

COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
TUESDAY, DECEMBER 11, 2018

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

December 11, 2018
 1:40 p.m.
 9.64NB

- I. Adoption of the Agenda
- II. Approval of the Minutes of the November 12, 2018 College Council (attachment A), **Pg. 3**
- III. Approval of Members of the College Council Committees (attachment B), **Pg. 6**
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C2) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

New Course

- C1. CJBA 3XX Wildlife Crime: Issues and Prevention, **Pg. 22**

Course Revision

- C2. LWS425 Colloquium for Research in Law and Society, **Pg. 41**

- V. Report from the Committee on Graduate Studies (attachment D1-D6) – Interim Dean of Graduate Studies, Avram Bornstein

New Programs

- D1. Executive CRJ MA program, **Pg. 43**
- D2. Advanced Certificate in Police Leadership, **Pg. 45**

Program Revisions

- D3. MA in Criminal Justice, **Pg. 60**
- D4. Advanced Certificate in Terrorism Studies, **Pg. 67**
- D5. MA in International Crime & Justice, **Pg. 71**

New Course

- D6. ICJ 750 Special Topics in International Crime and Justice, **Pg. 73**

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

- VII. New Business

- VIII.** Administrative Announcements – President Karol Mason
- IX.** Announcements from the Student Council –President Jasmine Awad
- X.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XI.** Announcements from the HEO Council – President Brian Cortijo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Monday, November 12, 2018

The College Council held its third meeting of the 2018-2019 academic year on Monday, November 12, 2018. The meeting was called to order at 1:46 p.m. and the following members were present: Schevaletta (Chevy) Alford, Nickolas Almodovar, Jasmine Awad, Laura Bally-Mahabir*, Andrew Bandini, Rosemary Barberet, Elton Beckett, Warren (Ned) Benton, Andrew Berezhansky, Avram Bornstein, Michael Brownstein, Dara Byrne, Anthony Carpi, Marta Concheiro-Guian, Brian Coritijo, Elisa Crespo, Sylvia Crespo-Lopez, Lissette Delgado-Cruzata, Sven Dietrich, Sandrine Dikambi, Artem Domashevskiy, Anila Duro*, Elijah Font, Joel Freiser, Tomas Garita, Robert Garot*, Heath Grant, Jonathan Gray, Maria (Maki) Haberfeld, Karen Kaplowitz, Mahtab Khan, Erica King-Toler, Elza Kochueva, Louis Kontos, Thomas Kubic, Thurai Kugan*, Musarrat Lamia, Yi Li, Yue Ma, Vincent Maiorino, Aida Martinez-Gomez, Joshua Mason, Karol Mason, Roblin Meeks, Mickey Melendez, Karen Okamoto, Frank Pezzella, Mark Rivera, Vijay Sampath, Natalie Segev*, Francis Sheehan, Deandra Simon, Marta-Laura Suska, Dante Tawfeeq*, Ludy Thenor, Steven Titan, Kermina Tofek, Thalia Vrachopoulos, and Guoqi Zhang.

Absent: Andrea Balis, Ronald Calvosa, James (Jim) Cauthen, Melissa Ceren, Lynette Cook-Francis, Amy Green, Veronica Hendrick, Hunter Johnson, Brian Montes, Naomi Nwosu-Stewart, Jose Olivo, Charles Stone, Charlotte Walker-Said, Hung-Lung Wei and Rebecca Weiss.

* Alternates

I. Adoption of the Agenda

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

II. Minutes of the October 11, 2018 College Council

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

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment B1-B11)

A motion was made to adopt a program marked “B1. Proposal for New Dual Admission Programs from the A.S. in Human Services at BMCC & LGCC to John Jay’s BS in Human Services and Community Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt a program marked “B2. Proposal for a New Minor in Homeland Security.” The motion was seconded and approved unanimously.

A motion was made to adopt a program marked “B3. Proposal to Revise the BS in Toxicology.” The motion was seconded and approved unanimously.

A motion was made to adopt the academic standard marked “B4. Proposal to Revise the Policy on Undergraduates Taking Graduate Courses (please note: this proposal was approved by both UCASC and the Committee on Graduate Studies).” The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked B5-B7 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked B5-B7.

B5. ENG 3XX	Podcasting: Social Impact, Style and Practice
B6. MAT 3XX	Regression Analysis
B7. SEC 1XX	Introduction to U.S. Homeland Security

The motion was seconded and approved unanimously.

A motion was made to adopt the course revisions marked B8-B11 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked B8-B11.

B8. SOC/PSY 202	The Family: Change, Challenges and Crisis Intervention
B9. SOC/PSY 213	Race and Ethnic Relations
B10. SOC 215	Social Control and Gender
B11. SOC/ANT 450	Major Works in Deviance and Social Control

The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (attachment C1-C2)

A motion was made to adopt new courses marked C1-C2 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt the new courses marked C1-C2.

C1. ECO 745	International Economics
C2. ECO 799	Seminar in Economics

The motion was seconded and approved unanimously.

V. Bylaw amendment (second reading and vote): title changes (with additional corrections) for members of the College Council Committees (attachment D)

A motion was made to amend the bylaws: title changes for members of the College Council committees. The motion was seconded and approved unanimously.

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

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

- VII. Bylaw amendment (first reading and discussion): clarify GPA requirements for the following College Council Committees: Undergraduate Curriculum and Academic Standards Committee, Article I, Section 2b, and Honors Prizes and Awards Committee, Article I, Section 2k (attachment F)

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

The meeting was adjourned at 2:38 p.m.



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

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College Council Membership

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

Administration:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. President (Chairperson) 2. Provost and Vice President for Academic Affairs 3. Vice President for Finance and Administration 4. Vice President for Enrollment Management and Student Affairs 5. Interim Dean of Graduate Studies 6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies 7. Associate Provost and Dean of Research 8. Interim Associate Provost for Strategic Initiative and Associate Dean of Graduate Studies | <p>Karol Mason
Yi Li
Steven Titan
Lynette Cook-Francis
Avram Bornstein</p> <p>Dara Byrne
Anthony Carpi
Roblin Meeks</p> |
|---|---|

Faculty:

- | | |
|---|--|
| <ol style="list-style-type: none"> a. Full-time faculty elected from each academic department: <ol style="list-style-type: none"> 9. Africana Studies 10. Anthropology 11. Art and Music 12. Communication and Theater Arts 13. Counseling and Human Services 14. Criminal Justice 15. Economics 16. English 17. Health and Physical Education 18. History 19. Interdisciplinary Studies Department 20. Latin America and Latina/o Studies 21. Law, Police Science, and Criminal Justice Administration 22. Library 23. Mathematics 24. Modern Languages and Literatures 25. Philosophy 26. Political Science 27. Psychology 28. Public Management 29. Security, Fire and Emergency Management 30. Sciences 31. SEEK 32. Sociology b. At-Large Adjunct representative of the Faculty Senate: | <p>Charlotte Walker-Said
Marta Laura Suska
Thalia Vrachopoulos
Elton Beckett
Mickey Melendez
Frank Pezzella
Joshua Mason
Jonathan Gray
Vincent Maiorino
Andrea Balis
Amy Green
Brian Montes
Yue Ma
Karen Okamoto
Hunter Johnson
Fall: Aida Martinez-Gomez
Spring: Silvia Dapia
Michael Brownstein
James Cauthen
Rebecca Weiss
Vijay Sampath
Hung-Lung Wei
Guoqi Zhang
Erica King-Toler
Rosemary Barberet</p> |
|---|--|

33. Public Management

Joel Freiser

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

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

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

Robert Garot	Dante Tawfeeq
Thurai Kugan	VACANT
VACANT	VACANT
VACANT	VACANT

Higher Education Officers elected by Higher Education Officers Council:

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

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

Anila Duro

Students:

56. President of the Student Council	Jasmine Awad
57. Vice President of the Student Council	Elza Kochueva
58. Treasurer of the Student Council	Tomas Garita
59. Secretary of the Student Council	Andrew Bandini
60. Elected At-Large Representative	Elisa Crespo
61. Elected graduate student representative	Elijah Font
62. Elected graduate student representative	Ludy Thenor
63. Elected senior class representative	Mahtab Khan
64. Elected senior class representative	Deandra Simon
65. Elected junior class representative	Musarrat Lamia
66. Elected junior class representative	Nickolas Almodovar
67. Elected sophomore class representative	Melissa Ceren
68. Elected sophomore class representative	Andrew Berezhansky
69. Freshman representative designated according to a method duly adopted by the Student Council.	Kermina Tofek

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

1. Laura Bally Mahabir	2. Natalie Segev
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College Council Interim Executive Committee

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

- | | |
|--|----------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President for Finance and Administration | Steven Titan |
| • Vice President for Enrollment Management and Student Affairs | Lynette Cook-Francis |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice-President of the Faculty Senate | Karen Kaplowitz |
| • Two (2) other members of the Faculty Senate | |
| 1. Andrea Balis | |
| 2. Francis Sheehan | |
| • President of the Higher Education Officers Council | Brian Cortijo |
| • Vice-President of the Higher Education Officers Council | Jarrett Foster |
| • President of the Student Council | Jasmine Awad |
| • Vice-President of the Student Council | Elza Kochueva |

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

Executive Committee of the College Council

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

The Executive Committee shall consist of the following members:

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Vice President for Finance and Administration Steven Titan
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Warren (Ned) Benton
 2. Karen Kaplowitz
 3. Francis Sheehan
 4. Schevaletta (Chevy) Alford
 5. Sven Dietrich
 6. Joel Freiser
 7. Andrea Balis
- Two (2) higher education officers
 1. Brian Cortijo
 2. Mark Rivera
- Three (3) students
 1. Jasmine Awad
 2. Elza Kochueva
 3. Elisa Crespo

Undergraduate Curriculum and Academic Standards Committee

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

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson) Dara Byrne
- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Assistant Dean of Undergraduate Studies Katherine Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

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

Committee on Student Interests

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

- | | |
|--|------------------|
| • Assistant Vice President and Dean of Students
(Chairperson) | Michael Sachs |
| • Director of Athletics | Carol Kashow |
| • Senior Director for Student Affairs | Danielle Officer |
| • Two (2) members of the faculty <ol style="list-style-type: none"> 1. Ellen Belcher 2. Nicole Elias | |
| • Six (6) students <ol style="list-style-type: none"> 1. Brianna Rojas 2. Solana Roman 3. Joy Gonzales 4. Melissa Ceren 5. Warren Adote 6. Raj Mohanty | |

Faculty-Student Disciplinary Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
 1. Robert McCrie
 2. Yue Ma
 3. Peggilee Wupperman

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
 1. Jamie Longazel
 2. Liliana Soto-Fernandez
 3. Thurai Kugan
 4. Margaret Escher
 5. **VACANT**
 6. **VACANT**

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
 1. Jacqueline Aguilar
 2. Bianca Hayles
 3. Tasfia Arshad
 4. Luis Sanchez
 5. Warren Adote
 6. Raul Sanchez-Ortiz

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

Committee on Faculty Personnel

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

salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

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

- President (Chairperson) Karol Mason
- Provost and Vice President for Academic Affairs Yi Li
- Interim Dean of Graduate Studies Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
- Associate Provost and Dean of Research Anthony Carpi
- Chairperson of each academic department
 1. Africana Studies Jessica Nembhard
 2. Anthropology **Fall:** Alisse Waterston
 3. Art and Music Ben Lapidus
 4. Communication and Theater Arts Seth Baumrin
 5. Counseling and Human Services Robert Delucia
 6. Criminal Justice Brian Lawton
 7. Economics Jay Hamilton
 8. English Jay Gates
 9. Health and Physical Education Davidson Umeh
 10. History **Fall:** Allison Kavey
 11. Interdisciplinary Studies Department Katie Gentile
 12. Latin American and Latino/a Studies Jose L. Morin
 13. Law, Police Science, and Criminal Justice Administration Peter Moskos
 14. Library Larry Sullivan
 15. Mathematics and Computer Science Douglas Salane
 16. Modern Languages and Literatures Bettina Carbonell
 17. Philosophy Jonathan Jacobs
 18. Political Science James Cauthen
 19. Psychology Angela Crossman
 20. Public Management Warren Eller
 21. Sciences Shu Yuan Cheng
 22. Security, Fire and Emergency Management Robert Till
 23. SEEK **Fall:** Carmen Solis
 24. Sociology Robert Garot
- Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
 1. Rosemary Barberet, Professor, Sociology
 2. Elise Champeil, Associate Professor, Sciences
 3. Michael Pfeifer, Professor, History
- Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may

vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.

1. Warren (Ned) Benton, Professor, Public Management
 2. Nicholas Petraco, Associate Professor, Sciences
 3. Aftab Ahmad, Associate Professor, Mathematics and Computer Science
- The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
 1. **VACANT**
 2. **VACANT**

Budget and Planning Committee

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- | | |
|---|-------------------------------|
| • President (Chairperson) | Karol Mason |
| • Provost and Vice President for Academic Affairs | Yi Li |
| • Vice President for Finance and Administration | Steven Titan |
| • Vice President for Enrollment Management and Student Affairs | Lynette Cook-Francis |
| • Associate Provost for Institutional Effectiveness | Erez Lenchner |
| • Executive Director for Human Resources | Jared Herst |
| • Interim, Dean of Graduate Studies | Avram Bornstein |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Assistant Vice President for Finance | Mark Flower |
| • Vice President for Institutional Advancement | Robin Merle |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Karen Kaplowitz |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Maria (Maki) Haberfeld |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Erica King-Toler |
| • Chairperson of each academic department | Jessica Nembhard |
| 1. Africana Studies | Fall: Alisse Waterston |
| 2. Anthropology | Ben Lapidus |
| 3. Art and Music | Seth Baumrin |
| 4. Communication and Theater Arts | Robert Delucia |
| 5. Counseling and Human Services | Brian Lawton |
| 6. Criminal Justice | |

- 7. Economics
- 8. English
- 9. Health and Physical Education
- 10. History
- 11. Interdisciplinary Studies Department
- 12. Latin American and Latino/a Studies
- 13. Law, Police Science, and Criminal Justice Administration
- 14. Library
- 15. Mathematics and Computer Science
- 16. Modern Languages and Literatures
- 17. Philosophy
- 18. Political Science
- 19. Psychology
- 20. Public Management
- 21. Sciences
- 22. Security, Fire and Emergency Management
- 23. SEEK
- 24. Sociology
- President of the Higher Education Officers Council
- Two (2) higher education officer representative
 - 1. Catherine Alves
 - 2. Michael Scaduto
- President of the Student Council or designee
- Treasurer of the Student Council or designee
- One (1) additional student representative
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
 - 1. Anthony Chambers
 - 2. **VACANT**

Jay Hamilton
 Jay Gates
 Davidson Umeh
Fall: Allison Kavey
 Katie Gentile
 Jose L. Morin
 Peter Moskos
 Larry Sullivan
 Douglas Salane
 Bettina Carbonell
 Jonathan Jacobs
 James Cauthen
 Angela Crossman
 Warren Eller
 Shu Yuan Cheng
 Robert Till
Fall: Carmen Solis
 Robert Garot
 Brian Cortijo

Jasmine Awad
 Tomas Garita
VACANT

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

- Vice President of Finance and Administration (Chairperson)
- Provost and Vice President for Academic Affairs
- President of the Faculty Senate
- Chair of the Faculty Senate Fiscal Affairs Committee
- Vice Chair of the Faculty Senate Fiscal Affairs Committee
- Chair of the Council of Chairs
- Vice Chair of the Council of Chairs
- One (1) representative chosen by the Council of Chairs
- Chair of the Higher Education Officers Council
- One (1) student representative

Steven Titan
 Yi Li
 Warren (Ned) Benton
 Maria (Maki) Haberfeld
 Karen Kaplowitz
 Angela Crossman
 James Cauthen
 Doug Salane
 Brian Cortijo
 Elijah Font

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

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of

major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Associate Provost for Institutional Effectiveness Erez Lenchner
- Vice President of Finance and Administration Steven Titan
- President of the Faculty Senate Warren (Ned) Benton
- Two (2) representatives chosen by the Faculty Senate
 1. Karen Kaplowitz
 2. Erica King-Toler
- Chair of the Council of Chairs Angela Crossman
- Two (2) representatives chosen by the Council of Chairs
 1. Jay Gates
 2. Robert Till
- President of the Higher Education Officers Council Brian Cortijo
- One (1) student representative
 1. Elijah Font

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

Committee on Graduate Studies

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

- Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
- Interim Dean of Graduate Studies (Chairperson) Avram Bornstein
- Assistant Vice President and Dean of Students Michael Sachs
- Chief Librarian Larry Sullivan
- Graduate Program Directors
 1. Criminal Justice Jeff Mellow
 2. Digital Forensics and Cybersecurity Doug Salane
 3. Economics Jay Hamilton
 4. Emergency Management MS Charles Jennings
 5. Forensic Mental Health Counseling James Wulach
 6. Forensic Psychology Diana Falkenbach
 7. Forensic Psychology BA/MA Program Jennifer Dysart
 8. Forensic Science Mechthild Prinz

- 9. Human Rights
- 10. International Crime and Justice
- 11. Protection Management
- 12. MPA: Public Policy and Administration
- 13. MPA: Inspection and Oversight
- 14. Security Management MS program
- Two (2) graduate students
 - 1. Hana Chae
 - 2. Lauren Stepinski

Susan Kang
 Gohar Petrossian
 Robert McCrie
 Yi Lu
 William Pammer, Jr.
 Marie-Helen Maras

Committee on Student Evaluation of the Faculty

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

- Four (4) full-time members of the faculty
 - 1. Keith Markus
 - 2. Brett Stoudt
 - 3. Daniel Yaverbaum
 - 4. **VACANT**
- Two (2) students
 - 1. Diana Mendoza
 - 2. Raj Mohanty

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

Provost Advisory Council

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

- Provost and Vice President for Academic Affairs (Chairperson) Yi Li
- Assistant Dean of Academic Operations and Financial Affairs, Office of the Provost Kinya Chandler
- President of the Faculty Senate Warren (Ned) Benton
- Vice President of the Faculty Senate Karen Kaplowitz
- Chairperson of each academic department
 - 1. Africana Studies Jessica Nembhard
 - 2. Anthropology **Fall:** Alisse Waterston
 - 3. Art and Music Ben Lapidus
 - 4. Communication and Theater Arts Seth Baumrin
 - 5. Counseling and Human Services Robert DeLucia
 - 6. Criminal Justice Brian Lawton
 - 7. Economics Jay Hamilton
 - 8. English Jay Gates

9. Health and Physical Education
10. History
11. Interdisciplinary Studies Department
12. Latin American and Latino/a Studies
13. Law, Police Science, and Criminal Justice Administration
14. Library
15. Mathematics and Computer Science
16. Modern Languages and Literatures
17. Philosophy
18. Political Science
19. Psychology
20. Public Management
21. Sciences
22. Security, Fire and Emergency Management
23. SEEK
24. Sociology

Davidson Umeh
Fall: Allison Kavey
 Katie Gentile
 Jose L. Morin
 Peter Moskos
 Larry Sullivan
 Douglas Salane
 Bettina Carbonell
 Jonathan Jacobs
 James Cauthen
 Angela Crossman
 Warren Eller
 Shu Yuan Cheng
 Robert Till
Fall: Carmen Solis
 Robert Garot

Council of Undergraduate Program Coordinators

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

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies (Chairperson)

Dara Byrne
- Coordinators of Undergraduate Majors
 1. Anthropology

Johanna Lessinger
 2. Applied Mathematics: Data Science & Cryptography

Samuel Graff
 3. Cell & Molecular Biology

Jason Rauceo
 4. Computer Science and Information Security

Sven Dietrich
 5. Criminal Justice (B.A.)

Brian Lawton
 6. Criminal Justice (B.S.)

Serguei Cheloukhine
 7. Criminal Justice Management

Denise Thompson
 8. Criminology (B.A.)

VACANT
 9. Culture and Deviance Studies

Ed Snadjr
 10. Dispute Resolution

Maria R. Volpe
 11. Economics

Geert Dhondt
 12. English

Olivera Jokic
 13. Emergency Services Administration

Glen Corbett
 14. Fire Science

Glen Corbett
 15. Forensic Psychology (B.A.)

Fall: Angela Crossman

Spring: Silvia Mazzula
 16. Forensic Science (B.S.)

Nicholas Petraco
 17. Fraud Examination and Financial Forensics

David Shapiro
 18. Gender Studies

Antonio Jay Pastrana
 19. Global History (B.A.)

James DeLorenzi
 20. Humanities and Justice

Hyunhee Park
 21. International Criminal Justice

Mangai Natarajan
 22. Latin American and Latina/o Studies

Brian Montes

23. Law and Society

Jean Carmalt*

24. Library

Michael Yarbrough*

25. Philosophy

Karen Okamoto

26. Police Studies

Mary Ann McClure

27. Political Science

Joe Pollini

Brian Arbour*

Jennifer Rutledge*

28. Public Administration

Elizabeth Nisbet

29. Security Management

Robert McCrie

30. Sociology

Antonio (Jay) Pastrana

31. Spanish

Aida Martinez-Gomez

32. Toxicology

Shu-Yuan Cheng (Demi)

*Co-coordinators

Committee on Honors, Prizes and Awards

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

- Vice President for Enrollment Management and Student Affairs (Chairperson)
Lynette Cook-Francis
- Assistant Vice President and Dean of Students
Michael Sachs
- Senior Director for Student Affairs
Danielle Officer

- Three (3) full-time members of the faculty
 1. Lauren Shapiro
 2. Kevin Wolff
 3. **VACANT**

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

College-Wide Grade Appeals Committee

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

1. Toy-Fung Tung
2. Thurai Kugan
3. Brian Montes
4. Melinda Powers
5. **VACANT**

College-Wide Assessment Committee

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

- | | |
|--|---|
| <ul style="list-style-type: none"> • Chairperson • Co-Chairperson • Director of Assessment • Associate Provost for Institutional Effectiveness (ex officio) • Seven (7) Full-time Faculty Members <ol style="list-style-type: none"> 1. Mechthild Prinz 2. Jennifer Rutledge (Fall) 3. VACANT 4. VACANT 5. VACANT 6. VACANT 7. VACANT • Three (3) Higher Education Officers <ol style="list-style-type: none"> 1. Ritu Jajoo 2. Kristina Hardy 3. VACANT | <p>Lucia Velotti</p> <p>Denise Thompson</p> <p>VACANT</p> <p>Erez Lenchner</p> |
|--|---|

Special Committee of the College Council

Committee on Faculty Elections

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

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

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

New Course Proposal Form

Date Submitted 05/09/2018

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

1. a. **Department(s) or program(s)** proposing this course: **Criminal Justice**
- b. **Name** and contact information of proposer(s): **Gohar Petrossian**

Email address(es) gpetrossian@jjay.cuny.edu
 Phone number(s) **212.393.6309**

2. a. **Title of the course:** **Wildlife Crime: Issues and Prevention**

b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) **Wildlife Crime**

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

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

This course requires extensive research and writing skills, and is best suited for students at more advanced levels of study. The course assumes that the students already have basic research skills and an understanding of fundamentals of research concepts, and focuses more on the application of these skills to analytically and critically study a wildlife crime issue. The course is writing and research intensive, and expects that students registered in the course are capable of independently carrying out a major research project.

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

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

Many of the world's iconic species are disappearing at alarming rates, and one of the primary factors contributing to this trend is the illegal trafficking of wildlife across international borders. Worth over \$20 billion annually, illegal wildlife trade, which involves the illicit procurement, transport and distribution of protect animal and plant species, is considered the third most profitable business in the world, after drugs and arms.

Criminological interest in the topic has increased only recently. Criminologists are trained to treat this issue as a criminal act, rather than a conservation concern. The purpose of this course, will, therefore be to introduce the students to the causes and the extent of the problem of wildlife crime and help them draw from diverse theoretical orientations to devise policy-relevant, theoretically grounded and empirically-validated recommendations that are relevant at the national, regional and international levels to address this criminal practice.

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

Crimes against wildlife are widespread, numerous and varied. They range from illegal trade, trapping and snaring, to poaching, injuring, and killing. This course will provide an overview of the crimes committed against wildlife, with a special emphasis on the illegal trade of protected animals. Other issues covered in this class include the global trade in wild flora, an overview of international laws governing the trade in wildlife, and the law enforcement and conservation responses to wildlife crime.

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

ENG 201; and CJBA 241 or STA 250; and CJBA 340 or ICJ 310

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

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

No Yes. If yes, then please provide:

- | | |
|-----------------------------|---|
| a. Semester(s) and year(s): | (CJBA380) Spring, 2015; Fall, 2017 |
| b. Teacher(s): | G. Petrossian |
| c. Enrollment(s): | 12; 14 |
| d. Prerequisites(s): | none |

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

Students will:

- Identify and explain a variety of types of wildlife crimes
- Describe the impact of criminal justice policy on wildlife crime
- Analyze the causes and consequences of the global trade in illegal wildlife

- Identify, explain, and apply multiple approaches to problem solving and knowledge production from within and across disciplines and fields to deal with the intellectual, ethical, social and practical issues related to wildlife crimes
- Evaluate current policies in place, identify their strengths and weaknesses, and improve on these policies by drawing on criminological theories
- Think critically and develop new approaches to thinking and problem solving
- Devise policy-relevant, theoretically-grounded and empirically-validated solutions to the problem that are relevant at the national, regional and international levels

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

No Yes

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

This course will be an elective in Part Three. Research Focus of the Criminal Justice BA and Part Four. Specialized Area, Cat. A Global Perspectives on Crime area of the International Criminal Justice BA major.

Note: Prof. Mangai Natarajan approved adding this course to the ICJ Major, September 2018.

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

No Yes If yes, please indicate the area:

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

Students will be evaluated based on their performance on:

- In-class quizzes (unannounced)
- Short presentations of progress reports
- Documentary analysis and report
- Research project (15-page final paper)
- Final presentation (10 minutes in length)

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

Yes No

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

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

13. **Syllabus** - See Attached.

14. Date of **Department curriculum committee** approval: May 9, 2018

15. **Faculty** - Who will be assigned to teach this course? **Gohar Petrossian; Mangai Natarajan**

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

 No

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

SUS240 - Environmental Crime The official description of the course SUS240 is: “The growing global challenge of environmental crime undermines our ability to protect our land, water, species, and habitats. In this course, students confront the extent of these crimes and examine the diverse frameworks and debates that explain social, political, and economic drivers of environmental crime. While exploring solutions, students consider the complexity of legislation and legal frameworks that criminalize practices harmful to the environment. Case studies allow students to apply their knowledge to real life problems.”

Based on the description of the SUS240 course, it covers partially the illegal trade in wildlife, and focuses more on the social, political and economic dimensions of environmental crimes on a broader sense. Moreover, the SUS 240 course focuses more on the legal frameworks available to deal with the problem of a wide range of environmental crimes (which also include such issues as toxic waste dumping, water resource management and so on). The current proposed course will focus more on drawing on the criminological theories to systematically analyze the global illegal trade in wildlife, to devise effective policy instruments to deal with the problem. As such, the focus of the proposed course is significantly different.

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

 Not applicable

No
 Yes. If yes, give a short summary of the consultation process and results.

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

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

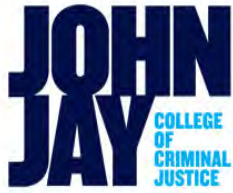
19. Approvals:

Brian Lawton, Department of Criminal Justice

Name of Chair giving approval, Proposer's Department

Mangai Natarajan, ICJ Major Coordinator

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



**CJBA 3XX
WILDLIFE CRIME:
ISSUES AND PREVENTION**

Course Description and Learning Objectives

Crimes against wildlife are widespread, numerous and varied. They range from illegal trade, trapping and snaring, to poaching, injuring, and killing. This course will provide an overview of the crimes committed against wildlife, with a special emphasis on the illegal trade of protected animals. Other issues covered in this class include the global trade in wild flora, an overview of international laws governing the trade in wildlife, and the law enforcement, and conservation responses to wildlife crime.

The first half of the class will focus on introducing the students to the different types of wildlife crime, and it will dwell on different case study examples to illustrate the extent of the problem and the species affected. The second half of the class will examine the strategies that have been implemented at the local, regional, and international levels, to deal with the problem. In this section, the class will focus on specific crime prevention strategies (such as situational crime prevention, and crime prevention through environmental design), and provide an overview of important crime prevention theories (such as routine activities, rational choice, crime pattern, and risky facilities frameworks/approaches) to help students assess the crime and design effective prevention strategies to deal with it.

By the end of the semester, each student will have become an 'expert' on the species they choose to study. They will also use the 25 techniques of situational crime prevention matrix to propose prevention strategies that would be effective when assessing and responding to the problem related to their selected species.

Below are the learning objectives of this course:

- Identify and explain a variety of types of wildlife crimes
- Describe the impact of criminal justice policy on wildlife crime
- Analyze the causes and consequences of the global trade in illegal wildlife
- Learn how to identify, explain, and apply multiple approaches to problem solving and knowledge production from within and across disciplines and fields to deal with the intellectual, ethical, social and practical issues related to wildlife crimes
- Evaluate current policies in places, identify their strengths and weaknesses, and improve on these policies by drawing on criminological theories
- Think critically and develop new approaches to thinking and problem solving
- Devise policy-relevant, theoretically-grounded and empirically-validated solutions to the problem that are relevant at the national, regional and international levels

Course Pre-requisites

ENG 201; and CJBA 241 or STA 250; and CJBA 340 or ICJ 315

Required Readings

Moreto, W.D. & Pires, S.F. (2018). *Wildlife Crime: An Environmental Criminology and Crime Science Perspective.* Carolina Academic Press. Durham, North Carolina.

All other required materials will be posted on Blackboard in dated folders.

Grading

Grade weights: There will be three progress reports, a final paper and a presentation for this class. The grades will be weighted as follows:

Progress Report 1 & Presentation	10%
Progress Report 2 & Presentation	10%
Progress Report 3 & Presentation	10%
Quizzes (5) – 5% each	25%
Documentary Report	10%
Final Report	10%
Final Presentation	10%
Participation	15%

Grading Scale: Please, note that the professor will not curve grades in this class. In addition, there will be no extra credit provided. The final grade will be based on the following scale:

A: 93-100	C: 73-77.9
A-: 90-92.9	C-: 70-72.9
B+: 87.5-89.9	D+: 67-69.9
B: 83-87	D: 63-66.9
B-: 80-82.9	D-: 60-62.9
C+: 78-79.9	F: 0-59.9

Course Requirements

Reading Assignments: Reading assignments must be completed before the date listed on the syllabus. For example, the readings listed under September 2nd on the class calendar will be discussed in class on that day. Lectures will follow the readings, and students are expected to participate in class discussions. Lack of preparation for class will affect your class participation grade.

Class Attendance & Participation: Class attendance is required. You are expected to come to class on time. If you are late for 10 minutes or more, you will be marked absent for that day. There is no walking in and out of class except for emergencies. You are required to participate and make meaningful contributions to class discussions. Through your participation, you should demonstrate thorough understanding of the reading materials, analytical skills by commenting on other students' works, and interest in the topic by sharing new topics you learned about via [Google Alerts](#).

Quizzes: There will be a total of *five unannounced* quizzes. The quizzes will either be multiple choice or short answer, and will cover the reading material assigned for the date listed on the syllabus.

Makeup quizzes will only be granted for students who have a university-recognized excused absence. An excused absence will be granted in the case of documented illness, deaths in the immediate family or other documented crises, call to active military duty or jury duty, religious holidays, and official University activities. If a quiz is to be missed for a legitimate reason you must contact me prior to the exam. If a quiz is missed due to unforeseen circumstances, you must contact me within 24 hours of the missed exam. Official documentation of your excuse must be provided (e.g., admittance papers from the hospital). If a student misses a quiz for any other reason than specified above, he/she will receive a grade of zero for that quiz. If contact is not made within 24 hours of the missed quiz, the student forfeits the right to complete a makeup and will receive a zero for the quiz. There are no exceptions to this policy.

Progress Reports & Presentations: Upon selecting a topic (e.g. go to www.traffic.org, skim through “Seizures & Prosecutions” section of the TRAFFIC Bulletins, this is a great source for topic ideas), students are expected to actively research the topic of interest throughout the semester and present a summary of their findings during these presentations. The progress reports are due in hard copy on the day you are presenting. The presentations of the progress reports can be made from your seats, and you are not required to make these in Power Point. Each student will be asked to answer specific questions related to their topic during these presentations. These questions, as well as the outlines for the progress reports, will be posted on Blackboard.

Documentary Report: You will be required to watch a documentary (to be selected from a list provided by the professor) and write a 3-page report on the film. The outline and guidelines for the report will be posted on Blackboard. The report is due any time before the last day of class.

Final Report & Presentation: This report will be a compilation of all the work you have done throughout the semester. The information you have gathered while researching for your progress reports can be used in your final report and presentation. The Final Presentation should be made in Power Point. The outline for the final report, as well as the presentation guidelines and outline will be posted on blackboard.

Class Conduct: All phones must be turned off for the duration of class. Texting, IMing, emailing, or using social media during class time is **prohibited**. Computers and tablets can be used to take notes and pull up readings in class, but anyone using them for non-class activities (e.g. Facebook) will be asked to leave the class and will be marked absent for that day. Persistent disruption of the class will affect the class participation grade and may result in disciplinary action.

Academic Integrity and Other Issues

Academic Honor Code: Academic dishonesty (i.e. cheating, plagiarism, copying someone else’s work) will not be tolerated. Students are expected to uphold the Academic Honor Code published in the student handbook. This includes upholding the highest standards of academic integrity in your own and other students’ work and fostering a high sense of integrity and social responsibility on behalf of the University community. Any form of academic dishonesty will result in a “zero” for that particular assignment or possibly an “F” for the course, and will be reported to the University Judicial Officer. If you have any questions about this policy, please speak with me. The student handbook outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

John Jay College of Criminal Justice Statement of College Policy on Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified.

Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (*John Jay College of Criminal Justice Undergraduate Bulletin*, <http://www.jjay.cuny.edu/academics/654.php>, see Chapter IV Academic Standards)

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

CLASS TOPICS AND ASSIGNED READINGS

WEEK 1 (OVERVIEW)
<p>What is Wildlife Crime?</p> <ul style="list-style-type: none"> • Moreto & Pires (2018). Chapter 1. • Wilson-Wilde (2010a). Combating Wildlife Crime. • Wilson-Wilde (2010b). Wildlife Crime: A Global Problem <p>How Big is the Problem?</p> <ul style="list-style-type: none"> • Broad, et al. (2003). The Nature and Extent of Legal and Illegal Trade in Wildlife.
WEEK 2 (OVERVIEW)
<p>What is the Nature of the Trade in Wildlife?</p> <ul style="list-style-type: none"> • Rosen & Smith (2010). Summarizing the Evidence on the International Trade in Illegal Wildlife. • Wagener (2001). Endangered Species: Traded to Death <p>Human-Wildlife Conflict</p> <ul style="list-style-type: none"> • Distefano (2005). Human-Wildlife Conflict Worldwide. • Dickman (2010). Complexities of Conflict.
WEEK 3 (OVERVIEW)
<p>The Role of Organized Crime</p> <ul style="list-style-type: none"> • Moreto & Pires (2018). Chapter 2. • Zimmerman (2003). The Black Market for Wildlife. • Begley (2008). Extinction Trade. • Levy & Scott-Clark (2007). Poaching for Bin Laden. • De Coning (2011). Transnational Organized Crime In the Fishing Industry. <p style="text-align: center;">PROGRESS REPORT 1 & SHORT PRESENTATION</p>
WEEK 4 (THE ILLEGAL TRADE IN WILD FAUNA)
<p>Case Studies Series 1</p> <ul style="list-style-type: none"> • Moreto & Pires (2018). Chapter 9. • Stiles (2004). The Ivory Trade and Elephant Conservation. • Moyle (2009). The Black Market in China for Tiger Products. • Li & Lu (2014). Snow Leopard Poaching and Trade in China.

<ul style="list-style-type: none"> • Bahuguna & Mughherjee (2000). Tibetan Antelopes.
WEEK 5 (THE ILLEGAL TRADE IN WILD FAUNA)
Case Studies Series 2 <ul style="list-style-type: none"> • Livingstone & Shepherd (2014). Bear Farms in Lao PDR. • Musing et al. (2015). Crossing International Borders: The Trade of Slow Lorises. • Nijman, V. et al. (2015). Pangolin Trade in the Mong La Wildlife Market. • Sa (2012). The Trade and Ethnobiological Use of Chimpanzee Body Parts in Guinea-Bissau. • Reuter & Schaefer (2016). Pet Lemurs in Madagascar. • Van Uhm, D. P. (2014). Illegal Trade in Barbary Macaques.
WEEK 6 (THE ILLEGAL TRADE IN WILD FAUNA)
Case Studies Series 3 <ul style="list-style-type: none"> • Sankaran (2001). The status of edible-nest swiftlets. • Pires and Clarke (2011). Illegal Trade in Parrots. • Ahmed (2010). Imperiled Custodians of the Night: Illegal Trade of Owls in India • Petrossian & Clarke (2013). Illegal Fishing
WEEK 7 (THE ILLEGAL TRADE IN WILD FAUNA)
Case Studies Series 4 <ul style="list-style-type: none"> • Zabyelina (2014). The Illicit Market in Black Caviar. • Warchol & Harrington (2016). Exploring the Dynamics of South Africa's Illegal Abalone Trade. • Baum & Vincent (2005). Seahorse Trade in Latin America. • Koch et al. (2006). Sea Turtle Poaching and Bycatch in Baja California Sur, Mexico. <p style="text-align: center;">PROGRESS REPORT 2 & SHORT PRESENTATION</p>
WEEK 8 (THE ILLEGAL TRADE IN WILD FLORA)
Case Studies Series 1 <ul style="list-style-type: none"> • Goettsch et al. (2015). Cactus Species Threatened with Extinction. • Gosh & Gosh (2012). India's Pitcher Plant. • Hoare (2015). Tackling Illegal Logging and the Related Trade.
WEEK 9 (THE ILLEGAL TRADE IN WILD FLORA)
Case Studies Series 2 <ul style="list-style-type: none"> • Innes (2010). Illegal Logging of Madagascar Rosewood. • Choge (2004). The Woodcarving Industry in Kenya.
WEEK 10 (THE ILLEGAL TRADE IN WILD FLORA)
Case Studies Series 3 <ul style="list-style-type: none"> • Kala (2005). Conservation of Threatened Medicinal Plants. • McWilliam (2005). Illegal Sandalwood Production in Timor, Indonesia.
WEEK 11 (PREVENTION)
Criminology and Wildlife Crime (routine activities approach; geometric theory of crime; crime generators/crime attractors; situational precipitators) <ul style="list-style-type: none"> • Moreto & Pires (2018). Chapter 4-5. • Schneider (2008). Reducing the Illicit Trade in Endangered Wildlife: The Market Reduction Approach. • Moreto, W. D., & Lemieux, A. M. (2015). From CRAVED to CAPTURED: Introducing a product-based framework to examine illegal wildlife markets. <i>European Journal on Criminal Policy and Research</i>, 21(3), 303-320.
WEEK 12 (PREVENTION)
Criminology and Wildlife Crime (ctd.) (situational crime prevention; CPTED; displacement and

<p>diffusion of crime control benefits; CRAVED and CAPTURED models; problem-oriented policing)</p> <ul style="list-style-type: none"> • Moreto & Pires (2018). Chapter 7. • Kurland et al (2017). Wildlife Crime: A Conceptual Integration • Pires & Moreto (2011). Preventing wildlife crimes: Solutions that can overcome the ‘tragedy of the commons’. <i>European Journal of Criminal Policy and Research</i>, 17: 101-123. <p style="text-align: center;">PROGRESS REPORT 3 & SHORT PRESENTATION</p>
<p>WEEK 13 (PREVENTION)</p> <p>The Regulation and Prevention of Wildlife Crime</p> <ul style="list-style-type: none"> • Moreto & Pires (2018). Chapter 3, 6. • Wellsmith (2011). Wildlife crime as enforcement problem. • Moreto and Matusiak (2017). Rangers’ Roles • Al-Ajjaz (2017). Comparative Analysis of Anti-Poaching Strategies
<p>WEEK 14 (PREVENTION)</p> <p>Conservation Responses</p> <ul style="list-style-type: none"> • Kasaona (2010). How poachers became caretakers. TED Talk (VIEW AT: https://www.ted.com/talks/john_kasaona_from_poachers_to_caretakers/transcript#t-926848) • Jacobs (2010). Tiger Farms in China Feed Thirst for Parts • MacKay (2008). Conservation Dogs Work for Wildlife. • Green (2016). The Black Fish: Undercover with the Vigilantes Fighting Organized Crime at Sea. • Averett (2014). Drones Take Off as Wildlife Conservation Tool • Visser & Hanich (2018). Blockchain technology and illegal fishing • Lindsey et al (2006). Trophy Hunting and Conservation in Africa
<p>WEEK 15</p> <p>FINAL PAPER AND DOCUMENTARY REPORT ARE DUE THIS WEEK; STUDENT PRESENTATIONS</p>

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PROGRESS REPORT #1 GUIDELINES AND OUTLINE

REPORT GUIDELINES

1. You must use at least three RELIABLE sources for this report.
2. All sources you have used for this report must be reported at the end of the report in APA format.
3. The report must be written in Times New Roman, 12pt.
4. The report must be double-spaced, and be no longer than 2 pages in text. This page limit does not include the pictures, tables or maps you incorporate.
5. WIKIPEDIA is not a RELIABLE source and cannot be used for this or other reports/final paper.

PRESENTATION GUIDELINES

1. Presentation will be made from your seats. However, if you want to do a brief Power Point presentation, you are welcome to do so. If so, you must inform the professor ahead of time. Also, the power point has to be emailed to the professor before the day of your presentation.
2. Presentation should NOT last more than 5 minutes. We have exactly 60 minutes and 12 students to get through each day!
3. Presentation should cover all the major points outlined below. However, because you have only five minutes, decide wisely what you would focus on presenting. You will NOT be able to present everything you have written about in your Progress Report #1, and that's perfectly fine! Your grade will be a combination of the report and the presentation.

REPORT OUTLINE

PURPOSE: The purpose of this report is to get to know the animal or plant you have selected to study. The questions below will guide you in that direction.

1. Insert a picture of the animal/plant you are studying.
2. List the Scientific and Common Names of the animal/plant.
3. Give the following species information in a table format:

- a. Taxonomy→Phylum→Class→Order→Family
4. Give a brief description of the animal/plant ecology (i.e. weight, measures, other physical characteristics). Be as descriptive as you possibly can.
 5. Identify the geographic areas where these animals/plants are natives of. Provide a RANGE MAP showing these geographic areas. You can find these maps by searching the Internet. Identify ALL the countries within these geographic areas that the animal inhabits in.
 6. What's the estimated global wild population of the animal/plant? Can you find statistics to show how many of the animal/plant are in what country? Try to be as specific about this as possible.
 7. What is the CITES status of the animal/plant (i.e. is it listed in the CITES, and if yes, what Appendix is it in? Also, what year was it listed in the CITES?)
 8. Describe the animal's/plant's IUCN (International Union for Conservation of Nature) species status. What year was it classified under that status?
 9. Give one interesting fact about the animal/plant (can be about anything!)
 10. Describe why you have selected this animal/plant for your project.

PROGRESS REPORT #2 GUIDELINES AND OUTLINE

REPORT GUIDELINES

1. You must use at *least* FIVE reports for this assignment.
2. All sources you have used for this report must be reported at the end of the assignment in APA format.
3. The assignment must be written in Times New Roman, 12pt.
4. The assignment must be double-spaced, and be no longer than 4 pages.

PRESENTATION GUIDELINES

1. Presentation will be made from your seats. However, if you want to do a brief Power Point presentation, you are welcome to do so. If so, you must inform the professor ahead of time. Also, the power point has to be emailed to the professor before the day of your presentation.
2. Presentation should NOT last more than 5 minutes. We have exactly 60 minutes and 12 students to get through each day!
3. Presentation should cover all the major points outlined below. However, because you have only five minutes, decide wisely what you would focus on presenting. You will NOT be able to present everything you have written about in your Progress Report #1, and that's perfectly fine! Your grade will be a combination of the report and the presentation.

REPORT OUTLINE

PURPOSE: The purpose of this assignment is to identify major studies (i.e. conduct a literature review) that have been conducted on the animal/plant you are studying. Your job is to read these studies and identify the major themes that emerge from these studies.

Do NOT simply summarize the studies (i.e. what they said and what their findings are) one by one!, but rather highlight major themes that emerge from your readings. Some of these themes may be 'major threats to habitat loss', 'illegal trade patterns', 'countries involved in the export and import of the animal/plant', 'major uses of the animal/plant' (i.e. why are they being traded?), 'factors contributing to the decline in the species population', etc...Because each of you has a different animal or plant to work with, the themes that emerge from your readings may be significantly different from other students'. Make sure you create separate headings for each of the themes you have identified, so that your reader can easily follow your report. You are becoming the expert in the animal/plant you have selected to study, and this is your time to learn as much about the animal/plant and problems associated with it as you can. Do your best!

PROGRESS REPORT #3 GUIDELINES AND OUTLINE

REPORT GUIDELINES

1. You must use at *least* FIVE reliable sources for this assignment.
2. All sources you have used for this report must be reported at the end of the assignment in APA format.
3. The assignment must be written in Times New Roman, 12pt.
4. The assignment must be double-spaced, and be no longer than 3 pages.

PRESENTATION GUIDELINES

1. Presentation will be made from your seats. However, if you want to do a brief Power Point presentation, you are welcome to do so. If so, you must inform the professor ahead of time. Also, the power point has to be emailed to the professor before the day of your presentation.
2. Presentation should NOT last more than 5 minutes. We have exactly 60 minutes and 12 students to get through each day!
3. Presentation should cover all the major points outlined below. However, because you have only five minutes, decide wisely what you would focus on presenting. You will NOT be able to present everything you have written about in your Progress Report #1, and that's perfectly fine! Your grade will be a combination of the report and the presentation.

REPORT OUTLINE

PURPOSE: The purpose of this assignment is to identify all measures that have been taken to protect the species.

The paper should be in three sections. In the first section, you should discuss some of the major international and local laws/regulations that have passed in the past 30 years to protect the species you are studying. In the second section, you should discuss any other prevention efforts (e.g. by law enforcement, governmental and non-governmental agencies, community, etc...) that have been proposed or implemented by the states/countries to protect the species. Lastly, and importantly, the third section of your paper should be a proposal of a prevention effort that you are suggesting. Be as creative and detailed as you can, and incorporate all the knowledge you have obtained from your readings to come up with a COOL and unique intervention proposal. The proposal should highlight the threats it intends to address (e.g. illegal poaching) and the means by which it plans to achieve its goals. Make sure your proposed intervention's mechanisms (e.g. what it is, how it will be implemented, who will implement these, how long with the intervention run) are discussed in detail. Additionally, make sure you have provided at least a brief discussion on how would one go about measuring the effectiveness of your proposed intervention.

FINAL PAPER OUTLINE (PULLING IT ALL TOGETHER!)

Title Page: Insert a picture of the animal you are studying and a title of the paper. Be creative about the title. The title should reflect the purpose/goal of your research. Include your name and course title. **(1 page)**

Table of Contents (1 page –single spaced)

Executive Summary: This should be a one-page summary of the entire paper, from beginning to end. Make sure you include all relevant and important information in this part. Reading an executive summary, the readers should know exactly what the entire report is about. **(1 page)**

Background on [the animal]: Insert Progress Report 1 here that incorporates a brief background on the animal/plant, including all names (common and scientific), descriptions, ecology, taxonomy, range states, etc.... Don't forget to insert a clear range map. Include ONLY the following points from Progress Report #1: **(2-3 pages)**

1. List the Scientific and Common Names of the animal/plant.
2. Give the following species information in a table format:
 - a. Taxonomy→Phylum→Class→Order→Family
3. Give a brief description of the animal's/plant's ecology (i.e. weight, measures, other physical characteristics). Be as descriptive as you possibly can.
4. Identify the geographic areas where these animals/plants are natives of. Provide a RANGE MAP showing these geographic areas. You can find these maps by searching the Internet. Identify ALL the countries within these geographic areas that the animal inhabits (plant grows) in.
5. What's the estimated global wild population (numbers of) of the animal/plant? Can you find statistics to show how many of the animal/plant are in what country? Try to be as specific about this as possible.
6. What is the CITES status of the animal/plant (i.e. is it listed in the CITES, and if yes, what Appendix is it in? Also, what year was it listed in the CITES?)
7. Describe the animal's/plant's IUCN (International Union for Conservation of Nature) species status. What year was it classified under that status?

Major Threats to the Survival of [the animal/plant]: Here you insert your Progress Report #2. Make sure you incorporate all the comments received and make all appropriate changes. Try to focus on threats that are caused by humans (e.g. illegal poaching, deforestation, etc....). You can mention other threats, such as habitat loss, etc..., but try to focus on the "wildlife crime" aspect of the threat. In this section you will also discuss all the themes you have identified in your Progress Report #2. This section of the paper should be comprised of headings outlining each point/theme you are discussing. This will make the paper more organized. **(3-4 pages)**

Legal Status: First part of your Progress Report #3 goes here. In this section you first discuss the National and International laws that *specifically* address your animal/plant. You can then briefly mention other generic laws that are designed to protect all endangered species. **(1-2 pages)**

Regional Actions: The second part/section of your Progress Report #3 goes here. Insert any other actions that have been taken regionally/locally to address the problem. **(1 page)**

Proposed Actions to Address Threats: In this section, you describe the details of the actions you are proposing to address the threats the animal is facing (last section of Progress Report #3). Incorporate the prevention strategies that learned in this class, such as the 25 techniques of situational crime prevention, to propose well-designed and thoroughly thought-through ideas. You have to discuss your proposal in as much detail as you possibly can. The proposal should highlight the threats it intends to address (e.g. illegal poaching) and the means by which it plans to achieve its goals. Also, discuss how you are going to evaluate the effectiveness of your proposed action. **(1-2 pages)**

Research and Data Needs: In this section, you have to discuss what information is needed to better understand the status of the animal/plant. You have to propose FIVE research questions and come up with potential methods/data sources that can be used to address these questions. For example, if you found out that there was no data on how many of the species are left, then a research question could be: *What is the estimated population of [the animal] in each range state?*and a potential method/data source could be either conducting aerial surveillance of the range countries, or contacting the countries' responsible agencies and asking for their cooperation in doing ground-truthing (i.e. going into the field and calculating the species/samples one by one). Make sure what you propose is both logical and feasible. If

your research question is: *What have the international trade patterns of [the animal] been in the past 30 years?.....* then a great data source for this would be the CITES Trade Database (briefly mentioned in class). When describing your potential methods/data sources, you have to be detailed and clear. You must explain why the proposed method/data source is the best means to address the question you are asking. It is not enough to say “I will use the CITES Trade Database”...you should explain the database and what information it contains that allows you to address the proposed question. **(2 pages)**

References: The references must cite ALL sources you have used for the paper. It must include at least 10 scientific sources (e.g. reports, articles, books). Websites can be included, however these are NOT considered a scientific source. **If there is a source that has been used in your paper but not cited in the references, this will be considered plagiarism. If this is discovered, you will receive a zero for the entire paper. No exceptions.** All references must be cited in APA format. Guidelines are posted on Blackboard.

DOCUMENTARY REPORT GUIDELINES

GUIDELINES

Select one of the documentaries listed below. Only one student may review each documentary. Therefore, you should email the professor your selection for approval. Write a three-page summary critique of the documentary by answering the following questions:

1. Provide a summary of the film and its main themes.
2. Discuss the five most important things you have learned from the film. Tie this discussion to the material we have covered in class so far. Be specific and provide detail to support your claims.
3. What is your overall impression of the film?

SUGGESTED LIST OF DOCUMENTARIES

1. Call of Life: Mass Extinction
2. The Cove
3. The End of the Line
4. The Ivory Game
5. Panorama: Ivory Wars
6. A Shawl to Die For
7. We are Rhino
8. Ofir- A Wildlife Crime Documentary
9. Big Game, Big Money
10. Racing Extinction
11. Before the Flood
12. Chasing Ice
13. Sonic Sea
14. Virunga: Gorillas in Peril

PRESENTATION GUIDELINES

YOUR PRESENTATION SHOULD BE A **TOTAL OF 10 MINUTES** AND SHOULD INCORPORATE THE FOLLOWING COMPONENTS FROM YOUR FINAL PAPER:

1. Overview about the species and the main threats it faces (5 minutes)

2. One example of a response strategy that you found particularly creative/successful (3 minutes)
3. Details of your proposed intervention strategy (5 minutes)
4. Discussion of Research and Data Needs and Conclusion (2 minutes)

You must email your final presentation to the professor one day before your assigned presentation day.

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

Course Revision Form

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

Date Submitted: 11/7/18

1. Name of Department or Program: **Department of Political Science**

2. Contact information of proposer(s):

Name(s): James Cauthen

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

Phone number(s):

3. Current number, title, and abbreviated title of course: **LWS 425 Colloquium for Research in Law and Society**

4. Current course description:

This course is a research colloquium in which students initiate, develop, and present independent research in the field of Law and Society. The projects that students undertake in this course relate to the Law and Society major's theme of law and social change. Students design research projects in conjunction with the faculty instructor and regularly report on progress to the seminar. The final research paper will demonstrate familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline.

a. Number of credits: 3

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

c. Current prerequisites: ENG 201, LWS 200, SSC 325, and senior standing

5. Describe the nature of the revision: Adding LWS 225 Intro to Research in Law and Society as an alternative pre-requisite to SSC 325

6. Rationale for the proposed change(s): Recently, the Political Science Department added a new discipline-specific research course to the Law and Society major, LWS 225. It will eventually replace SSC 325 in the major. In the transition, we would like to list either SSC 325

or LWS 225 as prerequisites for the capstone course. Some existing students will have SSC 325 on their records and we have begun offering the new course now.

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

- a. Revised course description: NA
- b. Revised course title: NA
- c. Revised abbreviated title (original can be found on CF, max of 30 characters including spaces!): NA
- d. Revised learning outcomes: NA
- e. Revised assignments and activities related to revised outcomes: NA
- f. Revised number of credits: NA
- g. Revised number of hours: NA

- h. Revised prerequisites: **ENG 201; LWS 200; and LWS 225 or SSC 325; and senior standing**

8. Enrollment in past semesters: In Fall 2018: 3 sections ran, fully enrolled, approximately 75 students

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

We consulted with the Sociology Department when the new research methods course was being created. They are aware of the shift from SSC 325 to LWS 225.

11. Date of Department or Program Curriculum Committee approval: 11/6/18

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

RESOLUTION FOR AN EXECUTIVE CRIMINAL JUSTICE MASTER OF ARTS PROGRAM

Date of CGS Approval: November 6, 2018

Be it resolved that John Jay College will advertise and charge a tuition of no more than \$24,900 per year for a two-year Executive Master of Arts in Criminal Justice offered in online and on campus formats.

Justification

The nature of police work is changing rapidly, and police managers require new professional abilities that include: a greater understanding of economically and culturally diverse communities, excellent oral and written communication, a mastery of research and intelligence-based perspectives, an ability to lead diverse and multi-generational teams, creativity, and vision. “Many U.S. police organizations have realized important aspects of the new professionalism, and many more have adopted its underlying values. The ambitions for accountability, legitimacy and innovation unite police organizations in disparate contexts: urban, suburban and rural, municipal, county, state and federal.”¹ A new Executive Master of Arts in Criminal Justice will provide education and training to address these ambitions at the national level.

The proposed Executive Master of Arts in Criminal Justice builds upon the success of the NYPD Executive Master of Arts in Criminal Justice that launched at John Jay in 2017. The NYPD Executive MA Program provides an immersive 30-credit graduate cohort-based learning opportunity that spans two years and provides valuable learning experiences fundamental to the cultivation of a transformational executive leadership and a new professionalism. This Executive MA Program, funded through the Mayor’s budget and approved by the New York City Council, provides extensive leadership training, individual mentoring, and academic support beyond the 30 credit hours of class instruction. Furthermore, the cohort model provides a shared academic experience that helps build professional networks among students that will benefit them for the remainder of their careers. A survey of the first cohort of 15 NYPD executives, who graduated in 2018, revealed that they overwhelmingly agreed or strongly agreed that the program changed the way they approach their job (100%), helped their careers (86.7%), and helped them build professional networks (100%). The survey revealed that they overwhelmingly agreed or strongly agreed that the program helped them gain a better understanding of views outside the department (100%), community relations (100%), statistics (100%), writing (83.4%), criminological theories (100%), and crime prevention strategies (93.3%). The survey also revealed that 100% of the cohort overwhelmingly agreed that they would recommend the program.

Because of the success of this Executive Program with the NYPD, John Jay College intends to offer an Executive Master of Arts Program in Criminal Justice to police executives across the country through online and hybrid delivery. Students will take most of their courses online and then come to John Jay College during the summer for further on-campus education. While in New York City, the College will provide local accommodations, some meals, as well as field trips to law enforcement agencies. The cost of providing such a program significantly exceeds the cost of tuition and the funds available at the College. In addition to tuition, the extra money will go to pay personnel salaries for extensive leadership training, individual mentoring, and

¹ Christopher Stone and Jeremy Travis, “Toward a New Professionalism in Policing,” *New Perspectives in Policing* (Executive Session on Policing and Public Safety), Kennedy School of Government, Harvard University, March 2011, <https://www.ncjrs.gov/pdffiles1/nij/232359.pdf>.

administrative support, as well as OTPS for housing, meals, texts, fees, local transportation and other materials and supplies.

**MA Program in Criminal Justice
Fall 2018**

RESOLVED, that the proposed Advanced Certificate program in Police Leadership to be offered at John Jay College be approved effective Fall 2019, subject to financial availability.

EXPLANATION: The proposed advanced certificate program consists of 12 credits and is composed primarily of courses that count toward the Master of Arts program in Criminal Justice. The Advanced Certificate in Police Leadership will be appropriate for students who wish to become public or private security professionals at local, state or federal levels. This curriculum has been offered as part of the NYPD Leadership Certification program that has existed at John Jay since 2001. This proposal registers this program with NYSED so that leadership students can be matriculated and recognized by New York State as well as John Jay upon completion of the program.

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

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

Answer: John Jay College of Criminal Justice of The City University of New York is a “liberal arts college dedicated to education, research and service in the fields of criminal justice, fire science and related areas of public safety and public service.” An Advanced Certificate in Police Leadership is directly related to John Jay’s mission of providing higher educational offerings related to the real needs of criminal justice.

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

Answer: The courses for this program were selected and developed over time by faculty and have been taught for many years as part of the MA program in Criminal Justice.

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

Answer: John Jay faculty and administration developed the curriculum in consultation with the NYPD.

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

Answer: Year 1: 20 students; Year 2: 20 students; Year 3: 20 students; Year 4: 20 students; Year 5: 20 students.

2. Sample Program Schedule

Complete the sample program schedule (**Table 1**) for the first full cycle of the program

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

3. Faculty

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

b) What is the institution’s definition of “full-time” faculty?

Answer: Fulltime faculty are professors in tenured or tenure-track positions and lecturers in lines that receive Certificates of Continuing Employment after 5 years.

4. Financial Resources and Instructional Facilities

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

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

b) Complete the new resources table (**Table 5**).

5. Admissions

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

Answer: Applicants must meet the following admissions requirement: Baccalaureate degree with an undergraduate GPA of at least 3.0. Students currently enrolled in any of John Jay's graduate programs are eligible to take courses toward this certificate.

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

Answer: : (i) initial screening by officials of the John Jay Office of Graduate Admissions, (ii) admit/reject decision by the faculty members who evaluate graduate applications.

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

Answer: John Jay has long been committed to attracting students from traditionally underrepresented minorities. Our graduate admissions office engages in outreach at colleges with concentrations of traditionally underrepresented students.

6. Academic Support Services

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

Answer: (i) Faculty members hold regular office hours to confer with students; (ii) John Jay's Writing Center offers support for students who have difficulty writing English prose; (iii) the Office of Graduate Studies offers co-curricular workshops for all graduate students in a variety of high-need areas (writing, research, statistics, etc.).

7. Credit for Experience

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

Answer: No credits granted for experience.

8. Program Assessment and Improvement

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

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

9. Transfer Programs

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

D2 Table 2: Full-Time Faculty

⁵¹ Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

Faculty Member Name and Title (Include and Identify Program Director)	Program Courses to be Taught	Percent Time to Program	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Maria (Maki) Haberfeld	CRJ 810 Police Leadership		CUNY PhD Criminal Justice	Author and editor of numerous books, articles and research studies on policing and leadership. Former police officer.
	CRJ 748 Counter-terrorism for law enforcement			
Avram Bornstein	CJ 738 Race and Crime in the US		Columbia PhD Anthropology	Author of book and numerous articles on state violence including research on criminal justice pedagogy.
	CJ 738 Race and Crime in the US			
Carmen Solis				
	PAD 706 Bureaupathology			
Patrick O'Hara				

Table 3: Part-Time Faculty

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

Faculty Member Name and Title	Program Courses to be Taught	Highest and Other Applicable Earned Degrees & Disciplines (include College/University)	Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.
Michael Walker	PAD 706 Bureaupathology		
	CRJ 748 Counter-terrorism for law enforcement		
William Fraher	CRJ 810 Police Leadership		
Sophine Charles	CI 738 Race and Crime in the US	PhD Fordham Psychology	Director of Policy for COFFCA, NOBLE research director, former police officer

D2 Table 4: Faculty to be Hired

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

Title/Rank of Position	No. of New Positions	Minimum Qualifications (including degree and discipline area)	F/T or P/T	Percent Time to Program	Expected Course Assignments	Expected Hiring Date
None.						

Table 5: New Resources

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

No new resources will be required.

New Expenditures	Year 1	Year 2	Year 3
Personnel			
Library			

Laboratories and Equipment			
Supplies & Expenses (Other Than Personal Service)			
Capital Expenditures			
Other			
Total all			

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

State Education Department Contact Information

New York State Education Department

Office of Higher Education

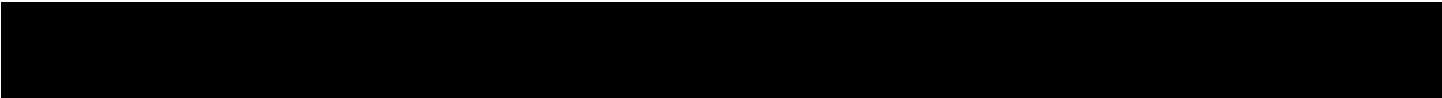
Office of College and University Evaluation

89 Washington Avenue

Albany, NY 12234

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

EXPEDITEDCERTS@mail.nysed.gov



Definitions for Certificate and Advanced Certificate Proposals

I. General Definitions*

Adequate, approved, equivalent, satisfactory, sufficient: Adequate, approved, equivalent, satisfactory, sufficient, respectively in the judgment of the commissioner.

Higher education means postsecondary education, and includes the work of colleges, junior colleges, community colleges, two-year colleges, universities, professional and technical schools, and other degree-granting institutions.

Advanced Certificate: For the purposes of the expedited certificate process, a Certificate program that is composed of graduate-level courses.

Branch campus: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution offers one or more curricula leading to a certificate or degree.

Certificate: A credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree.

College: A higher educational institution authorized by the Regents to confer degrees.

Commissioner: The Commissioner of Education.

Course: An organized series of instructional and learning activities dealing with a subject.

Credit: A unit of academic award applicable towards a degree offered by the institution.

Curriculum or program: The formal educational requirements necessary to qualify for certificates or degrees. A curriculum or program includes general education or specialized study in depth in a particular field, or both.

Department: The Education Department of the State of New York.

Extension center: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, but at which the institution either conducts more than 15 courses for credit or has more than 350 course registrations for credit in any academic year.

Extension site: A unit of an institution located at a place other than the institution's principal center or another degree-granting institution, at which the institution does not offer any curricula leading to a certificate or degree, and at which the institution conducts no more than 15 courses for credit and has no more than 350 course registrations for credit in any academic year.

Junior college or two-year college: A higher educational institution which is authorized by the Regents to offer undergraduate curricula below the baccalaureate level which normally lead to the associate degree.

Principal center: The location of the principal administrative offices and instructional facilities of a college, university, or other degree-granting institution, as defined by the institution's officers. In exceptional cases and with the approval of the commissioner, an institution may designate more than one principal center for an institution that offers curricula leading to degrees and that is part of a public or independent multi-institution system, *principal center* means the location of the institution's principal administrative offices and instructional facilities, as defined by the institution's officers, but not the location of the system's central administration.

Registration: Approval of a curriculum in an institution of higher education for general purposes, for admission to professional practice, or for acceptance toward a credential issued by the department or by the institution.

Semester hour: A credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.

University: A higher educational institution offering a range of registered undergraduate and graduate curricula in the liberal arts and sciences, degrees in two or more professional fields, and doctoral programs in at least three academic fields.

II. Format Definitions

Accelerated: The program is offered in an accelerated curricular pattern which provides for early completion.

Bilingual: Instruction is given in English and in another language. By program completion, students are proficient in both languages. This is not intended to be used to identify programs in foreign language study.

Day Program: For programs having EVENING, WEEKEND, or EVENING/WEEKEND formats, indicates that all requirements for the degree or other award can also be completed during traditional daytime study.

Distance Education: A major portion of the requirements for the degree or other award can be completed through study delivered by distance education.

Evening: All requirements for the degree or other award must be offered during evening study.

Evening/Weekend: All requirements for the degree or other award must be offered during a combination of evening and weekend study.

External: All requirements for the degree or other award must be capable of completion through examination, without formal classroom study at the institution.

Independent Study: A major portion of the requirements for the degree or other award must be offered through independent study rather than through traditional classes.

Language: The program is taught in a language other than English.

Not Full-Time: The program cannot be completed on a full-time basis: for example, a 24-credit program that leads to a Certificate that cannot be completed in two semesters. Such programs are not eligible for TAP payments to students.

Standard: For programs having **Independent, Distance Education, External, or Accelerated** formats, indicates that all requirements for the degree or other award can also be completed in a standard, traditional format.

Weekend: All requirements for the degree or other award must be offered during weekend study.

* From TITLE 8 CHAPTER II REGULATIONS OF THE COMMISSIONER, § 50.1

PROGRAM IN CRIMINAL JUSTICE

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for Criminal Justice leading to the MA Degree.

Program Name and Degree Awarded: Criminal Justice, MA

HEGIS Code: 2105

NY State Program Code: 02538

Effective term: Fall 2019

Date of Program Approval: October 29, 2018

Date of CGS approval: November 6, 2018

Rationale for proposed changes: The Criminal Justice MA program voted unanimously to add the following courses to the Terrorism Studies specialization:

CRJ 784 Organized Crime

PSY 729 Terrorism

The CRJ MA program allows students to use **CRJ 784 Organized Crime** as a Terrorism Studies elective, though it was never formally approved to be part of the Terrorism Studies specialization. Shuki Cohen and Peter Romaniuk (Co-Directors of the Center on Terrorism) support CRJ 784 as part of the specialization and would also like us to add **PSY 729 Terrorism** to the specialization. Below are course descriptions from the Graduate Bulletin which clearly indicate that both courses should be part of the Terrorism Studies.

PSY 729 Terrorism

This course will consider the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism typologies. Various forms of political, religious and cultural terrorism will be examined, as well as their causes. Learning theory, psychodynamic theory and other theoretical constructs will be considered for their salience in helping to reach an understanding of terrorism from a mental health perspective.

CRJ 784 Organized Crime

Students will become familiar with the language, issues and methods of organized crime as well as the responses that officials can undertake in combating it. Explores definitional and theoretical questions along with history and the businesses-both past and present-of American organized crime as well as more recent forms of transnational crime. Also examines the connection between organized crime and terrorism.

CRJ 776 Intensive Seminar in Terrorism Studies should also be added as it is the Online equivalent of CRJ 772 Seminar in Terrorism Studies

Also an error was discovered in the graduate bulletin under **CRJ Specializations Degree Requirements - Criminology and Deviance:** CRJ 779 Proseminar in Terrorism Studies

should be CRJ 779 The Female Offender in Western Society as described in the 2014 course bulletin. The proper course information is below.

CRJ 779 The Female Offender in Western Society
3 CREDITS.

Presents theories and research findings that view female criminality as a problem distinct from male criminality. Explores the treatment of female suspects, defendants, and convicts by criminal justice officials and agencies.

Prerequisite(s): None

FROM	Crs.	TO
<p>List of Course (Prefix, Number, and Name)</p> <p>Requirements for the Degree Program: **** what is to be removed</p> <p>Degree Requirements</p> <p>The Master of Arts in Criminal Justice requires 36 credits consisting of five required core courses, three courses in a specialization, and four elective courses. Students must also pass a two-part qualifying examination. Students meeting certain conditions may complete the degree in 30 credits plus a thesis.</p> <p>Core Requirements (15 credits)</p> <p>CRJ 710 Issues in Criminal Justice I 3 CRJ 711 Issues in Criminal Justice II: Policing and Corrections 3 CRJ 715 Research Design and Methods 3 CRJ 716 Statistical Software in Criminal Justice 3</p> <p style="padding-left: 40px;">Qualifying Exam</p> <p>CRJ 730 Policy Analysis in Criminal Justice 3</p> <p>The Qualifying Exam prerequisites:</p> <p>The Qualifying Exam must be taken after CRJ 715 and CRJ 716 and before taking CRJ 730, and before completing 24 credits of coursework.</p> <p>A student must have an overall GPA of 3.0 or higher to be eligible to take the Qualifying Exam.</p> <p>All students are required to register for the Qualifying Exam.</p> <p>A student who is not registered for the Qualifying Exam prior to the exam date will not be allowed to take the exam.</p> <p>A student must pass the Qualifying Exam before entering the final required core class, CRJ 730.</p>		<p>List of Course (Prefix, Number, and Name)</p> <p>Requirements for the Degree Program: **** <u>underline</u> the additions</p> <p>Degree Requirements</p> <p>The Master of Arts in Criminal Justice requires 36 credits consisting of five required core courses, three courses in a specialization, and four elective courses. Students must also pass a two-part qualifying examination. Students meeting certain conditions may complete the degree in 30 credits plus a thesis.</p> <p>Core Requirements (15 credits)</p> <p>CRJ 710 Issues in Criminal Justice I 3 CRJ 711 Issues in Criminal Justice II: Policing and Corrections 3 CRJ 715 Research Design and Methods 3 CRJ 716 Statistical Software in Criminal Justice 3</p> <p style="padding-left: 40px;">Qualifying Exam</p> <p>CRJ 730 Policy Analysis in Criminal Justice 3</p> <p>The Qualifying Exam prerequisites:</p> <p>The Qualifying Exam must be taken after CRJ 715 and CRJ 716 and before taking CRJ 730, and before completing 24 credits of coursework.</p> <p>A student must have an overall GPA of 3.0 or higher to be eligible to take the Qualifying Exam.</p> <p>All students are required to register for the Qualifying Exam.</p> <p>A student who is not registered for the Qualifying Exam prior to the exam date will not be allowed to take the exam.</p> <p>A student must pass the Qualifying Exam before entering the final required core class, CRJ 730.</p>

<p>A student is allowed a second attempt at passing the Qualifying Exam. Any student who fails a part of the Qualifying Exam twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take a part of the examination a third time, provided that a plan of study has been approved by the CRJ program director. Students taking the Qualifying Exam in a semester in which they are not registered for classes must register for Maintenance of Matriculation (MAM) in order to sit for the exam.</p>	<p>A student is allowed a second attempt at passing the Qualifying Exam. Any student who fails a part of the Qualifying Exam twice may be dismissed from the program. However, in unusual circumstances and at the discretion of the program director, a student may be permitted to take a part of the examination a third time, provided that a plan of study has been approved by the CRJ program director. Students taking the Qualifying Exam in a semester in which they are not registered for classes must register for Maintenance of Matriculation (MAM) in order to sit for the exam.</p>
<p>Specializations (9 credits)</p>	<p>Specializations (9 credits)</p>
<p>Students must take three classes (9 credits) in one of five specialization areas listed. The specialization lists provided are not intended to be exhaustive. The program director has discretion to substitute other courses, including courses in the 800-level series, to satisfy the specialization requirement. Students should consult with the program director before taking a course for specialization credit when that course is not on the specialization list. Dual specializations are permissible if the student has fulfilled the requirements of both specializations, but the same electives may not be used for two specializations.</p>	<p>Students must take three classes (9 credits) in one of five specialization areas listed. The specialization lists provided are not intended to be exhaustive. The program director has discretion to substitute other courses, including courses in the 800-level series, to satisfy the specialization requirement. Students should consult with the program director before taking a course for specialization credit when that course is not on the specialization list. Dual specializations are permissible if the student has fulfilled the requirements of both specializations, but the same electives may not be used for two specializations.</p>
<p>Free Electives (12 credits)</p>	<p>Free Electives (12 credits)</p>
<p>Students must take four additional classes from any of the graduate courses offered at John Jay. Students may choose to take CRJ 793 Comprehensive Review as one of their electives to help prepare for the exam. Students choosing the thesis option do not need to meet the electives requirement (see below).</p>	<p>Students must take four additional classes from any of the graduate courses offered at John Jay. Students may choose to take CRJ 793 Comprehensive Review as one of their electives to help prepare for the exam. Students choosing the thesis option do not need to meet the electives requirement (see below).</p>
<p>Thesis Option (6 credits)</p>	<p>Thesis Option (6 credits)</p>
<p>Students who complete CRJ 715 and CRJ 716 with an A- average or better may choose to write a thesis instead of taking four elective courses. Students choosing the thesis option must first take CRJ 717 Reading in Research and receive an A- or better. Students must obtain permission from the program director to pursue the thesis option after completing CRJ 717. If permission is granted, they must take CRJ 791 Thesis Prospectus as an Independent Study with their thesis advisor who must be a member of the graduate faculty. Finally, students must submit a thesis approved by their advisor and a second reader within no more than one year after completing CRJ 791. Students choosing the thesis option will complete a total of 30 credits for the master's degree, six fewer credits than those students who do not write a thesis. However, writing a thesis is</p>	<p>Students who complete CRJ 715 and CRJ 716 with an A- average or better may choose to write a thesis instead of taking four elective courses. Students choosing the thesis option must first take CRJ 717 Reading in Research and receive an A- or better. Students must obtain permission from the program director to pursue the thesis option after completing CRJ 717. If permission is granted, they must take CRJ 791 Thesis Prospectus as an Independent Study with their thesis advisor who must be a member of the graduate faculty. Finally, students must submit a thesis approved by their advisor and a second reader within no more than one year after completing CRJ 791. Students choosing the thesis option will complete a total of 30 credits for the master's degree, six fewer credits than those students who do not write a thesis. However, writing a thesis is a substantial</p>

a substantial undertaking usually requiring more work than that required by two additional courses.	undertaking usually requiring more work than that required by two additional courses.
CRJ Specializations Degree Requirements	
Criminology and Deviance	
CRJ 701 Sociology of Crime	CRJ 701 Sociology of Crime
CRJ 712 Sex Crimes	CRJ 712 Sex Crimes
CRJ 713 White-Collar Crime	CRJ 713 White-Collar Crime
CRJ 714 Social Aspects of Alcohol and Drug Use	CRJ 714 Social Aspects of Alcohol and Drug Use
CRJ 727/FCM 727 Cybercriminology	CRJ 727/FCM 727 Cybercriminology
CRJ 729 Drugs, Crime and the Criminal Justice System	CRJ 729 Drugs, Crime and the Criminal Justice System
CRJ 738 Perspectives on Race and Crime in America	CRJ 738 Perspectives on Race and Crime in America
CRJ 739 Crime Mapping	CRJ 739 Crime Mapping
CRJ 761 Youth Crime and Delinquency Control	CRJ 761 Youth Crime and Delinquency Control
CRJ 765 Social Movements, Revolution, and Terrorism	CRJ 765 Social Movements, Revolution, and Terrorism
CRJ 766 Sociology of Delinquency	CRJ 766 Sociology of Delinquency
CRJ 767 Gangs in American Society	CRJ 767 Gangs in American Society
CRJ 769 Deviant Behavior	CRJ 769 Deviant Behavior
CRJ 770 Advanced Criminology	CRJ 770 Advanced Criminology
CRJ 771 Special Topics in Criminal Justice	CRJ 771 Special Topics in Criminal Justice
CRJ 778 Public Health Issues in Criminal Justice: An Epidemiological Approach	CRJ 778 Public Health Issues in Criminal Justice: An Epidemiological Approach
CRJ 779 Presentations on Terrorism Studies	CRJ 779 <u>The Female Offender in Western Society</u>
CRJ 783 Crime and the Media	CRJ 783 Crime and the Media
CRJ 784 Organized Crime	CRJ 784 Organized Crime
CRJ 796 The History of Crime	CRJ 796 The History of Crime
Criminal Law and Procedure	
CRJ 708 Law, Evidence and Ethics	CRJ 708 Law, Evidence and Ethics
CRJ 725 Capital Punishment	CRJ 725 Capital Punishment
CRJ 789 Violence Across the Globe	CRJ 789 Violence Across the Globe
CRJ 733 The Constitution and Criminal Justice	CRJ 733 The Constitution and Criminal Justice
CRJ 734 Criminal Law	CRJ 734 Criminal Law
CRJ 735 Prosecuting Crime	CRJ 735 Prosecuting Crime
CRJ 736 Seminar in Civil Rights and Civil Liberties	CRJ 736 Seminar in Civil Rights and Civil Liberties
CRJ 752/FCM 752 The Law and High Technology Crime	CRJ 752/FCM 752 The Law and High Technology Crime
CRJ 768 Law and Society	CRJ 768 Law and Society
CRJ 785 The American Jury	CRJ 785 The American Jury
PAD 741 Administrative Law and Regulation	PAD 741 Administrative Law and Regulation

PAD 760	Court Administration	3	PAD 760	Court Administration	3
Police Administration					
CRJ 738	Perspectives on Race and Crime in America	3	CRJ 738	Perspectives on Race and Crime in America	3
CRJ 739	Crime Mapping	3	CRJ 739	Crime Mapping	3
CRJ 742	Police Ethics	3	CRJ 742	Police Ethics	3
CRJ 745	Legal Aspects of Undercover Activity	3	CRJ 745	Legal Aspects of Undercover Activity	3
CRJ 751	Crime Scene Investigation	3	CRJ 751	Crime Scene Investigation	3
CRJ 756	Critical Issues in Policing	3	CRJ 756	Critical Issues in Policing	3
CRJ 757	Police and the Community	3	CRJ 757	Police and the Community	3
CRJ 759	Comparative Police Administration	3	CRJ 759	Comparative Police Administration	3
CRJ 760	History of Police Administration	3	CRJ 760	History of Police Administration	3
CRJ 761	Youth Crime and Delinquency Control	3	CRJ 761	Youth Crime and Delinquency Control	3
CRJ 762	Investigation of Violent Crime	3	CRJ 762	Investigation of Violent Crime	3
CRJ 771	Special Topics in Criminal Justice	3	CRJ 771	Special Topics in Criminal Justice	3
CRJ 783	Crime and the Media	3	CRJ 783	Crime and the Media	3
CRJ 786	Problem-Oriented Policing	3	CRJ 786	Problem-Oriented Policing	3
CRJ 787	Seminar in Crime Analysis and Crime Prevention	3	CRJ 787	Seminar in Crime Analysis and Crime Prevention	3
Correction Administration					
CRJ 703	Critical Issues in Punishment	3	CRJ 703	Critical Issues in Punishment	3
CRJ 704	Probation and Parole: Theory and Practice	3	CRJ 704	Probation and Parole: Theory and Practice	3
CRJ 728	Critical Issues in Corrections	3	CRJ 728	Critical Issues in Corrections	3
CRJ 729	Drugs, Crime and the CRJ System	3	CRJ 729	Drugs, Crime and the CRJ System	3
CRJ 738	Race and Crime in America	3	CRJ 738	Race and Crime in America	3
CRJ 739	Crime Mapping	3	CRJ 739	Crime Mapping	3
CRJ 749	Ethics of Punishment	3	CRJ 749	Ethics of Punishment	3
CRJ 758	Public Health Challenges in Criminal Justice: An Epidemiological Approach	3	CRJ 758	Public Health Challenges in Criminal Justice: An Epidemiological Approach	3
Terrorism Studies					
CRJ 744	Terrorism and Politics	3	CRJ 744	Terrorism and Politics	3
CRJ 746	Terrorism and Apocalyptic Violence	3	CRJ 746	Terrorism and Apocalyptic Violence	3
CRJ 748	Counter Terrorism Policy for Law Enforcement	3	CRJ 748	Counter Terrorism Policy for Law Enforcement	3
CRJ 765	Social Movements, Revolution, and Terrorism	3	CRJ 765	Social Movements, Revolution, and Terrorism	3
CRJ 772	Seminar in Terrorism Studies	1.5	CRJ 772	Seminar in Terrorism Studies	1.5
CRJ 797	Homeland Security and International Relations	3	CRJ 797	Homeland Security and International Relations	3
CRJ 798	Homeland Security and Terrorism	3	CRJ 798	Homeland Security and Terrorism	3
Organized Crime					
CRJ 784	Organized Crime	3	CRJ 784	Organized Crime	3
CRJ 797	Homeland Security and International Relations	3	CRJ 797	Homeland Security and International Relations	3
CRJ 798	Homeland Security and Terrorism	3	CRJ 798	Homeland Security and Terrorism	3

	PSY 729 Terrorism	3
Sub-total 24 credits Electives 6-12 credits Total credits required: 30-36 credits	Sub-total 24 credits Electives 6-12 credits Total credits required: 30-36 credits	

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

_____ No Yes

If yes, what consultation has taken place?

The graduate psychology programs are aware of this addition; the course was already included in the Advanced Certificate in Terrorism Studies.

PROGRAM IN CRIMINAL JUSTICE**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

The City University of New York

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for Terrorism Studies leading to the advanced certificate.

Program Name and Degree Awarded: Terrorism Studies, Advanced Certificate

HEGIS Code: 2105

NY State Program Code: 34851

Effective term: Fall 2019

Date of Program Approval: October 29, 2018

Date of CGS approval: November 6, 2018

Rationale for proposed changes:

CRJ 748 Counter-Terrorism for Law Enforcement

CRJ 765 Social Movements, Revolution, and Terrorism

CRJ 784 Organized Crime

The CRJ MA program allows students to use CRJ 784 Organized Crime, CRJ 748 Counter-Terrorism for Law Enforcement, and CRJ 765 Social Movements, Revolution, and Terrorism as Advanced Certificate in Terrorism Studies electives though they were never formally approved to be part of the Advanced Certificate in Terrorism Studies. Shuki Cohen and Peter Romaniuk (Co-Directors of the Center on Terrorism) support these changes. Below are course descriptions from the Graduate Bulletin, which clearly indicate that the courses should be part of the Terrorism Studies.

CRJ 748 Counter Terrorism Policy for Law Enforcement

This course gives present and future law enforcement managers an overview of counter-terrorism policy in the context of current events and policies. The topics will include emergency response to disaster scenes, the identification of terrorists and terrorist groups, and the assessment of vulnerability and risk for population and infrastructure. The course will cover preventive law enforcement strategies and tactics, as well as methods to improve information sharing and coordination between agencies.

CRJ 765 Social Movements, Revolution, and Terrorism

This course will examine the overlap between crime and criminal justice and the activities of members of social movements, revolutionary groups, and terrorist organizations within the United States. Theories explaining the causes of terrorism will be examined. Special attention will be paid to incidents that have taken place since the 1950s, and acts carried out in the vicinity of New York City.

CRJ 784 Organized Crime

Students will become familiar with the language, issues and methods of organized crime as well as the responses that officials can undertake in combating it. Explores definitional and theoretical questions along with history and the businesses-both past and present-of American organized crime as well as more recent forms of transnational crime. Also examines the connection between organized crime and terrorism.

FROM	CRS.	TO
<p>List of Course (Prefix, Number, and Name)</p> <p>Requirements for the Degree Program: **** what is to be removed</p> <p>Degree Requirements</p> <p>The Master of Arts in Criminal Justice program, in collaboration with the Center on Terrorism, offers the Advanced Certificate in Terrorism Studies. The certificate program provides students with advanced instruction related to the causes and prevention of terrorist activities. Courses offered in the program deal with the history of terrorism; the politics, sociology and psychology of terrorism; and the counter-terrorism measures necessary to safeguard countries and their populations. The Certificate in Terrorism Studies is appropriate for a student who wishes to conduct research; become a homeland security professional at local, state or federal levels; or join American and international agencies focused on counter-terrorism. This is a stand-alone post-baccalaureate level certificate program. A student may pursue the certificate independent of a master's degree program or while pursuing a John Jay master's degree. Students who successfully complete the program are awarded a New York State Education Department certificate.</p> <p>This certificate may also be completed fully online..</p>	<p>3</p>	<p>List of Course (Prefix, Number, and Name)</p> <p>Requirements for the Degree Program: <u>****</u> underline the additions</p> <p>Degree Requirements</p> <p>The Master of Arts in Criminal Justice program, in collaboration with the Center on Terrorism, offers the Advanced Certificate in Terrorism Studies. The certificate program provides students with advanced instruction related to the causes and prevention of terrorist activities. Courses offered in the program deal with the history of terrorism; the politics, sociology and psychology of terrorism; and the counter-terrorism measures necessary to safeguard countries and their populations. The Certificate in Terrorism Studies is appropriate for a student who wishes to conduct research; become a homeland security professional at local, state or federal levels; or join American and international agencies focused on counter-terrorism. This is a stand-alone post-baccalaureate level certificate program. A student may pursue the certificate independent of a master's degree program or while pursuing a John Jay master's degree. Students who successfully complete the program are awarded a New York State Education Department certificate.</p> <p>This certificate may also be completed fully online..</p>
<p>Core Courses (6 credits)</p> <p>CRJ 744 Terrorism and Politics and CRJ 772 Seminar in Terrorism Studies CRJ 772 Seminar in Terrorism Studies or CRJ 776 Intensive Seminar in Terrorism Studies</p>	<p>3 1.5 1.5 3</p>	<p>Core Courses (6 credits)</p> <p>CRJ 744 Terrorism and Politics and CRJ 772 Seminar in Terrorism Studies CRJ 772 Seminar in Terrorism Studies or CRJ 776 Intensive Seminar in Terrorism Studies</p>
<p>*Students selecting the CRJ 772 option must enroll in the course for two semesters, 1.5 credits each.</p> <p>Electives (6 credits)</p>		<p>*Students selecting the CRJ 772 option must enroll in the course for two semesters, 1.5 credits each.</p> <p>Electives (6 credits)</p>

Select two of the following	Select two of the following
CRJ 746 Terrorism and Apocalyptic Violence	CRJ 746 Terrorism and Apocalyptic Violence
CRJ 789 Violence Across the Globe	CRJ 748 Counter-Terrorism for Law Enforcement
CRJ 797 Homeland Security and International Relations	CRJ 765 Social Movements, Revolution, and Terrorism
CRJ 798 Homeland Security and Terrorism	CRJ 784 Organized Crime
PSY 729 Terrorism	CRJ 789 Violence Across the Globe
	CRJ 797 Homeland Security and International Relations
	CRJ 798 Homeland Security and Terrorism
	PSY 729 Terrorism
Sub-total 6 credits	Sub-total 6 credits
Electives 6 credits	Electives 6 credits
Total credits required: 12 credits	Total credits required: 12 credits

Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

No Yes

MASTER OF ARTS PROGRAM IN INTERNATIONAL CRIME AND JUSTICE
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
 The City University of New York
PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for International Crime and Justice leading to the Master of Arts Degree.

Program Name and Degree Awarded: Master of Arts International Crime and Justice

HEGIS Code: 2105

NY State Program Code: 33083

Effective term: Fall 2019 admissions cycle

Date of Program Approval: October 30, 2018

Date of CGS approval: November 6, 2018

Rationale for proposed changes:

The ICJ MA faculty have approved additional guidance for students applying to the program. The proposed additions to the program-specific admissions criteria makes clearer to applicants that their supporting materials should demonstrate their academic qualifications and ability.

FROM	Crs	TO	Crs.
<p>List of Course (Prefix, Number, and Name)</p> <p>Requirements for the Degree Program: ****what is to be changed.</p> <p>Program-Specific Admissions Requirements</p> <p>International Crime and Justice, Master of Arts</p> <p>The Master of Arts in International Crime and Justice Program welcomes applicants who have earned a bachelor's degree from an accredited post-secondary institution, or international equivalent, with a GPA of 3.0 or higher. In addition, applicants</p>	.	<p>List of Course (Prefix, Number, and Name)</p> <p>Requirements for the Degree Program: <u>****</u>underline the changes.</p> <p>Program-Specific Admissions Requirements</p> <p>International Crime and Justice, Master of Arts</p> <p>The Master of Arts in International Crime and Justice Program welcomes applicants who have earned a bachelor's degree from an accredited post-secondary institution, or international equivalent, with a GPA of 3.0 or higher. In addition, applicants</p>	

<p>should have successfully completed an undergraduate statistics course. Students may be conditionally admitted without undergraduate statistics but must complete this course within the first year of the program. The Graduate Record Examination (GRE) is not required.</p> <p>Applicants are asked to submit:</p> <ul style="list-style-type: none"> • Official transcripts of undergraduate and other graduate coursework • Three letters of recommendation • A personal statement of approximately 500 words giving reasons for wanting to pursue graduate study • A writing sample of 5-10 pages from a research or analytical paper <p>The Admissions Committee may request interviews with applicants.</p>	<p>should have successfully completed an undergraduate statistics course. Students may be conditionally admitted without undergraduate statistics but must complete this course within the first year of the program. The Graduate Record Examination (GRE) is not required.</p> <p>Applicants are asked to submit:</p> <ul style="list-style-type: none"> • Official transcripts of undergraduate and other graduate coursework • Three letters of recommendation that focus on the candidate's qualifications and ability to pursue the proposed course of study. <u>At least one academic reference is preferred</u> • A personal statement of approximately 500 words giving reasons for wanting to pursue graduate study • A writing sample of 5-10 pages from a research or analytical paper (in any field) that demonstrates the applicant's writing and analytical skills <p>The Admissions Committee may request interviews with applicants.</p>	
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Note: The proposal should show the complete text of existing requirements and of proposed requirements. The State Education Department requires that all program changes include a complete listing of required courses.

Does this change affect any other program?

___N___ No ___ ___ Yes

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

EXPERIMENTAL GRADUATE COURSE PROPOSAL

Please submit this form, along with a course syllabus based upon the College's model syllabus, to the Associate Dean of Graduate Studies at rmeecks@jjay.cuny.edu.

Date Submitted to the Office of Graduate Studies: May 4, 2018

Date of Program Approval: 2009

1. Contact information of proposer(s):

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

2. Experimental course details:

Program	International Crime & Justice
Course Prefix & Number	ICJ 750
Course Title	Special Topics in International Crime & Justice
Course Description	This course will allow students an in-depth analysis of 21st century challenges facing the field of international crime and justice. The specific topic of study will be chosen by the instructor each term.
Pre- and/or Corequisites (specify which are pre, co, or both)	N/A
Credits	3
Contact Hours (per week)	3
Lab Hours	0
Semester to be offered	Fall 2019

3. Rationale for course (Explain briefly, 1-3 paragraphs):

This experimental course will allow students to examine topics of interest in the field of international crime and justice that are covered only superficially or not at all in other IC&J electives and core. Students have expressed an interest and a need for specialized topics within the field of international crime & justice that may potentially focus on specific

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

4. Has this course already been taught on an experimental basis?

No Yes

If yes, please list below the semester(s) and year(s) that this experimental course has been taught:

5. Course Learning Outcomes:

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

Student will:

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

6. Is this proposed course similar to or related to any course offered by any other program?

No Yes

If yes, what course(s) is this course similar or related to?: N/A

Did you consult with program(s) offering similar or related course(s)?

Not applicable No Yes

If yes, give short summary of the consultation process and results:

7. Syllabus (please attach a copy of the course syllabus): See attached

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

**ICJ 800: Special Topics in International Crime & Justice
[Semester and year]**

Instructor	Course time
Contact information	Course location

Textbooks recommended:

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

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

COURSE DESCRIPTION

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

LEARNING OBJECTIVES

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

Student will:

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

USE OF BLACKBOARD

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

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

COURSE REQUIREMENTS

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

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

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

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

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

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

Example of Debate Topic:

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

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

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

Evaluation Criteria

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

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

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

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

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

A 93.0-100.0

A- 90.0- 92.9

B+ 87.1- 89.9

B 83.0- 87.0

B- 80.0- 82.9

C+ 77.1- 79.9

C 73.0- 77.0

C- 70.0- 72.9

F 70 and below

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

ATTENDANCE

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

JJC ACCOUNT

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

ACCESSIBILITY SERVICES/ADA POLICY

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at L.66.00 (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

CITATION STYLE

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

Please read carefully the APA guidelines and cite accordingly.

WRITING QUALITY

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

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

THE WRITING CENTER

The Writing Center (<http://jjcweb.jjay.cuny.edu/writing/homepage.htm>) is a service that provides free tutoring to students of John Jay College. The Writing Center has a staff of trained tutors, including tutors for graduate students, who work with you to help you become a more effective writer, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource, and I encourage you to use it. If I give you a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

ACADEMIC INTEGRITY

Cheating

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

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

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

Plagiarism

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

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

Internet plagiarism

- Includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. (From the John Jay College of Criminal Justice Graduate Bulletin, p. 89)
- Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

COURSE SCHEDULE

Week 1

Required Reading:

Optional Reading:

Week 2

Required Reading:

Optional Reading:

Week 3

Required Reading:

Optional Reading:

Week 4

Required Reading:

Optional Reading:

Week 5

Required Reading:

Optional Reading:

Week 6

Required Reading:

Optional Reading:

Draft group project due

Week 7

Required Reading:

Optional Reading:

Week 8

Required Reading:

Optional Reading:

Week 9)

Required Reading:

Optional Reading:

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

Week 10

Required Reading:

Optional Reading:

Student Presentations:

Week 11

Required Reading:

Optional Reading:

Student Presentations:

Week 12

Required Reading:

Optional Reading:

Week 13:

Group Projects Due

Week 14:

Debates for Group 1 &2

Week 15

Debates for group 3 & 4

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

