

# **JOHN JAY** COLLEGE OF CRIMINAL JUSTICE

**COLLEGE COUNCIL**

# **AGENDA & ATTACHMENTS**

**THURSDAY, DECEMBER 12, 2024**

---

All meetings begin at 1:40 p.m. and are open to the College Community.

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

December 12, 2024 – 1:40 pm

- I. Adoption of the Agenda
- II. Approval of the Minutes of the November 11, 2024 College Council (Attachment A), **Pg.3**
- III. Members of the College Council Committees [Link](#)
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B6) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

- B1. Revision of BS in Criminal Justice, **Pg.6**
- B2. Revision of BA in Criminology, **Pg.12**
- B3. Revision of BA in English, **Pg.18**
- B4. Revision of the Certificate and Minor in Dispute Resolution, **Pg.29**

**Course Revisions**

- B5. CJBA Bulk Revision: CJBA 210, 220, 230, 240, 241, 250, 361, 365, **Pg.39**
- B6. MAT 302 Probability and Mathematical Statistics II, **Pg.42**

- V. Report from the Committee on Graduate Studies (Attachments C1-C6) –Interim Dean of Academic Programs, Andrew Sidman

**Programs**

- C1. Revision of the MA in Economics, **Pg.44**
- C2. Revision of the Advanced Certificate in Emergency Management, **Pg.48**

**Course Revisions**

- C3. CRJ 779 The Female Offender in Western Society, **Pg.51**
- C4. PSY 716 Assessment and Counseling of the Juvenile Offender, **Pg.53**
- C5. PSY 754 Advanced Forensic Assessment, **Pg.55**
- C6. PSY 774 Advanced Issues in Victim Counseling and Psychotherapy, **Pg.57**

- VI. Future of Public Safety Presentation - Vice President of Justice Initiatives, Erica Bond
- VII. New Business
- VIII. Announcements:
  - Student Council (President Yarik Munoz)
  - Faculty Senate (President Karen Kaplowitz)
  - HEO Council (Vice President Jennifer Lorenzo)
  - Administrative Announcements (President Karol Mason)

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

**The City University of New York**

MINUTES OF THE COLLEGE COUNCIL

November 11, 2024

The College Council held its third meeting of the 2024-2025 academic year on November 11, 2024. The meeting was called to order at 1:50 p.m. and the following members were present:

In-Person: Brian Montes, Chevy Alford, Heath Grant, Jonathan Epstein, Joseph Maldonado, Karen Kaplowitz, Nicole Awai, Ray Patton, Robert Till, Sung-Suk (Violet) Yu, Susan Pickman, Todd Stambaugh, Veronica Hendrick, Vicente Lecuna, Yarik Munoz, Jamella Richmond, David Mao, In-Deria Barrows, Jeff Matthew, Ruby Aguirre, Tiffany Rodriguez, Valeria Pavia Marin, Jennifer Lorenzo, Rulisa Galloway-Perry, Samuel Lopez, Allison Pease, Andrew Sidman, Daniel Matos, Karol Mason, Mark Flower, Angela Crossman\*, Helen Keier\*.

Remotely: Adam McKible, Alejandro Garcia Lozano, Alison Perry, Brian Maule, Catherine Kemp, Heath Brown, Robert Garot, Susan Kang, Najmul Islam, Cortanay Parker, Janice Johnson-Dias, Anthony Carpi\*, Shilpa Viswanath\*, Marie Springer\*.

Excused: Anru Lee, Artem Domashevskiy, Diana Falkenbach, Francis Sheehan, Aneesa Thomas.

Absent: Elton Beckett, Ignacio Sanchez, Joseph Rebello, Nina Fisher, Ned Benton\*, Nicole Elias\*, Terrell Murphy\*, Dor Nave\*, Natalie Chan\*, Carolina Vasquez\*.

Guests: Myrna Forney, Kathy Killoran, Mariath Zacarias Soto, Dr. Kimora, Fatma Najjar, Hunter Johnson, Melissa Dolan, Valerie West.

\* - Alternates

(R)- Remote

- I. Adoption of the Agenda  
The motion was made to approve the agenda. The motion was seconded and approved unanimously.
- II. Approval of the Minutes of the October 15, 2024 College Council  
The motion was made to approve the minutes. The motion was seconded and approved unanimously.
- III. Approval of Members of the College Council Committees  
The motion was made to approve the membership. The motion was seconded and approved unanimously with the following additions:
  - UCASC: Sengkathirkumaran Kalamohan will serve as the third student representative.
  - CSI: Elijah Bernard will replace Yanira Rivera as a student representative.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (Attachments B1-B11) – Interim Dean of Academic Programs, Andrew Sidman

**Programs**

The motion was made to approve item B1. Revision of BS in Applied Mathematics. The motion was seconded and approved unanimously.

The motion was made to approve item B2. Revision of BA in Sociology. The motion was seconded and approved unanimously.

The motion was made to approve item B3. Revision of the John Jay Honors Program. The motion was seconded and approved unanimously.

**New Courses**

The motion was made to approve item B4. CJBA 1XX (130) Evidence of Things Not Seen: Quantitative Reasoning in Criminal Justice. The motion was seconded and approved unanimously.

The motion was made to approve item B5. COR 3YY (was 395) Educating Behind Bars: Policy Implications, Programs and Issues. The motion was seconded and approved unanimously.

The motion was made to approve item B6. ISP 2XX “Doing Justice” (College Option: Justice Core I [200-level]). The motion was seconded and approved unanimously.

**Course Revisions**

The motion was made to approve item B7. CSCI 358 Machine Learning. The motion was seconded and approved unanimously.

The motion was made to approve item B8. ENG 363 Podcasting: Social Impact, Style and Practice. The motion was seconded and approved unanimously.

The motion was made to take the following items as a slate:

B9. HON 181 Honors Colloquium 1

B10. HON 182 Honors Colloquium 2

The motion was seconded and approved unanimously. The motion was made to approve items B9 and B10. The motion was seconded and approved unanimously.

The motion was made to approve item B11. LLS 215 Socio-Political Developments in Contemporary Puerto Rico. The motion was seconded and approved unanimously.

V. Proposal to Amend John Jay College’s Procedure for Awarding Honorary Degrees (Attachment C)- President of the Faculty Senate, Karen Kaplowitz

The motion was made to approve the proposal. After a discussion, the motion was seconded and approved unanimously.

VI. Update from the Student Council on the Projects and Initiatives- President of the Student Government, Yarik Munoz

The Student Council gave a presentation on the ongoing and proposed projects and initiatives.

VII. New Business

No new business was presented.

The meeting was adjourned at 3:05p.m.

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

## Undergraduate Academic Program Revision Form

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

1. **Date submitted:** October 15, 2023
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Evan Mandery
  - b. Email address of proposer: emandery@jjay.cuny.edu
  - c. Phone number: 212-237-8389
3. **Name of major, minor or certificate program being revised:**  
  
**Criminal Justice BA**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: October 11, 2023
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Evan Mandery
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)
  1. We have proposed consolidating our yearlong introductory sequence into a single semester course, CJBA 110, Introduction to Major Issues in Criminal Justice. We accordingly ask that CJBA 111 be removed as a requirement for the major. Changes to the CJBA 110 were approved by UCASC in Spring 2024.
  2. CJBA 111 should be replaced by our new introduction to data science, CJBA 130 Evidence of Things Not Seen: Quantitative Reasoning in Criminal Justice. Approved by College Council, Nov 2024.
  3. Our Research methods course, formerly CJBA 340, has been revised and reclassified as CJBA 260. Part II of the major should be adjusted accordingly. (Approved in Spring 2024).
  4. The following new courses should be included as options under Part Three: Qualitative Research Methods in Criminal Justice (CJBA 350), Managing Criminal Justice Data (352), Visualizing Criminal Justice Data (CJBA 354), and Queering Crime & Justice (CJBA 356).

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

Based upon our self-study we have concluded that our students would be best served by developing facility with data at an earlier point in their academic career, exposing them to a wider variety of research methods, and to additional data management and visualization techniques that are increasingly relevant in criminal justice research and public scholarship.

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

Only the Criminal Justice BA will be affected.

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

We have consulted with sociology regarding the proposed qualitative research methods course and with Wynne Ferdinand regarding CJBA 130. We also consulted with the Sociology Department as we developed the new Qualitative Methods and Queer Criminology courses.

**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).

**Revised Curriculum:**

Course	Prerequisite(s)
<b>Part One. Core Courses: 21 Credits</b>	
CJBA 110 Intro to Major Problems in Criminal Justice I	
CJBA 120 Dimensions of Justice	
CJBA 130 Evidence of Things Unseen	
CJBA 210 Criminal Responsibility	CJBA 110, CJBA 111, ENG 201
CJBA 220 Race, Gender, Ethnicity, Crime and Justice	CJBA 110, CJBA 111, ENG 101
CJBA 230 Understanding Criminal Behavior	CJBA 110, CJBA 111, ENG 101
CJBA 250 Crime Prevention and Control	CJBA 110, CJBA 111, ENG 101
<b>Part Two. Research Methods: 9 Credits</b>	
CJBA 240 Quantitative Inquiry of Problems in Criminal Justice I	CJBA 110, CJBA 111; ENG 101; MAT 108 or 141 or 241 or 242
CJBA 241 Quantitative Inquiry of Problems in Criminal Justice II	CJBA 240; ENG 101; MAT 108 or 141 or 151 or 152 241 or 242
CJBA 260 Research Methods in Criminal Justice	CJBA 110, CJBA 111; CJBA 241; ENG 201
<b>Part Three. Research Focus: 6 Credits (Select two courses)</b>	
CJBA 350 Qualitative Research Methods in Criminal Justice	CJBA 260; ENG 201
CJBA 352 Visualizing Criminal Justice Data	CJBA 260; ENG 201
CJBA 354 Managing Criminal Justice Data	CJBA 260; ENG 201
CJBA 356 Queering Crime & Justice	CJBA 260; ENG 201
CJBA 358 Hate Incidents and Crimes in the United States	CJBA 220; CJBA 260, ENG 201

<b>CJBA 361</b> Rights of the Accused	CJBA 110; <del>CJBA 111</del> ; CJBA 120; CJBA 210; ENG 201
<b>CJBA 363</b> Space, Crime & Place: Methods, Applications & Theory	CJBA 241, ENG 201
<b>CJBA 364</b> Death Penalty: Law and Policy	CJBA 210 or LAW 203 or POL 301; ENG 201
<b>CJBA 365</b> Change and Innovation in Criminal Justice	CJBA 110; <del>CJBA 111</del> ; CJBA 241; ENG 201
<b>CJBA 367</b> Wildlife Crimes	CJBA 241 or STA 250; CJBA 260 or ICJ 310; ENG 201
<b>CJBA 380-381</b> Special Topics in Criminal Justice	CJBA 241, ENG 201
<b>CJBA 385</b> Faculty-Mentored Research in Criminal Justice	ENG 201; permission of instructor
<b>Part Four. Capstone Courses: 6 Credits</b>	
<b>CJBA 410</b> Senior Thesis I	CJBA 260; CJBA 380-381; ENG 201; senior standing & instructor permission
<b>CJBA 411</b> Senior Thesis II	CJBA 410; ENG 201; senior standing & instructor permission



## Criminal Justice [Crime Control and Prevention], Bachelor of Arts

(UG Bulletin 2024-25 reflecting proposed changes)

The BA program in Criminal Justice views crime as a social problem and seeks to develop in its students the capacity to critically assess the normative structure of the existing criminal justice system with an aim to improving its condition and function. The emphasis of the major is on developing analytical skills, ethical reasoning, and a capacity for solving problems. It aspires to cultivate creative and original thinking about one of the most challenging social problems of our time.

Learning Outcomes. Students will:

- Critically evaluate ethical arguments regarding criminal justice policy decisions.
- Critically evaluate the impact of race, gender, and ethnicity on criminal justice policy decisions.
- Construct an original research question, manifesting a familiarity with the existing literature, and an implementable research design.
- Implement that research design through the collection and interpretation of data and to articulate proposals for policy reform.
- Display clarity of expression

Credits Required.

Criminal Justice (Crime Control and Prevention) Major	42
General Education	42
Electives	36
Total Credits Required for B.A. Degree	120

Prerequisites. Students may need to take ~~MAT 105 and/or~~ MAT 108 (or MAT 141) as prerequisites for the required statistics course, CJBA 240.

Advising information. Criminal Justice BA Advising Resources (including a Sample Four Year Degree Map).

Baccalaureate/Master's Program in Criminal Justice. Qualified undergraduate students may enter the Baccalaureate/Master's Program and graduate with both a bachelor's and a master's degree in criminal justice. For additional information, contact Ms. Jennifer Cadeau, 646-781-5833, [jcadeau@jjay.cuny.edu](mailto:jcadeau@jjay.cuny.edu).

Study abroad. Students in the College's Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to specific courses, the student should consult with the coordinator for the major. For information about the College's Study Abroad Program, contact Mr. Kenneth Yanes (212.484.1339, [kyanes@jjay.cuny.edu](mailto:kyanes@jjay.cuny.edu)).

Additional information. Students who enrolled for the first time at the College or changed to this major in September ~~2016~~ **2025** or thereafter must complete the major in the form presented in this bulletin. 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 2024-25 ~~2015-2016~~ Undergraduate Bulletin.

**PART ONE. CORE COURSES** Subtotal: 21 cr.

CJBA 110.	Introduction to Major Problems in Criminal Justice I
<del>CJBA 111.</del>	<del>Introduction to Major Problems in Criminal Justice II</del>
CJBA 120.	Dimensions of Justice
<b><u>CJBA 130.</u></b>	<b><u>Evidence of Things Unseen: Quantitative Reasoning in Criminal Justice</u></b>
CJBA 210.	Legal and Policy Analysis of Criminal Responsibility
CJBA 220.	Race, Gender, Ethnicity, Crime & Justice
CJBA 230.	Understanding Criminal Behavior
CJBA 250.	Crime Prevention & Control

**PART TWO. RESEARCH METHODS** Subtotal: 9 cr.

CJBA 240.	Quantitative Inquiry of Problems in Criminal Justice I
CJBA 241	Quantitative Inquiry of Problems in Criminal Justice II
CJBA <u>260.</u>	Research Methods for Criminal Justice (was <del>CJBA 340</del> )

**PART THREE. RESEARCH FOCUS** Subtotal: 6 cr.

Select TWO of the following<sup>1</sup>:

<b><u>CJBA 350.</u></b>	<b><u>Qualitative Research Methods in Criminal Justice</u></b>
<b><u>CJBA 352.</u></b>	<b><u>Visualizing Criminal Justice Data</u></b>
<b><u>CJBA 354.</u></b>	<b><u>Managing Criminal Justice Data</u></b>
<b><u>CJBA 356.</u></b>	<b><u>Queering Crime &amp; Justice</u></b>
CJBA 358.	Hate Incidents and Crimes
CJBA 361.	Rights of the Accused
CJBA 363.	Space, Crime & Place
CJBA 365	Change & Innovation in Criminal Justice
CJBA 367.	Wildlife Crimes: Issues and Prevention
CJBA 380.	Special Topics in Criminal Justice Research
CJBA 381.	Special Topics in Criminal Justice Research
<b><u>CJBA 385.</u></b>	<b><u>Faculty Mentored Research in Criminal Justice</u></b>

<sup>1</sup> Prior to the start of their junior year, criminal justice BA majors will be required to submit, subject to approval by their advisor or the department chairperson, a plan of study, which culminates in either an internship experience or an original research and writing project. Students may substitute as many as six credits for Part Three with courses outside of the departmental offerings, provided these courses support their research agenda and are consistent with the requirements of the capstone experience.

**PART FOUR. RESEARCH AND WRITING**

Subtotal: 6 cr.

Required

CJBA 410. Supervised Research and Writing (Fall)

CJBA 411. Supervised Research and Writing (Spring)

TOTAL CREDITS: 42

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:** 10/28/2024
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s):  
Marisa Tramontano, SOC Dept Curriculum Committee and UCASC rep
  - b. Email address of proposer:  
mtramontano@jjay.cuny.edu
  - c. Phone number:  
212-393-6418
3. **Name of major, minor or certificate program being revised:**

**Criminology, BA Major**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes: SOC Department Curriculum Committee
  - a. Please provide the meeting date for approval: 10/24/2024
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Richard Haw, Sociology Department Chair  
Carla Barrett, Criminology Major Coordinator
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)
  - a. Revise Major Learning Outcomes
  - b. Add SOC 213 to Part 1: Required Courses for the Criminology Major.  
increasing total major requirements by 3 credits.
  - c. Add Queer Criminology (CJBA 356) to Section 4A of the Criminology Major (Multidisciplinary Electives).
  - d. Add SOC 227 Sociology of Mental Health and SOC 278 Political Sociology to Part Four B – Sociology Electives.
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)
  - a. In response to the self-study, the external review of the Criminology Major, and as part of our ongoing re-examination of all course

descriptions and our overall curriculum, the department curriculum committee sought to revise the Learning Outcomes for the CRIM Major in order to:

- Be more specific and concrete
  - Replace language such as “knowing” and “understanding” with “demonstrate,” “utilize,” and “analyze.”
  - Better reflect the major’s grounding in critical thinking and analysis, as well as its emphasis on structures of inequality and social constructions.
- b. After several exploratory discussions among the full faculty, an open curriculum committee meeting, and an official vote, the SOC-CC decided to add SOC 213: Sociology of Race and Ethnic Relations to the Required Core Courses for the Criminology Major. While students learn about race, ethnicity, and racism in SOC 101 and 203 as well as in a variety of electives, in line with John Jay’s 7 principles, we opted to signal our emphasis on race as a hierarchy of power and social difference in the study of crime and punishment by adding this course.

CJBA 356 Queer Criminology is a new course that offers an important aspect of criminology that will serve our majors well. While we mainstream considerations about gender and sexualities across our course offerings, we currently do not have a multidisciplinary elective focused on the intersections of queer theory and criminology, an ever-growing area of interest among our majors.

- c. Upon review of possible courses for Part Four B – Sociology Electives – we determined that SOC 227 (Sociology of Mental Health) should be on the list of electives and that, in fact, it was an oversight that it was not included. Given the intersection of issues of mental health/illness and issues related to both crimes and punishments, SOC 227 is a very appropriate Sociology Elective for Part Four B of the Criminology Major. Likewise, we would also like to add SOC/POL 278 (Political Sociology) as it is a course about power, including state violence, police brutality, mass incarceration, and other topics pertinent to criminology. These courses not only provide opportunities for students to think about topics related to crime and punishments from new perspectives and levels of analysis, they are also 200-level electives that sophomores and transfer students who have yet to achieve junior standing can take to aid in the progression of acquiring the major requirements.
7. **How do these proposed changes affect other academic programs or departments?**
- a. Which program(s) or department(s) will be affected?

No other department will be affected by the revision to CRIM learning outcomes.

No other department will be affected by adding SOC 213 to the CRIM major as we will staff it and it is already a Gen Ed.

CJBA could be affected in terms of course enrollment by including CJBA 356 (Queer Criminology) in our multidisciplinary electives.

**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>)

Alessandra Early from CJBA who designed Queer Criminology is aware that we are adding Queer Criminology.

**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).

**PLEASE SEE BELOW**

# CRIMINOLOGY, BA

(From UG Bull 2024-25 reflecting proposed changes)

Criminology is the study of crimes, criminals, crime victims, theories explaining illegal and deviant behavior, the social reaction to crime and criminals, the effectiveness of anti-crime policies and the broader political terrain of social control. The major contains courses in sociology, other social science disciplines and the humanities. Students who are planning to attend graduate or professional schools and students who are currently working in criminal justice or other public service fields as well as those planning to do so in the future will find this major of interest.

## Learning Outcomes. Students will:

Current LO1: Know the core literature and debates that make up the discipline of criminology

**Proposed Revision for LO1: Demonstrate a critical understanding of how social structures and forces, such as inequalities, shape social constructions of crime and punishment and how criminologists study these topics**

Current LO2: Understand the key components of criminological theories and the ability to apply them to specific contexts

**Proposed Revision for LO2: Demonstrate familiarity with criminological theories, core literatures and debates, and be able to apply theories to specific contexts**

Current LO3: Understand the methods of criminological research

**Proposed Revision for LO3: Be able to utilize and critically evaluate methods of criminological inquiry**

Current LO4: Make reasoned and informed judgments on issues relating to crime and punishment

**Proposed Revision for LO4: Utilize critical thinking skills, theories, and data to make sound arguments about crime, punishment, and broader social and political issues**

Current LO5: Organize thoughts and communicate arguments effectively in writing

**Proposed Revision for LO5: Demonstrate understanding and analytical skills through writing and presentation**

## Credits Required.

Criminology Major: ~~42-45~~ **39-42**

General Education: 42

Electives: ~~33-36~~ **36-39**

Total Credits Required for B.A. Degree 120

Coordinator. Professor Carla Barrett ([cbarrett@jjay.cuny.edu](mailto:cbarrett@jjay.cuny.edu)) Advising information. Department of Sociology Advising ([socadvising@jjay.cuny.edu](mailto:socadvising@jjay.cuny.edu))

**FOUNDATIONAL COURSES**

SUBTOTAL: 3-6 CR.

Required depending on math placement

MAT 108 Social Science Math

or

MAT 141 Pre-Calculus

SOC 101 Introduction to Sociology

*Advisor's recommendation: MAT 108 or MAT 141 may be used to fulfill the Required Core: Math and Quantitative Reasoning area of the General Education Program depending on students' math placement.*

**PART ONE. DISCIPLINARY REQUIREMENTS**SUBTOTAL: **18** ~~15~~ CR.

Required

SOC 203 Criminology

**SOC 213 Sociology of Race and Ethnic Relations**

SOC 314 Theories of Social Order

SOC 440 Senior Seminar in Criminology

STA 250 Principles and Methods of Statistics

SSC 325 Research Methods in Criminology and Sociology

**PART TWO. APPLICATIONS OF CRIMINOLOGY**

SUBTOTAL: 9 CR.

Select three (two courses must be at the 300-level or above)

SOC 216 Probation and Parole

SOC 236/CRJ 236 Victimology

SOC 275 Political Imprisonment

SOC 301 Penology

SOC 308 Sociology of Violence

SOC 309 Youth, Crime, and Justice

SOC 335 Migration and Crime

SOC 351 Crime &amp; Delinquency in Asia

SOC 354 Gangs and Transnationalism

SOC 360/ECO 360 Corporate and White-Collar Crime

SOC 366 Drugs in US Society

SOC 385 Selected Topics in Criminology

SOC 420 Women and Crime

**PART THREE ADVANCED METHODS**

SUBTOTAL: 3 CR

Select one

SOC 324 Advanced Social Statistics

SOC 327 Advanced Sociological Methodology

SOC 328 Qualitative Research Methods

SOC 329 Evaluation Research



**PART FOUR. ELECTIVES**

SUBTOTAL: 9 CR.

**A MULTI-DISCIPLINARY ELECTIVES**

Select one.

AFR 215 Police and Urban Communities  
 AFR 317 Environmental Racism  
 ANT 230 Culture and Crime  
 ANT 330 American Cultural Pluralism and the Law  
 ANT 340 Anthropology and the Abnormal  
**CJBA 356 Queer Criminology**  
 ECO 315/PSC 315 An Economic Analysis of Crime  
 LAW 310/PHI 310 Ethics and Law  
 LIT 326 Crime, Punishment, and Justice in US Literature  
 LIT 327 Crime, Punishment, and Justice in World Literatures  
 LLS 325 Latinx Experience of Criminal Justice  
 LLS 341 Immigrant Rights in the Americas  
 PSC 216 Crime Mapping  
 PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)  
 PSY 332 The Psychology of Adolescence  
 PSY 372 Psychology of Criminal Behavior

**B. SOCIOLOGY ELECTIVES**

Select two.

SOC 201 Urban Sociology: The Study of City Life  
 SOC 202 Sociology of Families  
 SOC 206 The Sociology of Conflict and Dispute Resolution  
~~SOC 213 Sociology of Race and Ethnic Relations (moves to Part 1 above)~~  
 SOC 222 Crime, Media and Public Opinion  
**SOC 227 Sociology of Mental Health**  
 SOC 240 Social Deviance  
 SOC 251 Sociology of Human Rights  
**SOC 275 Political Imprisonment**  
**SOC 278/ POL 278 Political Sociology**  
 SOC 302 Social Problems  
 SOC 305 The Sociology of Law  
 SOC 350 Social Change  
**SOC 364 Food Justice**  
 SOC 377 Internships for Sociology  
 SOC 387 Faculty Mentored Research Experience in Sociology

TOTAL CREDIT HOURS: **42-45** ~~39-42~~

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:** May 31, 2024
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Caroline Reitz
  - b. Email address of proposer: creitz@jjay.cuny.edu
  - c. Phone number: (914) 357-1927
3. **Name of major, minor or certificate program being revised:**  
  
**English BA**
4. **Department curriculum committee** or other governance body (for interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: May 30, 2024
  - b. Name of department chair or major/minor coordinators approving this proposal:  
Jean Mills
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

Our faculty, as well as the fields that make up English Studies, have evolved since this major was designed over 15 years ago. While our students have always been interested in what the English major can do to prepare them for a career after college, this focus, too, has evolved. The diverse offerings from across our department (Literature, Creative Writing, Digital Media and Journalism, Film Studies, Latinx Lit, Writing and Rhetorics, and Theater Arts) appeal to students and collectively teach skills that are key to academic and professional success, and that align with institutional learning goals: critical thinking, oral/written communication, explorations of justice, and information literacy. The changes represented by this proposal also intend to amend problems that have arisen over the past decade: to remove the bottlenecks in the current major (required prerequisites and too many 300-level requirements in the “Historical Perspectives” section); to better integrate the range of subject areas reflected in our popular minors; to create more flexibility in designing classes emphasizing equity and inclusion; and to provide more pre-professional direction (pre-law, teaching track, professional writing).

The total credits to earn the major will remain at 39 credits but the titles of the sections are being revised and some of the credits shifted around within the major parts.

The Gen Ed category will be renamed General Education Gateway Courses. It will remain one class/3 credits. Courses from COM, DRA, ENG and LLS are being added.

In Part I, we are changing the name from “Critical Skills” to “Required Core” and increasing it from 3 to 12 credits. This section initially comprised one class, LIT 260. We are adding three additional required classes: LIT 104, ENG 247, and LIT 300, which moves from Part II.

We are making changes to Part II, changing the name from “Critical Methods” to “Foundations and Approaches” and reducing it from 6 credits to 3. Students currently take two courses: LIT 300 and LIT 305. LIT 300 is moving to Part I. Students will choose one course from the following list: ENG 212, ENG 233, ENG 255, LIT 236, LIT 265, LIT 275, LIT 305 (remains).

We are combining Part III: Historical Perspectives (12 cr.) and Part IV: Electives (12 cr.) into a new single section, Part III. Electives (18 cr.). The new Part III has three Groups, and each will eventually contain courses that meet the Historical Perspectives Criteria (some courses are in development). These groups are organized to signal to students the diverse offerings of our classes, while underscoring the particular strengths of our faculty. They contain approximately equal numbers of courses. Group A: Literature and Film of the Americas includes classes that make up our Latinx Lit minor as well as most of our film courses which predominantly focus on the U.S.; Group B: Global Literature, Law and Justice includes classes about literature outside the U.S., as well as those courses developed for students interested in law and justice; and Group C: Writing, Media, and Performance includes the majority of our Writing, Journalism, Digital Media and Drama courses. We are changing the required number of Electives from four to six. Students are required to choose at least one from each group, to take two at the 300-level, and take two that are designated “HP” (historical perspectives). It is our hope that the combination of some requirements and more electives will give our students both breadth and depth in this revised English major.

We are expanding student choice in the current Part V: Major Seminar and renaming it Part IV: Senior Seminar/Capstone. Seniors will have a choice of LIT 400, 405, or 409 OR ENG 4XX, a capstone class to be developed fall 2024.

We are also adding an optional “Teaching Track” run jointly with Queens College’s Education Department. Students can take up to four graduate education courses at Queens College via e-permit towards their undergraduate total of 120 credits. Two of these classes, EDU 500 and EDU 565, can count toward the English major as electives (see in Part III below).

To accommodate the changes being proposed the program learning outcomes also need refreshing. The new LO's will be:

Students will:

1. Read and analyze texts (verbal, visual, aural texts) by identifying and interpreting how individual components contribute to the production of meaning.
  2. Identify structural and stylistic conventions associated with genres.
  3. Explain and evaluate the role of historical context in shaping how and why texts are produced and interpreted.
  4. Write critically about texts, making a coherent argument, incorporating textual evidence, and using and citing secondary sources, according to a standardized format.
  5. Compose texts that communicate effectively for different modes, genres, and audiences.
  6. Investigate how power is manifested in texts, and understand and analyze the importance of diverse voices in the pursuit of justice.
6. **Please provide a rationale for the changes:**  
(narrative format to go to CUNY and NYSED reports)

Many of our full-time faculty cannot teach in the current major, given its emphasis on the literary text. It is our hope that these changes will be more inclusive of our entire faculty, will represent department expertise broadly, and, most importantly, will better serve our students with courses and schedules that meet their needs and provide more choice. Students will have more choices overall (an additional two electives), and more opportunity to sample interest areas at the 100- and 200-level.

We have also added courses, such as LIT 104: Whose Stories Get Told, that speak to our college's and department's commitment to principles of diversity and cultural inclusion. This revised major speaks to those principles in additional ways: reducing the number of Historical Perspectives classes, which tend to center a white/western literary cannon, allows for students to encounter marginalized and understudied traditions; and making one of our Learning Outcomes explicitly about educating for cultural inclusion and justice. The redesigned Part II introduces students to a range of approaches to the subdisciplines represented in our department, with a particular emphasis on cultural diversity (LIT 236, LIT 265), multi-media (ENG 212, LIT 275), the college's commitment to justice and our students' interest in law school (LIT 305), and postgraduate employment, with professional writing skills at the center of ENG 233 and ENG 255. This support of career options for our students is also reflected in the teaching articulation agreement with Queens College included in this revision.

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

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

Not applicable.

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>)

Not applicable

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 attached below.**

## English, Bachelor of Arts [from UG Bulletin 2024-25 reflecting the change]

**The John Jay English Major enables students to develop the analytical, critical, imaginative, and communication skills essential for success in their chosen career paths while preparing them for active participation in civic life. Our classes cultivate a lifelong love of learning while inspiring students to make a positive contribution to the broader struggle for justice, equality, and human rights. The John Jay English major serves our students' diverse interests and passions with a range of course offerings across our major and seven minors (Creative Writing, Digital Media and Journalism, English, Film Studies, Latinx Literature, Theatre Arts, and Writing & Rhetoric). Our program's required classes ground every English major in foundational rhetorical and literary skills, while the elective structure enables each student to chart a path through the major built around their individual strengths and interests. Whether they focus on advanced literary analysis or writing, creating or performing, John Jay English Majors learn to communicate clearly, research thoroughly, think critically and ethically, and work collaboratively - skills that employers overwhelmingly identify as key to long-term success.**

English majors read, discuss, and write about literature, film, popular culture and the law from a variety of perspectives. In doing so, they build skills in critical reading and analysis, verbal presentation, argumentation, and persuasive writing. In John Jay's unique English curriculum, students acquire a comprehensive and varied foundation in literary study, and then choose to pursue either the field of Literature in greater depth or an optional concentration in Literature and the Law. The major prepares students for a variety of careers and graduate work in law, public policy, business, education, writing, and government.

**Revised learning outcomes:** Students will:

1. Read and analyze texts (verbal, visual, aural texts) by identifying and interpreting how individual components contribute to the production of meaning.
2. Identify structural and stylistic conventions associated with genres.
3. Explain and evaluate the role of historical context in shaping how and why texts are produced and interpreted.
4. Write critically about texts, making a coherent argument, incorporating textual evidence, and using and citing secondary sources, according to a standardized format.
5. Compose texts that communicate effectively for different modes, genres, and audiences.
6. Investigate how power is manifested in texts, and understand and analyze the importance of diverse voices in the pursuit of justice.

**Learning Outcomes.** Students will:

- 1.—Read texts closely, paying attention to the significance of words, syntax, and their contribution to the meaning of the text as a whole.
- 2.—Identify the key elements and terms of literature, such as tone, form, point of view, figurative language, and plot structure in their analysis of literature.
- 3.—Show awareness of a given genre and its conventions within a historical context.
- 4.—Appropriately use secondary and theoretical sources in support of literary analysis.

5. ~~Write critically on literature, including setting up a thesis, incorporating textual evidence, writing a coherent argument, and citing sources correctly according to a standardized format.~~
6. ~~Produce papers that are edited for clarity and grammatical correctness.~~

### Credits Required:

English BA:	39 credits
General Education:	42 credits
Electives:	39 credits

**English Major CUNY Gateway courses:** ENG 101 Composition I, LIT 260 Introduction to Literary Study, and an Introduction to Literature (transfers as: LIT 230, or LIT 231 or LIT 232, or LIT 233).

**Honors option.** To receive Honors in **the English major Literature**, a student must take both a senior seminar/**capstone (LIT 400, 405, 409 or ENG 4XX)** and an Independent Study that includes a research project, maintaining a GPA of 3.5 within the major. Those interested in Literature and Law can take LIT 405 as their senior seminar and focus their independent study on a related topic.

**Teaching Track Option.** The John Jay English Department has established a partnership with the Queens College Graduate School of Education so English majors can apply to enter a Queens College English Education 4 + 1 Program and work toward a Post-Baccalaureate Initial Certification for teaching high school English. Students in this program complete 12 credits of graduate instruction during their Junior and Senior years at John Jay, and then enroll in Queens College to complete their clinical year. The 12 credits can be counted towards the 120 credits to earn a bachelor's degree, and 6 credits can be applied to the English Majors electives in Part III. To be eligible, English majors must have earned 60 or more undergraduate credits, maintain a GPA of 3.0 or better, in the major, and complete LIT 260 and LIT 300, and at least three additional elective classes.

**Sophomore and Juniors who are interested in pursuing the Teaching Track should contact the faculty advisor, listed on the Departmental website, for guidance (<https://www.jjay.cuny.edu/academics/departments/english>).**

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September ~~2017~~ **2026** or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version can be found in the ~~2016-17~~ **2025-26** Undergraduate Bulletin.

## Curriculum Requirements

### GENERAL EDUCATION GATEWAY FOUNDATIONAL COURSES

Subtotal: 3 cr.

Choose one (some of these courses may also count as electives in Part 3):

**COM 113 Oral Communication**

**COM 115 Social Encounters: Understanding Interpersonal Communication**

**COM 128 Justice and the Outsider** (restricted to Freshmen)

**COM 155 Justice and Communication in Civic Life** (restricted to Freshmen)

**COM 201 Argumentation and Debate**

**COM 250 Persuasion**

DRA 110 Introduction to Film [now LIT 106 below]

**DRA 212 History of Theater from Ancient Greece to Restoration****DRA 217/ LLS 217/ SPA 217 Theater of the Americas****DRA 225 Criminal Justice in Theatre****ENG 131 Self, Media and Society****ENG 133 Language and Justice** (restricted to freshmen)**ENG 212 Into to Creative Writing** (new title: Creative Writing Workshop)**ENG 225 Interpreting Objects, Texts and Culture****ENG 253 Technical Writing in Computer Science, Math and Science****HUM 214 Writing in the Humanities**

ISP 236 Truth &amp; Creativity: How We Make Meaning

ISP 273 The Stories We Tell

**LIT 106 Introduction to Film****LIT 109 Stories and Numbers****LIT 119 Just Joking? Reading and Writing Satire****LIT 130 Magic and Monsters: Past Legends, Imagined Futures****LIT 133 Justice Across Literature** (restricted to freshmen)**LIT 135 Justice and Heroism** (restricted to entering freshmen)**LIT 138 Justice by the Book** (restricted to entering freshmen)**LIT 140 Crime Stories****LIT 142 Science Fiction, Science Fact****LIT 170 Stories for Young People on Page and Screen**

LIT 204 Outlaws

LIT 230 Ancient Literature

LIT 231 Medieval and Early Modern Literature

LIT 232 Reading the Modern World

LIT 233 This is America: Stories of Promise, Power and Protest

LIT 236 Literary Perspectives on Culture &amp; Globalization

LIT 237 Literature as Witness

LIT 239 Science in the Making

LIT 241 Murder on Stage and Screen

**LIT 243 Rights, Wrongs and Literature in Action****LIT 258 Asians Speak Up! Reimagining Asian Lives from East to West****LIT 265 Foundations of US Latinx Lit****LIT 267 Latinx Horror and Gothic in Lit and Film****LIT 268 Latinx Graphic Novel**

LIT 326 Crime, Punishment and Justice in US Lit

LIT 327 Crime, Punishment and Justice in World Lit

**LLS 143 Intro to Latinx Lit****LLS 223 Revolution & Social Change in Latin American Lit & Arts****LLS 270 Afro-Latinx Lit****LLS 273 Latinx Film & Media****LLS 362 Entangled Tongues: Bilingualism in US Latinx Lit****LLS 363 Il-Legal Subjects: US Latinx Lit and the Law****LLS 364 Ethical Strains in US Latinx Lit**

*Advisors recommendation. All courses listed above fulfill one area of the Gen Ed Program.*

**PART ONE: REQUIRED CORE CRITICAL SKILLS**Subtotal: **12 cr.**

Students are encouraged to take these four required courses in a scaffolded sequence, with the 100-level class during the first semester, the 200-level classes in the second and third semesters, and the



300-level class in the fourth.

**LIT 104: Whose Stories Get Told**

LIT 260: Introduction to Literary Studies

**ENG 247: Creative Expression and Human Nature** (to be revised/re-titled F24)  
(moves from Electives)

**LIT 300: Text and Context** (moves from Part Two)

**Advisors note: LIT 104 and ENG 247 satisfy the Flexible Core: Creative Expression area of the Gen Ed Program.**

**PART TWO: FOUNDATIONS AND APPROACHES CRITICAL METHODS**

Subtotal: **3 6 cr.**

Choose one.

**ENG 212: Introduction to Creative Writing**

**ENG 233: News Reporting and Writing**

**ENG 255: Argument Writing**

**LIT 236: Literary Perspectives on Culture and Globalization**

**LIT 265: Foundations of U.S Latinx Literature**

**LIT 275: Language of Film** (to be re-titled Foundations of Film F24?)

~~LIT 300: Text and Context~~ (moves to Part One)

LIT 305: Foundations of Literature and Law

**PART THREE: HISTORICAL PERSPECTIVES** Subtotal: **12 cr.**

Choose four:

~~LIT 370: Topics in Ancient Lit~~

~~LIT 371: Topics in Medieval Lit~~

~~LIT 372: Topics in Early Modern Lit~~

~~LIT 373: Topics in Seventeenth- and Eighteenth-Century Lit~~

~~LIT 374: Topics in Nineteenth-Century Lit~~

~~LIT 375: Topics in Twentieth-Century Lit~~

~~LIT 379: Selected Historical Topics in Lit~~

**PART THREE FOUR: ELECTIVES**

Subtotal: **18 12 cr.**

Students choose ~~six four~~ **classes, at least two classes must be at the 300-level or above, and at least two classes must be marked as “Historical Perspectives” (HP).**

**Additionally, students must choose at least one from each of the three groups below: A) Literature and Film of the Americas, B) Global Literature, Law, and Justice, and C) Writing, Media, and Performance**

**GROUP A: Literature and Film of the Americas**

DRA 217: Theatre of the Americas since 1960

DRA 243: Black Female Sexuality in Film

**EDU 500: Language, Literacy and Culture** (offered at Queens College for Teaching Track, by permission)

ISP 321: Moral, Legal, Ethical Dilemmas that Shape the U. S.

LIT 106: Introduction to Film

LIT 203: New York City in Literature

LIT 223/AFR 223: African-American Literature

LIT 233: This is America: Stories of Promise, Power & Protest

LIT 265: Foundations of Latinx Literature

LIT 267: Latinx Horror and Gothic in Film and Literature  
 LIT 268: Latinx Graphic Novel  
 LIT 275: The Language of Film  
 LIT 283: New York City in Film  
 LIT 284: Film and Society  
 LIT 285: The Rebel in Film  
 LIT 286: The Horror Film  
 LIT 309: Contemporary Fiction  
 LIT 324: Road Movies  
 LIT 325: Science Fiction Film  
 LIT 329: Documentary Film and Media  
 LIT 330: Alfred Hitchcock  
 LIT 331: Steven Spielberg  
 LIT 332: Martin Scorsese and Spike Lee  
 LIT 340/AFR 340: The African-American Experience in America  
 LIT 344: Caribbean Literature and Culture  
 LIT 348: Native American Literature  
 LIT 352: New Fiction  
 LIT 353: Comics and Graphic Novels  
 LIT 357: Latinx Street Literature  
 LIT 383: Gender and Sexuality in Latinx Literature  
 LLS 143: Introduction to Latinx Literature  
 LLS 270: Afro-Latinx Literature  
 LLS 273: Latinx Film and Media  
 LLS 362: Entangled Tongues  
 LLS 364: Ethical Strains in U.S. Latinx Literature

## **GROUP B: Global Literature, Law, and Justice**

### **ARA 301 Themes of Social Justice in Arabic Literature and Film**

DRA 212: History of Theater from Ancient Greece to Restoration  
 DRA 222: History of the Drama II  
 DRA 225: Criminal Justice and Theater  
 DRA 247: Gender on Stage and Screen  
 ENG 250: Writing for Legal Studies  
 ENG 328/ANT 328: Forensic Linguistics  
 ENG 350: Advanced Legal Writing  
 ENG 346: Feminist Rhetorics  
 ISP 322: Making Waves: Troublemakers, Gadflies, and Whistle Blowers  
 ISP 370: John Jay - Vera Institute Fellowship Seminar I (formerly ISP 390)

### **JPN 251 Japanese Manga and Anime: Gender, Culture and Society**

LIT 109: Stories and Numbers  
 LIT 119: Just Joking? Reading and Writing Satire  
 LIT 130: Magic and Monsters: Past Legends, Imagined Futures  
 LIT 140: Crime Stories  
 LIT 142: Science Fiction, Science Fact  
 LIT 204: Outlaws  
 LIT 212: Literature of the African World  
 LIT 230: Ancient Literature  
 LIT 231: Medieval and Early Modern Literature (HP)  
 LIT 232: Reading the Modern World  
 LIT 236: Literary Perspectives on Culture and Globalization  
 LIT 237: Literature as Witness  
 LIT 239: Science in the Making

LIT 241: Murder on Stage and Screen  
 LIT 243: Rights, Wrongs and Literature in Action  
 LIT 258: Asians Speak Up! Reimagining Asian Lives from East to West  
 LIT 305: Foundations of Literature and the Law  
 LIT 311: Literature and Ethics  
 LIT 313: Shakespeare (HP)  
 LIT 314: Shakespeare and Justice (HP)  
 LIT 315: American Literature and the Law  
 LIT 316: Gender and Identity in Literary Traditions  
 LIT 319: Law and Justice in European Medieval Literature (HP)  
 LIT 323: The Crime Film  
 LIT 328: Film Criticism  
 LIT 342: Perspectives on Literature and Human Rights  
 LIT 346: Cultures in Conflict  
 LIT 360: Mythology in Literature (HP)  
 LIT 362: The Bible as Literature (HP)  
 LIT 366: Writing Nature: Literature and Ecology  
 LIT 370: Topics in Ancient Literature (HP)  
 LIT 371: Topics in Medieval Literature (HP)  
 LIT 372: Topics in Early Modern Literature (HP)  
 LIT 373: Topics in 17th and 18th Century Literature (HP)  
 LIT 374: Topics in 19th Century Literature (HP)  
 LIT 375: Topics in 20th Century Literature  
 LLS 363: Il-legal Subjects: U.S. Latinx Lit and the Law

**GROUP C: Writing, Media, and Performance**

COM 201: Argumentation and Debate  
 COM 213: The Impact of the Mass Media on the Administration of Justice  
 DRA 110: Introduction to Theatre  
 DRA 115: Improvisational Theatre  
 DRA 185: Drama in Production  
 DRA 201: Introduction to Playwriting  
 DRA 205: Contemporary Theatre  
 DRA 213: Acting I  
 DRA 214: Acting II  
 DRA 245: Women in Theatre  
 DRA 301: Directing  
 DRA 310: Topics in Theatre  
**EDU 565: Methods of English Education** (offered at Queens College for Teaching Track,  
 by permission)  
 DRA 315: Theatre of the Oppressed  
 ENG 131: Self, Media, and Society  
 ENG 212: Introduction to Creative Writing  
 ENG 215: Poetry, Reading, and Writing  
 ENG 216: Fiction Writing  
 ENG 221: Screenwriting for Film, Television, Internet  
 ENG 225: Interpreting Objects, Texts, and Culture  
 ENG 228: Intro to Language  
 ENG 230: Journalism in the 20th Century  
 ENG 233: News Reporting and Writing  
 ENG 235: Writing for Management, Business, and Public Admin  
 ENG 242: Contemporary Media in Everyday Life  
 ENG 245: Creative Nonfiction  
 ENG 253: Technical Writing

ENG 255: Argument Writing  
 ENG 260: Grammar, Syntax and Style  
 ENG 261: Digital Video Production  
 ENG 285: Selected Topics in Writing  
 ENG 313: Advanced Fiction Writing  
 ENG 316: Advanced Argument Writing and Response: Theory and Practice  
 ENG 320: Writing Workshop in Autobiography  
 ENG 334: Intermediate News Reporting  
**ENG 335: Advanced Professional Writing in Business, Management and Administration**  
 ENG 336: Digital Journalism  
 ENG 363 Podcasting: Social Impact, Style and Practice (being revised to 200-level)  
 ENG 380: Special Topics in Creative Writing  
**HUM 214: Writing in the Humanities: Writing for Real Life**  
 LIT 170: Stories for Young People on Page and Screen

**Other electives:**

ENG 289 Independent Study 200-level  
 ENG 385 Faculty Mentored Research Experience in English  
 ENG 389 Independent Study 300-level  
 ENG 489: Independent Study 400-Level  
 LIT 287: Selected Topics in Literature  
 LIT 289: Independent Study 200-Level  
 LIT 379: Selected Historical Topics in Literature (HP)  
 LIT 380: Advanced Selected Topics in Literature  
 LIT 385: Faculty Mentored Research Experience in Literature  
 LIT 389: Independent Study 300-Level  
 LIT 390: Individual Reading  
 LIT 401: Special Topics  
 LIT 489: Independent Study 400-Level  
 DRA 289: Independent Study 200-level  
 DRA 385 Faculty Mentored Research Experience in Drama  
 DRA 389 Independent Study 300-level  
 DRA 489 Independent Study 400-level

Students who wish to focus their English major coursework in a particular area of study should take a minimum of 3 courses in their choice of Group A, B or C. Please contact the appropriate Group Coordinator, listed on the John Jay English department website, for designated advising.

**PART FOUR FIVE: SENIOR SEMINAR/ CAPSTONE ELECTIVES**

Subtotal: 3 cr.

Choose one.

LIT 400: Senior Seminar in Literature  
 LIT 405: Senior Seminar in Literature and Law  
**LIT 409: Seminar in U.S. Latinx Literature** (moves from Electives)  
**ENG 4xx: Senior Capstone**

TOTAL CREDITS: 39

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu). (Or provide a Dropbox folder link)

1. **Date submitted:** 10/21/24
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Maria R. Volpe, PhD
  - b. Email address of proposer: [mvolpe@jjay.cuny.edu](mailto:mvolpe@jjay.cuny.edu)
3. **Name of graduate program, major, minor or certificate program being revised:**

**Dispute Resolution Certificate Program**  
**Dispute Resolution Minor**
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval:
    - i. 3/6/2023 Soc 247 Cross-cultural Negotiation
    - ii. 12/18/2022 SOC 245 Mindfulness and Managing Conflict
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal:
    - i. Soc Curriculum Committee Chair: Carla Barrett
    - ii. Soc Dept Chair: Robert Garot
    - iii. Dispute Resolution Certificate Coordinator: Maria R. Volpe
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable if there is adequate explanation)

The proposed curriculum changes will add two new courses that were originally offered as SOC 283 Selected Topic courses in Dispute Resolution in Part One of the required Dispute Resolution Certificate. The newly approved courses are SOC 245 Mindfulness and Managing Conflict and SOC 247 Cross-cultural Negotiation. The change proposed for the minor involves adding a new part to the minor to house the new courses plus the Special Topics course and aligns the minor with the structure of the certificate more closely.

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

The proposed changes make temporary courses permanent, increase the transparency of courses offered, increase the number of dispute resolution-specific courses required for the Dispute Resolution Minor. There are no changes to the total credits required for each. This change to the minor allows students to

take one additional Dispute Resolution class and reduces the electives by one class. This exposes students to more subject-specific knowledge which is appropriate for earning the minor. They will still have a choice of 3 elective courses.

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

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

The proposed changes will affect only the Dispute Resolution Certificate and the Dispute Resolution Minor

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

UCASC and CGS suggest prior consultation with academic department chairs, UCASC representatives, program directors 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>). CGS members can be found here: <https://new.jjay.cuny.edu/members-list>.

Other departments or programs will not be affected by the proposed changes. Since the Dispute Resolution Certificate and Minor are housed in the Sociology Dept, the Soc Curriculum Committee fully reviewed the proposed changes. The changes were designed to enhance and clarify the Dispute Resolution course offerings. Faculty teaching in the Program were consulted.

- 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**

# DISPUTE RESOLUTION, Certificate

(from UG Bulletin 2024-25 reflecting proposed changes)

The Dispute Resolution Certificate provides students with an opportunity to learn about the causes, complex dynamics, escalation, de-escalation, and constructive resolution of conflicts in a variety of contexts, from the interpersonal to the international levels. Students also gain knowledge and techniques necessary to negotiate, facilitate, and mediate a wide range of situations. The Dispute Resolution coursework will be invaluable for students in their personal lives, at work, and in graduate school, especially for those students who will enter professions like law, social work, business, etc., where sorting through conflicts is essential.

**Learning Outcomes.** Upon completion of the Dispute Resolution Minor or Dispute Resolution Certificate, students will:

- Recognize the causes of conflict.
- Understand the dynamics and progression of conflict.
- Think more critically about how to process conflict situations.
- Utilize dispute resolution techniques and skills needed to negotiate, facilitate, and mediate in a variety of contexts.
- Additionally, upon completion of the Certificate, the students will have a deeper understanding about conflict and its resolution, and will be able to better apply the skills and knowledge practiced during their internship experience.

Matriculated students who complete this certificate program receive a Certificate in Dispute Resolution from John Jay College, authorized by the Board of Trustees of The City University of New York and the New York State Department of Education upon successful completion of coursework and a practicum.

**Rationale.** The Certificate Program and the Minor in Dispute Resolution enhance a student's undergraduate portfolio, regardless of major. Students will acquire a solid understanding of conflict, its causes, progression, complexity, and management. For students who cannot complete the 21-credit certificate program, the 18-credit minor will still allow them to deepen their critical understanding of conflict. In a global community, understanding and managing conflict should be a core area of study for all students. The Dispute Resolution Certificate Program and Minor at John Jay College offers undergraduate students a unique opportunity, unavailable at most colleges and universities.

**Credits required.** 21 credits for certificate. (18 credits for minor)

**Please note:** Students cannot earn both the minor and the certificate in Dispute Resolution.

**Format. While courses may occasionally be offered online, this is not an online Certificate.**

**Pre-requisite.** SOC 101. This course fulfills the Flexible Core: Individual and Society area of the College's general education requirements. Individual courses listed below may have their own prerequisites. Students are advised to carefully read all course descriptions in this Undergraduate Bulletin when planning their programs, and should consult with the program coordinator.

**Program and minor coordinator.** Professor Maria Volpe, Department of Sociology (212.237.8692, mvolpe@jjay.cuny.edu)

**Additional information.** Students who enrolled for the first time at the College in September **2025** ~~2016~~ or thereafter must complete the certificate/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 certificate/minor. A copy of the earlier version can be obtained in the **2024-25** ~~2015-2016~~ Undergraduate Bulletin.

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

**PART ONE. Required Courses****Subtotal: 12 cr.**

SOC 206 The Sociology of Conflict Dispute Resolution  
~~SOC 283 Selected Topics in Dispute Resolution~~  
 SOC 380 Sociology Laboratory in Dispute Resolution Skill Building  
 SOC 381 Internship in Dispute Resolution

**Select one.**

**SOC 245 Cross-Cultural Negotiation**  
**SOC 247 Mindfulness and Managing Conflict**  
**SOC 283 Selected Topics in Dispute Resolution**

**PART TWO. Electives****Subtotal: 9 cr.**

Select three.

Note: students are encouraged to take courses from a variety of disciplines

AFR 110 Race and the Urban Community  
 AFR 121 Africana Communities in the US  
 AFR 125 Race and Ethnicity in America  
 AFR 129/ PSY 129 The Psychology of the African-American Experience  
 AFR 215 Police and Urban Communities  
 AFR 227 Community-based Approaches to Justice  
 AFR 229 Restoring Justice: Making Peace and Resolving Conflict  
 AFR 237 Institutional Racism  
 AFR 245 Psychology of the African American Family  
 AFR 248 Men: Masculinities in the US  
 AFR 315 Systems of Law, Justice and Injustice across Cultures  
 AFR 317 Environmental Racism  
 AFR 319 Self, Identity and Justice: Global Perspectives  
 AFR 320 Perspectives on Justice in the Africana World  
 AFR 322 Inequality and Wealth  
 AFR 347/ PSY 347 Psychology of Oppression  
 ANT 208 Urban Anthropology  
 ANT 210/ PSY 210 Sex and Culture  
 ANT 220 Language and Culture  
 ANT 310/ PSY 310/ SOC 310 Culture and Personality  
**ANT 315 Systems of Law, Justice and Injustice across Cultures** (to align w minor electives)  
 ANT 330 American Cultural Pluralism, Justice and Law  
 ANT 332 Race, Ethnicity, Class and Gender in Anthological Perspective  
 ANT 345/ PSY 345 Culture, Psychopathology and Healing  
 ANT 247 Structural Violence and Social Suffering  
**CHS 310 Advanced Interpersonal Counseling Skills** (was CSL 210)  
**CHS 311 Field Education in College Community Outreach** (was CSL 211)  
**CJM 348 Justice Planning and Policy Analysis**  
 COM 115 Social Encounters: Understanding Interpersonal Com  
 COM 218 Managerial Com  
 COM 250 Persuasion  
~~CRJ 321 Police Ethics~~ (now PSC 321 below)  
 CRJ 322/ PHI 322 Judicial and Correctional Ethics  
 CRJ 420/ SOC 420 Women and Crime  
 CSL 130 Effective Parenting  
~~CSL 210~~  
~~CSL 211~~  
 CSL 220 Leadership Skills  
 CSL 230 Case Management in Human Services



CSL 233 Multicultural Issues in Human Services  
 CSL 260 Gender and Work Life  
 CSL 342/ PSY 342 Intro to Counseling Psychology  
 DRA 325 Drama Techniques in Crisis Intervention  
 ECO 380 Economics of Labor  
 GEN 205 Gender and Justice  
 GEN 333/ PHI 333 Theories of Gender and Sexuality  
 GEN 356/ HIS 356 Sexuality, Gender, and Culture in Muslim Societies  
 HIS 323 History of Lynching and Collective Violence  
 HIS 383 History of Terrorism  
 HJS 310 Comparative Perspectives on Justice  
 ISP 122 "Those People": Stereotypes in USA  
 ISP 134 Imagining Other Worlds  
 ISP 145 Why Gender Matters  
 ISP 211 Revolutions  
 ISP 224 Constructions of Difference in the USA  
 ISP 236 Truth & Creativity  
 ISP 248 Getting Even: Forgiveness and Revenge  
 ISP 321 Moral, Legal and Ethical Dilemmas that Shape the USA  
 ISP 322 Making Waves; Troublemakers, Gadflies and Whistleblowers  
 ISP 334 Sex, Gender and Justice in Global Perspective  
 ISP 335 Violence in the Pursuit of Justice  
 LAW 206 The American Judiciary  
 LAW 301 Jurisprudence  
 LAW 310/ PHI 310 Ethics and Law  
 LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization  
 LLS 124 Latinx Communities in the US  
 LLS 220 Human Rights and Law in Latin America  
 LLS 241 Latinx Populations and the City  
 LLS 247 Growing up Latinx  
 LLS 255 Latin American Woman in Global Society  
 LLS 265/HIS 265 Class, Race and Family Latin American History  
 LLS 322 Latinx Struggles for Civil Rights and Social Justice  
 LLS 325 Latinx Experience of Criminal Justice  
 LLS 356 Terror and Transnational Justice in Latin America  
 LWS 200 Intro to Law and Society  
 PAD 318 Decisions in Crises  
 PAD 346 Human Resource Administration  
~~PAD 348 Justice Planning and Policy Analysis (now CJM 348)~~  
 PAD 366 Workplace Investigations: Tools, Techniques and Issues  
 PHI 105 Critical Thinking and Informal Logic  
 PHI 202 Philosophical Visions of American Pluralism  
 PHI 204 Symbolic Logic  
 PHI 205 Philosophy of Religion  
 PHI 214 Environmental Ethics  
 PHI 302 The Philosophy of Rights  
 PHI 310/ LAW 310 Ethics and Law  
 POL 206 Intro to Urban Politics  
 POL 235 Judicial Processes and Politics  
 POL 237 Gender and Politics  
 POL 246 Politics of Global Inequality  
 POL 305 Constitutional Rights and Liberties  
 POL 313/ LAW 313 The Law and Politics of Race Relations  
 POL 316 The Politics of Rights  
 POL 318 The Law and Politics of LGBTQ Rights  
 POL 319 Gender and Law  
 POL 320 International Human Rights

POL 362 Terrorism and Politics  
 PSC 202 Police and Diversity  
 PSC 235 Women in Policing  
 PSC 245 Community Policing  
 PSY 180/ PED 180 Stress Management  
 PSY 200 Cognitive Psychology  
 PSY 221 Social Psychology  
 PSY 231 Developmental Psychology  
 PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)  
 PSY 255 Group Dynamics in Chemical Dependency Counseling  
 PSY 320 Brain and Behavior  
 PSY 324 Sensation and Perception  
 PSY 332 Psychology of Adolescence  
 PSY 333 Psychology of Gender  
 PSY 336 Group Dynamics  
 PSY 339 Key Concepts in Psychotherapy  
 PSY 352 Multicultural Psychology  
 PSY 353 Theories of Personality  
 PSY 370/ LAW 370 Psychology and the Law  
 PSY 375 Family Conflict and the Family Court  
 SOC 160 Social Aspects of Alcohol Abuse  
 SOC 201 Urban Sociology  
 SOC 202 Sociology of Families  
 SOC 213 Sociology of Race and Ethnic Relations  
 SOC 215 Women and Social Control in the US  
 SOC 227 Sociology of Mental Health  
 SOC 236/ CRJ 236 Victimology  
 SOC 251 Sociology of Human Rights  
 SOC 252 Environmental Sociology  
 SOC 305 The Sociology of Law  
 SOC 308 The Sociology of Violence  
 SOC 333 Gender Issues in ICJ  
 SOC 343 Global Social Movements  
 SOC 350 Social Change  
 SOC 354 Gangs and Transnationalism  
 Various departments: Fieldwork Practicum

*SOC ~~386~~ 282 can be used towards electives if the topic is applicable with permission of the Dispute Resolution Coordinator.*

TOTAL CREDITS: 21

# DISPUTE RESOLUTION, Minor

(from UG Bulletin 2024-25 with proposed changes)

The Dispute Resolution Minor and the Dispute Resolution Certificate in this bulletin provide students with an opportunity to learn about the causes, complex dynamics, escalation, de-escalation, and constructive resolution of conflicts in a variety of contexts, from the interpersonal to the international levels. Students also gain knowledge and techniques necessary to negotiate, facilitate, and mediate a wide range of situations. The Dispute Resolution coursework will be invaluable for students in their personal lives, at work, and in graduate school, especially for those students who will enter professions like law, social work, business, etc., where sorting through conflicts is essential.

**Learning Outcomes.** Upon completion of the Dispute Resolution Minor or Dispute Resolution Certificate, students will:

- Recognize the causes of conflict.
- Understand the dynamics and progression of conflict.
- Think more critically about how to process conflict situations.
- Utilize dispute resolution techniques and skills needed to negotiate, facilitate, and mediate in a variety of contexts.

Additionally, upon completion of the Certificate, the students will have a deeper understanding about conflict and its resolution, and will be able to better apply the skills and knowledge practiced during their internship experience.

Matriculated students who complete the certificate program receive a certificate in dispute resolution from John Jay College, authorized by the Board of Trustees of The City University of New York and the New York State Department of Education upon successful completion of coursework and a practicum. See Certificate Programs in this bulletin.

**Rationale.** The Certificate Program and the Minor in Dispute Resolution enhance a student's undergraduate portfolio, regardless of major. Students will acquire a solid understanding of conflict, its causes, progression, complexity, and management. For students who cannot complete the 21-credit certificate program, the 18-credit minor will still allow them to deepen their critical understanding of conflict. In a global community, understanding and managing conflict should be a core area of study for all students. The Dispute Resolution Certificate Program and Minor at John Jay College offers undergraduate students a unique opportunity, unavailable at most colleges and universities.

**Credits required.** 18 credits for Minor

**Prerequisite.** SOC 101. This course fulfills the Flexible Core: Individual and Society area of the College's general education requirements. Individual courses listed below may have their own prerequisites. Students are advised to carefully read all course descriptions in this Undergraduate Bulletin when planning their programs, and should consult with the program coordinator.

**Program and Minor Coordinator.** Professor Maria Volpe, Department of Sociology (212.237.8692, mvolpe@jjay.cuny.edu)

**Additional information.** Students who enrolled for the first time at the College in September 2016 or thereafter must complete the certificate/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 certificate/minor. A copy of the earlier version can be obtained in the 2015–2016 Undergraduate Bulletin.

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

**Please note:** Students cannot earn both the minor and the certificate in Dispute Resolution.

**PART ONE. Required Courses**  
**Required**

**Subtotal: 9 6 cr.**

SOC 206 The Sociology of Conflict and Dispute Resolution  
SOC 380 Sociology Laboratory in Dispute Resolution Skill Building

**Select one.**

**SOC 245 Mindfulness and Managing Conflict**  
**SOC 247 Cross-cultural Negotiation**  
**SOC 283 Selected Topics in Dispute Resolution**

**PART TWO. Electives**

**Subtotal: 9 12 cr.**

Select **three**. ~~four~~.

Note: Students are encouraged to take courses from a variety of disciplines

AFR 110 Race and the Urban Community  
AFR 121 Africana Communities in the US  
AFR 125 Race and Ethnicity in America  
AFR 129/ PSY 129 The Psychology of the African-American Experience  
AFR 215 Police and Urban Communities  
AFR 227 Community-based Approaches to Justice  
AFR 229 Restoring Justice: Making Peace and Resolving Conflict  
AFR 237 Institutional Racism  
AFR 245 Psychology of the African American Family  
AFR 248 Men: Masculinities in the US  
AFR 315 Systems of Law, Justice and Injustice across Cultures  
AFR 317 Environmental Racism  
AFR 319 Self, Identity and Justice: Global Perspectives  
AFR 320 Perspectives on Justice in the Africana World  
AFR 322 Inequality and Wealth  
AFR 347/ PSY 347 Psychology of Oppression  
ANT 208 Urban Anthropology  
ANT 210/ PSY 210 Sex and Culture  
ANT 220 Language and Culture  
ANT 310/ PSY 310/ SOC 310 Culture and Personality  
ANT 315 Systems of Law, Justice and Injustice across Cultures  
ANT 330 American Cultural Pluralism, Justice and Law  
ANT 332 Race, Ethnicity, Class and Gender in Anthological Perspective  
ANT 345/ PSY 345 Culture, Psychopathology and Healing  
ANT 247 Structural Violence and Social Suffering  
**CHS 310 Advanced Interpersonal Counseling Skills** (was CSL 210)  
**CHS 311 Field Education in College Community Outreach** (was CSL 211)  
**CJM 348 Justice Planning and Program Evaluation**  
COM 115 Social Encounters: Understanding Interpersonal Com  
COM 218 Managerial Com  
COM 250 Persuasion  
~~CRJ 321 Police Ethics~~ (now PSC 321 below)  
CRJ 322/ PHI 322 Judicial and Correctional Ethics  
CRJ 420/ SOC 420 Women and Crime  
CSL 130 Effective Parenting  
~~CSL 210~~  
~~CSL 211~~

CSL 220 Leadership Skills  
 CSL 230 Case Management in Human Services  
 CSL 233 Multicultural Issues in Human Services  
 CSL 260 Gender and Work Life  
 CSL 342/ PSY 342 Intro to Counseling Psychology  
 DRA 325 Drama Techniques in Crisis Intervention  
 ECO 380 Economics of Labor  
 GEN 205 Gender and Justice  
 GEN 333/ PHI 333 Theories of Gender and Sexuality  
 GEN 356/ HIS 356 Sexuality, Gender, and Culture in Muslim Societies  
 HIS 323 History of Lynching and Collective Violence  
 HIS 383 History of Terrorism  
 HJS 310 Comparative Perspectives on Justice  
 ISP 122 “Those People”: Stereotypes in USA  
 ISP 134 Imagining Other Worlds  
 ISP 145 Why Gender Matters  
 ISP 211 Revolutions  
 ISP 224 Constructions of Difference in the USA  
 ISP 236 Truth & Creativity  
 ISP 248 Getting Even: Forgiveness and Revenge  
 ISP 321 Moral, Legal and Ethical Dilemmas that Shape the USA  
 ISP 322 Making Waves; Troublemakers, Gadflies and Whistleblowers  
 ISP 334 Sex, Gender and Justice in Global Perspective  
 ISP 335 Violence in the Pursuit of Justice  
 LAW 206 The American Judiciary  
 LAW 301 Jurisprudence  
 LAW 310/ PHI 310 Ethics and Law  
 LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization  
 LLS 124 Latinx Communities in the US  
 LLS 220 Human Rights and Law in Latin America  
 LLS 241 Latinx Populations and the City  
 LLS 247 Growing up Latinx  
 LLS 255 Latin American Woman in Global Society  
 LLS 265/HIS 265 Class, Race and Family Latin American History  
 LLS 322 Latinx Struggles for Civil Rights and Social Justice  
 LLS 325 Latinx Experience of Criminal Justice  
 LLS 356 Terror and Transnational Justice in Latin America  
 LWS 200 Intro to Law and Society  
 PAD 318 Decisions in Crises  
 PAD 346 Human Resource Administration  
~~PAD 348 Justice Planning and Policy Analysis (now CJM 248)~~  
 PAD 366 Workplace Investigations: Tools, Techniques and Issues  
 PHI 105 Critical Thinking and Informal Logic  
 PHI 202 Philosophical Visions of American Pluralism  
 PHI 204 Symbolic Logic  
 PHI 205 Philosophy of Religion  
 PHI 214 Environmental Ethics  
 PHI 302 The Philosophy of Rights  
 PHI 310/ LAW 310 Ethics and Law  
 POL 206 Intro to Urban Politics  
 POL 235 Judicial Processes and Politics  
 POL 237 Gender and Politics  
 POL 246 Politics of Global Inequality  
 POL 305 Constitutional Rights and Liberties  
 POL 313/ LAW 313 The Law and Politics of Race Relations  
 POL 316 The Politics of Rights  
 POL 318 The Law and Politics of LGBTQ Rights

POL 319 Gender and Law  
 POL 320 International Human Rights  
 POL 362 Terrorism and Politics  
 PSC 202 Police and Diversity  
 PSC 235 Women in Policing  
 PSC 245 Community Policing  
**PSC 321 Police Ethics**  
 PSY 180/ PED 180 Stress Management  
 PSY 200 Cognitive Psychology  
 PSY 221 Social Psychology  
 PSY 231 Developmental Psychology  
 PSY 242 Psychological Disorders and Distress (formerly Abnormal Psychology)  
 PSY 255 Group Dynamics in Chemical Dependency Counseling  
 PSY 320 Brain and Behavior  
 PSY 324 Sensation and Perception  
 PSY 332 Psychology of Adolescence  
 PSY 333 Psychology of Gender  
 PSY 336 Group Dynamics  
 PSY 339 Key Concepts in Psychotherapy  
 PSY 352 Multicultural Psychology  
 PSY 353 Theories of Personality  
 PSY 370/ LAW 370 Psychology and the Law  
 PSY 375 Family Conflict and the Family Court  
 SOC 160 Social Aspects of Alcohol Abuse  
 SOC 201 Urban Sociology  
 SOC 202 Sociology of Families  
 SOC 213 Sociology of Race and Ethnic Relations  
 SOC 215 Women and Social Control in the US  
 SOC 227 Sociology of Mental Health  
 SOC 236/ CRJ 236 Victimology  
**SOC 245 Mindfulness and Managing Conflict**  
**SOC 247 Cross-cultural Negotiation**  
 SOC 251 Sociology of Human Rights  
 SOC 252 Environmental Sociology  
 SOC 305 The Sociology of Law  
 SOC 308 The Sociology of Violence  
 SOC 333 Gender Issues in ICJ  
 SOC 343 Global Social Movements  
 SOC 350 Social Change  
 SOC 354 Gangs and Transnationalism  
 Various departments: Fieldwork Practicum

*SOC ~~386~~ ~~282~~ can be used towards electives if the topic is applicable with permission of the Dispute Resolution Coordinator.*

TOTAL CREDITS FOR MINOR: 18 cr.

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## 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 Academic Programs.

Date Submitted: October 29, 2024

1. Name of Department or Program: Criminal Justice

2. Contact information of proposer(s):

Name(s): Evan Mandery

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

Phone number(s):

3. Current number and title of course: **Bulk CJBA Revisions: CJBA 210, 220, 230, 240, 241, 250, 361, 365 (see table below)**

4. Current course description: Varies

a. Number of credits: 3

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

c. Current prerequisites: See table below.

5. Describe the nature of the revision (what are you changing?): We are adjusting the course prerequisites to remove CJBA 111. CJBA 111 will no longer be offered as it is being removed from the CJBA major. CJBA 240-241 prerequisites are being adjusted to include the new Calculus course sequence as alternative prerequisites.

6. Rationale for the proposed change(s): Since the CJBA major is being revised and removing the CJBA 111 course, the pre-requisites for some of the subsequent courses need to be adjusted so students can seamlessly register. We are also updating the list of the math courses that can be pre-requisites to the CJBA 240-241 statistics classes to reflect the new course sequence for student who place into calculus (MAT 151, 152).

7. Text of proposed revisions (use N/C, No change, where appropriate):

- a. Revised course description: N/C
- b. Revised course title: N/C
- c. Revised short title (the original can be found on CUNYFirst, max of 30 characters including spaces!): N/C
- d. Revised learning outcomes: N/C
- e. Revised assignments and activities related to revised outcomes: N/C
- f. Revised number of credits: N/C
- g. Revised number of hours: N/C
- h. Revised prerequisites: **See table below**

8. Enrollment in past semesters: N/C

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: October 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Prof. Evan Mandery, Chair, Department of Criminal Justice



Course	Current Prerequisite(s)	New Prerequisite(s)
<b>Part One. Core Courses: 21 Credits</b>		
<b>CJBA 210</b> Criminal Responsibility	<del>CJBA 111</del> , ENG 201	<b><u>CJBA 110</u></b> , ENG 201
<b>CJBA 220</b> Race, Gender, Ethnicity, Crime and Justice	<del>CJBA 111</del> , ENG 201	<b><u>CJBA 110</u></b> , ENG 201
<b>CJBA 230</b> Understanding Criminal Behavior	<del>CJBA 111</del> , ENG 201	<b><u>CJBA 110</u></b> , ENG 201
<b>CJBA 240</b> Quantitative Inquiry of Problems in Criminal Justice I	<del>CJBA 111</del> , ENG 101, MAT 108 or 141 or <del>241 or 242</del>	<b><u>CJBA 110</u></b> , ENG 101, MAT 108 or 141 or <b><u>151 or 152</u></b>
<b>CJBA 241</b> Quantitative Inquiry of Problems in Criminal Justice II	CJBA 240, ENG 101, MAT 108 or 141 or <del>241 or 242</del>	CJBA 240, ENG 101, MAT 108 or 141 or <b><u>151 or 152</u></b>
<b>CJBA 250</b> Crime Prevention and Control	<del>CJBA 111</del> , ENG 201	<b><u>CJBA 110</u></b> , ENG 201
<b>CJBA 361</b> Rights of the Accused	<del>CJBA 111</del> , CJBA 120, CJBA 210, ENG 201	<b><u>CJBA 110</u></b> , CJBA 120, CJBA 210, ENG 201
<b>CJBA 365</b> Change and Innovation in Criminal Justice	CJBA 110, <del>CJBA 111</del> , CJBA 241, ENG 201	CJBA 110, CJBA 241, ENG 201

**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: 10/10/2024

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

2. Contact information of proposer(s):

Name(s): Hunter Johnson, Samira Zaroudi

Email(s): [hujohnson@jjay.cuny.edu](mailto:hujohnson@jjay.cuny.edu) [szaroudi@jjay.cuny.edu](mailto:szaroudi@jjay.cuny.edu)

Phone number(s):

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

4. Current course description: Theory and methods of testing statistical hypotheses including Neyman-Pearson theorem, likelihood ratio tests, power function study, etc. Point and interval estimation of statistical parameters, including study of unbiased, consistent, efficient and sufficient estimators. Results applied to problems from different fields involving binomial, Poisson, normal and related distributions.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, MAT 152 or MAT 242 and MAT 301

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

6. Rationale for the proposed change(s): The current course description goes back to the 1970's. The MAT 302 course was not regularly taught until spring semester 2020, when the Applied Mathematics major was established at John Jay. Since the authoring of the original course description, the importance of computing in statistics has grown, and applications of statistics to data science and machine learning have emerged. The content of the course has been modified to include nonparametric methods and more emphasis on regression, both because of their inherent value in modern statistics, and to better support the Data Science track of the Applied Math Major. An update to the course description will more accurately reflect the content of the course and may also serve to attract interest from students from the mathematics minor and

other majors with an interest in data science.

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

a. Revised course description: **This course is the second of two courses in mathematical statistics. It emphasizes statistical topics that are important for data science, in particular statistical inference. Topics include: Point and Interval estimation of parameters including the study of unbiased, consistent, efficient and sufficient estimators, methods of moments and maximum likelihood estimation and confidence intervals, theory and methods of statistical hypothesis testing including Neyman-Pearson principle, likelihood ratio test and power of the test, analysis of variance (ANOVA), linear and multiple regression, goodness of fit tests and nonparametric tests.**

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: NA

8. Enrollment in past semesters: Offered Spring semesters since 2020. Usually, 8-12 students enroll.

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: 10/09/2024

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal: Shweta Jain, Chairperson, Department of Math and Computer Science.

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu). (Or provide a Dropbox folder link)

1. **Date submitted:** 10/16/2024
2. **Department or program proposing these revisions:**
  - a. Name and contact information of proposer(s): Ian Seda-Irizarry
  - b. Email address of proposer: iseda@jjay.cuny.edu
  - c. Phone number: 516-523-5172
3. **Name of graduate program, major, minor or certificate program being revised:**

### Economics Master's Program (ECO-MA)

4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: October 2<sup>nd</sup> 2024, vote 7-0-0 by CORE faculty present in departmental faculty meeting.
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal:
 

Geert Dhondt (chair) + Ian Seda-Irizarry (GPD)
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

We would like to make Eco 752 (Research Methods II) an elective course instead of a required one as it currently stands, thereby bringing down the number of required courses for our degree to 6. The total number of credits required for graduation would stay the same, which means students would now take one extra elective course.

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

We want to provide more flexibility for students to take other elective courses, especially if they are not using econometrics in their own professional work. It also provides us more flexibility for scheduling and assigning faculty personnel. For those students interested in continuing with their econometrics studies, we would provide appropriate elective courses every Fall semester, for example, Eco 752 as it stands and/or Eco 753 (Economics for New York).

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

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

N/A

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

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>)

N/A

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

## MA IN ECONOMICS

[from Grad Bulletin 2024-25 reflecting proposed changes]

The Master of Arts in Economics provides students with a comprehensive and foundational knowledge of applied economics. The program is distinct in that it requires students to examine the unjust and just application of economic analysis and subsequent policies. The program utilizes a heterodox/pluralist approach that focuses primarily on issues of justice such as diversity, equality and sustainability. The degree will require students to have a firm understanding of the theory, skills, and tools used by practitioners in the field.

Students who complete this degree will be prepared to seek employment and promotion in the public and nonprofit sectors as economic analysts or to continue their education in PhD programs, law school, or other educational pursuits. Students will graduate with a distinct advantage by studying economics from multiple perspectives.

**Admissions.** General admissions information for John Jay's graduate programs can be found under the Admissions section of this bulletin along with any Program-specific admissions requirements. <https://www.jjay.cuny.edu/admissions/graduate-admissions/general-requirements>

**Additional information.** Students who enrolled for the first time at the College or changed to this program in September ~~2025~~ 2022 or thereafter must complete the program in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version. The earlier version can be found in the Graduate Bulletin ~~2024-25~~ 2021-22.

### DEGREE REQUIREMENTS

The Master of Arts in Economics requires 36 credits of coursework consisting of ~~6~~ 7- required courses and ~~6~~ 5 elective courses.

#### PART ONE. CORE REQUIREMENTS

Subtotal: ~~18~~ 24 cr.

ECO 713 Political Economy  
 ECO 720 Macroeconomics  
 ECO 725 Microeconomics  
 ECO 750 Mathematics for Economists  
 ECO 751 Research Methods I: Quantitative Analysis  
~~ECO 752 Research Methods II (moves to Part two below)~~  
 ECO 799 Seminar in Economics

#### PART TWO. ELECTIVES

Subtotal: ~~18~~ 15 cr.

Select ~~six~~ five courses.

ECO 711 Economic History  
 ECO 728/ CRJ 741 Economic Analysis of Crime

ECO 731 Economic Development  
ECO 740 Community Economic Development  
ECO 745 International Economics  
ECO 746 Alternative Economic Systems  
**ECO 752 Research Methods II**  
ECO 760 Political Economy of the Environment  
ECO 780 Selected Topics in Economics  
ECO 794 Independent Study  
ECO 798 Faculty -Mentored Research in Economics

TOTAL CREDITS: 36

John Jay College of Criminal Justice  
Office of Academic Programs

## Academic Program Revision Form

When completed email the proposal form in a word-processed format for UCASC or CGS consideration and scheduling to [kkilloran@jjay.cuny.edu](mailto:kkilloran@jjay.cuny.edu). (Or provide a Dropbox folder link)

1. **Date submitted:** November 5<sup>th</sup>, 2024
2. **Department or program proposing these revisions:**
  - a. Lucia Velotti:
  - b. Email address of proposer: lvelotti@jjay.cuny.edu
  - c. Phone number: 302-345-3677
3. **Name of graduate program, major, minor or certificate program being revised:**  
**Advanced Certificate in Emergency Management**
4. **Department curriculum committee** or other governance body (for graduate and interdisciplinary programs) which has approved these changes:
  - a. Please provide the meeting date for approval: September 17, 2024
  - b. Name of department chair, major/minor coordinator or graduate program director approving this proposal: Lucia Velotti, M.S in Emergency Management and Advanced Certificate in Emergency Management Director
5. **Please describe the curriculum changes you are proposing:**  
(narrative or bullet points are acceptable as long as there is adequate explanation)

I propose the following changes:

1. **Move PMT 760 Emergency Management: Mitigation and Recovery from the Electives to the Core Courses.** This course provides critical insights into the mitigation and recovery phases of emergency management, which are essential for a comprehensive understanding of the field. Including it as a core course will ensure that all certificate participants acquire this foundational knowledge.
2. **Eliminate PMT 725 Seminar in Emergency Management Response from the Core Curriculum:** Although this seminar is valuable, it is only worth 1 credit and poses challenges in scheduling and offering. We currently provide this course only upon request, which limits its accessibility and effectiveness as a core component.
3. **Remove PMT 762 Business Continuity Planning from electives:** With the removal of PMT 760 from the elective offerings, PMT 762 Business Continuity Planning would be the sole elective. To streamline the curriculum and avoid redundancy, we propose removing this course from the advanced certificate as well.
4. **The Electives section will be eliminated.** The Advanced Certificate will consist of four Core courses for a total of 12 credits reducing the total from 13 cr.



**6. Please provide a rationale for the changes:**

(narrative format to go to CUNY and NYSED reports)

Currently, the core courses primarily focus on preparedness and response, which, while essential, leaves the comprehensive emergency management cycle (mitigation, preparedness, response and recovery) incomplete. By implementing these changes, the total credits for the Advanced Certificate will adjust from 13 to 12. This streamline not only makes the program more accessible but also enriches the educational experience by ensuring that all critical areas of emergency management are covered.

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

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

No programs or other departments will be affected. I spoke to Dr. Rivera, which is the chair of the department of Public Management and he told me that the department offers a specialization in Emergency Management, but they do not include PMT 760. I would strongly recommend adding it.

**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>)

See previous question.

**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**

# EMERGENCY MANAGEMENT, ADVANCED CERTIFICATE

[Graduate Bull 2024-24 reflecting proposed changes]

Program Coordinator: Professor Lucia Velotti

The advanced certificate program offers advanced instruction related to theory, legal structure, federal doctrine, and practice of emergency management. The advanced certificate addresses the five phases of emergency management: prepare, respond, recover, mitigate, and prevent. It includes courses that deal with the history of emergency management and disasters, legal frameworks and intergovernmental aspects of emergency management, and the role of private and non-profit organizations in disaster response. The program incorporates preparation for, response to, and recovery from natural, as well as man-made, disasters. Both public and private perspectives are recognized. Students must complete **four required courses to earn the advanced certificate** the introductory course, three courses in advanced emergency management topics and the 1-credit seminar course.

**Credits:** 12 cr.

**Admissions. Prospective students may schedule an appointment to meet with an admissions representative to discuss graduate offerings and admission requirements by e-mailing [graduateadmissions@jjay.cuny.edu](mailto:graduateadmissions@jjay.cuny.edu). To apply: <https://new.jjay.cuny.edu/admissions/graduate-admissions>**

**Additional information: Students who enrolled for the first time at the College or changed to this program in September 2025 or thereafter must complete the program in the form presented here. Students who enrolled prior to that date may choose the form here or the earlier version. The earlier version can be found in the Graduate Bulletin 2024-25.**

Requirements for the **Advanced** Certificate Program

## REQUIRED COURSES

Subtotal: **12 cr.** ~~10 cr.~~

PMT 711 Introduction to Emergency Management

~~PMT 725 Seminar in Emergency Management and Response (1 cr)~~

**PMT 760 Emergency Management: Mitigation and Recovery** (moves from Electives)

PMT 763 Emergency Management: Preparedness

PMT 764 Managing Response to Large-Scale Incidents

## ELECTIVE

Subtotal: **3 cr.**

Select one:

~~PMT 760 Emergency Management: Mitigation and Recovery (moves to Required)~~

~~PMT 762 Business Continuity Planning~~

For additional information about the Advanced Certificate in Emergency Management Studies, please contact Professor Lucia Velotti at 646-781-5116 or [lvelotti@jjay.cuny.edu](mailto:lvelotti@jjay.cuny.edu).

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**  
**The City University of New York**  
**Office of Academic Programs**

## 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 Academic Programs.

Date Submitted: October 29, 2024

1. Name of Department or Program: MA in Criminal Justice

2. Contact information of proposer(s):

Name(s): Valerie West

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

Phone number(s):

3. Current number and title of course: **CRJ 779 The Female Offender in Western Society**

4. Current course description:

This course presents theories and research findings that view female criminality as a problem distinct from male criminality. It explores the treatment of female suspects, defendants, and convicts by criminal justice officials and agencies

a. Number of credits: 3

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

c. Current prerequisites: None

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

6. Rationale for the proposed change(s): The current title and course description are outdated and do not reflect the current state of the field.

7. Text of proposed revisions (use N/C, No change, where appropriate):

a. Revised course description:

**This course explores the relationship between women, gender, crime, deviance, and the legal system. It focuses on feminist historical, sociological and socio-legal scholarship to examine the ways in which gender affects the labeling of criminality and deviance, patterns of offending, and the response of the legal system. It critically engages with the intersections between gender, race, class, and sexuality and analyzes how these identities impact the treatment of women labeled as offenders.**

b. Revised course title: **Perspectives on Gender and Crime**

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

d. Revised learning outcomes:

e. Revised assignments and activities related to revised outcomes:

f. Revised number of credits:

g. Revised number of hours:

h. Revised prerequisites:

8. Enrollment in past semesters: Last offered in Fall 2014 – 10 students

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/programs?

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

11. Date of Department or Program Curriculum Committee approval: October 1, 2024

12. Name of Department Chair(s), Graduate Program Director or Program Coordinator(s) approving this revision proposal: Prof. Valerie West, Program Director, MA in Criminal Justice

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

**GRADUATE COURSE REVISION**

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.** For significant content changes, a New Course Proposal form may be required instead.

**Date Submitted to the Office of Academic Programs:** Nov 11, 2024

**Date of Program Approval:** Spring 2023

**Date of CGS Approval:** Nov 15, 2024

**1. Contact information of proposer(s):**

<b>Name(s)</b>	<b>Email(s)</b>	<b>Phone number(s)</b>
Kendra Doychak	kdoychak@jjay.cuny.edu	

**2. Describe the nature of the revision (what are you changing?):** Course title revision

**3. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.**

<b>FROM</b> ( <del>striking through</del> the changes)		<b>TO</b> ( <u>underline</u> changes)	
<b>Program</b>		<b>Program</b>	
<b>Course number and title</b>	PSY 716 – <del>Assessment and</del> Counseling of the Juvenile Offender	<b>Course number and title</b>	PSY 716 – <u>Counseling of the Juvenile Offender</u>
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	None	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	No change
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	No change
<b>Credits</b>	3	<b>Credits</b>	No change
<b>Course description</b>	Addresses the factors leading to the causes, assessment, classification and treatment of juvenile delinquency. Examines cognitive, behavioral, psychodynamic and developmental approaches, emphasizing neurotic, constitutional and psychopathological factors contributing to delinquency. Reviews the major counseling approaches, with relevant case studies presented for illustrative detail. Analyzes legal and institutional responses to juvenile crime from the	<b>Course description</b>	No change

	various theoretical perspectives. Discusses the role of the mental health professional in the juvenile justice system.		
<b>Student learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Outline the origins and development of the juvenile justice system including landmark juvenile cases and recent developmentally informed policies and procedures.</li> <li>2. Show awareness of systemic racism in the juvenile justice system (e.g., the dynamics at play in police stops, disposition decisions) that perpetuate trauma among youth of color.</li> <li>3. Demonstrate knowledge of the interplay of risk factors contributing to juvenile offending.</li> <li>4. Demonstrate an in-depth understanding of developmentally specific issues related to forensic evaluations of juvenile offenders such as waiving Miranda, adjudicative competency, risk assessments and rehabilitation evaluations.</li> <li>5. Demonstrate familiarity with screening, diagnostic and risk assessment tools for juvenile justice-involved youth (e.g., MAYSI-2, CTEA, UCLA-PSTD Reaction Index, YLS/CMI)</li> <li>6. Demonstrate familiarity with evidence-based interventions for juvenile offenders in the community and in juvenile correctional facilities (e.g., MST, DBT) as well as techniques for engaging treatment resistant youth.</li> </ol>	<b>Student learning outcomes</b>	No change
		<b>Effective Term</b>	Fall 2025

4. **Rationale for the proposed change(s):** The course title is a misnomer. Students assume the course counts toward the assessment course requirement for the Forensic Psychology MA program, but it does not.

5. **Enrollment in past semesters:** Fall 2024 – 18; Spring 2024 – 18; Fall 2023 – 20; Spring 2023 - 23

6. **Does this change affect other programs?**

No       Yes

If yes, what consultation has taken place?

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

**GRADUATE COURSE REVISION**

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.** For significant content changes, a New Course Proposal form may be required instead.

**Date Submitted to the Office of Academic Programs:** Nov 11, 2024

**Date of Program Approval:** Fall 2023

**Date of CGS Approval:** Pending Nov 15, 2024

**1. Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
Kendra Doychak	<a href="mailto:kdoychak@jjay.cuny.edu">kdoychak@jjay.cuny.edu</a>	

**2. Describe the nature of the revision (what are you changing?):** Pre- and Co-requisite revision

**3. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.**

FROM ( <del>strike through</del> the changes)		TO ( <u>underline</u> changes)	
<b>Program</b>	Forensic Psychology	<b>Program</b>	No change
<b>Course number and title</b>	PSY 754 Advanced Forensic Assessment	<b>Course number and title</b>	No change
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	PSY 700 or the equivalent; completion of either PSY 751, PSY 752, PSY 753, PSY 734 <del>or PSY 779;</del> <b>and enrollment in a second assessment course.</b>	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	PSY 700 <del>or the equivalent;</del> completion of either PSY 751, PSY 752, PSY 753, PSY 734
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	No change
<b>Credits</b>	3	<b>Credits</b>	No change
<b>Course description</b>	This capstone assessment course further develops the capacity of students to perform forensic evaluations, integrating multiple sources of data, and enables the student to present the results of such evaluations in a lucid and useful manner. Focuses on detailed interpretations of representative forensic assessment protocols and case histories. Topics include: competency to stand trial, criminal	<b>Course description</b>	No change

	insanity defenses, pre-sentencing evaluations, dangerousness, assessment of police candidates, job disability and fitness to return to full-duty status, malingering, and forensic hypnosis. Lays special emphasis on ethical standards as they relate to confidentiality, selection of testing procedures and responsibilities to the client" as well as the role of the forensic clinician as a consultant to attorneys		
<b>Student learning outcomes</b>	<p>1. Students will develop and demonstrate their ability to think critically about contemporary issues in forensic psychology research and practice.</p> <p>2. Students will become aware of their own values, biases, attitudes, assumptions, behaviors and general experience of the world as culturally competent human beings, in a diverse society, especially as they relate to psychology and law.</p> <p>3. Students will demonstrate their ability to apply concepts, theories, and principles of forensic psychology research and practice and analyze them in different cultural contexts.</p> <p>4. Students will explore various forensic assessments and how to integrate various sources of information in order to answer the court's question.</p>	<b>Student learning outcomes</b>	No change
		<b>Effective Term</b>	Spring 2025

**4. Rationale for the proposed change(s):**

Learning objectives of pre- and co- reqs will be more applicable to skills and competencies necessary for PSY 754

**5. Enrollment in past semesters:**

- Fall 2024 - 11
- Spring 2024 - 14
- Fall 2023 - 11
- Spring 2023 – 10

**6. Does this change affect other programs?**

No     Yes    If yes, what consultation has taken place? N/A



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

**GRADUATE COURSE REVISION**

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.** For significant content changes, a New Course Proposal form may be required instead.

**Date Submitted to the Office of Academic Programs:** Nov 11, 2024

**Date of Program Approval:** Fall 2023

**Date of CGS Approval:** Nov 15, 2024

**1. Contact information of proposer(s):**

Name(s)	Email(s)	Phone number(s)
Kendra Doychak	<a href="mailto:Kdoychak@jjay.cuny.edu">Kdoychak@jjay.cuny.edu</a>	

**2. Describe the nature of the revision (what are you changing?):** Pre- and Co-requisite revision

**3. Proposed changes. Please complete the entire “FROM” column. Only complete the proposed changes in the “TO” column.**

FROM ( <del>strikethrough</del> the changes)		TO ( <u>underline</u> changes)	
<b>Program</b>	Forensic Mental Health Counseling	<b>Program</b>	No change
<b>Course number and title</b>	PSY 774 - Advanced Issues in Victim Counseling and Psychotherapy	<b>Course number and title</b>	No change
<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	Prerequisite PSY 705, PSY 733; <del>and PSY 742 or PSY 773</del> Corequisite PSY 780 or PSY 781	<b>Pre- and/or Corequisites</b> (specify which are pre, co, or both)	<u>Pre-req: PSY 705 and PSY 733</u> <u>Pre- or co-req: PSY 780 or PSY 781</u>
<b>Hours</b> (please specify if the course has lab hours)	3	<b>Hours</b> (please specify if the course has lab hours)	No change
<b>Credits</b>	3	<b>Credits</b>	No change
<b>Course description</b>	The major goal of advanced supervision is to provide an integrated learning experience focused on serving a variety of victimized populations including but not limited to survivors of domestic violence, child sexual abuse, sex trafficking, violent crime, hate crimes, and political torture. The mixture of theory and practice will provide a common core of experiences among externship students enrolled in the victimology track/concentration,	<b>Course description</b>	<u>ADD: Prior enrollment in PSY 742, and/or PSY 773 strongly encouraged</u>

	facilitate relationships among externship students, and increase students' knowledge of psychology and practice.		
<b>Student learning outcomes</b>	1) Develop knowledge and skills in delivering services to victim populations 2) Develop and demonstrate a commitment to evidence-based intervention procedures 3) Develop skills to present high quality case conceptualization 4) Receive exposure to a diversity of clinical concerns and problem solve collectively 5) Demonstrate a commitment to diversity and individual differences 6) Apply ethical decision making to clinical work 7) Learn to provide supportive feedback to peers and accept feedback non-defensively towards the goal of becoming open-minded and better counselors	<b>Student learning outcomes</b>	No change
		<b>Effective Term</b>	Fall 2025

**4. Rationale for the proposed change(s):** Boost course enrollment by limiting barriers to qualify for the course.

**5. Enrollment in past semesters:**

- Fall 2024 - 10
- Spring 2024 - 11
- Fall 2023 - 12
- Spring 2023 - 12

**6. Does this change affect other programs?**

No       Yes

If yes, what consultation has taken place?

