Forensic Science, Cell and Molecular Biology, and Toxicology and all majors offered by the Department of Sciences. Paced Modern Biology 1-A is the first course in the two-semester alternative to Modern Biology I. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular and organismic levels. Topics in Biology 1-A include cell structure and function, structure and function of macromolecules, energy, cellular respiration, and photosynthesis.

a. Number of credits: **2**

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

c. Current prerequisites: 1. Biology placement exam and student is majoring in Forensic Science, Cell and Molecular Biology or Toxicology; OR 2. CHE 100, and MAT 105 or MAT 141 or MAT 241 or higher

Co-requisite: Students can take BIO 101 if they are taking CHE 100 and either MAT 105, MAT 141, MAT 241, or higher. See Sciences Dept. for assistance.

5. Describe the nature of the revision: 1) Change to pre-requisites; 2.) Revise the course description to reflect entrance requirement changes.

6. Rationale for the proposed change(s):

The Department of Sciences has revised the admissions standards for their science majors so we are requesting the change in course prerequisites to be more generic and allow for future tweaking without revising the courses each time. A note below the course description will be added to the bulletin with the specifics. The course description is being revised since CHE 100 will no longer be offered as an optional path into the science majors. Via assessments, students who started in CHE 100 rarely progressed into the majors. We used the current admissions standards for our Fall 2019 intake cycle and course outcomes have improved decisively in BIO 101.

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

## a. Revised course description:

This course is intended for students who are majoring in, ~~or intend to major in,~~ Forensic Science, Cell and Molecular Biology, and Toxicology or ~~and all minoring in Biology offered by the Department of Sciences.~~ Paced Modern Biology 1-A is the first course in the two-semester alternative to Modern Biology I. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular and organismic levels. Topics in Biology 1-A include cell structure and function, structure and function of macromolecules, energy, cellular respiration, and photosynthesis.

**Note: Students who place into MAT 105 College Algebra or MAT 141 Pre-Calculus with a CAA below 90 will begin the Biology sequence in BIO 101.**

b. Revised course title: N/A

c. Revised abbreviated title: N/A

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **Math placement AND** majoring in Forensic Science, Cell and Molecular Biology or Toxicology **or minoring in biology**

~~1. Biology placement exam and student is majoring in Forensic Science, Cell and Molecular Biology or Toxicology; OR 2. CHE 100, and MAT 105 or MAT 141 or MAT 241 or higher~~  
Co-requisite: ~~Students can take BIO 101 if they are taking CHE 100 and either MAT 105, MAT 141, MAT 241, or higher. See Sciences Dept. for assistance.~~

**Note: Students desiring to minor in biology should contact the Minor Coordinator.**

## 8. Enrollment in past semesters:

F '19: 100

Sp 20: 32

## 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?

XX No

\_\_\_ Yes (if so what consultation has taken place)?

## 11. Date of Department or Program Curriculum Committee approval: December 19, 2019

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shu-Yuan (Demi) Cheng

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

## Course Revision Form

- Date Submitted: 14 February 2020
1. Name of Department or Program: **Department of Sciences**
2. Contact information of proposer(s):  
**Name(s): Angelique Corthals**  
**Email(s): acorthals@jjay.cuny.edu**  
**Phone number(s):**
3. Current number, title, and abbreviated title of course: **BIO 102: Paced Modern Biology I-B**

4. Current course description:

Paced Modern Biology 1-A/1-B is a two-semester alternative to Modern Biology I for those students who do not place into BIO 103. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismic levels. Topics in Biology 1-B include gene structure, function, and regulation. In the laboratory students will learn basic laboratory skills and experimental techniques, including measurement, identification of macromolecules, genetic crosses, and forensic DNA analysis.

- a. Number of credits: **3**
- b. Number of class hours (please specify if the course has lab hours): 6 hours; 3 hours lecture, 3 hours laboratory
- c. Current prerequisites: BIO 101 and; majoring in Cell or Molecular Biology, Forensic Science or Toxicology or minoring in Biology or CHE 100 (for pre-science majors).
5. Describe the nature of the revision: 1) Change to pre-requisites removing the CHE 100 alternative path option and refreshing the course description.

6. Rationale for the proposed change(s):

The Department of Sciences has revised the admissions standards for their science majors so we are requesting the change in course prerequisites to be more generic and allow for future tweaking without revising the courses each time. A note below the course description will be added to the bulletin with the specifics where appropriate. The course description is being revised since CHE 100 will no longer be offered as an optional path into the science majors. Via assessments, students who started in CHE 100 rarely progressed into the majors. We used the current admissions standards for our Fall 2019 intake cycle and course outcomes have improved decisively in BIO 101.

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

## a. Revised course description:

This course is intended for students who are majoring in, or intend to major in, Forensic Science, Cell and Molecular Biology, and Toxicology and all minoring in Biology offered by the Department of Sciences. Paced Modern Biology 1-A/ 1-B is the second course in the two-semester alternative to Modern Biology I. The series is an in-depth exploration of the basic properties of living systems on the molecular, cellular and organismic levels. Topics in Biology 1-B include gene structure, function and regulation. ~~cell structure and function, structure and function of macromolecules, energy, cellular respiration, and photosynthesis.~~ In the laboratory students will learn basic laboratory skills and experimental techniques including measurement, identification of macromolecules, genetic crosses and forensic DNA analysis.

Note: The entire 101/102 series must be completed in order to receive credit as a general education science equivalent. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

b. Revised course title: N/A

c. Revised abbreviated title: N/A

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **BIO 101 and majoring in Cell or Molecular Biology, Forensic Science or Toxicology or minoring in Biology**

## 8. Enrollment in past semesters:

F '19: 24

Sp 20:66

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

No \_\_\_ Yes \_\_X\_\_

If yes, please indicate the area: This course is a STEM alternative for the RC: Life and Physical Sciences or the FC: Scientific World.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: December 19, 2019

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shu-Yuan (Demi) Cheng

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

## Course Revision Form

- Date Submitted: 14 February 2020
1. Name of Department or Program: **Department of Sciences**
2. Contact information of proposer(s):  
**Name(s): Angelique Corthals**  
**Email(s): acorthals@jjay.cuny.edu**  
**Phone number(s):**
3. Current number, title, and abbreviated title of course: **BIO 103: Modern Biology I**

4. Current course description:

This course is for students majoring in Forensic Science, Cell and Molecular Biology, or Toxicology, or minoring in Biology or Chemistry, and who have a strong math and science background. Modern Biology I is the first half of an in-depth exploration of the basic properties of living systems on the molecular and cellular levels. Students will be introduced to cell structure, metabolism and respiration, Photosynthesis, and genetics. Representative organisms from the prokaryotic and eukaryotic kingdoms are studied in detail. The laboratory portion of the course is designed to reinforce the concepts taught in the lecture and to teach basic laboratory skills.

This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

- a. Number of credits: 5
- b. Number of class hours (please specify if the course has lab hours): 7.5 hours; 3 hours lecture, 1.5 hours recitation, 3 hours laboratory
- c. Current prerequisites: Biology placement exam; student must be majoring in Cell or Molecular Biology, Forensic Science or Toxicology; and MAT 105 or-MAT 141 or MAT 241 or above.

Co-requisite: Students can be taking MAT 105 or MAT 141 or MAT 241 at the same time as BIO 103. See Sciences Dept. for assistance in registering.

5. Describe the nature of the revision: **Change to pre-requisites removing the Biology placement exam and the list of math courses. One of the math courses is taken at the same time as BIO 103 depending on their math placement. Course description is being tweaked since the Chemistry Minor does not require any biology courses.**

6. Rationale for the proposed change(s): The Department of Sciences has revised the admissions standards for their science majors so we are requesting the change in course prerequisites to be more generic and allow for future tweaking without revising the courses each time. A note below the course description will be added to the bulletin with the specifics. The course description is being revised since Chemistry minors are not required to take BIO 103.

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

a. Revised course description:

This course is for students majoring in Forensic Science, Cell and Molecular Biology, or Toxicology, or minoring in Biology ~~or Chemistry~~, and who have a strong math and science background. Modern Biology I is the first half of an in-depth exploration of the basic properties of living systems on the molecular and cellular levels. Students will be introduced to cell structure, metabolism and respiration, photosynthesis, and genetics. Representative organisms from the prokaryotic and eukaryotic kingdoms are studied in detail. The laboratory portion of the course is designed to reinforce the concepts taught in the lecture and to teach basic laboratory skills.

**Note: Students who place into MAT 141 Pre-Calculus with a CAA of 90 or higher or MAT 241 Calculus I or above with start the Biology sequence in BIO 103.**

This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

b. Revised course title: N/A

c. Revised abbreviated title: N/A

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **Math placement** ~~Biology placement exam; student must be~~ majoring in Cell and Molecular Biology, Forensic Science or Toxicology **or minoring in biology;** and ~~MAT 105 or~~ MAT 141 Pre-Calculus or MAT 241 Calculus I or above.

**Note: Co-requisite:** ~~Students can be taking MAT 105 or MAT 141 or MAT 241 at the same time as BIO 103. Students should see Sciences Dept. for assistance in registering.~~

8. Enrollment in past semesters:

F '19: 71

Sp 20: 20

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

No \_\_\_ Yes X

If yes, please indicate the area: This course is a STEM alternative for the RC: Life and Physical Sciences or the FC: Scientific World.



10. Does this change affect any other departments?  
XX No                      \_\_\_\_\_ Yes (if so what consultation has taken place)?
11. Date of Department or Program Curriculum Committee approval: December 19, 2019
12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shu-Yuan (Demi) Cheng

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

## Course Revision Form

Date Submitted: 14 February 2020

1. Name of Department or Program: **Department of Sciences**

2. Contact information of proposer(s):  
**Name(s): Angelique Corthals**  
**Email(s): acorthals@jjay.cuny.edu**  
**Phone number(s):**

3. Current number, title, and abbreviated title of course: **BIO 104: Modern Biology II**

4. Current course description:

This course is the second half of the Modern Biology sequence. It continues the in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismal levels. In addition, evolution and ecology are introduced. Representative organisms from the plant and animal kingdoms are studied in detail. The laboratory portion of the course emphasizes phylogeny and teaches basic microscopy and dissection skills. This course is designed for students with a science background and for Forensic Science majors.

This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

a. Number of credits: 4

b. Number of class hours (please specify if the course has lab hours): 7.5 hours; 3 hours lecture, 1.5 hours recitation, 3 hours laboratory

c. Current prerequisites: BIO 103 or (BIO 101 + BIO 102 or equivalent with an average grade of 2.0 or higher in the two courses).

5. Describe the nature of the revision: **Change to course description to add the other science majors. Revising the course prerequisites to remove the average grade reference.**

6. Rationale for the proposed change(s): The Department of Sciences now has three majors so they are being added to the course description. The change to prerequisites is necessary because CUNYfirst cannot ascertain students' average grade. It will just look for successful completion of the prior course.

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

## a. Revised course description:

This course is the second half of the Modern Biology sequence. It continues the in-depth exploration of the basic properties of living systems on the molecular, cellular, and organismal levels. In addition, evolution and ecology are introduced. Representative organisms from the plant and animal kingdoms are studied in detail. The laboratory portion of the course emphasizes phylogeny and teaches basic microscopy and dissection skills. This course is designed for students with a **strong** science background and those **who are majoring in Cell and Molecular Biology, Forensic Science or Toxicology; or minoring in Biology.**

This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

b. Revised course title: N/A

c. Revised abbreviated title: N/A

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: BIO 103 or (BIO 101 + BIO 102 ~~or equivalent with an average grade of 2.0 or higher in the two courses~~).

## 8. Enrollment in past semesters:

F '19: 48

Sp 20: 77

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

No \_\_\_ Yes X

If yes, please indicate the area: This course is a STEM alternative for the RC: Life and Physical Sciences or the FC: Scientific World.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: December 19, 2019

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shu-Yuan (Demi) Cheng

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

## Course Revision Form

- Date Submitted: March 2, 2020
1. Name of Department or Program: **Department of Sciences**
2. Contact information of proposer(s): **Name(s): Angelique Corthals**  
**Email(s): acorthals@jjay.cuny.edu**
3. Current number, title, and abbreviated title of course: **CHE 101: General Chemistry I-A**
4. Current course description:

This course is intended for students who are majoring in, or intend to major in, Forensic Science, Cell and Molecular Biology, Toxicology or Fire Science; or minoring in Chemistry or Biology. CHE 101 provides students with a better understanding of the chemical world around us and is a prerequisite for more advanced chemistry courses. CHE 101 is the first semester of the two-semester CHE 101–102 sequence, which is equivalent in content to CHE 103. Topics include: a review of basic mathematical tools used in chemistry, the structure of the atom, stoichiometric calculations, aqueous solutions, gases, and an introduction to the periodic table of elements. The entire 101–102 series must be successfully completed in order to receive credit as a general education science equivalent. Students who do not meet the requirements for immediate declaration of a science major upon admission must first take CHE 100 to develop the skills necessary to succeed in this course.

Note: Students desiring to minor in Chemistry should contact the Minor Coordinator. For assistance in registering, contact the Department of Sciences.

- a. Number of credits: **2**
- b. Number of class hours (please specify if the course has lab hours): 4.5 hours: 3 hours lecture, 1.5 hours recitation
- c. Current prerequisites: 1. Chemistry placement exam and student is majoring in Forensic Science, Cell and Molecular Biology or Toxicology; OR 2. CHE 100, and MAT 105 or MAT 141 or MAT 241 or higher
5. Describe the nature of the revision: **1) Change to pre-requisites; 2.) Revise the course description to reflect entrance requirement changes.**
6. Rationale for the proposed change(s):

The Department of Sciences has revised the admissions standards for its science majors so we are requesting the change in course prerequisites to be more generic and allow for future tweaking without

revising the courses each time. A note below the course description will be added to the bulletin with the specifics. The course description is being revised since CHE 100 will no longer be offered as an optional path into the science majors. Via assessments, students who started in CHE 100 rarely progressed into the majors. We used the current admissions standards for our Fall 2019 intake cycle and course outcomes have improved decisively in CHE 101.

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

a. Revised course description:

This course is intended for students who are majoring in, ~~or intend to major in,~~ Forensic Science, Cell and Molecular Biology, or Toxicology ~~or Fire Science~~; or qualified students minoring in Chemistry or Biology. CHE 101 provides students with a better understanding of the chemical world around us and is a prerequisite for more advanced chemistry courses. CHE 101 is the first semester of the two-semester CHE 101–102 sequence, which is equivalent in content to CHE 103. Topics include: a review of basic mathematical tools used in chemistry, the structure of the atom, stoichiometric calculations, aqueous solutions, gases, and an introduction to the periodic table of elements. ~~The entire 101–102 series must be successfully completed in order to receive credit as a general education science equivalent.~~ The entire 101–102 series must be successfully completed in order to receive credit as a general education science equivalent. ~~Students who do not meet the requirements for immediate declaration of a science major upon admission must first take CHE 100 to develop the skills necessary to succeed in this course.~~

**Note: Students who place into MAT 105 College Algebra or MAT 141 with a CAA below 90 will begin the Chemistry sequence in CHE 101.**

Students desiring to minor in Chemistry should contact the Minor Coordinator. For assistance in registering, contact the Department of Sciences.

b. Revised course title: N/A

c. Revised abbreviated title: N/A

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: 1. **Math placement** ~~Chemistry placement exam~~ and student is majoring in Forensic Science, Cell and Molecular Biology or Toxicology ~~OR 2. CHE 100, and MAT 105 or MAT 141 or MAT 241 or higher~~

**Note: Students with a CAA below 90 who place into MAT 105 College Algebra or MAT 141 Pre-Calculus will begin the Chemistry sequence in CHE 101.**

8. Enrollment in past semesters:

**F '19: 100**

**Sp 20: 39**

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?

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

11. Date of Department or Program Curriculum Committee approval: December 19, 2019

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shu-Yuan (Demi) Cheng

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

## Course Revision Form

- Date Submitted: 14 February 2020
1. Name of Department or Program: **Department of Sciences**
2. Contact information of proposer(s):  
**Name(s): Angelique Corthals**  
**Email(s): acorthals@jjay.cuny.edu**  
**Phone number(s):**
3. Current number, title, and abbreviated title of course: **CHE 103: General Chemistry I**

4. Current course description:

This course is for students majoring in Forensic Science, Cell and Molecular Biology, Toxicology, Fire Science, or minoring in Biology or Chemistry, and who have a strong math and science background. Using a molecular approach, it provides a comprehensive (lecture, recitation, laboratory) first year introduction to the principles of chemistry, with topics that include modern atomic and molecular theory, basic properties and reactions of the elements and compounds, chemical quantities and aqueous reactions, the quantum mechanical model of the atom, gases, thermochemistry, periodic properties of the elements and stoichiometry, which will be explored in greater detail in General Chemistry II. Laboratory exercises stress principles of qualitative and semi-quantitative experimentation. They will foster a better understanding of chemical principles and ensure that the necessary skills are developed to work in a scientific laboratory safely and effectively.

Note: This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program. For assistance in registering, see the Sciences Dept.

- a. Number of credits: 5
- b. Number of class hours (please specify if the course has lab hours): 7.5 hours; 3 hours lecture, 1.5 hours recitation, 3 hours laboratory
- c. Current prerequisites: Chemistry placement exam; student must be majoring in Cell and Molecular Biology, Forensic Science or Toxicology; and MAT 105 or MAT 141 or MAT 241 or above.
5. Describe the nature of the revision: Change to pre-requisites, removing the Chemistry placement exam and revising the list of math courses. Depending on the student's math placement, specific math courses may be taken at the same time as CHE 103 so a note is being added.

6. Rationale for the proposed change(s): The Department of Sciences has revised the admissions standards for its science majors so we are requesting the change in course prerequisites to be more generic and allow for future tweaking without revising the courses each time. A note below the course description will be added to the bulletin with the specifics.

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

a. Revised course description:

This course is for students majoring in Forensic Science, Cell and Molecular Biology, or Toxicology, ~~Fire Science~~ **and for students** minoring in Biology or Chemistry who have a strong math and science background. Using a molecular approach, it provides a comprehensive (lecture, recitation, laboratory) first year introduction to the principles of chemistry, with topics that include modern atomic and molecular theory, basic properties and reactions of the elements and compounds, chemical quantities and aqueous reactions, the quantum mechanical model of the atom, gases, thermochemistry, periodic properties of the elements and stoichiometry, **VSEPR and bond theories, all of** which will be explored in greater detail in General Chemistry II. Laboratory exercises stress principles of qualitative and semi-quantitative experimentation. They will foster a better understanding of chemical principles and ensure that the necessary skills are developed to work in a scientific laboratory safely and effectively.

This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program. For assistance in registering, contact the Sciences Dept.

**Note: Students who place into MAT 141 Pre-Calculus with a CAA of 90 or higher or MAT 241 Calculus I or above start the Chemistry sequence in CHE 103.**

b. Revised course title: N/A

c. Revised abbreviated title: N/A

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: **Math placement** ~~Chemistry placement exam~~; student must be majoring in Cell and Molecular Biology, Forensic Science or Toxicology.

**Note: Students can be taking MAT 141 or MAT 241 or higher at the same time as CHE 103. Students wishing to minor in Biology or Chemistry should see the Sciences Dept. for assistance with registration.**

8. Enrollment in past semesters:

F '19: 63

Sp 20: 21

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

No \_\_\_ Yes X



If yes, please indicate the area: This course is a STEM alternative for the RC: Life and Physical Sciences or the FC: Scientific World.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: December 19, 2019

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shu-Yuan (Demi) Cheng

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

## Course Revision Form

- Date Submitted: 14 February 2020
1. Name of Department or Program: **Department of Sciences**
2. Contact information of proposer(s):  
**Name(s): Angelique Corthals**  
**Email(s): acorthals@jjay.cuny.edu**  
**Phone number(s):**
3. Current number, title, and abbreviated title of course: **CHE 104: General Chemistry II**

4. Current course description:

This is the second half of beginning chemistry. It builds on the basic properties and reactions of the elements and the compounds learned in the first semester of general chemistry and ends with an introduction to organic chemistry. The laboratory stresses principles of qualitative and semi-quantitative experimentation and fosters competence in the skills needed to work safely and effectively in a scientific laboratory. This course is designed for students with a science background and for Forensic Science and Fire Science majors. Regents level high school chemistry is desired.

Note: This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

- a. Number of credits: 4
- b. Number of class hours (please specify if the course has lab hours): 7.5 hours; 3 hours lecture, 1.5 hours recitation, 3 hours laboratory
- c. Current prerequisites: CHE 103, or an average grade of 2.0 or better in CHE 101 + CHE 102 or the equivalent, and completion of MAT 104 or MAT 105 or equivalent
5. Describe the nature of the revision: Refresh and change to course description to add the other science majors and remove the Fire Science major. Revising the course prerequisites to remove the average grade reference and update our math course offerings.
6. Rationale for the proposed change(s): The Department of Sciences now has three majors so the newer majors are being added to the course description. The change to prerequisites is necessary because CUNYfirst cannot ascertain a student's average grade. It just looks for successful completion of the prior course. We no longer offer MAT 104 and since the math requirement for the previous chemistry courses has been raised, this list is obsolete.

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

a. Revised course description:

This is the second half of ~~beginning chemistry~~ **the General Chemistry sequence**. It builds on the **in-depth exploration of** the basic properties and reactions of the elements and the compounds learned in the first semester of general chemistry and ends with an introduction to organic chemistry. **Topics include chemical kinetics, equilibrium, acids and bases, aqueous ionic equilibrium, free energy and thermodynamics, electrochemistry, nuclear chemistry, and transition metals and coordination compounds.** The laboratory stresses principles of qualitative and semi-quantitative experimentation and fosters competence in the skills needed to work safely and effectively in a scientific laboratory. This course is designed for students **majoring in Forensic Science, Cell and Molecular Biology, or Toxicology, and for students minoring in Biology or Chemistry** who have a strong math and science background. ~~Regents level high school chemistry is desired.~~

Note: This course has a \$25.00 material fee. This course satisfies the Required Core: Life and Physical Sciences area or the Flexible Core: Scientific World area of the Gen Ed Program.

b. Revised course title: N/A

c. Revised abbreviated title: N/A

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

h. Revised prerequisites: CHE 103 or ~~an average grade of 2.0 or better in CHE 101 + CHE 102~~ or the equivalent, and completion of **MAT 141 or MAT 241 or above, or the equivalent.** ~~MAT 104 or MAT 105 or equivalent~~

8. Enrollment in past semesters:

**F '19: not offered**

**Sp 20: 75**

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

No \_\_\_ Yes X

If yes, please indicate the area: This course is a STEM alternative for the RC: Life and Physical Sciences or the FC: Scientific World.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: December 19, 2019

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:  
Shu-Yuan (Demi) Cheng

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

## Course Revision Form

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

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

Date Submitted: February 26, 2020

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

2. Contact information of proposer(s):

Name(s): Robert Matthiessen  
 Email(s): rmatthiessen@jjay.cuny.edu  
 Phone number(s): 9174176670

3. Current number and title of course: **SEC 344 Introduction to Executive and Event Security**

4. Current course description:

This course introduces the theories and strategies for effective close-protection and special event security management. The protection of high-profile individuals is an enormous responsibility for the security professional. From celebrities, to business executives, to controversial persons, to diplomats-all present challenges for the close-protection professional. The course participants will learn the fundamentals of protection security; as well as implementing and maintaining a protection security detail; protective formations; motorcade security and route management; protective intelligence; threat and risk assessments on the principal; site advance; responding to an attack; OPSEC; legal concerns for the protection professional and much more. The course will also explain the importance of providing sound security planning for special events, which can be vulnerable to various threats, such as terrorism, disasters and spectator violence. The course will also explain how to communicate and work effectively with federal, state and municipal law enforcement personnel for diplomats, as well as safety and security inside and outside the event. Potential threats and actions from terrorists and spectators have shown it is impractical to guarantee a risk-free environment at a venue.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, SEC 101, SEC 210

5. Describe the nature of the revision (what are you changing?): We are revising the title of the course to: ***“Celebrity, Executive and Event Security.”*** We are also removing SEC 210 from the course prerequisites.

6. Rationale for the proposed change(s): The title change will draw more student enrollment towards learning about personal security for celebrity figures. Knowledge of material from SEC 210 is not necessary to succeed in SEC 344.

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

a. Revised course description: N/A

b. Revised course title: **Celebrity, Executive and Event Security**

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

d. Revised learning outcomes: N/A

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

f. Revised number of credits: N/A

g. Revised number of hours: N/A

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

8. Enrollment in past semesters: 5 to 10 students on average. The last three semesters, the average was 5 students, which the course was cancelled. Most students when surveyed do not understand what “executive protection” means.

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

No  Yes  If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval:  
02/18/2020

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

Charles P. Nemeth JD, PhD, LL.M

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

Date Submitted: **2/13/2020**

1. Name of Department or Program: **Sociology Department**

2. Contact information of proposer(s):

Name(s): **Carla Barrett**  
 Email(s): **cbarrett@jjay.cuny.edu**  
 Phone number(s): **212-237-8683**

3. Current number and title of course: **SOC 341 International Criminology**

4. Current course description:

**This course analyzes the nature and causation of international and transnational crime and examines issues in the globalization of crime, including terrorism, money laundering, drug trafficking and weapons dealing, among others. Using data from international crime and victimization surveys, this course will also explore patterns, trends and rates of crime and delinquency, and will discuss the variety of sociological, demographic and economic explanations.**

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201 and SOC 101**

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

**Adding ICJ 101 as a prerequisite**

6. Rationale for the proposed change(s):

**The faculty who oversee the ICJ major and the faculty who often teach this course have stated that the information provided in ICJ 101 is important for students and better prepare them to do well in SOC 341. SOC 341 is not listed on the Criminology Major (only the minor).**

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 201 and SOC 101 and ICJ 101**

8. Enrollment in past semesters:

**125 students across 4 sections enrolled for Spring 2020**

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

No  Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments?

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

**ICJ faculty requested this change**

11. Date of Department or Program Curriculum Committee approval: **2/1/2020**

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

**Robert Garot, Department Chair**



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

Date Submitted: **2/13/2020**

1. Name of Department or Program: **Sociology Department**

2. Contact information of proposer(s):

Name(s): **Carla Barrett**  
 Email(s): **cbarrett@jjay.cuny.edu**  
 Phone number(s): **212-237-8683**

3. Current number and title of course: **SOC 385 Selected Topics in Criminology**

4. Current course description:

**This course will study a significant topic of interest in the field to be chosen by the instructor.**

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201 and SOC 203**

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

**Changing prerequisites to: ENG 201 and SOC 101  
 (dropping SOC 203 as a prerequisite; adding SOC 101 as a prerequisite)**

6. Rationale for the proposed change(s):

**Other 300 level criminology courses in the Criminology Major (e.g. SOC 308, SOC 309; SOC 335) do not require SOC203 as a pre-req. Standardizing pre-reqs across these 300 level courses allows for easier registration (especially for transfer students) and advising.**

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 201 & SOC 101**

8. Enrollment in past semesters:

**This course has not been offered in the past couple of semesters**

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

No  Yes \_\_\_\_\_ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: **2/1/2020**

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

**Robert Garot, Department Chair**

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

Date Submitted: **2/13/2020**

1. Name of Department or Program: **Sociology Department**

2. Contact information of proposer(s):

Name(s): **Carla Barrett**  
 Email(s): **cbarrett@jjay.cuny.edu**  
 Phone number(s): **212-237-8683**

3. Current number and title of course: **SOC 440 Senior Seminar (Criminology)**

4. Current course description:

**In this capstone course for the Criminology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary criminology. Students will write a research proposal or an empirically-based research paper or an in-depth essay that is a critical reflection on criminological issues, theories or research.**

a. Number of credits: **3**

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

c. Current prerequisites: **ENG 201, senior standing and all disciplinary requirements for the Criminology major: SOC 203, SOC 314, STA 250, and SSC 325**

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

**Title change from Senior Seminar (Criminology) to Senior Seminar in Criminology**

6. Rationale for the proposed change(s):

**Changing the title format so that both of the capstones in the department (SOC 415 and SOC 440) have the same title format**

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

a. Revised course description: **NA**

b. Revised course title: **Senior Seminar in Criminology**

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: **NA**

8. Enrollment in past semesters:

**This course has not been offered in the past couple of semesters**

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

No

Yes \_\_\_\_\_

If yes, please indicate the area:

10. Does this change affect any other departments?

No

\_\_\_\_\_ Yes (if so what consultation has taken place)?

11. Date of Department or Program Curriculum Committee approval: **2/1/2020**

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

**Robert Garot, Department Chair**

## Proposed Change to Admissions Requirements for the Master of Arts in Criminal Justice

Date of Program Approval: 3/26/2020

Date of CGS Approval: 4/1/2020

Contact information of proposer:

Name	Email	Phone number
Jeff Mellow	<a href="mailto:jmellow@jjay.cuny.edu">jmellow@jjay.cuny.edu</a>	212-237-8035

FROM	TO
<p>Program Special Admissions Requirements (in addition to General Requirements for Admission)</p> <p>Graduate Bulletin (2019-2020)</p> <p>MASTER OF ARTS IN CRIMINAL JUSTICE</p> <p>An applicant who has not earned a B or better in undergraduate statistics, but who meets all other admissions requirements, may be accepted on the condition that they earn a B or better in an undergraduate statistics course prior to enrolling in CRJ 715 and within one year of entering the program.</p>	<p>Program Special Admissions Requirements (in addition to General Requirements for Admission):</p> <p>MASTER OF ARTS IN CRIMINAL JUSTICE</p> <p>An applicant who has not earned a B or better in undergraduate statistics, but who meets all other admissions requirements, may be accepted on the condition that they earn a B or better in an undergraduate statistics course, <u>or an equivalent undergraduate course approved by the program director</u>, prior to enrolling in <u>CRJ 715</u> and within one year of entering the program.</p>

### Rationale:

The CRJ MA program is already accepting equivalent classes from students who are submitting applications from outside of CUNY. The CRJ BA STA 240 class our students take is offered only in the winter and summer sessions and is designed for incoming graduate students who have not taken statistics as an undergraduate and meets the same standards as STA 250.

College Council Bylaws Amendment:

Change of Membership on the Budget and Planning Committee, Financial Planning Subcommittee, and Strategic Planning Subcommittee

Current:

I.2.f. Budget and Planning Committee:

A Budget and Planning Committee shall consist of the following members: President, chairperson; Vice President for Finance and Administration; Provost and Vice President for Academic Affairs; Vice President for Enrollment Management and Student Affairs; Associate Provost for Institutional Effectiveness; Associate Provost and Dean of Research; Executive Director for Human Resources; Dean of Graduate Studies; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies; Vice President for Finance; Vice President for Institutional Advancement; President and Vice President of the Faculty Senate; Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee; all academic department chairpersons; the President of the Higher Education Officers Council, or designee; two (2) higher education officer representatives; the President and Treasurer of the Student Council, or designees; one (1) additional student representative; and two (2) members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.

- i. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Vice President of Finance and Administration, chairperson; Provost and Vice President for Academic Affairs; President of the Faculty Senate and Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee; Chair and Vice Chair of the Council of Chairs; one (1) representative chosen by the Council of Chairs; and the President of the Higher Education Officers Council; and one (1) student representative. The Assistant Vice President for Finance and the Provost's Assistant Dean for Academic Operations and Financial Affairs shall staff the subcommittee.
- ii. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Provost and Vice President for Academic Affairs, chairperson; Vice President of Finance and Administration; Associate Provost for Institutional Effectiveness; President of the Faculty Senate; two (2) representatives chosen by the Faculty Senate; Chair of the Council of Chairs; two (2) representatives chosen by the Council of Chairs; President of the Higher Education Officers Council; and one (1) student representative. The Director of Institutional Research and the Director of Outcome Assessment shall staff the subcommittee.

Remove/Add:

I.2.f. Budget and Planning Committee:

A Budget and Planning Committee shall consist of the following members: President, chairperson; Vice President for Finance and Administration; Provost and Vice President for Academic Affairs; Vice President for Enrollment Management and Student Affairs; Associate Provost for Institutional Effectiveness; Associate Provost and Dean of Research; Executive Director for Human Resources; Dean of Graduate Studies; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies; Assistant Vice President for Finance; Vice President for Institutional Advancement; President and Vice President of the Faculty Senate; ~~TWO MEMBERS CHOSEN BY THE FACULTY SENATE Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee;~~ all academic department chairpersons; the President of the Higher Education Officers Council, or designee; two (2) higher education officer representatives; the President and Treasurer of the Student Council, or designees; ~~one (1) additional student representative~~ two (2) additional student representatives chosen by the Student Council; and two (2) members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.

- i. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Vice President of Finance and Administration, chairperson; Provost and Vice President for Academic Affairs; President AND VICE PRESIDENT of the Faculty Senate and ONE MEMBER CHOSEN BY THE FACULTY SENATE ~~Chair and Vice Chair of the Faculty Senate Fiscal Affairs Committee;~~ one (1) representative chosen by the Faculty Senate; Chair and Vice Chair of the Council of Chairs; one (1) representative chosen by the Council of Chairs; and the President of the Higher Education Officers Council; ~~one (1) student representative~~ two (2) student representatives chosen by the Student Council. The Assistant Vice President for Finance and the Provost's Assistant Dean for Academic Operations and Financial Affairs shall staff the subcommittee.
- ii. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Provost and Vice President for Academic Affairs, chairperson; Vice President of Finance and Administration; Associate Provost for Institutional Effectiveness; President AND VICE PRESIDENT of the Faculty Senate; ~~two (2) representatives~~ three (3) TWO (2) representatives chosen by the Faculty Senate; Chair of the Council of Chairs; two (2) representatives chosen by the Council of Chairs; President of the Higher Education Officers Council; and ~~one (1) student representative~~ two (2) student representatives chosen by the Student Council. The Director of Institutional Research and the Director of Outcome Assessment shall staff the subcommittee.

New Version:

I.2.f. Budget and Planning Committee:

A Budget and Planning Committee shall consist of the following members: President, chairperson; Vice President for Finance and Administration; Provost and Vice President for Academic Affairs; Vice President for Enrollment Management and Student Affairs; Associate Provost for Institutional Effectiveness; Associate Provost and Dean of Research; Executive Director for Human Resources; Dean of Graduate Studies; Assistant Vice President for Finance; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies; Vice President for Institutional Advancement; President and Vice President of the Faculty Senate; two members chosen by the Faculty Senate; all academic department chairpersons; the President of the Higher Education Officers Council, or designee; two (2) higher education officer representatives; the President and Treasurer of the Student Council, or designees; two (2) additional student representatives chosen by the Student Council; and two (2) members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.

- i. The Financial Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Vice President of Finance and Administration, chairperson; Provost and Vice President for Academic Affairs; President and Vice President of the Faculty Senate and one (1) representative chosen by the Faculty Senate; Chair and Vice Chair of the Council of Chairs; one (1) representative chosen by the Council of Chairs; and the President of the Higher Education Officers Council; two (2) student representatives chosen by the Student Council. The Assistant Vice President for Finance and the Provost's Assistant Dean for Academic Operations and Financial Affairs shall staff the subcommittee.
- ii. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members: Provost and Vice President for Academic Affairs, chairperson; Vice President of Finance and Administration; Associate Provost for Institutional Effectiveness; President and Vice President of the Faculty Senate; two (2) representatives chosen by the Faculty Senate; Chair of the Council of Chairs; two (2) representatives chosen by the Council of Chairs; President of the Higher Education Officers Council; and two (2) student representatives chosen by the Student Council. The Director of Institutional Research and the Director of Outcome Assessment shall staff the subcommittee.



## Rationale:

Committee/ Subcommittee	Current Membership	Proposed Membership
Budget and Planning Committee (BPC)	47 members total – total contingent on # of department chairs 11 Administrators 28 Faculty 3 Student Representatives 3 HEOs 2 non-instructional staff	48 members – total contingent on # of department chairs 11 Administrators 28 Faculty 4 Student Representatives 3 HEOs 2 non-instructional staff
Financial Planning Subcommittee (FPS)	9 members total 2 Administrators 5 Faculty 1 HEO 1 Student Representative	11 members total 2 Administrators 6 Faculty 1 HEO 2 Student Representatives
Strategic Planning Subcommittee (SPS)	11 members total 3 Administrators 6 Faculty 1 HEOs 1 Student Representative	13 members total 3 Administrators 7 Faculty 1 HEO 2 Student Representatives

Student membership across the college council committees is a minority compared to representation from the administration and faculty. Currently, the Budget and Planning Committee, the Financial Planning Subcommittee, and the Strategic Planning Subcommittee have the least amount of student representation. In an effort to adequately represent the concerns of 15,000 John Jay students in our budget and planning, financial planning, and strategic planning goals, the Student Representatives of the Executive College Council propose an increase in student representation for these three committees/subcommittees, while also maintaining the faculty majority of each committee and subcommittee.

While maintaining consistency with the membership numbers proposed by the Student Council, for each committee membership from the Faculty Senate was also changed to specify the President and Vice President of the Senate, and the remaining number of members “chosen by the Senate” to eliminate references to a Senate Fiscal Affairs Committee.



John Jay Student Council  
 524 West 59th Street  
 L2.69.05 NB  
 New York City, NY 10019  
 212.237.8728  
[studentcouncil@jjay.cuny.edu](mailto:studentcouncil@jjay.cuny.edu)

**Date:** April 2, 2020

**To:** John Jay Student Council Members and Alternates, College Council Members and Alternates, John Jay College Student Activities Association, Inc. Board of Directors and Association subcommittees, President’s Leadership Council

**Subject:** Resolution to Affirm Viable Student Activity Fee Expenditures

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WHEREAS, the John Jay Student Council is the duly elected representative governance organization for all students of John Jay College of Criminal Justice, and

WHEREAS, the mission of the John Jay Student Council is “to broaden the educational opportunities available to John Jay students, develop the student body intellectually, culturally, and morally through the facilitation of voluntary activities on campus, represent student interest in designated college-wide decision-making bodies, and further the college’s mission,<sup>1</sup>” and

WHEREAS, the Preamble of the John Jay Student Council Charter states that “All activities funded or otherwise supported will contribute in a direct and significant way to a realization of these objectives<sup>2</sup>,” and

WHEREAS, the John Jay Student Council is an allocating body of the John Jay College Student Activities Association, Inc. at John Jay College, as the Student Government body<sup>3</sup> and

WHEREAS, the Article XVI, Section 16.2 Board of Trustees Bylaws states “Student activity fee funds shall be allocated and expended only for the following purposes:

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<sup>1</sup> CHARTER OF THE STUDENT GOVERNMENT of John Jay College of Criminal Justice The City University of New York, pg. 1 ([Attachment 1](#))

<sup>2</sup> CHARTER OF THE STUDENT GOVERNMENT of John Jay College of Criminal Justice The City University of New York, pg. 1 ([Attachment 1](#))

<sup>3</sup> [CUNY Board of Trustees Bylaws - ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES, Section 16.3 \(Attachment 2\)](#)

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders."

Therefore, no budgets shall contain allocations for expenditures that do not fall within the above purposes<sup>4</sup>,” and

WHEREAS, the John Jay College Student Activities Association, Inc. is the approved and required college association for John Jay College Student Activity Fees by the CUNY Board of Trustees<sup>5</sup>, and

WHEREAS, the John Jay College Student Activities Association, Inc. is responsible for the fiscal accountability and implementation of the student activity fee and financial services for the Children's Center, Inc.<sup>6</sup> and,

WHEREAS, the mission of the John Jay College Student Activities Association, Inc. is to “foster a learning environment for the John Jay College community that facilitates integrity and understanding of how the Student Activity Fee is utilized<sup>7</sup>,” and

WHEREAS, the Student Activity Fees are earmarked for the support of certain activities and allocated by a particular group, and

WHEREAS, the John Jay College Student Activity Fee is \$128.75 for a Full-Time Undergraduate Student, \$104.00 for a Part-Time Undergraduate Student, \$79.50 for a Full-Time Graduate Student, and \$79.50 for a Part-Time Graduate Student<sup>8</sup>, and

WHEREAS, the John Jay College Student Activity Fee is divided into 30 Earmarked Groups<sup>9</sup>, and

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<sup>4</sup> [CUNY Board of Trustees Bylaws - ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES \(Attachment 2\)](#)

<sup>5</sup> [CUNY Board of Trustees Bylaws - ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES\(Attachment 2\)](#)

<sup>6</sup> [STUDENT ACTIVITIES ASSOCIATION, INC. BUSINESS OFFICE Mission \(Attachment 3\)](#)

<sup>7</sup> [STUDENT ACTIVITIES ASSOCIATION, INC. BUSINESS OFFICE Mission \(Attachment 3\)](#)

<sup>8</sup> [STUDENT ACTIVITY FEE BREAKDOWN \(Attachment 4\)](#)

<sup>9</sup> [STUDENT ACTIVITY FEE BREAKDOWN \(Attachment 4\)](#)

WHEREAS, the the 30 Earmarked Groups are Athletics, Administration, Accessibility Programs, Campus Activity Board, Career, Child Care, Clubs, Commencement, Community Outreach, Counseling Services, CSIL, Graduate Students, Health Services, LGBTQ + Unit, Media Services, Newspaper, Orientation, Quality of Life, Radio, Recreation, Single Stop (CARE), Student Government, Student Services, Student Travel, Theatrical Activities, United Nations, Urban Male Initiative, Veterans Services, Women's Center, and Yearbook<sup>10</sup>, and

WHEREAS, there is an additional unearmarked category composed of one dollar from each paid Student Activity Fee<sup>11</sup>, and

WHEREAS, 9 of the 30 Earmarked Groups, Campus Activity Board, Clubs, Graduate Students, Newspaper, Radio, Student Government, Theatrical Activities, United Nations, and Yearbook, are completely managed, signed, and expended by student leaders<sup>12</sup> and

WHEREAS, the 21 remaining Earmarked Groups are managed, signed, and expended by Enrollment Management and Student Affairs Offices and Staff<sup>13</sup>, and

WHEREAS, the Student Council of John Jay College of Criminal Justice for Fiscal Year 2019 to 2020 received 32 funding proposals, sponsorship and collaboration requests year to date, and

WHEREAS, the Student Council received multiple funding proposals from Academic Affairs to fund essential academic resources for John Jay Students, and

WHEREAS, numerous unearmarked offices and bodies, including Jay Express, Office of Admissions, International Students and Scholars Services, and Prison to College Pipeline, requested Student Activity Funding during two rounds of surplus proposal requests during Fiscal Year 2019 to 2020, and

WHEREAS, the Student Activity Fee is being used to supplement budgetary cuts for staff salaries from the tax-levy budget in Student Affairs Offices, including the Office of Community Outreach and Service Learning as well as the Office of Accessibility Services in the 2019 - 2020 Fiscal Year, and

WHEREAS, the John Jay College Student Activities Association, Inc. Board of Directors Budget Committee is “empowered to receive and review student activity fee budget requests and to develop and allocate a budget for the Corporation subject to the review of the Board of Directors for conformance with the expenditure categories set forth in the Bylaws of the Board of Trustees of The City University of New York, and as to whether they are inappropriate, improper or inequitable<sup>14</sup>,” and

<sup>10</sup> [STUDENT ACTIVITY FEE BREAKDOWN \(Attachment 4\)](#)

<sup>11</sup> [STUDENT ACTIVITY FEE BREAKDOWN \(Attachment 4\)](#)

<sup>12</sup> [BYLAWS of JOHN JAY COLLEGE STUDENT ACTIVITIES ASSOCIATION, INC. \(Attachment 5\)](#)

<sup>13</sup> [BYLAWS of JOHN JAY COLLEGE STUDENT ACTIVITIES ASSOCIATION, INC. \(Attachment 5\)](#)

<sup>14</sup> [BYLAWS of JOHN JAY COLLEGE STUDENT ACTIVITIES ASSOCIATION, INC. \(Attachment 5\)](#)

WHEREAS, the John Jay College Student Activities Association, Inc. Board of Directors makes binding decisions on the property, affairs, business and concerns of the Student Activities Association<sup>15</sup>, now therefore be it,

RESOLVED, That the John Jay College Student Activities Association, Inc. Board of Directors and its committees should allocate, use, and administer Student Activity Fee expenditures in strict accordance to the Association's mission; and be it further

RESOLVED, That the John Jay College Student Activities Association, Inc. Board of Directors and its committees should thoroughly assess whether other funding sources were considered in their evaluation of funding requests from non earmarked offices and departments; and be it further

RESOLVED, That the John Jay College Student Activities Association, Inc. Board of Directors and its committees decline any funding request from non earmarked offices and departments that did not seek the assistance of other funding sources prior to requesting funding from the John Jay College Student Activities Association, Inc.; and be it further

RESOLVED, That the John Jay College Student Activities Association, Inc. Board of Directors and its committees only fund requests from non earmarked offices and departments that prioritize student need and demand over administrative, staff, and operational needs; and be it further

RESOLVED That the John Jay College Student Activities Association, Inc. Board of Directors and its committees limit the number of operational and staff costs covered by the Student Activity Fee in proposed budgets and surplus requests;

#### EXPLANATION

With major rollbacks in state investment for public higher education, departments and offices throughout John Jay College have had to limit their student services and have resorted to using the Student Activities Association to supplement expenditures that have typically been covered through tax-levy budgeting in previous years. As a result, the Student Activities Association, Inc. and the Student Council at John Jay have generated several requests that breach the eligible expenditures outlined by the CUNY Board of Trustees Bylaws and Student Activities Association, Inc. Bylaws. As the Board of Directors for the Student Activities Association at John Jay remain fiscally and morally accountable to the intended purpose of Student Activity Fee and carefully assess the funding requests of Student Activities Association entities, surplus proposals, and non-Student Activities Association entities.

*APPROVED BY the Student Activities Association Board of Directors: Wednesday, April 21, 2020 at 1:40 P.M. (see Attachment 6 for Minutes)*

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<sup>15</sup> [BYLAWS of JOHN JAY COLLEGE STUDENT ACTIVITIES ASSOCIATION, INC. \(Attachment 5\)](#)



**CHARTER OF THE STUDENT GOVERNMENT  
of  
John Jay College of Criminal Justice  
The City University of New York**

**Ratified September 20, 1978  
Amended April 1, 2008  
Amended March 14, 2013  
Last Amended March 30, 2017**

**PREAMBLE**

We, the members of the Student Government of John Jay College of Criminal Justice, strive to broaden the educational opportunities available to John Jay students, develop the student body intellectually, culturally, and morally through the facilitation of voluntary activities on campus, represent student interest in designated college-wide decision-making bodies, and further the college's mission. All activities funded or otherwise supported will contribute in a direct and significant way to a realization of these objectives.

**ARTICLE I: TITLE**

The title of the organization shall be the Student Government of John Jay College of Criminal Justice of the City University of New York.

**ARTICLE II: MEMBERSHIP**

All students in the undergraduate and graduate programs at John Jay College of Criminal Justice shall be constituents of the Student Government and shall have the right to participate in all elections and referenda held under the provisions of this Charter.

**ARTICLE III: ORGANIZATION**



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- [Bylaws](#)
  - [ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES](#)
    - [Text](#)
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## Bylaws

### ARTICLE XVI STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

#### SECTION 16.1. STUDENT ACTIVITY FEE.

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

#### SECTION 16.2. STUDENT ACTIVITY FEES USE - EXPENDITURE CATEGORIES.

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

#### SECTION 16.3. STUDENT GOVERNMENT FEE.

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

#### SECTION 16.4. STUDENT GOVERNMENT ACTIVITY DEFINED.

a. A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

#### SECTION 16.5. COLLEGE ASSOCIATION.

a. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.

b. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) regular, voting members and up to six (6) alternates, its governing documents are approved by the college president and the below requirements are met. Notwithstanding the foregoing, a college association that is not separately-incorporated may have a governing board of thirteen (13) members consisting of the individuals listed in 1(i) through 1(iv) below, plus one additional administrative member and one additional faculty member, and is not required to have the audit committee referenced in 3 below:

1. The governing board of the college association is composed of:

(i) The college president or his/her designee as chair.

(ii) Two administrative members and one administrative alternate, appointed by the college president.

(iii) Two faculty members and up to two faculty alternates appointed by the college president from a panel whose size is twice the number of seats (including the alternates) to be filled and the panel is elected by the appropriate college faculty governance body.

(iv) Six student members and up to three student alternates comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.

(v) Two independent directors appointed by the college president. An independent director shall be a former employee of the college or the association, a college alum, a community member, or any other individual, who, pursuant to Section 102 of the Not-for-Profit Corporations Law: (A) has not been within three years of his or her appointment to the governing board of the association, an employee of the association, CUNY or the Research Foundation of CUNY; and (B) does not have a relative who is, or has been within three years of the individual's appointment to the governing board, a key employee of the association, CUNY or the Research Foundation of CUNY; and (C) has not received, and does not have a relative who has received, in any of the three fiscal years prior to the individual's appointment to the governing board, more than \$10,000 in direct compensation from the association, CUNY or the Research Foundation of CUNY (other than reimbursement for expenses reasonably incurred as a director or reasonable compensation for service as a director as permitted by the Not-for-Profit Corporations Law);



and (D) is not a current employee of or does not have a substantial financial interest in, and does not have a relative who is a current officer of or has a substantial financial interest in, any entity that has made payments to, or received payments from, the association, CUNY or the Research Foundation of CUNY for property or services in an amount which, in any of the three fiscal years prior to the individual's appointment to the governing board, exceeds the lesser of \$25,000 or 2% of such entity's consolidated gross revenues. For purposes of this definition, "payment" does not include charitable contributions.

(vi) The alternates may attend meetings of the governing board, and each shall be entitled to vote on such matters that come before the governing board to the extent that the alternate is substituting for an absent member of the same constituency.

2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. Every separately-incorporated college association shall have an audit committee consisting of the two independent directors and one student member elected by the governing board who meets the criteria for independence set forth in 16.5.(b)(1)(v)(A) through (D). The audit committee shall oversee the accounting and financial reporting processes of the association and the audit of the association's financial statements and shall have such other duties as set forth in Section 712-a of the Not-for-Profit Corporations Law.

4. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

#### SECTION 16.6. MANAGEMENT AND DISBURSEMENT OF FUNDS.

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

#### SECTION 16.7. REVENUES.

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

#### SECTION 16.8. FISCAL ACCOUNTABILITY HANDBOOK.

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

#### SECTION 16.9. COLLEGE PURPOSES FUND.

a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

b. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13. of these bylaws.

c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12. of these bylaws.

#### SECTION 16.10. AUXILIARY ENTERPRISE CORPORATION.

a. The auxiliary enterprise corporation shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be reviewed by the auxiliary enterprise corporation prior to expenditure or execution.

b. The auxiliary enterprise corporation shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members, and two independent directors.

2. The administrative members are appointed by the college president.

3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

5. The independent directors are appointed by the college president. An independent director shall be a former employee of the college or the auxiliary enterprises corporation, a college alum, a community member, or any other individual, who, pursuant to Section 102 of the Not-for-Profit Corporations Law: (A) has not been within three years of his or her appointment to the governing board of the auxiliary enterprises corporation, an employee of the auxiliary enterprises corporation, CUNY or the Research Foundation of CUNY; and (B) does not have a relative who is, or has been within three years of the individual's appointment to the governing board, a key employee of the auxiliary enterprises corporation, CUNY or the Research Foundation of CUNY; and (C) has not received, and does not have a relative who has received, in any of the three fiscal years prior to the individual's appointment to the governing board, more than \$10,000 in direct compensation from the auxiliary enterprises corporation, CUNY or the Research Foundation of CUNY (other than reimbursement for expenses reasonably incurred as a director or reasonable compensation for service as a director as permitted by the Not-for-Profit Corporations Law); and (D) is not a current employee of or does not have a substantial financial interest in, and does not have relative who is a current officer of or has a substantial financial interest in, any entity that has made payments to, or received payments from, the auxiliary enterprises corporation, CUNY or the Research Foundation of CUNY for property or services in an amount which, in any of the three fiscal years prior to the individual's appointment to the governing board, exceeds the lesser of \$25,000 or 2% of such entity's consolidated gross revenues. For purposes of this definition, "payment" does not include charitable contributions.

6. The auxiliary enterprises corporation shall have an audit committee consisting of the two independent directors and one student member elected by the governing board who meets the criteria for independence set forth in 16.10.(b)(5)(A) through (D) . The audit committee shall oversee the accounting and financial reporting processes of the auxiliary enterprises corporation and the audit of the auxiliary enterprises corporation's financial statements and shall have such other duties as set forth in Section 712-a of the Not-for-Profit Corporations Law.

7. The governing documents of the auxiliary enterprise corporation have been reviewed by the board's general counsel and approved by the board.

#### SECTION 16.11. THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE CORPORATIONS.

a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

c. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

d. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

#### SECTION 16.12. REFERENDA.

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

a. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

c. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

#### SECTION 16.13. DISCLOSURE.

a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

d. The auxiliary enterprise corporation shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.

e. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

#### SECTION 16.14. STIPENDS.

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.

Home > Student life > For Faculty & Staff > Student Activities Association, Inc. Business Office (SAABO)

**STUDENT ACTIVITIES ASSOCIATION, INC. BUSINESS OFFICE (SAABO)**

- Who We Are
- Forms & Policies
- Student Activity Fee Benefits
- SAA Employee Services
- Children's Center Business Services

Need Assistance?  
Email us at [saabo@jjay.cuny.edu](mailto:saabo@jjay.cuny.edu)  
Call us at 212.393.6449

Student Activities Association, Inc. Business Office  
  
Room L.66.03 NB  
524 West 59th Street,  
New York, NY 10019  
  
Office Hours  
Monday - Friday: 9 AM - 5 PM

# WHO WE ARE

Share this:



## MISSION

We in the Student Activities Association, Inc. Business Office are responsible for the fiscal accountability and implementation of the student activity fee and financial services for the Children's Center, Inc. We foster a learning environment for the John Jay College community that facilitates integrity and understanding of how the Student Activity Fee is utilized. We welcome all to seek, learn, and leave happy!

 Like us on **FACEBOOK**

 Follow us on **TWITTER**

 Watch us on **YOUTUBE**

 Follow us on **INSTAGRAM**

 Connect us on **LINKEDIN**


### MENU

- About John Jay
- Admissions
- Research
- Student Life
- Athletics
- Academics
- Prospective Students
- Students
- Alumni
- Faculty & Staff
- Sitemap

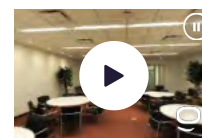
### RESOURCES

- Calendar
- Directory
- Inside JJ
- Library
- JJ Merchandise
- Bookstore
- Policies and Procedures
- Giving

### LOCATION



524 West 59th. Street  
New York, NY, 10019  
212.237.8000



**STUDENT ACTIVITY FEE BREAKDOWN**

Student Activity Fees	Undergraduate		Graduate	
	Full-Time Fee \$128.75	Part-Time Fee \$104.00	Full-Time Fee \$79.50	Part-Time Fee \$79.50
are earmarked for the support of certain activities and allocated by a particular group as follows				
<b>Earmarked Groups:</b>				
Athletics	\$11.25	\$8.50	\$4.75	\$4.75
Administration	\$14.80	\$13.00	\$11.50	\$11.50
Accessibility Programs	\$1.60	\$1.50	\$1.50	\$1.50
Campus Activity Board	\$2.00	\$2.25	\$1.00	\$1.00
Career	\$0.50	\$0.50	\$0.50	\$0.50
Child Care	\$6.50	\$6.00	\$0.00	\$0.00
Clubs	\$11.00	\$10.00	\$2.50	\$2.50
Commencement	\$9.25	\$8.25	\$7.75	\$7.75
Community Outreach	\$1.75	\$1.00	\$0.75	\$0.75
Counseling Services	\$1.85	\$1.00	\$0.75	\$0.75
CSIL	\$5.50	\$4.50	\$2.00	\$2.00
Graduate Students	\$0.00	\$0.00	\$8.50	\$8.50
Health Services	\$4.75	\$3.75	\$2.00	\$2.00
LGBTQ + Unit	\$1.25	\$0.75	\$1.00	\$1.00
Media Services	\$2.85	\$1.50	\$1.25	\$1.25
Newspaper	\$0.75	\$0.75	\$0.50	\$0.50
Orientation	\$4.50	\$4.45	\$4.25	\$4.50
Quality of Life	\$2.00	\$2.00	\$0.75	\$0.75
Radio	\$1.00	\$0.50	\$0.25	\$0.25
Recreation	\$9.00	\$6.25	\$3.50	\$4.25
Single Stop (CARE)	\$4.25	\$2.50	\$1.00	\$1.00
Student Government	\$12.00	\$10.00	\$10.00	\$10.00
Student Services	\$3.00	\$1.25	\$2.00	\$1.00
Student Travel	\$5.50	\$4.00	\$4.50	\$4.50
Theatrical Activities	\$0.50	\$0.50	\$0.25	\$0.25
Unearmarked	\$1.00	\$1.00	\$1.00	\$1.00
United Nations	\$0.75	\$1.00	\$0.50	\$0.50
Urban Male Initiative	\$2.25	\$1.75	\$0.00	\$0.00
Veterans Services	\$1.90	\$1.50	\$1.25	\$1.25
Women's Center	\$1.25	\$0.80	\$0.75	\$0.75
Yearbook	\$4.25	\$3.25	\$3.25	\$3.25

\* Note the University Student Senate Fee is \$1.45 for full-time/part-time undergraduate and graduate students.

**BYLAWS**  
**of**  
**JOHN JAY COLLEGE STUDENT ACTIVITIES**  
**ASSOCIATION, INC.**

\* \* \*

**ARTICLE I - ORGANIZATION**

**Section 1 – Name.** This corporation shall be known as JOHN JAY COLLEGE STUDENT ACTIVITIES ASSOCIATION, INC. (the “Corporation”).

**Section 2 – Purpose.** The Corporation is organized under the New York Not-for-Profit Corporation Law and is operated exclusively for the charitable purpose of supporting John Jay College of Criminal Justice (“College”) of The City University of New York (“CUNY”), as is more fully set forth in the Corporation’s Certificate of Incorporation.

**Section 3 – Members.** The Corporation shall have no members.

**ARTICLE II – BOARD OF DIRECTORS**

**Section 1 - Powers and Composition.** The property, affairs, business and concerns of the Corporation shall be vested in a Board of Directors consisting of thirteen (13) regular, voting Directors, and up to six alternates. The composition of the Board of Directors shall be as follows:

- The College President or his/her designee;
- Two College administrators:
  - Dean of Students
  - Business Manager

In the event that either of the foregoing administrative positions does not exist at the College at any time, the College President shall designate an administrator to replace such position at the Corporation for all purposes of these By-laws

The College President shall also have the right to appoint one administrator alternate.

- Two tenured faculty members of the College and up to two tenured faculty alternates, each appointed by the College President from a panel whose size is twice the number of seats (including the alternates) to be filled and consists of faculty members elected by the Faculty Senate of the College;

- Six students and up to three student alternates, consisting of :
  - President of the Student Council
  - Vice President of the Student Council
  - Secretary of the Student Council
  - Treasurer of the Student Council
  - Senior and Junior Representatives of the Student Council receiving the highest number of votes for representative to their respective class
  - Three student alternates elected by the Student Council officers from among the elected members of the Student Council; and
- Two Independent Directors<sup>1</sup> appointed by the College President.

Each Director shall have the right to vote.

**Section 2 - Term of Office.** Each faculty and Independent Director shall be elected or appointed for a three-year term to serve until his or her successor is elected or appointed and qualified. Each student Director shall serve for a one-year term and until his or her successor is elected or appointed and qualified. Directors' terms shall commence on September 15. Directors may be elected or appointed to consecutive terms.

**Section 3 – Qualification.** Each Director shall be eighteen years of age or older. Each administration and faculty Director shall be a full-time employee of the College.

**Section 4 – Removal.** Any Director who ceases to occupy the position that qualified him or her to be elected or appointed as a Director will cease to be a Director. The College President may at any time remove a Director whom he or she has appointed. A Director may also be removed by the Board for cause, such as excessive absences or violation of these By-laws, upon the affirmative vote of eight members of the Board (i.e., a two-thirds majority of the Board not counting the Director whose removal is being considered, although that individual has the right to vote on the matter) at any regular meeting or special meeting of the Board called for that

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<sup>1</sup> An independent director is defined as a former employee of the College or the Corporation, a College alum, a community member, or any other individual, who, pursuant to Section 102 of the Not-for-Profit Corporations Law: (A) has not been within three years of his or her appointment to the governing board of the Corporation, an employee of the Corporation, CUNY or the Research Foundation of CUNY; and (B) does not have a relative who is, or has been within three years of the individual's appointment to the governing board, a key employee of the Corporation, CUNY or the Research Foundation of CUNY; and (C) has not received, and does not have a relative who has received, in any of the three fiscal years prior to the individual's appointment to the governing board, more than \$10,000 in direct compensation from the Corporation, CUNY or the Research Foundation of CUNY (other than reimbursement for expenses reasonably incurred as a director or reasonable compensation for service as a director as permitted by the Not-for-Profit Corporations Law); and (D) is not a current employee of or does not have a substantial financial interest in, and does not have relative who is a current officer of or has a substantial financial interest in, any entity that has made payments to, or received payments from, the Corporation, CUNY or the Research Foundation of CUNY for property or services in an amount which, in any of the three fiscal years prior to the individual's appointment to the governing board, exceeds the lesser of \$25,000 or 2% of such entity's consolidated gross revenues. For purposes of this definition, "payment" does not include charitable contributions.

purpose, provided that due notice of the proposed action is given to the full membership of the Board.

**Section 5 – Vacancies.** Vacancies on the Board shall be filled as follows:

- Administration and Independent Director vacancies shall be filled by the College President.
- Faculty Director vacancies shall be filled by the College President with the faculty alternate, and if there is no alternate, from a list of nominees submitted by the College Council that is twice the size of the number of vacancies to be filled.
- Student Director vacancies shall be filled by the Student Council president from among the student alternates, and if there are no alternates, from the Student Council members elected by the student body.

However, if a vacancy remains unfilled for three months after it occurs, and by reason of the absence, illness, or other inability of one or more of the remaining Directors a quorum of the Board cannot be obtained, a majority of the remaining Directors may appoint a Director from the relevant constituent group to fill the vacancy. A Director elected or appointed to fill a vacancy will hold office until his or her successor is elected or appointed and qualified.

**Section 6 – Compensation.** No Director shall receive any compensation from the Corporation for services performed in his or her official capacity, but Directors may be reimbursed for reasonable expenses incurred in the performance of official duties. This Section does not preclude any Director from serving the Corporation in any other capacity or from receiving compensation for services in such other capacity, including reimbursement for his or her related expenses.

### **ARTICLE III – MEETINGS OF THE BOARD OF DIRECTORS**

**Section 1 - Time and Place.** Meetings of the Board of Directors may be held at such times and places as the Board of Directors determine.

**Section 2 - Annual Meeting.** The first regular meeting of the College's fall semester each year will be the Annual Meeting of the Board of Directors, for the presentation by the Chair and the Treasurer of the annual financial report of the Corporation for the prior year and of current year financial priorities and objectives and for the transaction of such other business as may properly come before the meeting.

**Section 3 - Regular Meetings.** The Board of Directors shall hold a minimum of one regular meeting each semester.



**Section 4 - Special Meetings.** Special meetings of the Board of Directors may be held at any time upon the call of the Chair of the Corporation, or upon the written request of Directors constituting not less than three Directors, directed to the Chair or the Secretary.

**Section 5 - Notice.** Notice of every meeting of the Board of Directors shall be given personally, by electronic mail, or by U.S. mail to each Director at least five days before the day on which the meeting is to be held if notice is given personally or by electronic mail, and at least ten days before the day on which the meeting is to be held if the notice is given by U.S. mail. Each such notice shall state the time and the place where the meeting is to be held. Notices given by mail or by electronic mail, are deemed to be given when dispatched or mailed, as the case may be, and shall be sent to each Director at his or her address as it appears in the records of the Corporation.

**Section 6 - Waiver.** No notice of the time, place or purpose of any meeting of the Board of Directors need be given to any Director who submits to the Chair or Secretary of the Corporation a signed waiver of notice, either before or after the meeting, or who attends the meeting without protesting, prior to or at its commencement, the lack of notice to the Director. Such waiver of notice may be written or electronic.

**Section 7 - Quorum and Vote.** At each meeting of the Board of Directors, the presence of seven Directors, including at least one student Director, shall constitute a quorum for the transaction of any business. Unless otherwise specified in these By-laws or by law, a majority vote of the Directors present at the time of the vote, if a quorum is present, will be the act of the Board of Directors. Each regular Director, including the Chair, shall be entitled to one vote. Each alternate may attend meetings of the Board, and shall be entitled to vote on such matters that come before the Board to the extent that the alternate is substituting for an absent member of the same constituency. Directors shall vote in person and not by proxy. Any one or more Directors may participate in a meeting by means of electronic video screen communication or similar communications equipment allowing all persons participating in the meeting to see and hear each other at the same time. Participation by such means shall constitute presence in person at a meeting as long as each Director can participate in all matters before the Board, including, without limitation, the ability to propose, object to, and vote upon a specific action to be taken by the Board.

**Section 8 – Adjournment.** Any meeting of the Board may be adjourned by a majority vote of the Directors present at the meeting. If a quorum is not present, a majority of the Directors present may adjourn the meeting to another place and time.

**Section 9 - Conflict of Interest.** As further set forth in the Corporation's conflict of interest policy, each Director shall disclose to the Board the material facts as to his or her interest in any contract or transaction, including any directorships or offices held or financial interest, prior to any action by the Board regarding that contract or transaction. A Director that is interested in a contract or transaction may be counted in determining the presence of a quorum at a meeting of the Board to authorize the contract or transaction if this disclosure is made, *provided, however*, that the Director's vote may not be counted when determining whether a sufficient number of Directors has approved the contract or transaction.

**Section 10 - Order Within Meetings.** Meetings of the Board of Directors of the Corporation shall be governed by *Robert's Rules of Order*, most current edition, except that if there is any conflict between those rules and these By-laws, these By-laws shall take precedence.

#### **ARTICLE IV - OFFICERS**

**Section 1 - Number.** The officers of the Corporation shall be a Chair, a Vice Chair, a Treasurer, and a Secretary, and such other officers as the Board of Directors may from time-to-time determine.

**Section 2 – Chair.** The College President, or his/her designee serving on the Board of Directors, shall be the Chair of the Corporation. The Chair shall be the chief executive officer of the Corporation and shall preside at all meetings of the Board of Directors. The Chair shall be responsible for the general supervision and control of the affairs of the Corporation and shall ensure that all policies, orders and resolutions of the Board of Directors are implemented. The Chair shall perform such other duties as requested by the Board of Directors or as are reasonably incidental to the office of chief executive officer and chair.

**Section 3 - Vice Chair.** The student Directors shall elect a Vice Chair of the Corporation from among the student Directors. The Vice Chair shall perform the duties of the office of the Chair in case of a vacancy in the position of Chair, or in the Chair's absence or inability to act. The Vice Chair shall perform such other duties as assigned by the Board of Directors or the Chair.

**Section 4 – Treasurer.** The Corporation's Business Manager shall serve as the Treasurer of the Corporation. The Business Manager shall not be a Director of the Corporation and consequently the Treasurer shall not have the right to vote on Board matters. The Treasurer shall be the chief financial officer of the Corporation and shall have charge and custody of, and be responsible for, all the funds of the Corporation and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name of and to the credit of the Corporation in such banks or other depositories as are designated by the Board of Directors. The Treasurer shall disburse the funds of the Corporation as ordered by the Board of Directors, taking proper vouchers for the disbursements, and shall render to the Chair and Directors at the regular meetings of the Board of Directors whenever they may require it, a statement of all transactions as chief financial officer and an account of the financial condition of the Corporation. The Treasurer shall perform all other duties incident to the office of Treasurer and such other duties as assigned by the Board of Directors or the Chair.

**Section 5 – Secretary.** The College President or his/ her designee shall appoint a Secretary of the Corporation. The Secretary shall issue notices of all meetings of the Board of Directors where notices are required by law or these By-laws. The Secretary shall attend and keep the minutes of the meetings of the Board of Directors, shall keep the seal of the Corporation and shall, when necessary, attest to the official acts of the Chair and the Board of Directors. The

Secretary shall perform all other duties incident to the office of Secretary and such other duties as assigned by the Board of Directors or the Chair.

**Section 6 - Compensation.** No officer shall receive any compensation from the Corporation for services performed in his or her official capacity, but officers may be reimbursed for reasonable expenses incurred in the performance of official duties, subject to the approval of the Board of Directors.

## **ARTICLE V- COMMITTEES**

**Section 1 – Committees of the Board.** The Board of Directors may, as set forth in these Bylaws or by resolution or resolutions adopted by a majority of the entire Board, establish such committees (including their term, duties and powers) as it shall deem necessary and advisable, each consisting of three or more Directors and each of which, to the extent provided in the resolution, shall have the authority of the Board, except that no committee shall have authority as to following matters: (a) any action related to the Certificate of Incorporation, (b) any amendments to, or repeal of, these By-laws, (c) the filling of vacancies in the Board or in any committee, (d) the fixing of compensation of Directors for serving on the Board or on any committee, (e) the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable or (f) any action otherwise prohibited by law. Each committee of the Board shall keep minutes and report on these proceedings to the Board at or before the next scheduled Board meeting. The committees of the Board shall include the following:

(a) **Audit Committee.** The Board shall have an Audit Committee, which shall consist of the two Independent Directors and one student Director elected by the Board, who also meets the definition of Independent Director. The Audit Committee shall oversee the accounting and financial reporting processes of the Corporation and the audit of the Corporation's financial statements. The Audit Committee's responsibilities shall include the following:

- annually select or renew the selection of an independent auditor to conduct an audit, subject to the approval of The City University of New York;
- review with the independent auditor the scope and planning of the audit prior to the audit's commencement;
- upon completion of the audit, review and discuss with the independent auditor: (A) any material risks and weaknesses in the internal controls identified by the auditors; (B) any restrictions on the scope of the auditor's activities or access to requested information; (C) any significant disagreements between the auditor and management; and (D) the adequacy of the Corporation's accounting and financial reporting processes;
- annually consider the performance and independence of the independent auditor;

- oversee the adoption, implementation of, and compliance with the Corporation's conflict of interest policy; and
- report on the committee's activities to the Board.

**Section 2 – Committees of the Corporation.** The Board of Directors may establish such other committees as it deems necessary and advisable. These committees shall be committees of the Corporation, not of the Board, and shall have only the powers specifically delegated to them by the Board and shall have no authority to bind the Board. The committees of the Corporation shall include the following:

(a) **Budget Committee.** The Corporation shall have a Budget Committee with nine members, including the Chair of the Board, two administration Directors appointed by the College President, one faculty Director appointed by the College President, four Student Council executives and the Senior Representative of the Student Council serving on the Board. The Budget Committee shall be empowered to receive and review student activity fee budget requests and to develop and allocate a budget for the Corporation subject to the review of the Board of Directors for conformance with the expenditure categories set forth in the Bylaws of the Board of Trustees of The City University of New York, and as to whether they are inappropriate, improper or inequitable.

**Section 3 - Committee Operating Procedures.** Each committee shall meet upon call of its chair or of any two (2) of its members upon such notice given to its members as is provided in these By-Laws for the giving of notice to Directors for meetings of the Board of Directors or upon such other notice, if any, as the committee may determine. Unless otherwise provided in these By-Laws, a majority of members of a committee shall be present to constitute a quorum. The chair of each committee shall be appointed by its members unless appointed by the Board of Directors, the Chair of the Corporation, or otherwise set forth in these By-Laws. Acts and decisions of the committees shall be by majority vote of those present at the time of the vote, if a quorum is present at such time. The committees shall keep regular minutes of their proceedings and make the same available to the Board upon request.

## ARTICLE VI - BOOKS AND RECORDS; FINANCIAL MATTERS

**Section 1 - Books.** The Corporation shall keep complete books of all the business transactions of the Corporation and minutes of the proceedings of its Board of Directors and committees, as well as copies of its Certificate of Incorporation, these By-Laws, any and all annual financial statements of the Corporation, and any quarterly income statements or balance sheets of the Corporation prepared by it.

**Section 2 - Fiscal Year.** The fiscal year of the Corporation shall be July 1 through June 30.

**Section 3 - Ownership of Assets.** No director, officer or employee of the Corporation shall have any right, title or interest in any of the assets and funds of the Corporation; all assets and funds of the Corporation shall be owned exclusively by the Corporation.

**Section 4 – Banks Accounts, Deposits.** All funds of the Corporation shall be deposited in an account or accounts in the name of the Corporation in a bank or banks designated by the Board and shall be used solely to pay the proper expenses of the Corporation.

**Section 5 - Signatures.** All checks, drafts, notes, orders for the payment of money, withdrawals, and evidences of indebtedness of the Corporation shall be signed by such officer or officers or agent or agents of the Corporation and in such manner as the Board of Directors from time to time may determine by resolution. In the absence of such determinations by the Board, such instruments be signed by the Treasurer, the Chair or such other authorized signatories who shall be designated by the Board at the beginning of each academic year of the College, except that instruments regarding amounts over \$2,500 must be signed by two authorized signatories, one of whom shall be either the Chair or the Treasurer.

**Section 6 - Contracts.** No contract may be entered into on behalf of the Corporation unless and except as authorized by the Board of Directors. The Chair, or his or her designee from among the other Directors, is authorized to sign contracts on the Corporation's behalf.

**Section 7 – Investments.** Any funds or other assets of the Corporation which, in the judgment of the Board of Directors, shall not immediately be required to effect the purposes of the Corporation, may be invested, reinvested, and administered by the Board of Directors in such investments as in the judgment of the Board of Directors are sound and proper. The Treasurer shall have the authority to invest and reinvest such funds in Bank Certificates of Deposit, Bank Savings Accounts, U.S. Treasury Notes and Certificates, or the CUNY Investment Pool, without further action of the Directors.

**Section 9 - Financial Records and Accounts.** The Corporation's financial records and accounts shall be kept in a form consistent with generally accepted accounting principles.

**Section 10 - Audit.** The Corporation's financial records and accounts shall be audited annually, and at such other times as directed by the Board of Directors, by an independent certified public accountant or firm designated by the Audit Committee.

## **ARTICLE VII - GOVERNANCE**

The Corporation shall operate consistent with the bylaws, policies and regulations of The City University of New York and any policies, regulations and orders of the College. Nothing contained in these By-Laws shall be construed as diminishing the rights, duties and intentions as defined in Article XVI of the By-laws of the Board of Trustees of The City University of New York.

## **ARTICLE VIII - AMENDMENTS**

The Certificate of Incorporation and By-laws of the Corporation may be amended, altered or repealed in whole or in part, by the affirmative vote of at least two-thirds of the entire Board (i.e., the total number of Directors entitled to vote which the Corporation would have if there were no vacancies) at any regular or special meeting of the Board, provided that written notice of the substance of the amendment is given with notice of the meeting, to all Directors, in accordance with the notice provisions set forth in Article III, Section 5 of these By-laws. Any proposed amendment to the Certificate of Incorporation or By-laws of the Corporation is subject to the approval of the Board of Trustees of The City University of New York.

## **ARTICLE IX - INSURANCE AND INDEMNIFICATION**

**Section 1 - Insurance.** The Corporation will purchase appropriate insurance for the protection of the Directors, officers and employees of the Corporation.

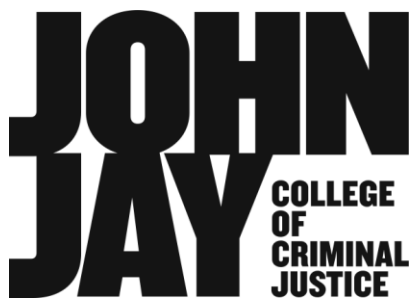
**Section 2 - Indemnification.** The Corporation shall, to the full extent authorized by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she was a director, officer, employee, or agent of the Corporation. The Corporation shall also indemnify to the full extent permitted by law any officer, director or employee serving any other corporation, partnership, joint venture, trust, employee benefit, or other enterprise in any capacity at the request of the Corporation.

## **ARTICLE X - DISSOLUTION**

In event of dissolution of the Corporation, all of the remaining assets and property of the Corporation, after deduction of necessary expenses, shall be distributed, as determined by the Board of Directors and approved by order of a Justice of the Supreme Court of the State of New York, to The City University of New York for the use and benefit of the College or any successor thereof, or to an organization which supports the College or any successor thereof and which satisfies Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

Approved by the Board of Directors of the Corporation on February 23, 2016.

Approved by the CUNY Board of Trustees on March 21, 1985, with amendments approved on June 22, 1992, September 29, 2014 and June 29, 2015.



Student Activities Association  
 Budget Committee/Board of Directors Meeting  
**SAA Budget Committee Minutes – Tuesday, April 21, 2020**  
**Video Conference**

**Presiding Chair:** Musarrat Lamia, President, Student Government

**Recording Secretary:** Rachel Brown

**Members:** Fidel Osorio, Vice President, Student Government  
 Adam Fane, Treasurer, Student Government  
 Anthony Leonardo, Secretary, Student Government  
 Jean-Marie Col, Faculty

**Guests/Non-voting Members Present:** Jeffrey Aikens, Jasmine Awad, Ingrid Cabanilla, Michael Martinez-Sachs, Toy-Fung Tung

**Order:** SAA Budget Committee Meeting was called to order at 1:48PM by Musarrat Lamia. Quorum was achieved.

**Motion #1:** Motion to approve Budget Committee Agenda items – Jean-Marie Col

**Second:** Jean-Marie Col

**Vote:** Favor [5] Opposed [0] Abstained [0]

**Action:** Motion passed

**Motion #2:** Motion to approve March 25, 2020 meeting minutes– Jean-Marie Col

**Second:** Fidel Osorio

**Vote:** Favor [5] Opposed [0] Abstained [0]

**Action:** Motion passed

**Meeting adjourned at 1:51PM**

Approval:

Musarrat Lamia, Chair, Budget Committee

Student Activities Association  
Budget Committee/Board of Directors Meeting  
**SAA Board of Directors Minutes – Tuesday, April 21, 2020:**

**Presiding Chair:** Michael Martinez-Sachs, Assistant Vice President and Dean of Students

**Recording Secretary:** Rachel Brown

**Members Present:** Musarrat Lamia, President, Student Government  
Fidel Osorio, Vice President, Student Government  
Adam Fane, Treasurer, Student Government  
Anthony Leonardo, Secretary, Student Government  
Toy-Fung Tung, Faculty Member  
Jean-Marie Col, Faculty Member

**Guests/Non-voting Members Present:** Jeffrey Aikens, Jasmine Awad, Ingrid Cabanilla

**Order:** SAA Board of Directors Meeting was called to order at 1:51PM. Quorum was achieved.

**Motion #1:** Motion to approve Board of Directors Agenda items – Toy-Fung Tung

**Second:** Fidel Osorio

**Vote:** Favor [7] Opposed [0] Abstained [0]

**Action:** Motion passed

**Motion #2:** Motion to approve March 25, 2020 meeting minutes– Fidel Osorio

**Second:** Toy-Fung Tung

**Vote:** Favor [7] Opposed [0] Abstained [0]

**Action:** Motion passed

**Motion #3:** Motion to accept Budget Committee report – Musarrat Lamia

**Second:** Fidel Osorio

**Vote:** Favor [7] Opposed [0] Abstained [0]

**Action:** Motion passed

**Motion #4:** Motion to approve Student Council Scholarship Program and Policy Amendments – Musarrat Lamia

**Second:** Toy-Fung Tung

**Vote:** Favor [7] Opposed [0] Abstained [0]

**Action:** Motion passed

**Discussion:** In 2018, the Student Council established 10 scholarships to be awarded to students from under-represented demographics at the College. The Board of Directors approved the fund for 7 years, and the Student Council works with the Scholarship Office to evaluate applications and award the scholarships.

These amendments to the scholarship process are proposed, based on areas the Scholarship Committee observed were in need of improvement. These include updates to language and qualifications to make the scholarships more inclusive of eligible demographics; changes to the



application requirements to clarify the process for students applying for multiple scholarships; updating the requirements for letters of recommendation to include adjunct professors and professors from transfer students' previous institutions; and changing the language of the essay prompts to be more consistent across all scholarship categories.

Some grammatical errors were spotted and will be corrected in the final version of the amendments.

### **Motion to approve S.C.R.1 Resolution to Affirm Viable Student Activity Fee**

**Expenditures:** Fidel Osorio

**Second:** Jean Marie Col

**Vote:** Favor [7] Opposed [0] Abstained [0]

**Action:** Motion passed

**Discussion:** This resolution reaffirms the Student Activities Fee expenditures, as some Board members are concerned that the funds are not being used for their intended purpose of funding student activities, but are instead being tapped to cover shortfalls in budgets that should be funded by tax levy and other sources. This is a non-binding resolution that serves as a statement of philosophy and reminder that these funds are intended for use by students. This statement can be sent to other parties on campus as guidelines for what requests can and cannot be directed to the Board for funding, which will alleviate some of the pressure on the student body to approve budget requests that are not already earmarked or part of student activities. This statement is also intended to be a proactive measure against outside scrutiny of expenditures, as there was a time in the recent past when CUNY was considering removing student control of the funds.

**New Business:** There are enough funds to cover the 25% student activity fee refund that CUNY is issuing to all students as a result of the COVID-19 pandemic.

**New Business:** Luis Sanchez has resigned as a student member of the Judicial Board and the Board of Directors thanks him for his service.

**Meeting adjourned at 2:30PM.**

Approval:

Michael Martinez-Sachs, Secretary, Board of Directors \_\_\_\_\_

**Rachel Brown**

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**From:** Musarrat Lamia  
**Sent:** Tuesday, April 28, 2020 7:16 AM  
**To:** Michael Sachs; Rachel Brown  
**Cc:** Jeffrey Aikens  
**Subject:** RE: Draft of 4/21 SAA BOD meeting minutes

Approved. Thank you Rachel.

**Musarrat (Mus) Lamia**  
(pronouns: she/her/hers)

President, John Jay College Student Council  
John Jay College of Criminal Justice Honors Program, Class of 2021  
Jeannette K. Watson Fellow, Class of 2020

John Jay College of Criminal Justice  
L2.69.05NB  
524 West 59th Street  
New York, NY 10019  
(212) 237-8728

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From: Michael Sachs  
Sent: Monday, April 27, 2020 5:03 PM  
To: Rachel Brown; Musarrat Lamia  
Cc: Jeffrey Aikens  
Subject: Re: Draft of 4/21 SAA BOD meeting minutes

Approved.

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**From:** Rachel Brown <rabrown@jjay.cuny.edu>  
**Date:** Monday, April 27, 2020 at 3:58 PM  
**To:** Musarrat Lamia <musarrat.lamia1@jjay.cuny.edu>, Michael Sachs <msachs@jjay.cuny.edu>  
**Cc:** Jeffrey Aikens <jaikens@jjay.cuny.edu>  
**Subject:** Draft of 4/21 SAA BOD meeting minutes

Hello,

This is Rachel Brown in the Office of the Dean of Students. Attached to this email are the minutes for the April 21, 2020 Student Activities Association Board of Directors meeting minutes. Please email me your approval in lieu of your signature on the minutes.

Sincerely,

--

Rachel Brown  
Student Relations Manager



Office of the Dean of Students  
524 West 59th Street, Suite L.71  
New York City, NY 10019  
Main: 212.621-4143  
Fax: 646-557-4508



JOHN JAY  
COLLEGE  
of Criminal Justice

STRATEGIC  
PLAN  
2020-2025



## OUR VALUES

DIVERSITY • EQUITY • INTEGRITY • JUSTICE • LEARNING & SCHOLARSHIP • RESPECT

## OUR VISION

For JOHN JAY in 2025 is that we will:

- Be an engine for social mobility and equity
- Educate students to be fierce advocates for justice in a rapidly changing future
- Support world-class research and a justice-minded faculty

## OUR MISSION

John Jay College of Criminal Justice is a community of motivated and intellectually committed individuals who explore justice in its many dimensions. The College's liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors. Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.

Our students are eager to engage in original research and experiential learning, excited to study in one of the world's most dynamic cities, and passionate about shaping the future. Through their studies our students prepare for ethical leadership, global citizenship, and engaged service. Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.

We foster an inclusive and diverse community drawn from our city, our country, and the world. We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce. The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding. We educate fierce advocates for justice.

# STRATEGIC PLAN

## GOALS & OBJECTIVES

### GOAL 1:

Educate and support undergraduate and graduate students at every step of their John Jay journey

At John Jay we recognize that student success is everyone's responsibility, and our fundamental purpose as a college. Guided by our 2019 *Vision for Undergraduate Student Success* we will build on and expand approaches we know are working to help enrich undergraduate educational experiences and propel students to degree completion, such as student cohort, engagement, and support programs; faculty support and development for enhanced learning and student research; and integrated academic and career planning. For undergraduate and graduate students alike, we will engage our alumni in the career success of John Jay graduates and inform students early about the benefits of experiential learning in multiple career sectors. With designated academic advising and enhanced co-curricular programming, we will decrease graduate student time to graduation and advance their careers. With a larger faculty, enhanced philanthropic support for targeted student programming, and curricular and extra-curricular opportunities to learn 21<sup>st</sup> century skills, we will support and prepare more graduate and undergraduate students than ever to complete their degrees and become fierce advocates for justice.

### OBJECTIVES

- a. Prepare all undergraduate and graduate students for lifelong success beyond John Jay
- b. Institutionalize academic support programs for freshmen & transfers
- c. Increase our undergraduate and graduate graduation rates
- d. Align and scaffold high impact instructional practices in general education and major courses to enhance students' critical thinking, research-based academic writing, and quantitative reasoning skills.
- e. Expand curricular and extra-curricular opportunities for experiential learning; creative research, production, and problem solving; and technological and information literacy.
- f. Increase size of full-time faculty

## GOAL 2:

### Create and advance knowledge in support of justice education, public awareness, and civic engagement

Our mission describes the college as “a community of motivated and intellectually committed individuals who explore justice in its many dimensions.” As student-facing staff and professors, we advance justice education not just by “educating traditionally underrepresented groups and ... increasing diversity in the workforce” but also by developing innovative curriculum that affirms the identities of our students and works toward our ideal of equitable outcomes for all demographics within our student body. **John Jay’s curriculum is like no other in the country**, with robust offerings in social justice, criminal justice and justice education that span STEM, social science and humanities disciplines. With contemporary challenges such as climate change, rapid technological change, and economic and structural inequality, John Jay’s curriculum must keep pace with the rapidly evolving future. We will continue to hire new faculty, we will increase the money we invest in faculty support for cutting-edge research that “builds and sustains just societies,” and we will increase the college’s connections with the local, state, federal, and international agencies and NGOs that benefit from our research and hire our alumni.

## OBJECTIVES

- a. Increase number of courses supporting environmental justice, data literacy, and digital literacy in General Education and incorporate AASHE sustainability/U.N. Sustainable Development concepts throughout the curriculum
- b. Expand John Jay’s reputation as a national and international convener of justice issues
- c. Support faculty to build on John Jay’s reputation for excellence in research
- d. Increase intentionally designed civic engagement activities to positively impact student learning and professional outcomes, foster personal and community empowerment and deepen collaborative interactions among faculty, staff, students and community partners.
- e. Support faculty efforts to innovate justice curricula and pedagogies

## GOAL 3: Embody and promote our values of equity, diversity, and inclusion

We are a college committed to justice, we are committed to educating historically underrepresented and low-income students in the name of equity, and as a proud Hispanic- and Minority-Serving Institution we know that our diversity is our strength. But as with any high ideals, we know that there are gaps between our commitments and the lived experience of some in our community. So, as a college, we are making it a top priority to continue to build a culture in which we embody and promote equity, diversity and inclusion. We have begun this work by formulating the core values that frame our educational mission and that we want to animate our campus climate: diversity, equity, integrity, justice, learning & scholarship, respect. We will orient all newcomers to our community -- whether students, staff or faculty -- to these values. We will make it our mission to close the equity gaps in educational outcomes for different demographic groups of students. We will work toward building a faculty that looks more like our student body. Faculty will not be expected to thrive on their own; we will provide new and continuing faculty with professional development and mentoring opportunities to facilitate their success, which in turn will help shape the successful outcomes of our students. Finally, we will mobilize the power of knowledge to engage faculty in the creation of a shared framework for a culturally affirming, inclusive pedagogy and curriculum design that helps our students see themselves, their strengths, and the experiences of people like them from a strengths-based, and not a deficit-minded, framework.

### OBJECTIVES

- a. Create and sustain a culture of equity, diversity and inclusion
- b. Close graduation equity gaps for all student populations we serve
- c. Achieve equitable student success across all learning modalities
- d. Continue to hire, retain and advance a diverse faculty through collaborative support and mentoring services for all faculty at all stages of their careers
- e. Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design



## GOAL 4:

### Improve and expand financial resiliency, operational efficiency, and the college's sustainability

No one questions John Jay's commitment to justice, but a person looking at our funding model might rightly question how we can afford to educate fierce advocates for justice and support world-class research. After several years of projected budget deficits that have forced us to winnow our hiring and make difficult decisions on an annual basis, it is time for John Jay to take stock of its sources of income, its costs, its operational efficiencies, and its priorities, and to align those four things in order to make a more sustainable future for the college. While over the past five years the college has increased funding from indirect grant revenue and philanthropy, neither one of these sources of funding alone will be sufficient to sustain us. To become a sustainable college we need to diversify our revenue streams and improve operations through technology and staff development. Because we are fierce advocates for justice we commit to reducing our carbon footprint and saving energy, but this is a strategic alignment of costs and priorities, because doing so will also save us money.

## OBJECTIVES

- a. Create an effective, transparent budget process aligned with college priorities
- b. Expand and diversify revenue streams
- c. Improve operations through staff development and technology
- d. Implement a comprehensive sustainability program using AASHE Stars
- e. Use space creatively to sustain priorities
- f. Build plans for adding space to the college

# MEASURING SUCCESS

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
<b>GOAL 1</b>	a. Prepare all undergraduate and graduate students for lifelong success beyond John Jay	a. CUNY PMP 2018 indicates graduates enrolled in further study within 1 yr = 14%, graduates employed in NYS within 1 yr = 82%. Equifax data summer 2020 used to benchmark all.	a. Postgraduate employment rate 85% within one-year of graduation; graduates enrolled in further study will be 18%
	b. Institutionalize academic support programs for freshmen & transfers	b. This is the first year 100% freshmen have academic, cohort-based services; 900 transfers in semester-long seminars with peer coaching and co-curricular support	b. 100% freshmen have academic, cohort-based services; 3000 transfer students per year have academic advising, peer coaching, access to emergency funds and co-curricular programming.
	c. Increase our undergraduate and graduate graduation rates	c. 2019 UG graduation rates: 4 yr = 38%, 6 yr = 52%, Transfer 4 yr = 62%. Master's graduation rate 81.5% for full-time 59.3% for part-time	c. Graduation rates 2025 4-yr = 40% 6-yr = 65% Transfer 4-yr = 70%. Master's degrees (4 yr) 85% = FT 65% PT
	d. Align and scaffold high impact instructional practices in general education and major courses to enhance students' critical thinking, research-based academic writing, and quantitative reasoning skills.	d. no inventory of high-impact practices used in Gen Ed; Gen Ed outcomes assessment of 2015 indicated critical thinking met by 99% at first-year level and 8% at capstone; written communication met at 99.6% at first year and 19.3% at capstone; quantitative reasoning in (20XX) met at XX% in first year and XX% at capstone.	d. inventory and scaffolded alignment of at least 3 high impact instructional practices; Improvement on 3 learning outcomes at capstone level by a minimum of 10%

e.	Expand curricular and extra-curricular opportunities for experiential learning; creative research, production, and problem solving; and technological and information literacy	e. credit-bearing experiential learning opportunities TBD; CUNY PMP (based on survey) 12% undergraduate students have paid internships.	e. 35% of eligible students will participate in a credit-bearing experiential learning opportunity or a formal Service Learning opportunity before graduation 25% undergraduates will have paid internships.
f.	Increase size of full-time faculty and percentage of full-time teaching	f. AY20 = 401 FT faculty	f. 450 faculty and 2% increase in total full-time coverages of courses

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
<b>GOAL 2</b>	a. Increase number of courses supporting environmental justice, data literacy, and digital literacy in General Education and incorporate AASHE sustainability/U.N. Sustainable Development concepts throughout the curriculum	a. 5 environmental justice courses (1722 students in AY20), 5 data literacy courses (1397 students in AY20), and 2 digital literacy courses in General Education with a total enrollment (this stat TBD as courses supporting digital proficiencies is much higher than this indicates); AASHE inventory of 266/775 (34%) courses addressing sustainability challenges	a. 10 environmental justice courses; 10 data literacy courses, and 10 digital literacy courses in General Education with 25% increase of total enrollment of students in each category; AASHE inventory of 40% courses addressing sustainability challenges.
	b. Expand John Jay's reputation as a national and international voice on justice issues	b. Monthly media mentions are 80 and top tier monthly media mentions are 20, One signature college-wide justice conference each year Total social media followers are 150,000+ and social media engagement are 350,000+	b. Increase monthly media mentions to 100 and top tier monthly media mentions to 25, hold at least 2 college-wide justice conferences per year; Increase social media followers and social media engagement by 10 percent;

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
	c. Support faculty to build on John Jay's reputation for excellence in research	c. OAR investment in faculty research and travel in AY19 = \$1,058,000; 20% faculty receive individual awards FY18 research grants = \$9,293,015	c. OAR increase internal research/travel funding to \$1,163,800; 25% faculty will receive individual awards; FY25 research awards increases by 20%
	d. Increase intentionally designed civic engagement activities to positively impact student learning and professional outcomes, foster personal and community empowerment and deepen collaborative interactions among faculty, staff, students and community partners.	d. 2018 John Jay student voter registration rate of 72.5%; voter participation rate of 37%; and community service rate of baseline TBD.	d. 2024 John Jay eligible student voter registration rate of 85%; voter participation rate of 60%; and community service rate increase of 10%.
	e. Support faculty efforts to innovate justice curriculum and pedagogies	e. Pilot year of 6 Faculty Fellows in Curriculum-Driven Student Success (one major revised, 2 gateway courses revised; growth-mindset pedagogy tested for FYE; Gen Ed writing pedagogy tested)	e. Annual Faculty Fellows Program around justice education priorities environmental justice, data literacy, inclusive curriculum. # faculty fellows + courses, programs, and improvement metrics

	OBJECTIVES	BENCHMARKES 2020	KEY PERFORMANCE INDICATORS 2025
<b>GOAL 3</b>	a. Create and sustain a culture of equity, diversity and inclusion	a. 2019 Climate Review Action Commitments documented; 2018 CUNY Sexual Violence Campus Climate survey 81% say campus is doing a good job of ensuring safety against sexual violence, 92% say they are respected as a member of campus community	a. Successful completion of 2019 Climate Review Action Commitments; 95% will respond to CUNY Sexual Violence Campus Climate Survey that they are “respected” and “safe” on campus.
	b. Close graduation equity gaps for all student populations we serve	b. 2019 JJ rates v National 4yr public rates:  38%JJ/41%N; total 34%JJ/21%N, Black 42%JJ/49%N, Asian PI 36%JJ/32N, Hispanic 40%JJ/45%N; White 8%=high/low inter-group gap	b. Ensure all groups surpass national averages and reduce inter-group gaps by 25%
	c. Achieve equitable student success across all learning modalities	c. Graduate FWI rate for online vs in-person courses SP19: 8%/6% Undergraduate DFWI rate for online vs in-person SP 19: 19%/15% Support services online routinely: Writing Center only.	c. Graduate FWI rate for online vs in-person will be same; UG DFWI rates for online vs in-person will be same; All student support services will be easily accessible and routinely online

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
	d. Continue to hire, retain, and advance a diverse faculty through collaborative support and mentoring services for all faculty at all stages of their careers	d. TBD; 2.5% FT faculty receives formal mentoring; 0 mentoring/support for PT faculty; current % URM faculty = 33.8% % female faculty at each rank; % URM faculty at each rank; % department chairs female = 30%; % department chairs FOC = 22%; mean # years in rank of Assoc by gender & URM	d. Retention, tenure & promotion rates of URM faculty members comparable to non-minority faculty; Expand faculty support & mentoring to 25% for FT and 15% for PT Increased % of URM faculty; increased % of female faculty at rank of Full Professor; increased % of URM faculty at rank of Full Professor; increased % dept chairs female and URM; reduced # years in Associate rank for females and FOC
	e. Develop a shared framework across the faculty that informs a culturally affirming, inclusive pedagogy and curriculum design	e. No framework for shared understanding	e. Framework document produced after one year, # faculty participating in discussions and development opportunities; 15 Inclusive OER Gen Ed courses revised or developed; # of students per year impacted by revised courses.

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
<b>GOAL 4</b>	a. Create an effective, transparent budget process aligned with college priorities	a. Discussions occur but there is no regularized calendar and process for when and how decisions will be made	a. Develop budget process and calendar of open meetings to clearly align with strategic plan

	OBJECTIVES	BENCHMARKS 2020	KEY PERFORMANCE INDICATORS 2025
	b. Expand and diversify revenue streams	b. Professional Studies revenue in FY 19 = \$400,000; IA fundraising in FY19 = \$10,720,952 ; External grants in AY 19 = \$33 million; AY19 Auxiliary Corporation = \$1.8 million	b. Professional Studies target net revenue \$1,000,000; 30% increase in fundraising; 10% increase in external grants; Auxiliary Corporation 20%
	c. Improve efficiency and effectiveness of operations	c. Instructional budget relative to total budget = 49%; HR satisfaction currently 54%	c. Increase instructional budget relative to total budget; satisfaction with HR support services on annual F&A survey will improve by 20%
	d. Implement a comprehensive sustainability program	d. AASHE Stars estimated rating based on sp 2020 inventory – Bronze Rating	d. Implement STARS, Sustainability Tracking, Assessment & Rating System and achieve Silver Rating
	e. Use space creatively to sustain priorities	d. No framework for space use	e. Implement framework for space allocation and reallocation
	f. Build plans for adding space to the college	f. no plan currently in place	f. Adoption of a CUNY-recognized and funded plan for more space

# REPORT on the 2015-2020 STRATEGIC PLAN

In 2015 John Jay College committed to a strategic plan with seven goals:

1. PROVIDE EVERY STUDENT WITH THE FOUNDATIONS FOR LIFELONG SUCCESS
2. FOSTER A SUPPORTIVE ENVIRONMENT FOR FACULTY
3. PROMOTE STUDENT ACCESS THROUGH SCHOLARSHIPS
4. EXTEND THE REACH OF THE JOHN JAY EDUCATION THROUGH JOHN JAY ONLINE
5. ENHANCE JOHN JAY'S IDENTITY AS A HISPANIC-SERVING INSTITUTION
6. DEVELOP HEALTH-RELATED ACADEMIC PROGRAMS AND COMPREHENSIVE PRE-HEALTH ADVISEMENT
7. GLOBAL CITIZENSHIP FOR JOHN JAY AND OUR STUDENTS

How do we measure success?

Though the 2015 plan did not publish key performance indicators or measurable outcomes, it did indicate the areas it intended to effect change. Of the seven goals above, the college made progress on the first five, while it discontinued goal 6 and de-prioritized goal 7. What follows in this report is a goal by goal assessment -- a mix of quantitative measures and qualitative assessments -- of progress toward the above goals.

This is an important moment for the college to take stock of its accomplishments as well as what it did not do. Though without quantitative targets the college cannot claim "achievement" of any of its goals, the college made significant improvements on behalf of its students and should rightly celebrate these accomplishments.



# 2015-2020 STRATEGIC PLAN ACCOMPLISHMENTS



- Four-year graduation rate increased 14%
- Six-Year graduation rate increased 11%
- Four-year transfer graduation rate increased 5%
- Expanded access to cohort and support programs, bringing more than \$3.5 million in funding for student support per year (ACE, Apple Corps, CUSP, LEAP)
- Student scholarships and philanthropic grant money for student support programs increased dramatically, from \$1,000,000 in 2015-16 to \$5,200,000 in 2018-19



- 523 students and alumni were accepted to one or more law schools and 165 received prestigious external fellowships, such as Fulbright, J.K Watson etc., with the help of the PLI/CPO
- Grant-funded STEM programs – PRISM, Junior Scholars, CSTEP and SSTEP – gave approximately \$1,164,699 in stipends, scholarships and test prep for graduate schools to 1094 students
- OAR increased research reinvestments directly into faculty by over 25% from \$802,520 in 2015-16 to \$1,058,000 in 2018-19.
- Increased John Jay Online graduate programs from two to seven, from 148 students to 555.



- Hispanic 4-year graduation rate improved by 14% in 5 years (all demographic groups improved).
- Hispanic 4-year graduation rate (36%) surpassed the 4-year national average for Hispanics graduating from public institutions (32%).

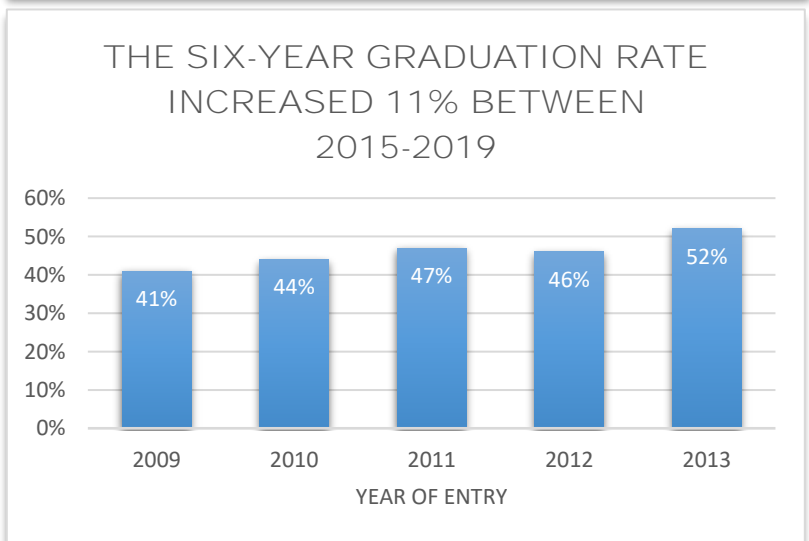
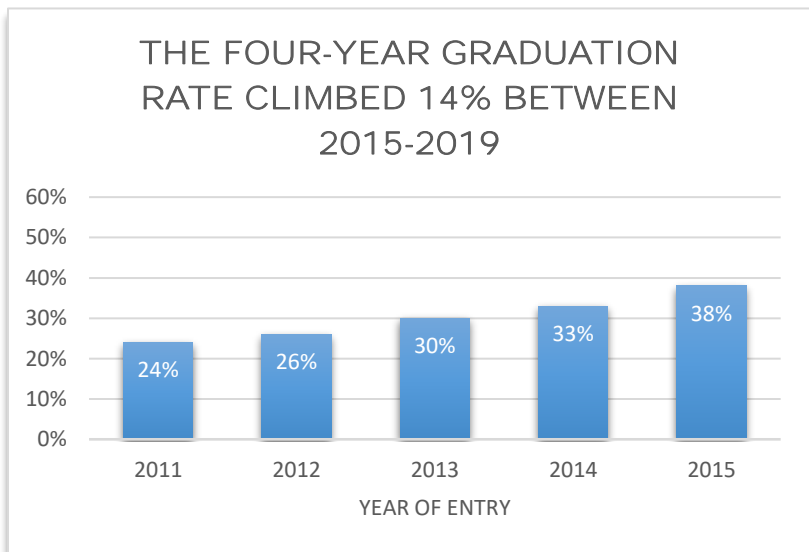
# 1. PROVIDE EVERY STUDENT WITH THE FOUNDATIONS FOR LIFELONG SUCCESS

*“This goal aims to embed [learning] opportunities systematically in all academic and extracurricular programs in order to touch every student.” – 2015 Strategic Plan*

The 2015 strategic plan associated student success with a “carefully planned program of learning, both in and out of the classroom” that aimed to spark “self-awareness” as the foundation of personal and intellectual development. There are inherent difficulties in measuring the success of this goal, as one person’s fulfillment is another’s failure, and not all forms of learning and development look alike. Nonetheless John Jay has many indications that it improved the numbers of students set up with the foundations for lifelong success in the last five years.

By the numbers, more students have been participating in important learning opportunities and more students have been graduating from John Jay than ever before. Because we know that a baccalaureate degree is a critical driver of future financial success and wellness, graduation rates are an indispensable metric of student success. Our four-year, six-year, and transfer-student graduation rates reached all-time highs in 2019 as the result of across-the-college efforts and an infusion of student advising and financial support made possible by increased fundraising. For our graduate students the picture is more mixed. Graduation rates fluctuated between 60-67%.

To ensure extracurricular learning, Student Affairs developed student learning outcomes in 2015 that support lifelong learning: leadership & teamwork, communication, social justice & civility, critical



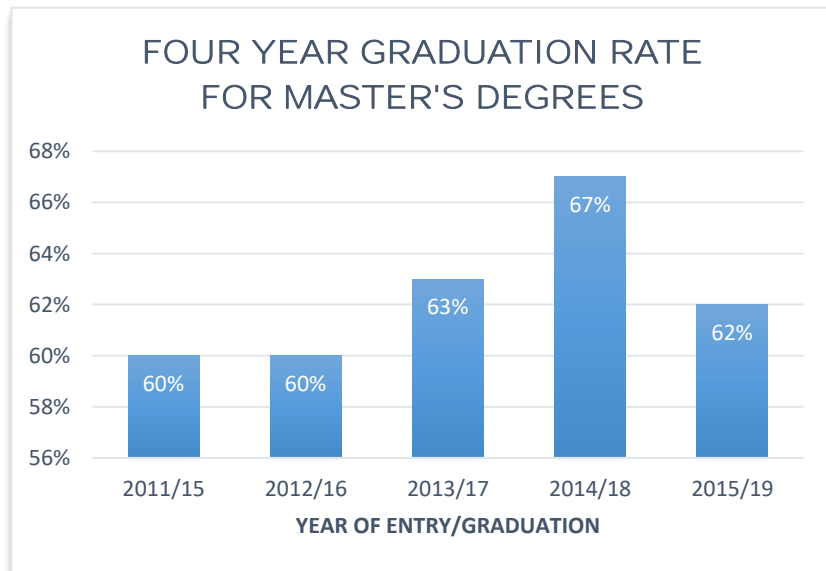
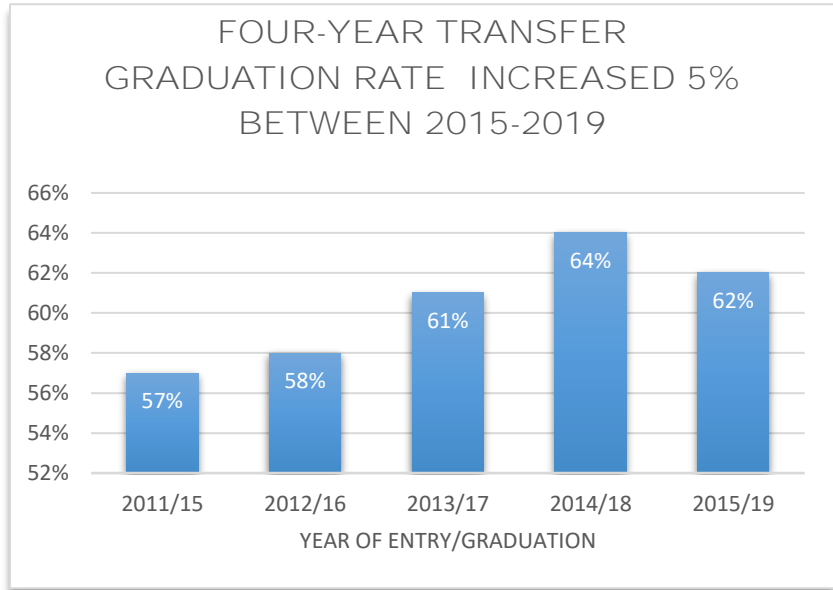
thinking, and healthy living. Critical to healthy living, in 2015 John Jay launched the Wellness Center, which includes a Food Bank and a Single Stop, which provides free legal services, financial counseling, and access to public benefits. To establish campus community and connections Student Affairs initiated the New Student Convocation ceremony and expanded the Weeks of Welcome events.

Student Academic Success Programs (SASP) set up “student success teams” comprised of an academic advisor, a peer success coach, a first-year instructor, and a career counselor to support first year students. In 2017 the college began mandatory advising for transfer students from the CUNY Justice Academy.

Two significant cohort acceleration programs, Apple Corps and ACE, began in 2015. Both programs provide financial, academic, and personal support to approximately 350 students per year and are funded externally, Apple Corps through the NYPD and ACE through a combination of philanthropic partners and the City of New York. Last year ACE achieved a 58% four-year graduation rate for students who entered in 2015.

These programs model how we can improve student outcomes and we have adapted some of their principles for two additional cohort programs, CUSP for those students with 90+ credits at risk of not completing (started 2018-19), and LEAP for first year students not in any other cohort program (started in 2019-20), both of which are funded philanthropically.

The highly successful results from the CUSP program contributed to our 5% leap in four-year graduation rates in 2019. In the 2019-2020 academic year there are 3394 undergraduates currently being served by ACE, Apple Corps, CUSP and LEAP, all externally funded support programs, representing 26% of all undergraduates, and not including other cohort or support programs.



Between 2015-2020, John Jay served 187 Honors students and 120 Macaulay Honors College students with advanced courses, one-on-one advising, and unique cultural, recreational and intellectual enrichment opportunities, including a January 2020 week-long trip to Selma, Alabama for Honors Program students with President Mason. Total financial support for Honors students in these five years was \$943,000, all of which was raised philanthropically.

STEM students were supported by federal the CSTEP Grants and S-STEM Grant with an average \$180,000 in support of about 200 students per year for applications costs for graduate and professional programs (i.e. PhD, PharmD, MD, and JD), Kaplan Test prep cost reimbursements, and stipends for the Junior Scholars Program.

The Pre-Law Institute and the Center for Post-Graduate Opportunities served approximately 9,263 students in all of their programs between fall 2015-fall 2019 with academic counseling, pre-law and graduate school counseling, and scholarship advice. Since 2015, 523 students and alumni have been accepted to one or more law schools, receiving financial awards in excess of \$1,000,000 per year.

To strengthen student learning, the college hired a new General Education Director and a new Director of the Center for Teaching and Learning in 2016. Faculty development in teaching and learning activities expanded dramatically and has been sustained. Faculty coordinators for first-year gateway courses in Sociology, Anthropology and Political Science were appointed who developed course guides for all faculty teaching those courses. The General Education Director secured \$300,000 in CUNY grants for developing courses that use Open Educational Resources; John Jay students have now saved over a million dollars in textbook costs and we have Zero Textbook Cost courses in approximately 120 sections. A faculty board created a *Justice e-Reader* that features key texts on the topic of justice that are chosen with John Jay students in mind and are open access and free to students. The next strategic plan will focus on incorporating these readings into the curriculum.

What no data points can capture are the unique moments of exchange between classmates that developed critical thinking and ethical reasoning, the feedback on an assignment that taught a student a valuable lesson about their performance in the world and how to improve their problem solving, the big leap toward justice advocacy and lifelong success a student took when she ran to become president of the Dreamers Club, or the combination of so many of our desired learning outcomes a student gained when he became a judicial intern. We do know that we provided countless opportunities for students, and, by the numbers, we did right by more students than ever in our history. That said, we also know we can and must do better in the next five years. If 52% of our first-time students are graduating, and 62% of our transfer students are graduating, this means that almost half of the students who come here do not graduate.

Where do we go from here?

In our 2025 Strategic Plan, we will continue to increase student success through focusing on the journey of our students while they are at John Jay. We will raise the funds to support 100% of our freshmen and 3000 transfer students per year in academic cohort-based services. We will work to increase paid internship opportunities for our undergraduate students and paid research opportunities for our graduate students. In order for students perform at the highest levels while taking advantage of these opportunities, we will ensure that they have the practical skills, such as written and oral communications, critical thinking, etc., that are required for successful employment and/or graduate study. Lastly, in order to provide our students with a

fuller understanding of their aspirations and values leading them to an awareness of themselves, we will expand curricular and extracurricular opportunities for experiential learning, creative research, production and problem solving, and technological and information literacy. Furthermore, we aim to make the learning experience of our students more meaningful via the promotion and use of pedagogy and curriculum design that is culturally affirming and increasing the size of our full-time faculty.

## 2. FOSTER A SUPPORTIVE ENVIRONMENT FOR FACULTY

*“As our faculty aspire to national and international prominence in their endeavors, the College has an obligation to increase the resources available for faculty development, support and recognition. Accordingly, we must make a substantial and sustained investment in the faculty so that they are successful in advancing their careers, teaching and mentoring our students, and pursuing scholarship and creative activities that have the potential to transform the world.” – 2015 Strategic Plan*

The 2015 Plan committed to increasing resources for faculty, and there is ample evidence the college did so. The Office for the Advancement of Research (OAR) increased its array of services and financial awards in support of faculty research by 25%. The Provost created a new position, Associate to the Provost for Faculty, under whom Faculty Services and the Teaching and Learning Center (TLC) were reimagined, and a number of faculty development opportunities and services were

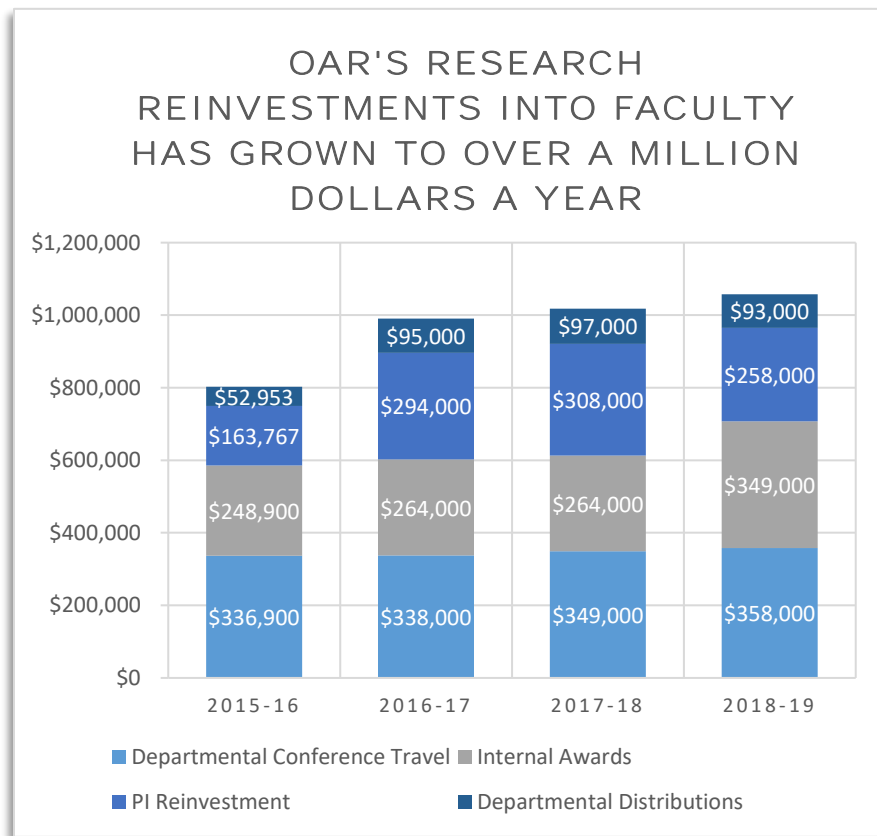
created. If the mark of success in adhering to the plan is simply the investment of financial and personnel resources, we could mark this period successful. However, the COACHE survey of faculty job satisfaction indicates that faculty do not find the college wholly supportive and there are areas of concern that should be taken into account in the upcoming strategic plan.

### INVESTING IN RESEARCH

Financially, OAR increased research reinvestments directly into faculty by over 25% from \$802,520 in 2015-16 to \$1,058,000 in 2018-19. These reinvestments have formed a virtuous cycle by which money invested in faculty research pays off in increased productivity and grants, thus allowing OAR to further invest.

### ASSOCIATE TO THE PROVOST FOR FACULTY

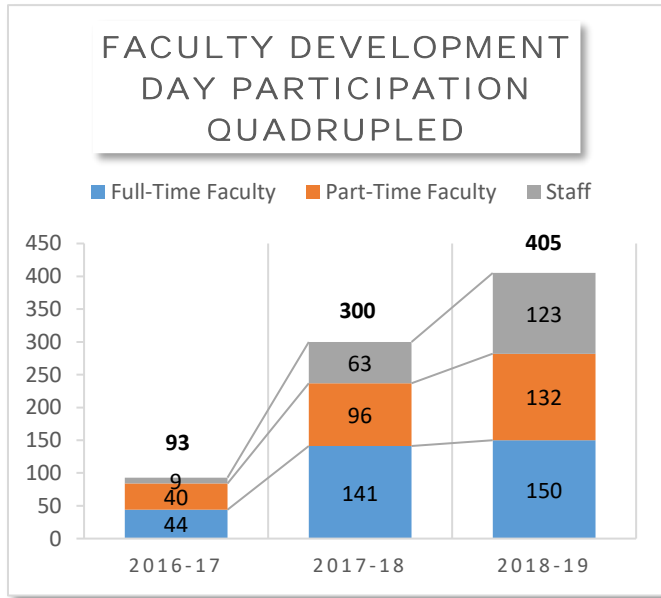
The role of Associate to the Provost for Faculty was created in summer 2016 to support faculty in the personnel process, in forming community across the college, and in developing as teachers. Faculty Services increased its mentoring of faculty in the personnel process through a



new faculty orientation, regularized workshops around the process, the Form C, moving from Associate to Full Professor, individual mentoring, and a Junior Faculty Mentoring Program.

### TEACHING AND LEARNING CENTER

The Teaching and Learning Center was re-launched in summer of 2016 with an annual budget of \$75,000 to invest in faculty development. In its first three years the TLC has increased its participation rates significantly and, thanks to partnering with other offices on campus, the



number of paid faculty and staff in semester and year-long seminars. Where in 2016-17 the number of faculty in paid development seminars on such topics as Practical Teaching, Transfer Students, Online Teaching and Grant Writing were 54, in 2018-19, the number of paid faculty totaled 141 full- and part-time faculty participating in seminars on Problem-Based Learning for Graduate Courses, Teaching at an Hispanic-Serving Institution, Scaffolding Assignments, and designing Open Educational Resources. In 2019-2020 the TLC is supporting two Faculty Fellows in Inclusive Teaching and Online Teaching, respectively, and 7 funded seminars. Between the academic years of 2016-17 to 2018-19, 302 non-repeat faculty members

participated in paid development opportunities and participation in the twice-yearly Faculty Development Day that includes 12-18 individual workshops grew from 195 to 325. It is not an overstatement to say that one-third of faculty participating in purely voluntary development opportunities is a positive sign of the interest and professionalism of John Jay’s professoriate.

### COACHE SURVEYS

The addition of the Associate to the Provost for Faculty, the creation of a website with transparent details of the personnel process as well as individual and group mentoring, and support for teaching were all created in response to the COACHE 2015 faculty job satisfaction survey and the recommendations in the 2016 Report of the COACHE Working Group. The 2019 COACHE survey of faculty job satisfaction, however, showed a faculty that was, at least in spring 2019, largely unhappy with their working conditions and the leadership of the college. John Jay faculty were the least satisfied of faculty at any CUNY senior college with Teaching, Health and Retirement Benefits, Tenure Clarity, Faculty Leadership, and Governance Adaptability. They were among the lowest scoring for Appreciation and Recognition, Departmental Collegiality, Departmental Engagement, Governance Productivity, Governance Understanding, Governance Purpose, Governance Trust, Senior Leadership, Promotion, Tenure Policies, Personal and Family Benefits, and Service.

There are racial and gender differences resulting from the survey of note. Faculty who identify as Hispanic or Latinx are least satisfied with research and service, but the most satisfied with teaching. Faculty who identify as Black or African-American are the least satisfied with

mentoring but the most satisfied with tenure policies. Asian or Asian-American identifying faculty were the most satisfied as a group, and in particular with departmental leadership as well as appreciation and recognition; they were the least satisfied with teaching. Faculty identifying as white were most satisfied with collaboration, and least satisfied with division leadership. Gender differences were not large overall, but the largest gaps manifest in personal and family benefits where men were almost a half point more satisfied than women, and tenure policies, where women were more satisfied than men.

The 2019 COACHE survey of faculty job satisfaction shows that areas that received focus in the 2015 strategic plan did improve. In the 2019 survey faculty rated Research, Teaching, Mentoring, and Promotion to Full Professor as more favorable than in 2015. However, the four areas with the largest drop in favorability, and areas that may need work in the forthcoming strategic plan, are Tenure Expectations: Clarity, Governance: Understanding the Issue at Hand, Governance: Adaptability, and Governance: Productivity.

AREA	2015	2019	CHANGE
Nature of Work: Research	2.87	3.04	+ 0.17
Nature of Work: Teaching	3.11	3.39	+ 0.28
Mentoring	3.03	3.13	+ 0.10
Promotion to Full	3.22	3.40	+ 0.18
Tenure Expectations: Clarity	3.13	2.92	- 0.21
Governance: Understanding the Issue at Hand	2.97	2.81	- 0.16
Governance: Adaptability	2.74	2.58	- 0.16
Governance: Productivity	3.06	2.87	- 0.19

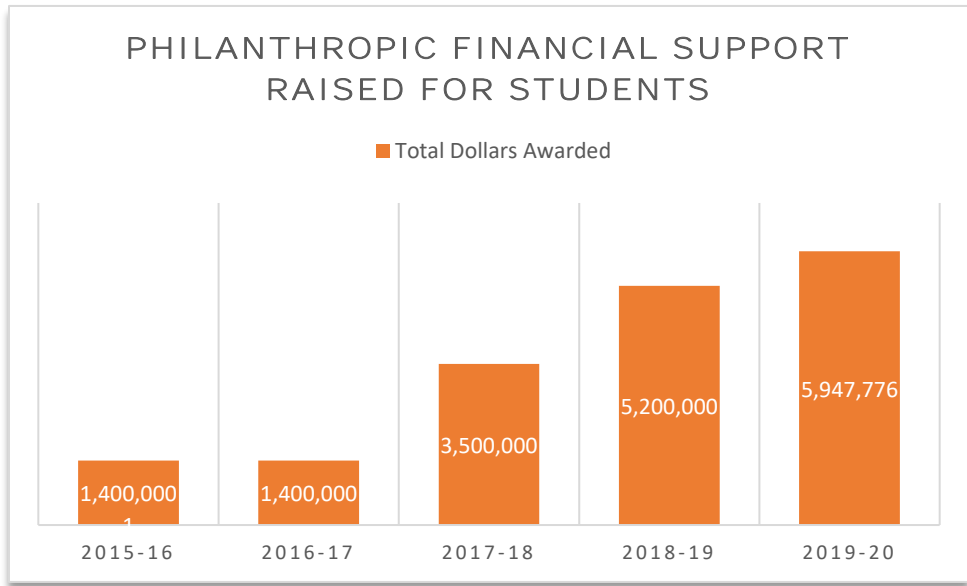
The 2025 Strategic Plan commits to increasing the number and the diversity of our faculty and providing them with the necessary tools for success by building in support and mentoring components at all stages of their careers. The plan also continues to build on research and teaching strengths through expanding our efforts to support all faculty research, with an added emphasis on justice research, which is central to our mission. We will pilot a program that supports faculty efforts to develop innovating curriculum and pedagogies that are devoted to our justice focus.



### 3. PROMOTE STUDENT ACCESS THROUGH SCHOLARSHIPS

*“The College distributes nearly \$1 million in scholarships and fellowships at the present time, but most of it goes to continuing students. Our ability to offer merit scholarships will be key to attracting freshmen, transfers and graduate students with the academic backgrounds to match our increasing expectations for credit accumulation and timely graduation, intellectual engagement, independent and faculty-guided research, and experiential learning both on and off-campus. At the same time, maintaining a diverse student body is of paramount importance.” – 2015 Strategic Plan*

John Jay increased the amount of direct financial support for students, exclusive of New York State or federal financial aid, from \$1,400,000 in 2015-16 to \$5,947,776 in 2019-20. Specifically, programs that provide significant financial support for students are: Honors Program, Macaulay Honors College at John Jay, Ronald E. McNair Post-Baccalaureate Achievement Program, the Ronald H. Brown Law School Prep Program, the ACE Program, Apple Corps, CEEDS.



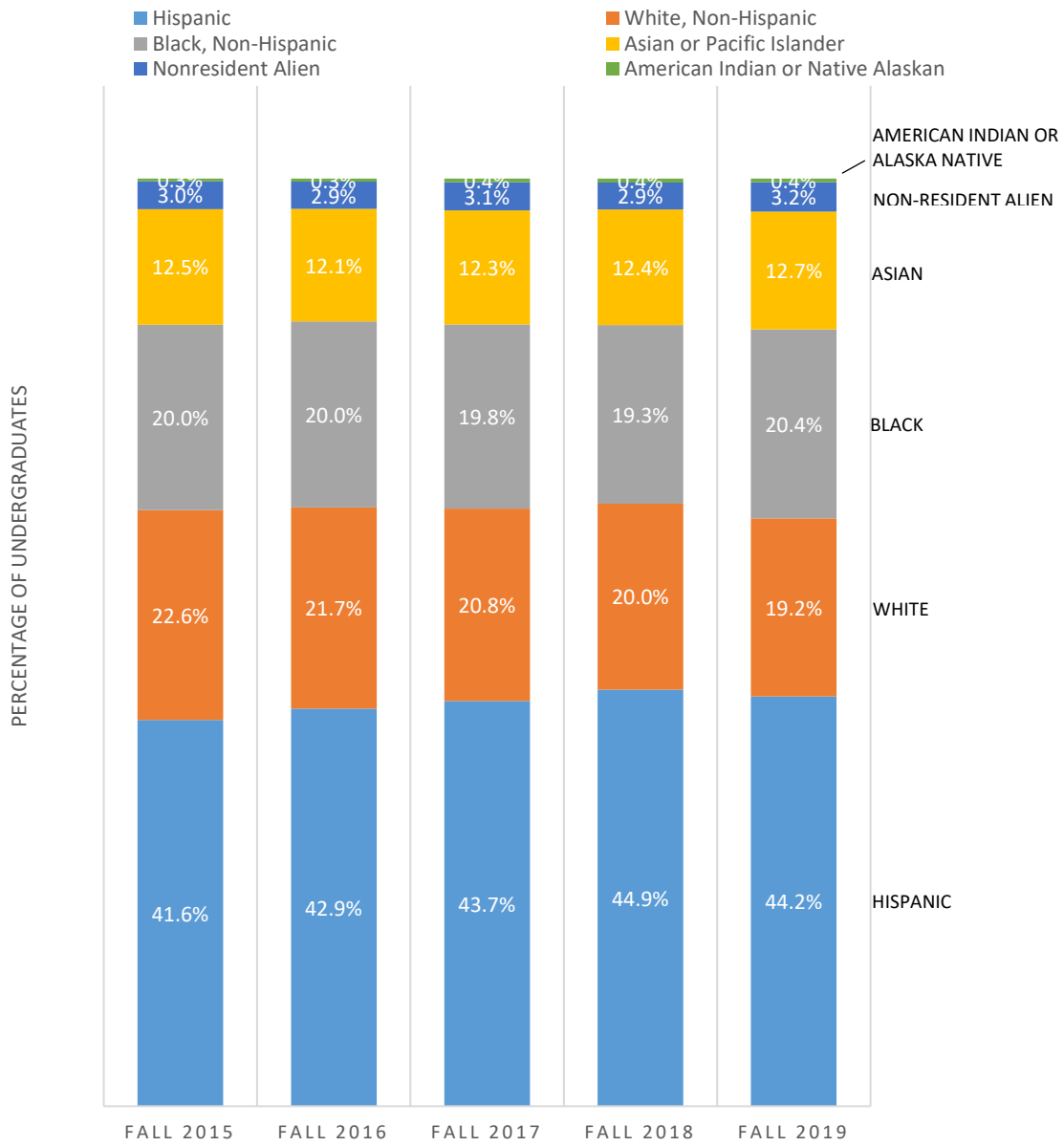
The College has increased other forms of support for students via our Pre-Law Institute and Center for Post-Graduate Opportunities, our PRISM program, our STEM Acceleration Program, our Immigrant Student Success Center, and now LEAP and CUSP. With the exception of the grant-funded

PRISM program, all of the money raised for these activities has come from a vitally re-booted Office for Institutional Advancement which raised over \$10 million dollars in the past two years.

Alongside the goal of providing more scholarship money to students for high academic achievement we aimed to maintain a diverse student body. It is therefore important to understand how the student demographics have changed from 2015-2019. As the chart below demonstrates, our student demographics have been fairly steady over the past five years.

This goal is embedded in goal number one of the in the 2025 strategic plan, supporting students at every step of their John Jay journey as we have committed to raising increased funds to support freshmen and transfer students.

### 5-YEAR UNDERGRADUATE DEGREE-SEEKING ENROLLMENT BY RACE/ETHNICITY



Source: IRABH.CDS.B1.Enrollment, Ethnicity Imputed Group 2 Desc

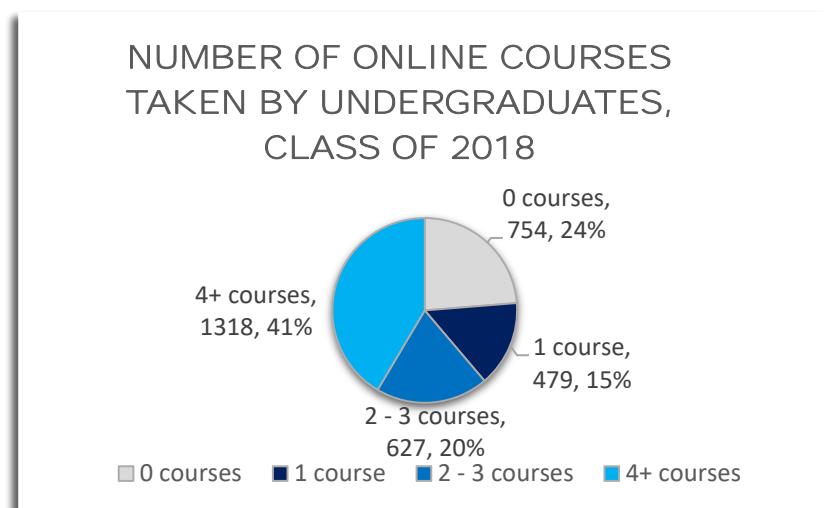
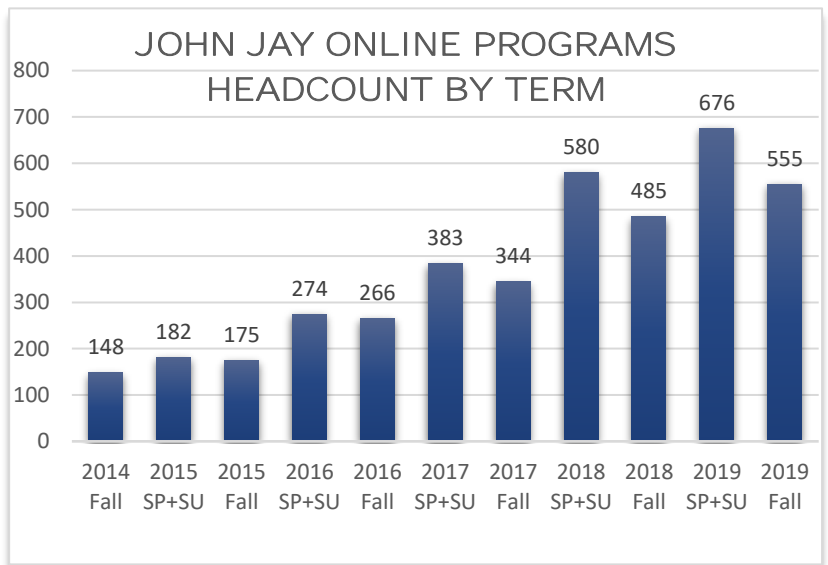
#### 4. EXTEND THE REACH OF THE JOHN JAY EDUCATION THROUGH JOHN JAY ONLINE

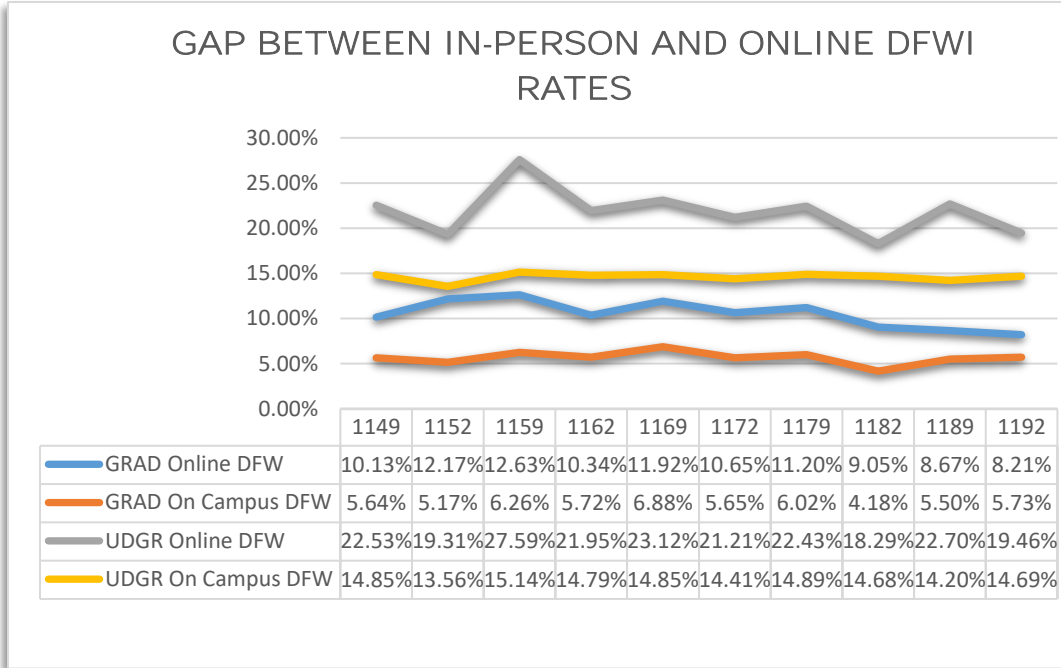
*“To provide our current students with the learning opportunities they seek, and expand access in the global age—a principle that undergirds our justice focused mission—we need to advance our work in online programming. By accelerating the pace of our effort and aligning it with our mission, we can educate our students and transport our College into the future of teaching and learning. We can bring the world’s rich diversity into the classroom and provide our students with the educational experiences they need to launch and further their careers in our global world.” – Strategic Plan 2015*

Growth in graduate John Jay Online programs has been remarkable. In fall 2015 John Jay Online had two graduate degrees and one certificate online with a total headcount of 148 students. In fall 2019 John Jay Online had 7 graduate degrees and 5 certificate programs for a total headcount of 555 students.

At the undergraduate level now 75% of all students take at least one online course before completing their degrees, more than 40% take 4 or more courses online, and 22% of all undergraduate courses are fully online courses. John Jay is a leader within CUNY senior colleges in online education.

While we have a lot to be proud of in terms of building online programs and courses, we have work to do to improve student success in online courses. Presently there is a discrepancy in successful outcomes for students between in-person and online courses at both the graduate and undergraduate levels. With the support of the online education professionals in John Jay Online, the trend toward narrowing the gap in our JJO graduate programs has narrowed to only 3.5% difference. In fall 2019 the JJO resources, now renamed Department of Online Education and Support, have been directed toward those teaching undergraduate courses online as well.





In our 2025 Strategic Plan, we will strengthen both our student and faculty experiences in our online courses through increased faculty development for online teaching practices and a clear focus on narrowing the student success gap between in-person and online courses.

## 5. **ENHANCE JOHN JAY’S IDENTITY AS A HISPANIC-SERVING INSTITUTION**

*“The college will build its identity as a Hispanic-Serving Institution through its comprehensive support of access and success for Latino students and thereby strengthen its commitment to diversity for the benefit of all students.” – Strategic Plan 2015*

In 2015 the college committed to embracing its identity as a Hispanic Serving Institution, recognizing that, at the time, 41% of enrolled students identified as Hispanic, and that the Latinx population is the fastest growing population in New York City and the United States. In the first two years of the plan, limited steps were taken to move this agenda forward. In response, the Latin American and Latinx Studies Department faculty wrote a position paper in November 2017, “John Jay College as a Hispanic-Serving Institution: Meeting the Challenges and the Opportunities” which outlined two measures by which an HSI moves from simply a Hispanic-enrolling institution to a Hispanic-serving institution: outcomes and culture.

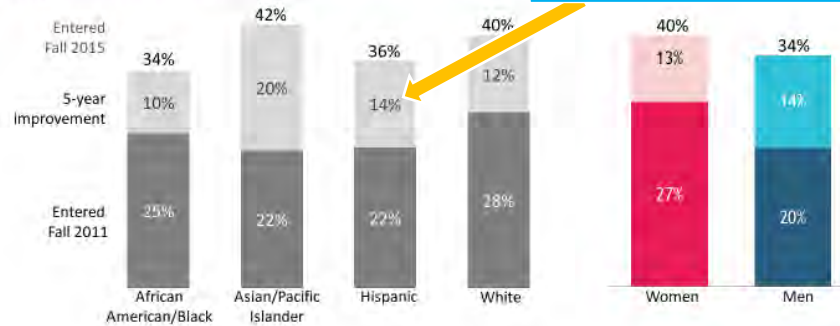
- **OUTCOMES:** An institution that serves its Latinx students should achieve parity in outcomes via graduation rates, post-graduate enrollment and employment.
- **CULTURE:** An HSI that serves its Latinx students should evidence a culture that gives Latinx students a sense of belonging to the campus; develops, reaffirms, and reinforces a positive and self-affirming ethnic identity for its Latinx students; offers ethnic studies curricula and experiences with culturally-relevant pedagogies; and connects Latinx students with administrators, faculty and staff who will serve as positive role models and institutional agents who remove barriers for Latinx student success.

President Mason took this charge seriously and has worked to advance this agenda both through graduation rates as well as through encouraging a cultural shift at John Jay that affirms and celebrates Latinx identities.

The college’s communally-generated *Vision for Student Success* lays out a vision for John Jay to become the premier Hispanic and Minority-Serving Institution in the United States through a top-quality justice education that advocates for and supports Latinx student success, and increases four-year graduation rates by 10% and 6-year graduation rates by 18% in the year 2025. The *Vision* makes equitable graduation rates a priority. We are making progress toward that goal and Hispanic graduation rates are rising. Since 2015 the 4-year graduation rate of

## John Jay graduation rates improved for all ethnicities and genders, yet there are still shifting disparities

5-year graduation rate improvement by ethnicity and by gender  
4-year graduation rate, full-time first-time freshmen



Source: John Jay student data. Percentages are rounded to the nearest percentage point and may not add up due to rounding. Updated December 2019.

Hispanics at John Jay has risen 14% and is now at 36%, surpassing the four-year national average for Hispanics graduating from public institutions, which is 32%. John Jay is working towards building an equity-minded culture that affirms Latinx identity, that hires

and supports Latinx faculty and staff with the aim of creating a culturally-sustaining home for our students at the college, that develops Latinx cultural awareness and responsiveness in non-Latinx staff and faculty, and works at expanding an inclusive curriculum that minimizes and/or makes explicit the impact of white supremacy/colonial culture. To be clear, this cultural shift will not happen quickly.

- Immigrant Student Success Center created in fall 2018 to provide resources, financial support, legal support, mental health support, a community and positive role models for immigrant and undocumented students at John Jay, the majority of whom are Latinx. Fellowship program established in 2019.
- HSI Speaker Series. Over the course of three semesters from spring 2018 through spring 2019 the President's Office, hosted 9 experts to address the college community about what it means for the college to embrace its Hispanic-Serving identity, and how we can improve our practices.
- HSI Faculty Seminars and Faculty Working Group. In conjunction with the speaker series, the TLC offered funded seminars for faculty to identify and address gaps related to effective teaching and learning experiences for Latinx students in one of their courses. In 2018 22 faculty participated in these seminars and of those 18 have continued working as an HSI Faculty Work Group with the TLC. The working group subsequently revised part of the college's student success statement to reflect HSI experience, peer mentored each other in revising assignments and courses, and identified areas of shared effort to improve the college atmosphere for Latinx students.
- Faculty Development. In addition to the HSI Faculty Seminars and Working Group, Faculty Development Day has created significant programming in support of culturally-responsive, Latinx-positive teaching that disrupts biases. Between Fall 2017-Fall 2019 FDD has mounted 17 faculty and administrator-led sessions and one lunchtime community-conversation on such topics as "Our HSI Identity and the Curriculum," "Understanding Latinx Students' Career Planning Engagement," and "Changing Our Teaching and Awareness through Participation in John Jay's HSI Faculty Seminar." These sessions have been attended by 351 non-unique participants.
- Faculty Hiring. Beginning in Fall 2017, faculty on hiring committees have been familiarized with forms of implicit bias that prevent hiring a diverse faculty and

encouraged to work as teams that hire faculty who more closely resemble our student body. The language used in our job ads for faculty has been altered to highlight our enthusiasm for diversity and inclusion and the college's Hispanic-Serving status. The Provost's Office has written letters to PhD-granting HSIs expressing enthusiasm for their graduates to apply for John Jay jobs. As of fall 2019, faculty who identify as Hispanic represent 12% (47/402) of all full-time faculty at John Jay. Though this is double the national average for Hispanic faculty in colleges and universities in the United States, this demonstrates almost no expansion of Hispanic faculty at John Jay since 2015, when Hispanic professors comprised 11% (41/373) of all full-time faculty.

- Curriculum Review. In 2018 both graduate and undergraduate studies inventoried their curricula for Latinx content and presented the findings for discussion at their respective curricular bodies. At the undergraduate level, courses with Latinx content are concentrated in the Latinx and Latin American Studies and the Modern Languages and Literatures departments. Increased Latinx content in the curriculum is being encouraged, and is prominent in the college's new *Justice E-Reader*, and underused resource.
- ¡Adelante! Latinx Leadership Program. Initiated in the 2014-15 academic year as a first-year program, and expanded to a two-year program in 2017, ¡Adelante! is a leadership program that supports the success of about 200 students per year who are interested in Latinx issues by providing intensive mentoring, access to networking and leadership opportunities, and ongoing coaching to earn internships, on-campus jobs, scholarships and other special opportunities. One-year retention of Adelante students is higher than the college average between 80-84% per year, and with 61-70% of students completing 30 credits per year. Encouragingly, the four-year graduation rate of the fall 2015 cohort was 38%, 2% higher than the overall college four-year graduation rate for Hispanics.
- PRISM: Undergraduate Researchers that have participated in mentored research experiences through PRISM have gained admissions to post-graduate programs in STEM and health. Forty of these students (44%) come from underrepresented minorities and 28 (31%) identify as Latinx. The National Science Foundation, and the National Academy of Sciences, and CUNY have all recognized PRISM as a model of excellence for improving the number of underrepresented students in the STEM pipeline.
- Supervisory Training. Human Resources will launch supervisory training for diversity and inclusion for an improved campus climate in spring 2020.
- External Communications. Communications has increased its Latinx content and features, and dedicated a section of our website to our HSI identity. Portions of the website are now available in Spanish. The college website, John Jay News, and social media all have a plan to highlight John Jay's HSI status and to promote students', faculty, and staff's Latinx heritage. Our YouTube channel features an HSI playlist of filmed Latinx events from Hispanic Heritage Month and we have an ongoing #JohnJayHSI social media campaign. Lastly, we have created PSAs in Spanish for Rock the Vote, an Immigrant Center for Student Success video, and created social campaign and infographics for the Immigrant Student Success Center
- Enrollment Management. Recruited from at least 120 predominantly Latinx high schools.
- Orientations. Conducted Spanish-translated orientations for parents
- Parent Outreach. Published Spanish-language newsletters
- Latinx Heritage Month. Committee formed to share calendar of events

In our 2025 Strategic Plan, we expand our focus from enhancing our HSI identity to increasing embodying and promoting our values of equity, diversity and inclusion. We are devoted to reducing graduation equity gaps for all students and increasing our graduation rates for undergraduate and graduate students. With 51% Hispanic undergraduate students and 25% Hispanic graduate students, To further our dedication to educating traditionally underrepresented groups, we will develop a shared framework across faculty that informs a curriculum that is culturally affirming and delivered using an inclusive pedagogy.



## 6. DEVELOP HEALTH-RELATED ACADEMIC PROGRAMS AND COMPREHENSIVE PRE-HEALTH ADVISEMENT

*“John Jay will develop health-related programs of study and build a comprehensive pre-health advisement program, goals which can powerfully support the broader goal of lifelong success for students.” – 2015 Strategic Plan*

In 2015, through a combination of market research and CUNY’s launch of a new school of Public Health, the college committed to finding the resources to build health-related academic programs and further deepen our pre-health advising. However, when President Mason arrived in fall 2017, no investments had been made toward realizing this goal. She determined that it was in the best interest of the college to refocus on its core priorities of justice education and student success. The goal was discontinued.

Our 2025 Strategic Plan turns our attention to improving and expanding financial resiliency, operational efficiency, and the college’s sustainability efforts. While new programs are always attractive, we have decided to first turn our attention within and make better use of the resources we have, creating better alignment between our budgeting process and our strategic priorities.

## 7. GLOBAL CITIZENSHIP FOR JOHN JAY AND OUR STUDENTS

*“We are remaking John Jay as a global institution, and fortunately we have a road map to do so in the report from the Ad Hoc Committee on International Programs.” – 2015 Strategic Plan*

In 2015 the higher education world was globalizing, universities were making connections with students and institutions around the globe, and colleges were increasing their revenues by admitting international students who paid higher tuition. John Jay created the Office of International Studies and Programs to increase its commitment to study abroad programs, facilitate college sponsored research for faculty and students with strategic partners outside the U.S., promote John Jay faculty expertise abroad, and work with a newly created International Advisory Board comprised of John Jay faculty, administrators, and students to internationalize the campus. The college has made progress in these areas, but this area of the college touches few students. Between a rapidly shifting political and global climate and a changing upper administration at the college, this goal was deprioritized. With the exception of one dedicated staff member, there has been no investment in this area. The International Advisory Board has not met in 2019-2020.

While the national average of American students who study abroad is 2% at Colleges and Universities in America, John Jay students go abroad at half that rate. But this is an accomplishment, one that we could not have achieved had we not prioritized global citizenship for John Jay students and the financial support needed to help them study abroad. The Study Abroad Office increased the numbers of students studying abroad from 111 in 2015-16 to 164 in 2018-19, both numbers are a significant leap from the 71 who went abroad in 2008, the year the office opened.

Partnerships and hosting international delegations are an integral part of International Studies and Programs. Partnerships are generally worded agreements where 2 or more parties agree to work together on a common goal, i.e., student exchange, research collaborations, faculty exchange, joint workshops, conferences. The college now enjoys almost double the number of international partnerships than it had in 2015, having grown from 12 active partnerships to 23.

Further, the Office of International Studies and Programs worked with individual faculty to seek grant funded activities in other countries, and received almost \$2 million dollars in grants for faculty expertise between 2015-2017 from El Salvador, the Inter-American Development Bank, Guatemala, Mexico, and Uruguay. At the direction of the provost, this activity stopped in fall 2017 as the college redirected its focus towards John Jay’s core activities, justice education and student success.

Finally, the college has increased the number of international students enrolled from about 145 in fall 2015 to 227 in fall 2019, hailing largely from South and East Asia and the Caribbean, but has done this passively. International students represent 1.5% of total enrolled students.

In our 2025 Strategic Plan, we explore the ways to build upon global citizenship by engaging our diverse student, faculty and staff in continuing our work to make the John Jay environment even more inclusive and affirming of all types of diversity. We will work to increase the diversity of our faculty in order to further embrace and promote from within our values of equity, diversity, and inclusion. In addition, we will focus our passion for doing our part to reduce the

devastating effects of climate change by reducing our carbon footprint through participation in the Sustainability Tracking, Assessment & Rating System (STARS).

