

**COLLEGE COUNCIL
AGENDA
& ATTACHMENTS**

WEDNESDAY, FEBRUARY 22, 2017

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

February 22, 2017
 1:40 p.m.
 9.64NB

- I. Adoption of the Agenda
- II. Minutes of the December 6, 2016 College Council (attachment A), **Pg. 3**
- III. Approval of the Members of the College Council Committees (attachment B), **Pg. 5**
 - Professor Johanna Lessinger replaces Professor Terry Furst as representative for the Department of Anthropology on the College Council, **Pg 6**
 - Professor Amy Green replaces Professor Gerald Markowitz as representative for the Department of Interdisciplinary Studies on the College Council, **Pg. 6**
 - Brian Carvajal replaces Kaniz Fatima as elected junior class representative on the College Council, **Pg. 7**
 - Joanna Callen replaces Mohammed Alam as elected graduate student representative on the College Council, **Pg. 7**
 - Bianca Hayles was elected as the freshman representative on the College Council, **Pg. 8**
 - Tomas Garita was elected as the alternate student representative on the College Council, **Pg. 8**
 - Laura Rubio was elected as the student representative on the Committee on Student Interests, **Pg. 10**
 - Marina Saad was elected as the student representative on the Faculty-Student Disciplinary Committee, **Pg. 11**
 - Laura Rubio was elected as the student representative on the Budget and Planning Committee, **Pg. 13**
 - Jeffrey Cunningham was elected as the student representative on the Committee on Graduate Studies, **Pg. 15**
- IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C9) – Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, Dara Byrne

Programs

- C1. Proposal to Revise the BA in Forensic Psychology, **Pg. 20**
 C2. Proposal to Revise the BA in Humanities and Justice, **Pg. 27**
 C3. Proposal to Revise the BS in Criminal Justice (Institutional Theory & Practice), **Pg. 33**

Academic Standards

- C4. Proposal to Revise the Policy on Senior Citizens, **Pg. 39**

New Courses

- C5. TOX 3XX Cellular and Molecular Toxicology, **Pg. 42**
 C6. TOX 3YY Clinical Toxicology, **Pg. 54**
 C7. TOX 4XX Principles of Pharmacological Toxicology, **Pg. 64**

Course Revisions

- C8. CJBS Courses – Bulk Prerequisite Changes, **Pg. 74**
 C9. HJS 250 Justice in the Western Tradition, **Pg. 76**

- V.** Report from the Committee on Graduate Studies (attachment D1-D7) – Associate Provost and Dean of Graduate Studies, Anne Lopes

Academic Policies

- D1. Preferred Name Policy, **Pg. 78**
 D2. Proposed Revision to Policy on Graduate Readmission, **Pg. 79**

Revision to Existing Program

- D3. Addition of Victim Counseling Specialization to Forensic Mental Health Counseling MA, **Pg. 82**
 D4. ICJ 701, Illegal Markets and Economic Justice, **Pg. 103**

New Graduate Courses

- D5. ECO 713 Political Economy, **Pg. 110**
 D6. ECO 720 Macroeconomics, **Pg. 124**
 D7. ECO 750 Mathematics for Economics, **Pg. 136**

- VI.** Proposed College Council Calendar for 2017-2018, **Pg. 146**
- VII.** New Business
- VIII.** Announcements from the Student Council – President Grace Theresa Agalo-os
- IX.** Administrative Announcements – President Jeremy Travis
- X.** Announcements from the Faculty Senate – President Warren (Ned) Benton

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Tuesday, December 6, 2016

The College Council held its fourth meeting of the 2016-2017 academic year on Tuesday, December 6, 2016. The meeting was called to order at 1:50 p.m. and the following members were present: Grace Theresa Agalo-os, Mohammed Alam, Schevaletta Alford, Jasmine Awad, Andrea Balis*, Rosemary Barberet, Ellen Belcher, Warren (Ned) Benton, Jane Bowers, Michael Brownstein, Dara Byrne, Helen Cedeno, Kashka Celinska, Lynette Cook-Francis, Sven Dietrich, Sandrine Dikambi, Artem Domashevskiy, Lisa Farrington, Kaniz Fatima, Joel Freiser, Leigh Graham, Jonathan Gray, Roman Gressier, Maki Haberfeld, Mahtab Khan, Erica King-Toler, Maria Kiriakova, Louis Kontos, Thomas Kucharski, Anru Lee, Anne Lopes, Sylvia Lopez, Devin Ly*, Yue Ma, Vincent Maiorino, Aida Martinez-Gomez, Mickey Melendez, Lorraine Moller, Chuck Nemeth*, Elizabeth Nisbet, Naomi Nwosu, Izabela Qafa, Belinda Rincon, Kadeem Robinson Michael Scaduto, David Shapiro, Lauren Shapiro, Francis Sheehan, Steven Titan, Jeremy Travis, and Janet Winter*.

Absent: Ellen Belcher, Avram Bornstein*, Samantha Buan-Ladines, Anthony Carpi, Glenn Corbett, Ric Curtis*, Jahvar Duffus, Diana Falkenbach*, Terry Furst, Robert Garot*, Jay Hamilton, Karen Kaplowitz, Thurai Kugan, James Llana, Xerxes Malki, Gerald Markowitz, Brian Montes, Kimberly Ortega, Marline Paul, Frank Pezzella, Peter Romaniuk, Charles Stone, Fritz Umbach, Rebecca Weiss*, Marline Wright, Daniel Yaverbaum, and Guoqi Zhang

*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 November 14, 2016 College Council

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

III. Approval of a Member of the College Council

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

- Professor Glenn Corbett replaces Professor Janice Dunham on the College Council.

IV. Report from Executive Committee Regarding Exercise of its Power to Declare a Vacancy on the College Council

President Travis read the policy for informational purposes.

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1-C11)

A motion was made to adopt a new program marked "C1. Proposal to Revise the Minor in Fraud Examination." The motion was seconded and approved unanimously.

A motion was made to adopt a new program marked “C2. Proposal for a New BS in Human Service and Community Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked C3-C7 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C3-C7:

- C3. AFR 2XX Race and Science (Sci Wld)
- C4. EDU 3XX Education for Social Change (JCII)
- C5. PHI 2XX Philosophy of Sciences (Sci Wld)
- C6. PHI 2YY Comedy and American Cultural Diversity (US Exp)
- C7. LIT 1XX Justice Across Literatures (JCI)

A motion was seconded and approved unanimously.

A motion was made to adopt courses mapping to general education learning outcomes marked C8-C9 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt courses mapping to general education learning outcomes marked C8-C9:

- C8. ART 103 Italian Renaissance (CE)
- C9. LLS 343 Race and Citizenship in the Americas (JCII)

A motion was seconded and approved unanimously.

A motion was made to adopt an academic standard marked “C10. Revision of CUNY Justice Academy Second Chance Policy.” The motion was seconded and approved unanimously.

A motion was made to adopt an academic standard marked “C11. Adding Preferred Name Info on Model Syllabus.” The motion was seconded and approved unanimously.

VI. Report from Committee on Graduate Studies (attachments D1-D2)

A motion was made to adopt new courses marked D1-D2 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked D1-D2:

- D1. ICJ 725 Environmental Crime
- D2. ICJ 730 Human Trafficking

A motion was seconded and approved unanimously.

VII. Determination of Need of the December 8, 2016 College Council Meeting

The additional College Council Meeting on December 8, 2016 was cancelled.

The meeting was adjourned at 2:50 p.m.

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College Council Membership

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

Administration:

- | | |
|---|----------------------|
| 1. President (Chairperson) | Jeremy Travis |
| 2. Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| 3. Vice President for Finance and Administration | Steven Titan |
| 4. Vice President for Student Affairs | Lynette Cook-Francis |
| 5. Vice President for Enrollment Management | VACANT |
| 6. Associate Provost for Institutional Effectiveness | VACANT |
| 7. Associate Provost for Strategic Initiatives and Dean of Graduate Studies | Anne Lopes |
| 8. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| 9. Associate Provost and Dean of Research | Anthony Carpi |

Faculty:

- | | |
|---|---------------------|
| a. Full-time faculty elected from each academic department: | |
| 10. Africana Studies | Xerxes Malki |
| 11. Anthropology | Johanna Lessinger |
| 12. Art and Music | Lisa Farrington |
| 13. Communication and Theater Arts | Lorraine Moller |
| 14. Counseling | Mickey Melendez |
| 15. Criminal Justice | Frank Pezzella |
| 16. Economics | Jay Hamilton |
| 17. English | Jonathan Gray |
| 18. Health and Physical Education | Vincent Maiorino |
| 19. History | Fritz Umbach |
| 20. Interdisciplinary Studies Department | Amy Green |
| 21. Latin America and Latina/o Studies | Brian Montes |
| 22. Law, Police Science, and Criminal Justice Administration | Yue Ma |
| 23. Library | Maria Kiriakova |
| 24. Mathematics | Thurai Kugan |
| 25. Modern Languages and Literatures | Aida Martinez-Gomez |
| 26. Philosophy | Michael Brownstein |
| 27. Political Science | Peter Romaniuk |
| 28. Psychology | Thomas Kucharski |
| 29. Public Management | Elizabeth Nisbet |
| 30. Security, Fire and Emergency Management | Lauren Shapiro |
| 31. Sciences | Guoqi Zhang |
| 32. SEEK | Erica King-Toler |
| 33. Sociology | Rosemary Barberet |
| b. At-Large Adjunct representative of the Faculty Senate: | |
| 34. Public Management | Joel Freiser |
| c. Faculty allotted according to any method duly adopted by the Faculty Senate: | |
| 35. Anthropology | Anru Lee |
| 36. English | Karen Kaplowitz |

| | |
|--|----------------------------|
| 37. Latin American/Latina/o Studies & English | Belinda Rincon |
| 38. Law, Police Science, and Criminal Justice Administration | Kashka Celinska |
| 39. Law, Police Science, and Criminal Justice Administration | Maki Haberfeld |
| 40. Library | Ellen Belcher |
| 41. Mathematics & Computer Science | Sven Dietrich |
| 42. Psychology | Charles Stone |
| 43. Public Management | Warren (Ned) Benton |
| 44. Public Management | Leigh Graham |
| 45. Public Management | David Shapiro |
| 46. Security, Fire and Emergency Management | Glenn Corbett |
| 47. Sciences | Artem Domashevskiy |
| 48. Sciences | Francis Sheehan |
| 49. Sciences | Daniel Yaverbaum |
| 50. SEEK | Schevaletta (Chevy) Alford |
| 51. 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:

| | |
|---------------------------|--|
| Andrea Balis, History | Avram Bornstein, Anthropology |
| Ric Curtis, Anthropology | Diana (DeeDee) Falkenbach, Psychology |
| Robert Garot, Sociology | Chuck Nemeth, SFEM |
| Rebecca Weiss, Psychology | VACANT |

Higher Education Officers elected by Higher Education Officers Council:

52. Sandrine Dikambi (ex officio)
53. Naomi Nwosu
54. Helen Cedeno
55. Sylvia Lopez
56. Michael Scaduto

- 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.

| |
|--------------|
| Janet Winter |
|--------------|

Students:

| | |
|---|--------------------------|
| 57. President of the Student Council | Grace Theresa Agalo-os |
| 58. Vice President of the Student Council | Roman Gressier |
| 59. Treasurer of the Student Council | Jahvar Duffus |
| 60. Secretary of the Student Council | Kadeem Robinson |
| 61. Elected At-Large Representative | Samantha N. Buan Ladines |
| 62. Elected graduate student representative | Marline Wright |
| 63. Elected graduate student representative | Joanna Callen |
| 64. Elected senior class representative | Izabela Qafa |

- | | |
|---|-----------------|
| 65. Elected senior class representative | Marline Paul |
| 66. Elected junior class representative | Brian Carvajal |
| 67. Elected junior class representative | Kimberly Ortega |
| 68. Elected sophomore class representative | Jasmine Awad |
| 69. Elected sophomore class representative | Mahtab Khan |
| 70. Freshman representative designated according to a method duly adopted by the Student Council. | Bianca Hayles |

- 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.

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|-------------|-----------------|
| 1. Devin Ly | 2. Tomas Garita |
|-------------|-----------------|

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) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • Vice President for Finance and Administration | Steven Titan |
| • Vice President for Student Affairs | Lynette Cook-Francis |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice-President of the Faculty Senate | Francis Sheehan |
| • Two (2) other members of the Faculty Senate | |
| 1. Karen Kaplowitz | |
| 2. Schevaletta (Chevy) Alford | |
| • President of the Higher Education Officers Council | Sandrine Dikambi |
| • Vice-President of the Higher Education Officers Council | Nikki Hancock-Nicholson |
| • President of the Student Council | Grace Theresa Agalo-os |
| • Vice-President of the Student Council | Roman Gressier |

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) Jeremy Travis
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- Vice President for Finance and Administration Steven Titan
- Vice President for Student Affairs Lynette Cook-Francis
- Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i
 1. Schevaletta (Chevy) Alford
 2. Andrea Balis
 3. Warren (Ned) Benton
 4. Sven Dietrich
 5. Fritz Umbach
 6. Karen Kaplowitz
 7. Francis Sheehan
- Two (2) higher education officers
 1. Sandrine Dikambi
 2. Nikki Hancock-Nicholson
- Three (3) students
 1. Grace Theresa Agalo-os
 2. Roman Gressier
 3. Samantha Nicole Buan Ladines

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
- Registrar Daniel Matos
- Executive Director 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 | C. Jama Adams |
| 2. Anthropology | Shonna Trinch |
| 3. Art and Music | Erin Thompson |
| 4. Communication & Theater Arts | Bettina Murray |
| 5. Counseling | Ma'at Lewis |
| 6. Criminal Justice | Chongmin Na |
| 7. Economics | Ian Seda |
| 8. English | Bettina Carbonell |
| 9. Health & Physical Education | Susan Larkin |
| 10. History | Andrea Balis |
| 11. Interdisciplinary Studies Program (ISP) | Susannah Crowder |
| 12. Library | Ellen Sexton |

13. Latin American & Latina/o Studies
14. Law, Police Science & CJA
15. Mathematics & Computer Science
16. Modern languages & Literature
17. Philosophy
18. Political Science
19. Psychology
20. Public Management
21. Sciences
22. Security, Fire & Emergency Management
23. SEEK
24. Sociology

Suzanne Oboler
 Heath Grant
 Michael Puls
 Maria Julia Rossi
 John Pittman
 Veronica Michel
 Demis Glasford
 Judy-Lynne Peters
 Sandra Swenson
 Glenn Corbett
 Monika Son
Fall: Carla Barrett
Spring: Barry Sprunt

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
 1. Devin Ly
 2. Jasmine Awad
 3. Leslie Smith

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
- Director, Center for Student Involvement and Leadership Danielle Officer
- Two (2) members of the faculty
 1. Alexa Capeloto
 2. Nicole Elias
- Six (6) students
 1. Ashley Baxter
 2. Jashua Perez
 3. Agha Khan
 4. Melinda Yam
 5. Brian Carvajal
 6. Laura Rubio

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. Thurai Kugan-Mathematics and Computer Sciences
 2. Peggilee Wopperman-Psychology
 3. Robert McCrie-Law, Police Science, and Criminal Justice Administration
- 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. Heath Grant
 2. Liliana Soto-Fernandez
 3. vacant
 4. vacant
 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. Ashley Baxter
 2. Marline Paul
 3. Leslie Smith
 4. Marina Saad
 5. Zachary Sizemore
 6. **VACANT**

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) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • Associate Provost for Strategic Initiatives and Dean of Graduate Studies | Anne Lopes |

- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies
 - Associate Provost and Dean of Research
 - Chairperson of each academic department
 1. Africana Studies
 2. Anthropology
 3. Art and Music
 4. Communication and Theater Arts
 5. Counseling
 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
- Dara Byrne
Anthony Carpi
- Carlton Jama Adams
Anthony Marcus
Ben Lapidus
Martin Wallenstein
Caridad Sanchez
Evan Mandery
Jay Hamilton
Valerie Allen
Davidson Umeh
Allison Kavey
Richard Haw
Lisandro Perez
Richard Curtis
Larry Sullivan
Douglas Salane
Silvia Dapia
Jonathan Jacobs
James Cauthen
Angela Crossman
Maria D'Agostino
Larry Kobilinsky
Charles Nemeth
Nancy Velasquez-Torres
Amy Adamczyk
- 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. Kathleen Collins, Associate Professor, Library
 3. Catherine Mulder, Associate Professor, Economics
 - 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. Mangai Natarajan, Professor, Criminal Justice
 2. Michael Pfeifer, Associate Professor, History
 3. Karen Terry, Professor, Criminal Justice
 - 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. Izabela Qafa
 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) | Jeremy Travis |
| • Provost and Senior Vice President for Academic Affairs | Jane P. Bowers |
| • Vice President for Finance and Administration | Steven Titan |
| • Vice President for Student Affairs | Lynette Cook-Francis |
| • Vice President for Enrollment Management | VACANT |
| • Associate Provost for Institutional Effectiveness | VACANT |
| • Assistant Vice President for Administration | Raj Singh |
| • Associate Provost for Strategic Initiatives and Dean of Graduate Studies | Anne Lopes |
| • Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies | Dara Byrne |
| • Associate Provost and Dean of Research | Anthony Carpi |
| • Interim Assistant Vice President for Financial and Business Services | Mark Flower |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Francis Sheehan |
| • Chair of the Faculty Senate Fiscal Affairs Committee | Thomas Kucharski |
| • Vice Chair of the Faculty Senate Fiscal Affairs Committee | Karen Kaplowitz |
| • Chairperson of each academic department | |
| 1. Africana Studies | Carlton Jama Adams |
| 2. Anthropology | Anthony Marcus |
| 3. Art and Music | Ben Lapidus |
| 4. Communication and Theater Arts | Martin Wallenstein |
| 5. Counseling | Caridad Sanchez |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Valerie Allen |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | Allison Kavey |
| 11. Interdisciplinary Studies Department | Richard Haw |
| 12. Latin American and Latina/o Studies | Lisandro Perez |
| 13. Law, Police Science, and Criminal Justice Administration | Richard Curtis |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Silvia Dapia |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | James Cauthen |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Maria D'Agostino |
| 21. Sciences | Larry Kobilinsky |
| 22. Security, Fire and Emergency Management | Charles Nemeth |
| 23. SEEK | Nancy Velasquez-Torres |
| 24. Sociology | Amy Adamczyk |
| • Chairperson of the Higher Education Officers Council | Sandrine DiKambi |
| • Two (2) higher education officer representative | |
| 1. Michael Scaduto | |

2. Nikki Hancock-Nicholson

- 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. Crystal Farmer
 2. Anthony Chambers

Grace Theresa Agalo-os
 Jahvar Duffus
 Laura Rubio

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 Senior 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

Steven Titan
 Jane P. Bowers
 Warren (Ned) Benton
 Thomas Kucharski
 Karen Kaplowitz
 Angela Crossman
 James Cauthen
 Jay Hamilton
 Sandrine Dikambi

The Assistant Vice President for Financial and Business Services Mark Flower and the Provost's Senior Director for Academic Operations, 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:

- Associate Provost for Institutional Effectiveness (Chairperson)
- Vice President of Finance and Administration
- Provost and Senior Vice President for Academic Affairs
- President of the Faculty Senate
- Two (2) representatives chosen by the Faculty Senate
 1. Thomas Kucharski
 2. Charles Stone
- Chair of the Council of Chairs
- Two (2) representatives chosen by the Council of Chairs
 1. Douglas Salane
 2. vacant
- Chair of the Higher Education Officers Council
- One (1) student representative
 1. Grace Theresa Agalo-os

VACANT
 Steven Titan
 Jane P. Bowers
 Warren (Ned) Benton

 Angela Crossman

 Sandrine Dikambi

The Director of Institutional Research, Ricardo M. Anzaldúa and the Director of Outcomes Assessment, Virginia Moreno 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:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Vice President for Enrollment Management • Associate Provost for Strategic Initiatives and Dean of Graduate Studies (Chairperson) • Assistant Vice President and Dean of Students • Chief Librarian • Graduate Program Directors <ol style="list-style-type: none"> 1. Criminal Justice 2. Digital Forensics and Cybersecurity 3. Emergency Management MS 4. Forensic Mental Health Counseling MA/JD 5. Forensic Psychology 6. Forensic Science 7. International Crime and Justice 8. Protection Management and Security Management 9. MPA: Public Policy and Administration 10. MPA: Inspection and Oversight 11. Forensic Psychology BA/MA Program • Two (2) graduate students <ol style="list-style-type: none"> 1. Joanna Callen 2. Jeffrey Cunningham | <p>VACANT</p> <p>Anne Lopes Michael Sachs Larry Sullivan</p> <p>Avram Bornstein Douglas Salane Glenn Corbett James Wulach Diana Falkenbach Mechthild Prinz Jana Arsovska Chuck Nemeth Marilyn Rubin Warren (Ned) Benton Jennifer Dysart</p> |
|--|--|

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. Aida Martinez-Gomez
 3. Daniel Yaverbaum
 4. VACANT
- Two (2) students
 1. Zachary Sizemore
 2. Fernando Andrade

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 Senior Vice President for Academic Affairs (Chairperson) | Jane P. Bowers |
| • Senior Director of Academic Operations, Office of the Provost | Kinya Chandler |
| • President of the Faculty Senate | Warren (Ned) Benton |
| • Vice President of the Faculty Senate | Francis Sheehan |
| • Chairperson of each academic department | |
| 1. Africana Studies | Carlton Jama Adams |
| 2. Anthropology | Anthony Marcus |
| 3. Art and Music | Ben Lapidus |
| 4. Communication and Theater Arts | Martin Wallenstein |
| 5. Counseling | Caridad Sanchez |
| 6. Criminal Justice | Evan Mandery |
| 7. Economics | Jay Hamilton |
| 8. English | Valerie Allen |
| 9. Health and Physical Education | Davidson Umeh |
| 10. History | Allison Kavey |
| 11. Interdisciplinary Studies Department | Richard Haw |
| 12. Latin American and Latino/a Studies | Lisandro Perez |
| 13. Law, Police Science, and Criminal Justice Administration | Richard Curtis |
| 14. Library | Larry Sullivan |
| 15. Mathematics and Computer Science | Douglas Salane |
| 16. Modern Languages and Literatures | Silvia Dapia |
| 17. Philosophy | Jonathan Jacobs |
| 18. Political Science | James Cauthen |
| 19. Psychology | Angela Crossman |
| 20. Public Management | Maria D'Agostino |
| 21. Sciences | Larry Kobilinsky |
| 22. Security, Fire and Emergency Management | Charles Nemeth |
| 23. SEEK | Nancy Velasquez-Torres |
| 24. Sociology | Amy Adamczyk |

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
2. Cell & Molecular Biology
3. Computer Science and Information Security
4. Criminal Justice (B.A.)
5. Criminal Justice (B.S.)
6. Criminal Justice Management
7. Criminology
8. Culture and Deviance Studies
9. Dispute Resolution
10. Economics Concentration A
Economics Concentration C
11. English
12. Fire and Emergency Services
13. Fire Science
14. Forensic Psychology

15. Forensic Science
16. Fraud Examination and Financial Forensics
17. Gender Studies
18. Global History
19. Humanities and Justice
20. International Criminal Justice
21. Latin American and Latina/o Studies
22. Law and Society

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

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

*Co-coordinators

Johanna Lessinger
 Jason Rauceo
 Sven Dietrich
 Evan Mandery
VACANT
 Wendy P. Guastaferro
 Louis Kontos
 Ed Snadjr
 Maria R. Volpe
 Catherine Mulder
vacant
 John Staines
 Robert Till
 Robert Till
Fall: Angela Crossman
Spring: Deryn Strange
 Lawrence Kobilinsky
 Jon Childerley
 Katie Gentile
 Stephen Russell
 Hyunhee Park
 Mangai Natarajan
 Jose Luis Morin
 Jean Carmalt
 Michael Yarbrough
 James Cauthen
 Karen Okamoto
 Mary Ann McClure
 Joe Pollini
 Jennifer Rutledge
 Samantha Majic
 Wendy P. Guastaferro
 Robert McCrie
 Richard Ocejo
 Aida Martinez Gomez
 Maria Julia Rossi
 Shu-Yuan Cheng (Demi)

Committee on Honors, Prizes and Awards

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

- Vice President for Student Affairs (Chairperson)
- Assistant Vice President and Dean of Students
- Director, Center for Student Involvement and Leadership

Lynette Cook-Francis
 Michael Sachs

Danielle Officer

- Three (3) full-time members of the faculty
 1. Marta Concheiro-Guisan
 2. Vijay Sampath
 3. Valerie West
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
 1. Brian Carvajal
 2. Mahtab Khan
 3. Katianna Laveaux

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. Thurai Kugan
2. Toy-Fung Tung
3. Vacant
4. Vacant
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 (ex officio) • Associate Provost for Institutional Effectiveness • Seven (7) Full-time Faculty Members <ol style="list-style-type: none"> 1. Lisette Delgado-Cruzata 2. Marie-Helen Maras 3. Maureen Richards 4. Denise Thompson 5. Jennifer Rutledge 6. Mechthild Prinz 7. Vacant • Three(3) Higher Education Officers <ol style="list-style-type: none"> 1. Anila Duro 2. Deborah Washington 3. Rosann Santos-Elliott | <p>Marie-Helen Maras Denise Thompson Virginia Moreno</p> <p>VACANT</p> |
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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. Chevy Alford
2. Maria Kiriakova
3. Ekaterina Korobkova
4. Hyunhee Park
5. **VACANT**

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

To: UCASC

From: Prof. Demis Glasford, Psychology Department

Re: Prerequisites for the BA in Forensic Psychology

Date: October 28, 2016

The curriculum committee of the Department of Psychology met and approved no change in our prerequisites and the necessary increase in total credits (for now; change may be coming down the road) for the BS in Forensic Psychology in order to comply with the memo from CUNY Vice Chancellor Rabinowitz.

FORENSIC PSYCHOLOGY (BA) – Revised Version

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

Credits required. 43-52 (or more depending on math placement)

Coordinator. Professor Darryl Wout, Psychology Department, Deputy Chair for Advising, (646.557.4652, dwout@jjay.cuny.edu/jjay.cuny.edu)

Advising resources.

[Requirement checklist](#)

[Sample Four-year Plan of Study](#)

~~**Prerequisite.** PSY 101, which does not count toward the 40 credits required in the major. This course fulfills the College's general education requirements in the Flexible Core: Individual and Society area. The prerequisites for the required statistics course, STA 250, are MAT 105 and/or MAT 108 (or MAT 141).~~

Internship program. Students can receive practical experience in forensic psychology by enrolling in PSY 378, which offers fieldwork placements in such settings as hospitals for emotionally disturbed offenders, prisons and agencies related to the family court or otherwise offering treatment services to youthful offenders.

Baccalaureate/Master's Program in Forensic Psychology. Qualified undergraduate students may enter the BA/MA Program and thereby graduate with both a bachelor's and a master's degree in forensic psychology. For additional information, contact Professor Jennifer Dysart, Department of Psychology (212.484.1160, bamadirector@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2010-2011 Undergraduate Bulletin.

PREREQUISITE COURSES

Subtotal: 3-6 credits

PSY 101 Introduction to Psychology*

MAT 108 Social Science Mathematics or MAT 141 Pre-calculus (depending on placement)

***Advisors recommendation: take PSY 101 to fulfill the Flexible Core: Individual & Society area of General Education.**

PART ONE. CORE COURSES

Subtotal: 22 credits

Required

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

PART TWO. CORE ELECTIVES

Subtotal: 6 credits

Select two

PSY 320 Brain and Behavior
 PSY 324 Perception
 PSY 327 Learning and Memory
 PSY 329 History of Psychology
 PSY 352 Multicultural Psychology
 PSY 353 Theories of Personality

PART THREE. GENERAL ELECTIVES

Subtotal: 6 credits

Select two

PSY 266 The Psychology of Alcoholism and Drug Abuse
 PSY 332 Psychology of Adolescence
 PSY 333 Psychology of Gender
 PSY 336 Group Dynamics
 PSY 339 Key Concepts in Psychotherapy
 PSY 342/CSL 342 Introduction to Counseling Psychology
 PSY 345/ANT 345 Culture, Psychopathology and Healing
 PSY 347/AFR 347 Psychology of Oppression
 PSY 355 Tests and Measures
 PSY 372 Psychology of Criminal Behavior
 PSY 373 Correctional Psychology
 PSY 375 Family Conflict and the Family Court
 PSY 378 Fieldwork in Forensic Psychology I **OR** PSY 385 Supervised Research Experience in Psychology
 PSY 482 Selected Topics in Psychology

PART FOUR. CAPSTONE REQUIREMENTS

Subtotal: 6 credits

Select two

PSY 421 Forensic, Social and Experimental Psychology

PSY 425 Seminar in Forensic Psychology
PSY 430 Clinical Topics in Forensic Psychology
PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System
PSY 485 Advanced Undergraduate Research Experience in Psychology

PART FIVE. HONORS THESIS IN PSYCHOLOGY (OPTIONAL) Subtotal: 0-6 credits

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

Total Credits for Major: 43-52
General Education: 42
Electives: 26-35
Total Credits for BA Degree: 120

FORENSIC PSYCHOLOGY (BA) – Current Version

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

Credits required. 40-46 (or more depending on math placement)

Coordinator. Professor Darryl Wout, Psychology Department, Deputy Chair for Advising, (646.557.4652, dwout@jjay.cuny.edu)

Advising resources.

[Requirement checklist](#)

[Sample Four-year Plan of Study](#)

Prerequisite. PSY 101, which does not count toward the 40 credits required in the major. This course fulfills the College's general education requirements in the Flexible Core: Individual and Society area. The prerequisites for the required statistics course, STA 250, are MAT 105 and/or MAT 108 (or MAT 141).

Internship program. Students can receive practical experience in forensic psychology by enrolling in PSY 378, which offers fieldwork placements in such settings as hospitals for emotionally disturbed offenders, prisons and agencies related to the family court or otherwise offering treatment services to youthful offenders.

Baccalaureate/Master's Program in Forensic Psychology. Qualified undergraduate students may enter the BA/MA Program and thereby graduate with both a bachelor's and a master's degree in forensic psychology. For additional information, contact Professor Jennifer Dysart, Department of Psychology (212.484.1160, bamadirector@jjay.cuny.edu).

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2010-2011 Undergraduate Bulletin.

PART ONE. CORE COURSES

Subtotal: 22 credits

Required

PSY 200 Cognitive Psychology

PSY 221 Social Psychology

PSY 231 Developmental Psychology

PSY 242 Abnormal Psychology
PSY 311 Research Methods in Psychology
PSY 370/LAW 370 Psychology and the Law
STA 250 Principles and Methods of Statistics

PART TWO. CORE ELECTIVES**Subtotal: 6 credits****Select two**

PSY 320 Brain and Behavior
PSY 324 Perception
PSY 327 Learning and Memory
PSY 329 History of Psychology
PSY 352 Multicultural Psychology
PSY 353 Theories of Personality

PART THREE. GENERAL ELECTIVES**Subtotal: 6 credits****Select two**

PSY 266 The Psychology of Alcoholism and Drug Abuse
PSY 332 Psychology of Adolescence
PSY 333 Psychology of Gender
PSY 336 Group Dynamics
PSY 339 Key Concepts in Psychotherapy
PSY 342/CSL 342 Introduction to Counseling Psychology
PSY 345/ANT 345 Culture, Psychopathology and Healing
PSY 347/AFR 347 Psychology of Oppression
PSY 355 Tests and Measures
PSY 372 Psychology of Criminal Behavior
PSY 373 Correctional Psychology
PSY 375 Family Conflict and the Family Court
PSY 378 Fieldwork in Forensic Psychology I **OR** PSY 385 Supervised Research Experience in Psychology
PSY 482 Selected Topics in Psychology

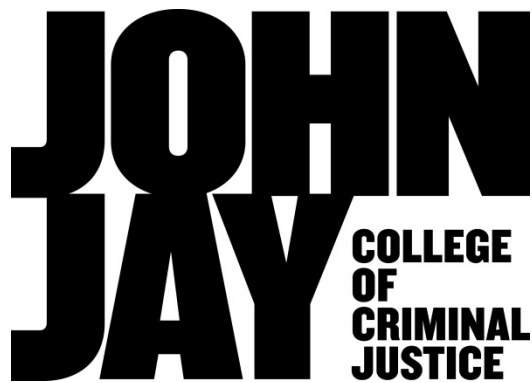
PART FOUR. CAPSTONE REQUIREMENTS**Subtotal: 6 credits****Select two**

PSY 421 Forensic, Social and Experimental Psychology
PSY 425 Seminar in Forensic Psychology
PSY 430 Clinical Topics in Forensic Psychology
PSY 476 Seminar in the Psychological Analysis of Criminal Behavior and the Criminal Justice System
PSY 485 Advanced Undergraduate Research Experience in Psychology

PART FIVE. HONORS THESIS IN PSYCHOLOGY (OPTIONAL) Subtotal: 0-6 credits

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

Total Credit Hours: 40-46



To: Kathy Killoran and members of the UCASC

From: Allison Kavey, Chair of History and Hyunhee Park, Major Coordinator

Date: December 1, 2016

Re: Revision of the BA in Humanities and Justice

The faculty of the HJS major met today, and we voted unanimously to make a change to our required classes.

Description of the Changes:

- Eliminate Prerequisites to the Major
- Remove Part III. Topics in Political or Legal Theory and move three additional credits to the Humanities and Justice Electives.

Rationale for the Changes:

Since the changes to the College's general education program and transition to CUNYFirst, the major prerequisites as written have become largely un-enforceable. All students are still required to complete two English composition courses in gen ed, so they are not necessary as explicit major pre-requisites. The social science prerequisites will no longer be necessary since the major will be exclusively in the humanities. Also, due to changes in gen ed, students are not guaranteed to take course in history, literature or philosophy. We want to make it easier for students to declare the HJS major. Additionally, we would like students to be able to take HJS 250 a bit earlier in their college careers so the course pre-requisites will be revised for that course as well.

In Part III of the major, we currently require either POL 375 or LAW 301, both of which come with attendant pre-requisites that our students rarely meet (POL 101; LAW 203 or POL 301). These classes also fall outside the humanities focus of the major and are not contributing to the skill set that the rest of the required skills classes and electives develop. We would like to replace the existing requirement with an additional 3-credit, 300-level elective course in English, History, or Philosophy (Part II).

This proposal also refreshes the list of major electives available to students. Our process and criteria for selecting these is described below.

When we began revising the major to include the proposal you see before you to replace LAW 301/POL 375 with an humanities elective, we also undertook the task of revising our electives list. This process occurs approximately every three years, with the director making decisions about particular courses that are not on the list during the advising process. In this year's review, the curriculum committee chose to take off a few courses in history and literature that either did not fit the requirements of addressing justice from a humanities perspective (HIS 240: Historiography, LIT 300: Text and Context, HIS 270: Marriage In Medieval Europe) or were no longer taught by faculty who would consistently include justice in their syllabi (LIT 314: Shakespeare), or have become an integral part of Gen Ed (HIS 320: Crime and Punishment in the US).

HJS has an intense advising program, in which students cannot register for classes without seeing an advisor. Students are welcome to appeal for a class to be recognized by bringing the syllabus to the director of HJS or one of the advisors to demonstrate that the faculty member teaching it did indeed focus on justice from a humanities perspective throughout the course. We elected to place all ISP courses in the category of needing directorial approval, since by the nature of the program, those courses are not always taught from a humanities perspective by all of the faculty involved and thus do not satisfy the basic requirements of the major. We understand that this makes more work for our director and the registrar, but we believe this level of oversight is important to ensure that we consistently present electives that contribute to the learning outcomes identified in the major.

We also elected to add some courses to our electives list that have come on the books since our last review or are now consistently being taught and meet the criteria of being humanities based and specifically addressing justice as a major theme. These classes include HIS 214: Immigration and Ethnicity in the US, HIS/ LLS/POL 242: US Foreign Policy in Latin America, HIS 356: Sexuality, Gender, and Culture in Muslim Societies, HIS 281: Imperialism in Africa, S. Asia, and the Middle East, LIT 366: Writing Nature, and LIT 383 Gender and Sexuality in US Latino/a Culture. As departments develop new classes or stop offering existing ones, we will continue to update our electives list.

HUMANITIES AND JUSTICE (BA) – Bulletin Info with Revision, 2017-18

The Humanities and Justice major offers students the opportunity to explore fundamental questions about justice from a humanistic, interdisciplinary perspective. Rooted in history, literature and philosophy, Humanities and Justice prepares students for basic inquiry and advanced research into issues of justice that lie behind social policy and criminal justice as well as broader problems of social morality and equity. Its courses are designed to help students develop the skills of careful reading, critical thinking and clear writing that are necessary for the pursuit of any professional career. This major provides an excellent preparation for law school and other professional programs, for graduate school in the humanities, and for careers in law, education, public policy and criminal justice.

The Humanities and Justice curriculum involves a sequence of five interdisciplinary core courses in Humanities and Justice (designated with the HJS prefix); **and seven** ~~six~~ courses from a list of humanities courses; ~~and a choice of one of two courses on theory.~~

Credits required. 36

Coordinator. Professor Hyunhee Park, Department of History (212.237.8291, hpark@jjay.cuny.edu). Students must review their course of study with major faculty.

Advising resources. Four-year Academic Plan

Prerequisites. ~~ENG 201; one of the general education courses in literature, history, or philosophy; one of the general education courses in the social sciences, and upper-sophomore class standing.~~

Please note: ~~POL 101 (or GOV 101) is a prerequisite for POL 375 and LAW 203 or POL 301 is a prerequisite for LAW 301. Part III of the major requires either POL 375 (or GOV 375) or LAW 301.~~

Additional information. Students who enrolled for the first time at the College or changed to this major in September ~~2014~~ **2017** or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the **2016-17** ~~2013-2014~~ Undergraduate Bulletin.

Senior-level requirement. Students must complete HJS 410 Reading Scholarship in Humanities and Justice and HJS 415 Thesis in Humanities and Justice Studies.

PART ONE. REQUIRED COURSES

Subtotal: 9 credits

Required

HJS 250 Justice in the Western Traditions

HJS 310 Comparative Perspectives on Justice

HJS 315 Research Methods in Humanities and Justice Studies

PART TWO. HUMANITIES AND JUSTICE ELECTIVES

Subtotal: ~~21~~ 18-credits

Students take ~~seven~~ **six advanced elective courses** in one or more of the humanities disciplines in order to explore how the fundamental assumptions, methods and general subject matter of these disciplines relate to issues of justice. These courses will be chosen by the student with faculty advisement, from the following list. Permission by the Humanities and Justice Coordinator is required for any course not listed below in Categories A, B, or C to count toward the major. **A minimum of 12 credits must be taken at the 300-level or above.**

HIS 214: Immigration and Ethnicity in the U.S.~~HIS 217 History of NYC~~

HIS 219 Violence and Social Change in America

HIS 224 A History of Crime in New York City

~~HIS 240 Historiography~~**HIS 242/LLS 242/POL 242: US Foreign Policy in Latin America**

HIS 252 Warfare in the Ancient Near East and Egypt

HIS 254 History of Ancient Greece and Rome

HIS 256 History of Muslim Societies and Communities

HIS 260/LLS 260 History of Contemporary Cuba

HIS 264 China to 1650

HIS 265/LLS 265 Class, Race, and Family in Latin American History

HIS 270 Marriage in Medieval Europe

HIS 274 China: 1650-Present

HIS 277 American Legal History

HIS 281: Imperialism in Africa, S. Asia, and the Middle East

HIS 282 Selected Topics in History

~~HIS 320 Topics in the History of Crime & Punishment in U.S.~~

HIS 323 History of Lynching and Collective Violence

HIS 325 Criminal Justice in European Society, 1750 to the Present

HIS 340 Modern Military History from the Eighteenth Century to the Present

HIS 354 Law and Society in Ancient Athens and Rome

HIS 356: Sexuality, Gender, and Culture in Muslim Societies

HIS 364/GEN 364 History of Gender and Sexuality: Prehistory to 1650

~~HIS 368 Law and Society in the Ancient Near East~~

HIS 374 Premodern Punishment

HIS 375 Female Felons in the Premodern World

HIS 381 Social History of Catholicism in the Modern World

HIS 383 History of Terrorism

HJS 380 Selected Topics in Humanities and Justice

~~ISP 273 The Stories We Tell~~~~ISP 321 Moral, Legal and Ethical Dilemmas that Shape the U.S.A.~~~~ISP 322 Making Waves: Troublemakers, Gadflies and Whistleblowers~~~~ISP 335 Violence in the Pursuit of Justice~~

LIT 219 The Word as Weapon

LIT 223/AFR 223 African-American Literature

LIT 265 Foundations of U.S. Latino/a Literature

~~LIT 300 Text and Context~~

LIT 305 Foundations of Literature and Law
 LIT 311 Literature and Ethics
~~LIT 313 Shakespeare~~
 LIT 314 Shakespeare and Justice
 LIT 315 American Literature and the Law
 LIT 316 Gender and Identity in Western Literary Traditions
 LIT 326 Crime, Punishment, and Justice in U.S. Literature
 LIT 327 Crime and Punishment in World Literature
 LIT 340/AFR340 African American Experience in America: Comparative Racial Perspectives
 LIT 342 Perspectives on Literature and Human Rights
 LIT 346 Cultures in Conflict
 LIT 348 Native American Literature
LIT 366 Writing Nature
 LIT 380 Advanced Selected Topics in Literature
LIT 383 Gender and Sexuality in US Latino/a Culture
 LLS 322 Latina/o Struggles for Civil Rights and Social Justice
 PHI 203 Political Philosophy
 PHI 205 Philosophy of Religion
 PHI 210 Ethical Theory
 PHI 302 The Philosophy of Rights
 PHI 304 Philosophy of the Mind
 PHI 310/LAW 310 Ethics and Law
 PHI 315 Philosophy of the Rule of Law: Theory and Practice
 PHI 317 Philosophy of Law in Global Perspective
 PHI 322/CRJ 322 Judicial and Correctional Ethics
 PHI 326 Topics in the History of Modern Thought
 PHI 340 Utopian Thought
 PHI 423/POL 423 Selected Topics in Justice
 SPA 308 The Theme of Justice in Spanish Literature
 SPA 335 The Theme of Justice in Latin American Literature and Film

*HIS 282, LIT 287, LIT 380: HIS 282 Selected Topics in History, LIT 287 Selected Topics in Literature, LIT 380 Advanced Selected Topics in Literature and LIT 401 Special Topics may be used to satisfy the six-course requirement of the Disciplinary Component when the topic is applicable to the Humanities and Justice major. **ISP courses should be handled similarly.** To approve these courses for inclusion in the major, students and/or faculty must petition the major ~~program~~ coordinator.*

~~PART THREE. TOPICS IN POLITICAL OR LEGAL THEORY~~ — Subtotal 3 credits

Select one

LAW 301 Jurisprudence
~~POL 375 Law, Order, Justice and Society~~

PART THREE FOUR. PROBLEMS AND RESEARCH Subtotal 6 credits

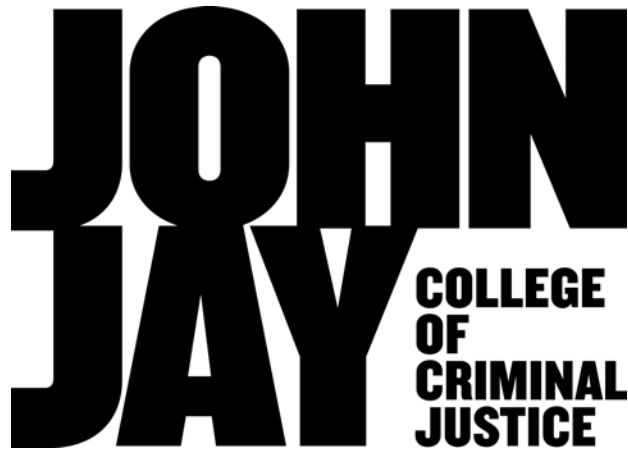
Required

HJS 410 Reading Scholarship in Humanities and Justice

HJS 415 Thesis in Humanities and Justice Studies

Total Credit Hours for Major: 36

General Education: 42**Electives: 42****Total credits for BA degree: 120**



Memorandum

To: UCASC

From: Prof. Heath Grant, Deputy Chair, Department of Law, Police Science and Criminal Justice Administration

Date: December 1, 2016

Re: Adding courses to the CJBS major and Making Major Prerequisites Visible

The Curriculum Committee of the Law, Police Science and Criminal Justice Administration Department has approved the changes to the BS in Criminal Justice (Institutional Theory and Practice) as explained below.

1. Adding the credits for the major prerequisites explicitly in the bulletin and DegreeWorks and showing the full 120 credits to earn the BS degree.
2. Adding courses to Part III. Distribution Areas (Police, Law and Courts, Corrections) that are regularly offered by LPS (or are cross-listed with other departments).

Rationale

Firstly, we are requesting the change to the overall credits for the major and listing the prerequisites explicitly to comply with Vice Chancellor Vita Rabinowitz's memo requiring such.

Secondly, we are streamlining the registration process and lessen the number of course substitutions the department regularly gives students who take the identified courses that are not currently listed as part of the major. These situations are challenging for both the department and enrollment management services since the number of students in the CJBS major (including the CUNY Justice Academy students) is vast. The changes will also give more transparency to students regarding their degree audits and the status of their academic progress. These courses are regularly offered by either the LPS department or those departments that offer cross-listed courses.

Criminal Justice (Institutional Theory and Practice), BS – Revised, UG Bulletin 2017-18

The major is intended for students who seek a career in criminal justice and would like to explore the field from a broad perspective. It is devoted to understanding criminal justice institutional theory and practice in the context of diverse multicultural societies. The major underscores the rule of law as the glue which holds together the arenas of police, courts, and corrections that along with other social institutions and the public are the co-producers of justice.

Credits required. ~~42~~ 36 (or more depending on math placement)

Prerequisites. ~~SOC 101, and POL 101 (or GOV 101). Students are strongly urged to complete these courses during their first year in the College. SOC 101 can fulfill the Flexible Core: Individual and Society and POL 101 can fulfill the Flexible Core: U.S. Experience in its Diversity areas of the College's general education requirements. CJBS 101 is the required first course within the major and is a prerequisite for many subsequent courses in the major. Depending on math placement, some students may need to take MAT 105 and/or MAT 108 as prerequisites for the required statistics and research methods course, CJBS 250.~~

~~Other courses also have prerequisites beyond courses previously taken in the major. In Part III, COR 201 is a prerequisite for COR 401, COR 415 and COR 430.~~

Coordinator. See the Department of Law, Police Science and Criminal Justice Administration (Room 422HH, 212.237.8032)

Advisors. Ms. Charlotte Cuss and Ms. Wanda Owens, Academic Advisement Center, (L.73 NB, cjbs@jjay.cuny.edu). Make an appointment using [AdvisorTrac](#).

Advising resources. [CJBS Major Advisement Video](#). [CJBS Information Packet](#). [CJBS Worksheet](#). Sample [Four-year Plan of Study](#).

Baccalaureate/Master's Program in Criminal Justice. Qualified undergraduate students may enter the Baccalaureate/Master's Program and thereby graduate with both a bachelor's and a master's degree in criminal justice. For additional information, contact Professor Jennifer Dysart, Department of Psychology (212.484.1160, bamadirector@jjay.cuny.edu).

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

Additional requirement. As part of this major, students must take three courses in Part 3. Distribution Areas, one from each Category, A-C. At least two of those courses must be at the

300-level or above and must come from different categories.

Additional information. Students who enrolled for the first time at the College or changed to this major in September 2017 ~~2012~~ or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2016-17 ~~2011-2012~~ Undergraduate Bulletin.

PREREQUISITES

Subtotal: 6 credits

Required

POL 101 American Government and Politics
SOC 101 Introduction to Sociology

Advisor recommendation: Students are strongly urged to complete these prerequisite courses during their first year in the College. SOC 101 can fulfill the Flexible Core: Individual and Society and POL 101 can fulfill the Flexible Core: U.S. Experience in its Diversity areas of the College's General Education requirements.

PART 1. CORE REQUIREMENTS

Subtotal: 24 credits

CJBS 101 Introduction to the American Criminal Justice System
CJBS 250 Research Methods and Statistics for Criminal Justice
CJBS 300 Criminal Justice: Theory in Practice
CJBS 415 Capstone Seminar for BS in Criminal Justice
COR 101 Introduction to Corrections
LAW 203 Constitutional Law
PSC 101 Introduction to Police Studies
SOC 203 Criminology

PART 2. DIVERSITY

Subtotal: 3 credits

Select One

COR 320 Race, Class and Gender in a Correctional Context
CRJ 420/SOC 420 Women and Crime
LAW 313/POL 313 The Law and Politics of Race Relations
LAW 340 Employment Discrimination Law, Affirmative Action and Police Organization
PSC 202 Police and Diversity
PSC 235 Women in Policing

PART 3. DISTRIBUTION AREAS

Subtotal: 9 credits

Select three courses, one from each category A-C.

Please note: at least 2 of the courses MUST be at the 300-level or above and must come from different categories.

Category A. Police

Select One

CJBS 377 Internship for Criminal Justice, Law and Policing

CRJ 255 Computer Applications in Criminal Justice

CRJ 321/PHI 321 Police Ethics

CRJ 425 Seminar on Major Works in Criminal Justice

PSC 107 Introduction to Criminal Investigations

PSC 201 Police Organization and Administration

PSC 204 The Patrol Function

PSC 216 Crime Mapping

PSC 227 Police Training Programs: Goals, Content and Administration

PSC/PSY 271 Psychological Foundations of Police Work

PSC 300 Police Management and Administration in the U.S.

PSC 306 Police Work with Juveniles

PSC 309 Comparative Police Systems

PSC 324 Police Use of Force: Legal, Theoretical and Practical Implications

PSC 340 Planning for Police Operations and Management

PSC 380 Selected Topics in Policing

PSC 385 Faculty mentored Research Experience in Police Science

PSC 405 Organized Crime in America

PSC 415 Seminar on Terrorism

Category B. Law and Courts

Select one

CJBS 377 Internship for Criminal Justice, Law and Policing

CRJ 322/PHI 322 Judicial and Correctional Ethics

LAW 202 Law and Evidence

LAW 204 Criminal Law of New York

LAW 206 The American Judiciary

LAW 209 Criminal Law

LAW 212 The Criminal Process and Criminal Procedure Law

LAW 213/DRA 213 The Impact of Mass Media on the Administration of Justice

LAW 259/POL 259 Comparative Criminal Justice Systems

LAW 301 Jurisprudence

LAW 310/PHI 310 Ethics and Law

LAW 320 Seminar in the Law of Search and Seizure

LAW 370/PSY 370 Psychology and the Law

LAW 3XX (380) Selected Topics in Law

LAW 401 Problems of Constitutional Development

LAW 420/PAD 420 Contemporary Administration and the Judiciary

Category C. Corrections

Select one

COR 201 The Law and Institutional Treatment

COR 202 The Administration of Correctional Programs for Juveniles

COR 230/PSC 230 Sex Offenders in the Criminal Justice System

COR 250 Rehabilitation of the Offender

COR 282 Principles of Correctional Operations

COR 303 Comparative Correction Systems

COR 310 Fieldwork in Corrections

COR 320 Race, Class and Gender in a Correctional Context

COR 3XX (380) Selected Topics in Corrections

COR 401 Evaluating Correctional Methods and Programs

COR 402 Administration of Community-based Corrections Programs

COR 415 Major Works in Corrections

COR 430 Senior Seminar in Correctional Studies

CRJ 322/PHI 322 Judicial and Correctional Ethics

Note: courses can only be used to satisfy one area in the major.

CBJS 385 Selected Topics in Criminal Justice can be applied to Categories A-C if topic is appropriate.

Total Credits for Major: **42** 36

General Education: 42

Electives: 36

Total Credits for BS Degree: 120



Proposed Revision to Policy on Senior Citizen Auditors

Suggested changes to the policy (underlined and bold)

From Undergraduate Bulletin, 2016-17:

<http://jjay.smartcatalogiq.com/en/2016-2017/Undergraduate-Bulletin/Admissions/Senior-Citizen-Auditors>

ADMISSIONS

Senior Citizen Auditors

Senior citizens satisfying the New York State residency requirements, who are 60 years of age or older (as of the first day of the semester or session), **and meet course qualifications** are permitted to audit up to two (2) undergraduate courses at the College per semester/session, on a space-available basis, without tuition charge. **Students who qualify based on this criteria may begin registering the week before the first day of classes up until the last day to add a course.**

To apply as a senior citizen auditor, please download the Non-Degree Application which can be found at <http://www.jjay.cuny.edu/apply-non-john-jay-degree-student>. The completed application should be submitted to the Office of Admissions each semester/session. The \$65 application fee is not required; however, senior citizen auditors are charged an \$80 administrative fee per semester/session, the consolidated services fee, as well as any penalty fees they may incur (e.g., late registration, payment reprocessing fees, library fines, etc.).

To audit a course, senior citizens are required to submit proof of age and the College is required to retain a copy of at least one of the proofs listed below or have a signed statement by a College official attesting that one of these proofs was examined and the student satisfied the age requirement. The following forms of proof of age are acceptable: Medicaid Card, Driver's License, **Non-Driver's ID, IDNYC, or Birth Certificate.**

~~Enrolling in a course on an audit basis gives a student the right to attend and participate in all aspects of the course without receiving credit for the course.~~ **Senior citizen auditors who wish to take courses**

must meet the course prerequisites or qualify by taking a placement exam where available. If an auditing student does not meet the prerequisite for the course, they may request a waiver from the professor. The Modern Language Center (7.64 NB, 212-284-1140, languagelab@jjay.cuny.edu) provides placement exams in Arabic, Chinese, French, German, Italian, Japanese, Portuguese and Spanish. Placement is available in biology and chemistry via the Sciences Department (5.66 NB).

Auditing students should identify themselves to their professors. Professors and auditing students will then discuss class expectations at the beginning of the semester, including the amount of student participation, assignments and other activities. The student is assigned a grade of “AUD,” which will appear on their permanent record at the College. The course, however, will have no credit attached to it and will not count toward any degree/certificate program offered by The City University of New York.

Enrolling for Credit Bearing Courses

Senior citizens may opt to enroll for credit-bearing courses, but must do so on the same basis as other matriculated students by paying the applicable tuition charges and related fees.

Rationale for these changes: The current policy is silent on requiring senior citizen auditors to meet the pre-requisites for courses they participate in. There have been several cases in which auditors were not adequately prepared for courses and they impacted the learning of other students in the class. Other CUNY campuses require seniors to meet pre-requisites as well.

Effective date: September 2017

Policies from Other CUNY Campuses

Baruch College:

A \$65 non-refundable fee (check or money order) must accompany all applications except for the senior citizen auditors. Acceptance of this application does not guarantee course availability at the appointed registration time. **All course prerequisites must be met.**

SENIOR CITIZEN STUDENT

File this application if:

- You are a New York resident 60 years of age or older
- You want to **audit introductory liberal arts course**
- **NO English comp, math, business or science**
- You have not already taken the course

All other CUNY Colleges have the same policy as John Jay's current policy.

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

New Course Proposal Form

Date Submitted: 09/20/2016

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: Sciences
- b. **Name** and contact information of proposer(s): Shu-Yuan Cheng; shcheng@jjay.cuny.edu; 646-557-4637
2. a. **Title of the course** Cellular and Molecular Toxicology
- b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CFS)L Cell & Molecular Toxicology
- c. **Level** of this course ___ 100 Level ___ 200 Level X 300 Level ___ 400 Level

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

Cellular and Molecular Toxicology combines biological and toxicological concepts to the study of drugs and their molecular mechanism of action. This course requires an understanding of chemistry and biology acquired in BIO103/104, CHE103/104, and CHE 201/202. Students will learn the mechanistic concepts and techniques of toxicology at the cellular and molecular levels. Various molecular events and cellular modifications that result from chemical exposure will be discussed. Content, coursework (reading assignments and laboratory exercises), and assessments (examinations, in-class quizzes, and laboratory reports) will be designed at the 300-level, expecting students to not only provide knowledge/content, but also analysis, interpretation, and problem solving.

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

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.)

John Jay College has a new BS Toxicology Major, and this is one of the key toxicology electives to provide a well-rounded toxicological education. This course will serve to introduce the basic principles of Toxicology at the cellular and molecular levels to students. "Cellular and Molecular Toxicology" is one sub-field of toxicology which explains the cellular response to

Approved by UCASC, Dec 16, 2016, to College Council, Feb 22, 2016

toxic insults. Scientists make use of the many scientific techniques in the molecular life sciences to understand the underlying mechanisms by which these toxins damage cells, tissues, and entire organisms.

4. **Course description** as it is to appear in the College Bulletin.

Every cell encounters toxic insults. In order to survive, several protective mechanisms are triggered to defend against such insults. This course will cover the fundamental concepts of cellular and molecular toxicology including membrane-bound transporters, small molecules such as glutathione, enzymes for biotransformation and detoxification, and proteins affecting the repair of damaged macromolecules such as DNA. Material will focus on cellular responses to toxic insults involving integrated biological processes such as the activation of signaling pathways, the regulation of gene expression and cell division, and programmed cell death. This course will unravel the key processes in this cellular drama and discuss the scientific uncertainty in the measurement and in the data. The goal is to introduce cellular and molecular principles and the key biochemical players to foster a deeper understanding of the molecular basis of toxicology.

5. **Course Prerequisites** (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; CHE 201/202, and BIO 103/104.

6. Number of:

- | | |
|----------------|---|
| a. Class hours | 5.5 <u>total (3 hrs lecture, 2.5 hrs lab)</u> |
| b. Lab hours | 2.5 <u> </u> |
| c. Credits | 4 <u> </u> |

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

X No Yes. If yes, then please provide:

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

Reasoning, students will be able to:

- Critique technical data and opinions from published articles
- Articulate the cellular response to toxic insults and the process of signaling pathways triggered by toxins to understand the toxic mechanism of toxins
- Assess the potential usefulness of obtainable information

Knowledge, students will be able to:

- Describe the cellular response to toxic insults and the process of signaling pathways triggered by toxins

Practical skills, students will be able to:

- Apply various advance scientific techniques utilized for unraveling the toxic mechanism in cellular and molecular levels.
- Interpret scientific data in unbiased and objective manners and recognize the what is incomplete, inaccurate or biased presentations of results and data
- Critique opinions obtained from other sources for accuracy and objectivities
- Demonstrate the conduct and behavior both in and out of laboratory consisted with relevant published professionals codes of behaviors and ethics

Communication, students will be able to:

- Participate in discussions as well as written expression of thoughts and opinions, such as case studies, written exams and assignments
- Demonstrate written competence by means of assignments and examinations

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

___No X Yes,

New BS in Toxicology, Toxicology elective, Part III, Category A.

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

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

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

Learning will be assessed by the following:

- 1.) In-class: Quizzes, Midterm and Final Exams
- 2.) Lab: Written reports and notebook

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

Yes X No ___

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

Electronic journal subscriptions (Thanks to the Chancellor's STEM initiative) --- e.g. journals from Elsevier, Springer and Wiley.

SCOPUS --- an important discovery tool for biomed journal articles

e-book collections in John Jay Lloyd Sealy Library

13. **Syllabus (See Attached)**

Approved by UCASC, Dec 16, 2016, to College Council, Feb 22, 2016

14. **Date of Department curriculum committee** approval _September 20, 2016___
15. **Faculty** - Who will be assigned to teach this course? Demi Cheng
16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
 No Yes.
17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
 Not applicable No Yes.
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:

Lawrence Kobilinsky

Chair, Sciences Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK
524 W 59th street, New York, New York 10019

Principles of Cellular and Molecular Toxicology
TOX 3xx

Professor/Instructor: Shu-Yuan Cheng, Ph.D.

Room: 5.61.09 NB (Office)

Tel: (646) 557-4637

Email: shcheng@jjay.cuny.edu

Office hours: By appointment

Course Description

Every cell encounters toxic insults. In order to survive, several protective mechanisms are triggered to defend against such insults. This course will cover the fundamental concepts of cellular and molecular toxicology including membrane-bound transporters, small molecules such as glutathione, enzymes for biotransformation and detoxification, and proteins affecting the repair of damaged macromolecules such as DNA. Material will focus on cellular responses to toxic insults involving integrated biological processes such as the activation of signaling pathways, the regulation of gene expression and cell division, and programmed cell death. This course will unravel the key processes in this cellular drama and discuss the scientific uncertainty in the measurement and in the data. The goal is to introduce cellular and molecular principles and the key biochemical players to foster a deeper understanding of the molecular basis of toxicology.

Learning Objectives

Reasoning, students will be able to:

- Critique technical data and opinions from published articles
- Articulate the cellular response to toxic insults and the process of signaling pathways triggered by toxins to understand the toxic mechanism of toxins
- Assess the potential usefulness of obtainable information

Knowledge, students will be able to:

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Practical skills, students will be able to:

- Apply various advance scientific techniques utilized for unraveling the toxic mechanism in cellular and molecular levels.

- Interpret scientific data in unbiased and objective manners and recognize the what is incomplete, inaccurate or biased presentations of results and data
- Critique opinions obtained from other sources for accuracy and objectivities
- Demonstrate the conduct and behavior both in and out of laboratory consisted with relevant published professionals codes of behaviors and ethics

Communication, students will be able to:

- Participate in discussions as well as written expression of thoughts and opinions, such as case studies, written exams and assignments
- Demonstrate written competence by means of assignments and examinations

Course pre-requisites: ENG 201, CHE 201/202, and BIO 103/104.

Required Textbook:

- *Molecular and Biochemical Toxicology, 4th edition, Robert C. Smart and Ernest Hodgson (2008)*
ISBN-13: 978-0470102114; ISBN-10: 047010211X; Wiley

Suggested References (available in the Library):

- *Lesley Stanley, "Molecular and Cellular Toxicology: An Introduction" (2014) Wiley*
ISBN: 9781119952060.

Grades

The grade is based upon scores of lecture (60%) and lab (40%).

Lecture:

- Quizzes (10 quizzes, 20%)
- Midterm and Final (20% each, 40% total)

Lab:

- Written reports (30%; 5% for each report)
- Notebook (10%)

Grading Scale:

| | |
|----------------|----|
| 93.0 and above | A |
| 90.0 – 92.9 | A- |
| 87.0 – 89.9 | B+ |
| 83.0 – 86.9 | B |
| 80.0 – 82.9 | B- |
| 77.0 – 79.9 | C+ |

| | |
|-------------|----|
| 73.0 – 76.9 | C |
| 70.0 – 72.9 | C- |
| 67.0 – 69.9 | D+ |
| 63.0 – 66.9 | D |
| 60.0 – 62.9 | D- |
| Below 60.0 | F |

Grading Scale: The grading scale is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale will then be strictly used. This means that a 72.949% is a “C-“ and a 72.950% is a “C.” The computer does these calculations so there are no judgment calls or “leniency.”

You must check Blackboard and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.

Statement of the College Policy on Plagiarism

- Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
- It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) 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.
- This course will use turnitin.com for the written report. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

Americans with Disabilities Act (ADA) Policies

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

Approved by UCASC, Dec 16, 2016, to College Council, Feb 22, 2016

Blackboard

Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, **students are responsible** for checking their **John Jay e-mail account** regularly for important announcements. Contact DoIT, **not** your instructor, for help with e-mail or Blackboard.

Course Attendance

You are required to attend the class sessions. You will be allowed two absences with no required documentation. However, beginning with the third undocumented absence, your final course grade will be penalized by 10 percentage points (10%) for each undocumented absence. Arrivals later than twenty minutes after the start of class will count as a one-half absence.

Lecture Schedule

Week 1: Molecular and biochemical toxicology: An introduction (Chapter 1 and 2)

Overview of molecular/biochemical toxicology and molecular techniques in toxicology

Reading: Chapter 1 (pp. 1-4) and Chapter 2 (pp. 5-24)

Week 2: Toxicogenomics (Chapter 3) and Proteomics (Chapter 4)

Discuss the complex interaction between an organism's genome and protein with chemicals in the environment and disease

Quiz 1: Definition and scope of molecular and biochemical toxicology

Reading: Chapter 3 (pp. 25-40) and Chapter 4 (pp. 41-66)

Week 3: Metabolomics (Chapter 5) and Bioinformatics (Chapter 6)

Introduce the techniques used for the identification and quantitation of all of the metabolites within a biological system and discuss the biological sequencing analysis in toxicology

Quiz 2: Toxicogenomics and Proteomics

Reading: Chapter 5 (pp. 67-80) and Chapter 6 (pp. 81-108)

Week 4: Immunochemical techniques (Chapter 7) and Cellular techniques (Chapter 8) in toxicology

Discuss immunochemical techniques and cellular techniques used in toxicology

Quiz 3: Metabolomics and Bioinformatics

Reading: Chapter 7 (pp. 109-128) and Chapter 8 (pp. 129-146)

Week 5: Structure, mechanisms and regulation of Cytochromes P450 (Chapter 9) and Developmental effects of xenobiotic metabolism (Chapter 14)

Discuss Cytochrome P450 metabolic process and its importance in toxicology

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Quiz 4: Immunochemical techniques and Cellular techniques

Reading: Chapter 9 (pp. 147-172) and Chapter 14 (pp. 257-272)

Week 6: Phase I metabolism of toxicants and metabolic interactions (Chapter 10) and Phase I – Toxicogenetics (Chapter 11)

Discuss Phase I metabolic process and its importance in toxicology

Quiz 5: Cytochromes P450

Reading: Chapter 10 (pp. 173-204) and Chapter 11 (pp. 205-218)

Week 7: **Midterm (20%) --- Week 1-6**

Week 8: Phase II – Conjugation of toxicants (Chapter 12) and Regulation and polymorphisms in Phase II genes (Chapter 13)

Discuss Phase II metabolic process and its importance in toxicology

Reading: Chapter 12 (pp. 219-238) and Chapter 13 (pp. 239-256)

Week 9: Cellular transport and elimination (Chapter 15) and Mechanisms of cell death (Chapter 16)

Introduce the transport and elimination of toxins in cellular level and the mechanisms of cell death

Quiz 6: Phase II metabolism

Reading: Chapter 15 (pp. 273-286) and Chapter 16 (pp. 287-318)

Week 10: Mitochondrial dysfunction (Chapter 17) and Glutathione-dependent mechanisms in chemically induced cell injury and cellular protection mechanisms (Chapter 18)

Discuss the role of mitochondria in cytotoxicity and the role of glutathione in cellular defense system.

Quiz 7: Cellular transport and elimination and Mechanisms of cell death

Reading: Chapter 17 (pp. 319-332) and Chapter 18 (pp. 333-358)

Week 11: Toxicant-receptor interactions: fundamental principles (Chapter 19)

Discuss toxicant-receptor interactions

Quiz 8: Mitochondrial dysfunction and glutathione defense mechanism

Reading: Chapter 19 (pp. 359-388)

Week 12: Reactive oxygen/reactive metabolites and toxicity (Chapter 20) and Metals (Chapter 21)

Discuss reactive oxygen species and oxidative stress in response to toxicants

Reading: Chapter 20 (pp. 389-412) and Chapter 21 (pp. 413-440)

Week 13: DNA damage and mutagenesis (Chapter 22), DNA repair (Chapter 23), and Carcinogenesis (Chapter 24)

Discuss DNA damage, mutagenesis, and repair in response to toxicants and carcinogenesis

Quiz 9: reactive oxygen species and oxidative

Reading: Chapter 22 (pp. 441-492), Chapter 23 (pp. 493-536), and Chapter 24 (pp. 537-586)

Week 14: Genetic toxicology (Chapter 25) and Molecular epidemiology and genetic susceptibility (Chapter 26)

Discuss molecular epidemiology and genetic susceptibility in toxicology

Quiz 10: DNA damage, mutagenesis, and repair; Carcinogenesis

Reading: Chapter 25 (pp. 587-606) and Chapter 26 (pp. 607-636)

Week 15: **Final Exam --- Week 8-14 (20%)**

Laboratory schedule (once a week, 5 hours per week)

| Session | TOPICS |
|---------|--|
| 1. | <p>Ethical issues of using human tissue and cells for toxicology research Lab safety Cell culture technique Finding scientific certainty from uncertainty: Statistics and Probability</p> <p>Reading:</p> <ul style="list-style-type: none"> • Chapter 1 (pp. 1-36) Lesley Stanley, "Molecular and Cellular Toxicology: An Introduction" (2014) Wiley ISBN: 9781119952060. • Hartung T and Daston G (2009) Are in vitro tests suitable for regulatory use? Toxicological Sciences 111:233-237. http://toxsci.oxfordjournals.org/content/111/2/233.full.pdf+html • National commission on forensic science: Testimony using the term "reasonable scientific certainty" https://www.justice.gov/ncfs/file/795336/download • Jevning R, Anand R and Biedebach M (1994) Certainty and uncertainty in science: the subjective concept of probability in physiology and medicine. Am J Physiol. 1994 Dec;267(6 Pt 3):S113-9. https://www.ncbi.nlm.nih.gov/pubmed/7998609 • Nakagawa S and Cuthill IC (2007) Effect size, confidence interval and statistical significance: a practical guide for biologists. Biol Rev Camb Philos Soc. 2007 Nov;82(4):591-605. https://www.ncbi.nlm.nih.gov/pubmed/17944619 |
| 2. | <p>Cytotoxicity study I: Trypan blue dye exclusion staining To introduce one of the standard methodologies used in academic research laboratories and industrial biotechnology plants to detect cell viability and cytotoxicity: Trypan blue dye exclusion staining</p> |

3. Cytotoxicity study II: MTT Cell Proliferation/Viability Assay
To introduce one of the standard methodologies used in academic research laboratories and industrial biotechnology plants to detect measure proliferation, viability, and cytotoxicity: MTT Cell Proliferation/Viability Assay
Report I: Cytotoxicity --- Trypan blue dye exclusion staining and MTT Cell Proliferation/Viability Assay (Session 2 and 3)
4. Apoptosis assay I: Caspase enzymatic assay
To introduce the colorimetric/fluorometric caspase assay for measuring activity of individual or multiple caspases as apoptosis biomarkers
5. Apoptosis assay II: DNA laddering assay
To introduce a technique for detecting DNA fragmentation as an apoptotic biomarker
Report II: Apoptosis --- Caspase enzymatic assay and DNA laddering assay (Session 4 and 5)
6. Detection of oxidative stress of cells
To introduce a technique for detecting oxidative stress in cells by using fluorogenic probes from CellROX® Oxidative Stress Reagents which can measure reactive oxygen species (ROS) in live cells.
7. Detection of nitric oxide synthase (NOS) by ELISA
To introduce ELISA technique for measuring NOS
Report III: Detection of reactive free radical production (Session 6 and 7)
- 8-9. Restriction analysis of DNA methylation: Combined Bisulfite Restriction Analysis (COBRA)
To introduce a technique for measuring DNA methylation
Report IV: DNA methylation (Session 8 and 9)
10. Cell cycle study: Flow cytometry
To introduce a technique for detecting cell cycle phase.
11. Senescence-associated beta-galactosidase assay
To introduce a technique for detecting senescence (early aging)
Report V: Cell cycle and senescence (Session 10 and 11)
- 12-14 ChIP I: Cross-linked chromatin and antibody incubation
ChIP II: DNA-antibody pull down and cross-linked reversal
ChIP III: Column purification and PCR
To introduce chromatin Immunoprecipitation assay (ChIP) for identifying links between the genome and the proteome.
Report VI: ChIP (Session 12-14)

Guidelines for Laboratory Report/Post Lab Questions

1. Title: What is the experiment about?
 - What is the goal of this particular experiment?
2. Introduction: What is the context in which the experiment takes place?
 - Background: Perform a literature search and summarize this previous research and cite all sources consulted using appropriate bibliographic means.
 - Objectives: Describe the objectives and purpose for doing the experiment.
3. Materials and methods: What did you do, how did you do it and what did you need to perform the experiment?
 - Name the analytes, reagents and solvents that you used.
 - Explain how you prepared the specific reagents, solvent mixtures, buffers and calibration solutions that you used in the experiment.
 - What instruments (characteristics and manufactures) did you used?
 - Describe how you did data analysis. Did you build a calibration curve? How did you do it?
4. Results: What did you find?
 - Describe your results
 - Include figures, tables, images and calibration curves as needed.
5. Discussion: What do these results mean?
 - Do not discuss any outcomes not presented in the Results, and do not repeat in the Discussion the findings that you just described in the Results.
 - Explain, analyze and compare your results
 - Explain any observed problem or any unexpected result. Why did that happen? How could you correct it?
 - Compare your results to the research performed previously by others or use other research data to support your findings.
6. Conclusion: What did you learn from this experiment?
 - What are the main findings of this experiment?
 - Did you observe any problems and how do you think they could be overcome?
7. Post-lab questions

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

New Course Proposal Form

Date Submitted: 9-19-2016

1.
 - a. **Department(s) or program(s)** proposing this course: Sciences
 - b. **Name** and contact information of proposer(s): Marta Concheiro-Guisan
email: mconcheiro-guisan@jjay.cuny.edu
tel.: 212-237-8492
2.
 - a. **Title of the course** Clinical Toxicology
 - b. **Abbreviated title** (not more than 20 characters including spaces to appear on student transcripts and in SIMS) Clinical Toxicology
 - c. **Level** of this course ___ 100 Level ___ 200 Level **X** 300 Level ___ 400 Level

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

Clinical Toxicology combines chemical and biological concepts to the study of drugs involved in poisonings and the treatment to follow to assist the patient. This course requires an understanding of chemistry and biology acquired at the 100- and 200-level courses (i.e. BIO 103/104, CHE 201/202). Building on these bases, students will learn the main principles of clinical toxicology, including the epidemiology of poisoning, the pharmacology of common drugs and poisons, and the clinical and laboratory approach to the poisoned patient. Students will improve their oral and written skills by selecting a specific area of interest within the field of clinical toxicology and presenting their findings in an oral presentation in the class and in a written report.

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

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.)

John Jay College has a new BS in Toxicology, and this course will serve to introduce the clinical aspects of toxicology to the students. "Clinical Toxicology" is one of the Toxicology major's elective courses. Clinical toxicology focuses on individuals admitted to the hospital with suspected poisoning or toxic drug interactions to assist in the treatment of the patient.

This is one of toxicology related elective courses in the new Toxicology Major to provide a well-rounded toxicological education. This is an important topic in the field and will provide students with a well-rounded education in toxicology. The course will integrate the chemical, biological and toxicological concepts previously explored in other courses, and apply them to the specific area of clinical toxicology. Students will learn the necessary concepts to understand the pharmacology of poisons, the analysis of the biological specimens and the treatment of poisoning.

4. **Course description** as it is to appear in the College Bulletin.

This course introduces students to the basic principles of clinical toxicology. It will emphasize common drugs, poisons and chemical agents that are encountered by practicing clinical toxicologists and approaches to investigating the causes of adverse effects on the human body. Topics explored include the physiological effects of drugs and poisons, the steps in assessing the impairment of human performance caused by these agents, and how an understanding of adverse effects is used in emergency settings. Utilizing lecture, directed readings and participatory discussion, the course also introduces students to the basic methods used in the field including collecting biological samples, analytical techniques, and special problems (such as the uncertainty of reference standards used in clinical testing) commonly encountered in clinical toxicology.

(Note: This is a lecture only course.)

5. **Course Prerequisites** (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, BIO 104, CHE 202

6. Number of:

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

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

No Yes. If yes, then please provide:

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?

Reasoning, students will be able to:

- Categorize how various poisons affect human health and predict the outcomes of exposures to such agents.
- Identify the proper methods for collection of toxicological data from different biological sources.
- Explain and show comprehension of how issues of social justice converge with clinical toxicology and its applications.

Knowledge, students will be able to:

- Explain the basics of the action and kinetics of drugs and poisons on different target organs in the human body.
- Describe the steps of drug analysis in biological samples.
- Reflect on the ethical issues of laboratory accuracy and assay validity, chain of custody, maintenance of laboratory procedure documentations, and data confidentiality.

Practical skills, students will be able to:

- Formulate critical opinions in clinical toxicology case studies.

- Demonstrate the conduct and behavior, both in and out of the class, consistent with relevant published professional code of behavior and ethics.

Communication, students will be able to:

- Participate in discussions as well as written and oral expression of thoughts and opinions, such as case studies, written exams and oral presentation assignments.

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

New BS in Toxicology, Elective Course.

10. Will this course be part of JJ's **general education program**?
 No ___X___ Yes _____ If yes, please indicate the area:

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

Learning will be assessed by the following:

- 1.) In-class: Quizzes, Midterm and Final Exams
- 2.) Homework and in-class: Written report and oral presentation

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

Yes ___X___ No ___

- If yes, please state the librarian's name Ellen Sexton
- Are there adequate resources in the library to support students' work in the course
 Yes ___X___ No _____

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

Electronic journal subscriptions (Thanks to the Chancellor's STEM initiative) --- e.g. journals from Elsevier, Springer and Wiley.

SCOPUS --- an important discovery tool for biomed journal articles

e-book collections in John Jay Lloyd Sealy Library

13. **Syllabus (See Attached)**

14. Date of **Department curriculum committee** approval: October 2016

15. **Faculty** - Who will be assigned to teach this course?
 Cheng, Concheiro-Guisan, Hoffman, Stripp

16. Is this proposed course **similar to or related to** any course, major, or program offered by any **other department(s)**? How does this course **differ**?
 ___X___ No ___ Yes.

17. Did you **consult** with department(s) or program(s) offering similar or related courses or majors?
 Not applicable ___ No ___ Yes.
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:

Lawrence Kobilinsky

Chair, Sciences Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK
524 W 59th street, New York, New York 10019

Clinical Toxicology

TOX 3xx

Professor/Instructor: Marta Concheiro-Guisan, Ph.D.

Room: 5.66.02 NB (Office)

Tel: (212) 237-8492

Email: mconcheiro-guisan@jjay.cuny.edu

Office hours: By appointment

Course Description

This course introduces students to the basic principles of clinical toxicology. It will emphasize common drugs, poisons and chemical agents that are encountered by practicing clinical toxicologists and approaches to investigating the causes of adverse effects on the human body. Topics explored include the physiological effects of drugs and poisons, the steps in assessing the impairment of human performance caused by these agents, and how understanding these adverse effects is used in emergency settings. Utilizing lecture, directed readings and participatory discussion, the course also introduces students to the basic methods used in the field including collecting biological samples, analytical techniques, and special problems (such as the uncertainty of reference standards used in clinical testing) commonly encountered in clinical toxicology.

(Note: This is a lecture only course.)

Learning Outcomes

Reasoning, students will be able to:

- Categorize how various poisons affect human health and predict the outcomes of exposures to such agents.
- Identify the proper methods for collection of toxicological data from different biological sources.
- Explain and show comprehension of how issues of social justice converge with clinical toxicology and its applications.

Knowledge, students will be able to:

- Explain the basics of the action and kinetics of drugs and poisons on different target organs in the human body.
- Describe the steps of drug analysis in biological samples.

- Reflect on the ethical issues of laboratory accuracy and assay validity, chain of custody, maintenance of laboratory procedure documentations, and data confidentiality.

Practical skills, students will be able to:

- Formulate critical opinions in clinical toxicology cases.
- Demonstrate the conduct and behavior, both in and out of the class, consistent with relevant published professional code of behavior and ethics.

Communication, students will be able to:

- Participate in discussions as well as written and oral expression of thoughts and opinions, such as case studies, written exams and oral presentation assignments.

Course pre-requisites: ENG 201, BIO 104, CHE 202.

Required Textbook:

- Tai C. Kwong, Barbarajean Magnani, Thomas G. Rosano, Leslie M. Shaw, “The Clinical Toxicology Laboratory”, 2013, 2nd Edition, AACC Press, Washington, DC. ISBN: 978-1-59425-154-2.

Grades

The grade is based upon scores of the weekly quizzes (11 quizzes, 22%), oral presentation (14%), written report (14%) and 2 exams (25% each).

Written Report & Oral presentation (14% each):

- 1) Select an article from an appropriate journal or text. Some possible journal choices include the Clinical Chemistry and Analytical and Bioanalytical Chemistry. Use the Library Guide for Forensic Science (<http://guides.lib.jjay.cuny.edu/forensicscience>). The article should describe a poisoning, drug intoxication or some drug interaction. The report has to include the following sections: introduction, case description, discussion and conclusion. The word limit is 2500 words. The report must be fully referenced and cite published studies in the peer reviewed scientific literature.
- 2) Have the article topic cleared by professor.
- 3) Written report is due before the Midterm (Week 7).
- 3) Presentations will be in the class before the Final (Week 13 and 14).
- 4) Plan your presentation to be 10 minutes long with ~5 minutes for questions.
- 5) Use Powerpoint presentation software. Email your presentation to the professor by 5 pm on the day before the presentation.

Grading Scale:

| | |
|----------------|----|
| 93.0 and above | A |
| 90.0 – 92.9 | A- |
| 87.0 – 89.9 | B+ |
| 83.0 – 86.9 | B |
| 80.0 – 82.9 | B- |
| 77.0 – 79.9 | C+ |
| 73.0 – 76.9 | C |
| 70.0 – 72.9 | C- |
| 67.0 – 69.9 | D+ |
| 63.0 – 66.9 | D |
| 60.0 – 62.9 | D- |
| Below 60.0 | F |

Grading Scale: The grading scale is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale will then be strictly used. This means that a 72.949% is a “C-“ and a 72.950% is a “C.” The computer does these calculations so there are no judgment calls or “leniency.”

You must check Blackboard and your John Jay E-mail account regularly.

You are responsible for any and all course information, assignments, announcements, and communication that occurs through blackboard and/or your email account.

Statement of the College Policy on Plagiarism

- Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
- It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentations) 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.
- This course will use turnitin.com for the written report. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

Americans with Disabilities Act (ADA) Policies

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

Blackboard

Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, **students are responsible** for checking their **John Jay e-mail account** regularly for important announcements. Contact DoIT, **not** your instructor, for help with e-mail or Blackboard.

Course Attendance

You are required to attend the class sessions. Weekly quizzes will be performed in class and these will be part of your final grade. You will be allowed two absences with no required documentation. However, beginning with the third undocumented absence, your final course grade will be penalized by 5 percentage points (5%) for each undocumented absence. Arrivals later than twenty minutes after the start of class will count as a one-half absence.

Lecture Schedule

Week 1: Epidemiology of Poisoning

Description of major substances implicated in poisoning morbidity and mortality; Identify data resources for tracking poisoning epidemiology; Specify common poisoning scenarios and their associated management

Quiz: Epidemiology of Poisoning

Reading: Kwong, pp. 1-8

Week 2: Principles of Pharmacokinetics

Basic concepts of pharmacokinetics; Drug absorption, distribution, metabolism and excretion; Dose-response relationships

Quiz: Pharmacology

Reading: Kwong, pp. 11-21

Week 3: Fundamentals of Pharmacogenetics

Introduction to pharmacogenetics; Gene structure; Genetic polymorphism and drug metabolism phenotype; Pharmacogenetics in psychiatry; Pharmacogenetics in oncology; Pharmacogenetics in cardiovascular medicine

Quiz: Pharmacogenetics

Reading: Kwong, pp. 39-55

Week 4: Clinical Approach to the Poisoned Patient

Introduction to effective management strategy for acutely overdosed patients;
Identification of the pill, product, or plant involved; Toxin-induced changes in vital signs; Toxidrome; Clinical use of the analytical laboratory

Quiz: Clinical Approach to the Poisoned Patient

Reading: Kwong, pp. 23-37

Week 5: Biological Samples and Analytical Techniques

Description, sample collection, storage conditions and window of detection of blood, and urine; Sample extraction techniques; Screening methods; Confirmation methods; Ethical elements involved in chain of custody and confidentiality

Discussion of uncertainty issue in clinical testing

Quiz: Biological Samples and Analytical Techniques

Reading:

- Kwong, pp. 411-445
- Gates K et al. (2009) The uncertainty of reference standards – A guide to understanding factors impacting uncertainty, uncertainty calculations, and vendor certifications. J Anal Tox 33:532-539

Week 6: Volatile Alcohols: Ethanol, Methanol, and Isopropanol

Ethanol intoxication; Methanol intoxication; Isopropanol intoxication; Analysis of ethanol, methanol and isopropanol

Quiz: Volatile alcohols

Reading: Kwong, pp. 57-77

Week 7: **Review for the Midterm & Midterm**

Reports Due

Week 8: Glycols

General chemical characteristics; Toxicokinetics and toxicodynamics; The role of the laboratory in the management of the intoxication

Quiz: Glycols

Reading: Kwong, pp. 79-96

Week 9: Carbon Monoxide Poisoning

General chemical characteristics; Causes and effects of carbon monoxide poisoning; Clinical and laboratory evaluation; Treatment; Prevention

Quiz: Carbon Monoxide

Reading: Kwong, pp. 351-370

Week 10: Acetaminophen and Salicylate

General chemical properties; Pharmacology; Toxicity; Laboratory analysis; Clinical issues

Quiz: Acetaminophen and Salicylate

Reading: Kwong, 189-202

Week 11: Antidepressants, Antipsychotics and Antiepileptic Drugs

Drugs chemical description; Pharmacokinetics and metabolism; Toxicity; Laboratory analysis

Quiz: Antidepressants, Antipsychotics and Antiepileptic Drugs

Reading: Kwong, pp. 203-259

Week 12: Cardiovascular Drugs

Chemical properties, pharmacology, toxicity and laboratory analysis of digoxin and other cardiac glycosides; Chemical properties, pharmacology, toxicity and laboratory analysis of calcium channel blockers

Quiz: Cardiovascular Drugs

Reading: Kwong, pp. 261-307.

Week 13: Metals and Pesticides Poisonings

Acute iron poisoning; Lead testing; Arsenic, mercury and cadmium; Organophosphate and carbamate pesticide poisoning

Quiz: Metals and Pesticides Poisonings

Reading: Kwong, pp. 309-385.

Week 14: **Oral presentations**

Week 15: **Final Exam**

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

New Course Proposal Form

Date Submitted: 9-19-2016

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: **Sciences**
- b. **Name** and contact information of proposer(s): **Marta Concheiro-Guisan**
email: mconcheiro-guisan@jjay.cuny.edu
tel.: 212-237-8492

2. a. **Title of the course** **Principles of Pharmacological Toxicology**

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

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

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

Principles of Pharmacological Toxicology combines chemical, biological and toxicological concepts to the study of drugs and their effects on life processes. This course requires an understanding of chemistry, biology and toxicology acquired at the 300-level courses (CHE 315, BIO 355 and TOX 313). Students will learn the main principles of pharmacology, including pharmacokinetics and pharmacodynamics. Pharmacokinetics is concerned with the processes that determine the concentration of drugs in body fluids and tissues overtime, and pharmacodynamics is the study of the actions of drugs on target organs. Students will improve their oral and written skills by selecting a specific area of interest within the field of pharmacological toxicology and presenting their findings in an oral presentation in the class and in a written report. Student's performance will be evaluated throughout the semester by in-class discussions and quizzes, a written report, an oral presentation, a midterm and a final exam designed at the 400-level.

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

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.)

John Jay College has a new BS Toxicology Major, and this course will serve to introduce the basic principles of Pharmacology to the students. "Principles of Pharmacological Toxicology" is one of the Toxicology Major Core Courses. Pharmacology is the biomedical science concerned with the interaction of chemical substances with living cells, tissues and organisms, and Toxicology is the study of poisons and organ toxicity. In this course, the students will study the pharmacological aspects (pharmacokinetics and pharmacodynamics) of the drugs and poisons in living organisms.

This is a key course in the new Toxicology Major to provide a well-rounded toxicological education. This course will integrate the toxicological, chemical and biological concepts previously explored in other courses, and apply them to the specific area of pharmacology. Students will learn concepts that will assist them in developing an understanding of drug actions and behavior from a pharmacokinetic and pharmacodynamic point of view.

4. **Course description** as it is to appear in the College Bulletin.

This course will cover the basic principles of pharmacology - the study of drug effects on living systems - applied to the field of toxicology. Emphasis will be placed on the effects of common drugs and poisons encountered in our daily lives. The toxic actions of the major drug classes are studied along with their pharmacological consequences. Students will develop an understanding of drug actions including the principles of pharmacokinetics, the applications of pharmacokinetic/pharmacodynamic data to reduce uncertainty as well as their physiological and cellular basis. This is a lecture only course.

5. **Course Prerequisites** (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; CHE 315, BIO 355 and TOX 313.

6. Number of:

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

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

No Yes. If yes, then please provide:

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?

Reasoning, students will be able to:

- Categorize how various drug classes alter human physiological functions and predict the outcomes of exposures to such agents.
- Interpret how various biological factors may alter drug actions.
- Explain and justify the scientific opinions about drugs and poisons.

Knowledge, students will be able to:

- Understand the basics of pharmacokinetics, including drug absorption, distribution, metabolism and excretion.
- Understand the basics of the action of drugs on different target organs in the human body.
- Understand the ethical issues of pharmacological knowledge, professional integrity and data confidentiality.

Practical skills, students will be able to:

- Formulate critical opinions in unbiased and objective manners and recognize what is incomplete, inaccurate or biased in presentations of results and data.
- Demonstrate the conduct and behavior, both in and out of the class, consistent with relevant published professional code of behavior and ethics.

Communication, students will be able to:

- Participate in discussions as well as written and oral expression of thoughts and opinions, such as case studies, written exams and oral presentation assignments.

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

___No X Yes,

New BS in Toxicology, Core Course.

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

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

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

Learning will be assessed by the following:

- 1.) In-class: Quizzes, Midterm and Final Exams
- 2.) Homework and in-class: Written report and oral presentation

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

Yes X No ___

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

Electronic journal subscriptions (Thanks to the Chancellor's STEM initiative) --- e.g. journals from Elsevier, Springer and Wiley.

SCOPUS --- an important discovery tool for biomed journal articles

e-book collections in John Jay Lloyd Sealy Library.

13. **Syllabus (See Attached)**

14. Date of **Department curriculum committee** approval: September 20, 2016

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

Cheng, Concheiro-Guisan, Hoffman, Stripp

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

 X No ___Yes.

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

Not applicable ___ No ___ Yes.

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:

Lawrence Kobilinsky

Chair, Sciences Department

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
THE CITY UNIVERSITY OF NEW YORK
524 W 59th street, New York, New York 10019

Principles of Pharmacological Toxicology
TOX 4xx

Professor/Instructor: Marta Concheiro-Guisan, Ph.D.

Room: 5.66.02 NB (Office)

Tel: (212) 237-8492

Email: mconcheiro-guisan@jjay.cuny.edu

Office hours: By appointment

Course Description

This course will cover the basic principles of pharmacology - the study of drug effects on living systems - applied to the field of toxicology. Emphasis will be placed on the effects of common drugs and poisons encountered in our daily lives. The toxic actions of the major drug classes are studied along with their pharmacological consequences. Students will develop an understanding of drug actions including the principles of pharmacokinetics, the applications of pharmacokinetic/pharmacodynamic data to reduce uncertainty as well as their physiological and cellular basis. This is a lecture only course.

Learning Objectives

Reasoning, students will be able to:

- Categorize how various drug classes alter human physiological functions and predict the outcomes of exposures to such agents.
- Interpret how various biological factors may alter drug actions.
- Explain and justify the scientific opinions about drugs and poisons.

Knowledge, students will be able to:

- Understand the basics of pharmacokinetics, including drug absorption, distribution, metabolism and excretion.
- Understand the basics of the action of drugs on different target organs in the human body.
- Understand the ethical issues of pharmacological knowledge, professional integrity and data confidentiality.

Practical skills, students will be able to:

- Formulate critical opinions in unbiased and objective manners and recognize what is incomplete, inaccurate or biased in presentations of results and data.

- Demonstrate the conduct and behavior, both in and out of the class, consistent with relevant published professional code of behavior and ethics.

Communication, students will be able to:

- Participate in discussions as well as written and oral expression of thoughts and opinions, such as case studies, written exams and oral presentation assignments.

Course pre-requisites: ENG 201, CHE 315, BIO 355, TOX 313.

Required Textbook:

- George M. Brenner and Craig Stevens, “Pharmacology”, 2013, 4th Edition, Elsevier, Philadelphia, PA. ISBN: 978-1455702824.

Suggested References (available in the Library):

- Bertram G. Katzung and Anthony J. Trevor, “Basic and Clinical Pharmacology”, 2015, Mc Graw Hill Education. ISBN: 978-0071825054.

Grades

The grade is based upon scores of the weekly quizzes (11 quizzes, 22%), oral presentation (14%), written report (14%) and 2 exams (25% each).

Written Report & Oral presentation (14% each):

- 1) Select an article from an appropriate journal or text. Some possible journal choices include the Clinical Chemistry and Forensic Toxicology. Use the Library Guide for Forensic Science (<http://guides.lib.jjay.cuny.edu/forensicscience>). The article should describe a poisoning, a drug overdose or some drug interaction, and the pharmacology associated with it. The report has to include the following sections: introduction, case description, discussion and conclusion. The word limit is 2500 words. The report must be fully referenced and cite published studies in the peer reviewed scientific literature.
- 2) Have the article topic cleared by professor.
- 3) Written report is due before the Midterm (Week 7).
- 3) Presentations will be in the class before the Final (Week 13 and 14).
- 4) Plan your presentation to be 10 minutes long with ~5 minutes for questions.
- 5) Use Powerpoint presentation software. Email your presentation to the professor by 5 pm on the day before the presentation.

Grading Scale:

| | |
|----------------|----|
| 93.0 and above | A |
| 90.0 – 92.9 | A- |
| 87.0 – 89.9 | B+ |
| 83.0 – 86.9 | B |
| 80.0 – 82.9 | B- |
| 77.0 – 79.9 | C+ |
| 73.0 – 76.9 | C |
| 70.0 – 72.9 | C- |
| 67.0 – 69.9 | D+ |
| 63.0 – 66.9 | D |
| 60.0 – 62.9 | D- |
| Below 60.0 | F |

Grading Scale: The grading scale is the official grading scale for this course. There will be no exceptions to this scale and grades will not be rounded, except as explained here: following all computations, the grade will be rounded to the nearest tenth of a point in Microsoft Excel (one decimal place, e.g., 97.2%). This is the final grade and no further manipulations will be made. The scale will then be strictly used. This means that a 72.949% is a “C-“ and a 72.950% is a “C.” The computer does these calculations so there are no judgment calls or “leniency.”

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- 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 documentations) 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.
- This course will use turnitin.com for the written report. Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

Americans with Disabilities Act (ADA) Policies

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

Blackboard

Important course announcements, reading assignments, lecture notes, review questions, a discussion forum for Q and A, and other resources will be posted to the course on Blackboard. Please check regularly. Furthermore, **students are responsible** for checking their **John Jay e-mail account** regularly for important announcements. Contact DoIT, **not** your instructor, for help with e-mail or Blackboard.

Course Attendance

You are required to attend the class sessions. Weekly quizzes will be performed in class and these will be part of your final grade. You will be allowed two absences with no required documentation. However, beginning with the third undocumented absence, your final course grade will be penalized by 5 percentage points (5%) for each undocumented absence. Arrivals later than twenty minutes after the start of class will count as a one-half absence.

Lecture Schedule

Week 1: Principles of Pharmacology I

Basic concepts of pharmacology and pharmacokinetics; Drug absorption, distribution, metabolism and excretion; Quantitative pharmacokinetics.

Quiz: Pharmacokinetics

Reading:

- Brenner, pp. 2-25.
- National commission on forensic science: Testimony using the term "reasonable scientific certainty"
<https://www.justice.gov/ncfs/file/795336/download>
- Jevning R, Anand R and Biedebach M (1994) Certainty and uncertainty in science: the subjective concept of probability in physiology and medicine. *Am J Physiol.* 1994 Dec;267(6 Pt 3):S113-9.
<https://www.ncbi.nlm.nih.gov/pubmed/7998609>
- Nakagawa S and Cuthill IC (2007) Effect size, confidence interval and statistical significance: a practical guide for biologists. *Biol Rev Camb Philos Soc.* 2007 Nov;82(4):591-605.
<https://www.ncbi.nlm.nih.gov/pubmed/17944619>

- D. A. Dankovic, B. D. Naumann, A. Maier, M. L. Dourson & L. S. Levy (2015) The scientific basis of uncertainty factors used in setting occupational exposure limits. *Journal of Occupational and Environmental Hygiene*, 12:sup1, S55-S68, DOI: 10.1080/15459624.2015.1060325

Week 2: Principles of Pharmacology II

Basic concepts of pharmacodynamics; Classification of drug receptors; Drug-Receptors interactions; Dose-response relationships

Discussion: The scientific basis of uncertainty factors and the application of pharmacokinetic/pharmacodynamic data to reduce uncertainty

Quiz: Pharmacodynamics

Reading: Brenner, pp. 26-33

Week 3: Autonomic and Neuromuscular Pharmacology I

Introduction to autonomic and neuromuscular pharmacology; Acetylcholine receptor agonists; Acetylcholine receptor antagonists

Quiz: Autonomic and Neuromuscular Pharmacology I

Reading: Brenner, pp. 46-68

Week 4: Autonomic and Neuromuscular Pharmacology II

Adrenoceptor agonists; Adrenoceptor antagonists

Quiz: Autonomic and Neuromuscular Pharmacology II

Reading: Brenner, pp. 69-85

Week 5: Cardiovascular Pharmacology

Antihypertensive drugs; Antianginal drugs; Drugs for heart failure; Antiarrhythmic drugs

Quiz: Cardiovascular Pharmacology

Reading: Brenner, pp. 88-119, 130-143

Week 6: Renal and Hematologic Pharmacology

Diuretics; Drugs for Hyperlipidemia; Anticoagulant, antiplatelet, and fibrinolytic drugs; Hematopoietic drugs

Quiz: Renal and Hematologic Pharmacology

Reading: Brenner, pp. 120-129, 144-172

Week 7: **Review for the Midterm & Midterm**

Reports Due

Week 8: Central Nervous System Pharmacology I

Introduction to central nervous system pharmacology; Sedative-hypnotic and anxiolytic drugs; Antiepileptic drugs; Local and general anesthetics

Quiz: Central Nervous System Pharmacology I

Reading: Brenner, pp. 174-220

Week 9: Central Nervous System Pharmacology II

Psychotherapeutic drugs; Opioids analgesics and antagonists; Drugs of neurodegenerative diseases; Drugs of abuse

Quiz: Central Nervous System Pharmacology II

Reading: Brenner, 221-271

Week 10: Pharmacology of the Respiratory and other Systems

Autacid drugs; Drugs for respiratory tract disorders; Drugs for gastrointestinal tract disorders; Drugs for headache disorders; Drugs for pain, inflammation, and arthritic disorders

Quiz: Pharmacology of the Respiratory and other Systems

Reading: Brenner, pp. 274-327

Week 11: Endocrine Pharmacology

Hypothalamic and pituitary drugs; Thyroid drugs; Adrenal steroids and related drugs; Drugs affecting fertility and reproduction; Drugs for diabetes mellitus; Drugs affecting calcium and bone

Quiz: Endocrine Pharmacology

Reading: Brenner, pp. 330-384.

Week 12: Chemotherapy

Principles of antimicrobial chemotherapy; Inhibitors of bacterial cell wall and protein synthesis; Antimycobacterial drugs; Antifungal drugs; Antiviral drugs; Antiparasitic drugs; Antineoplastic and immunomodulating drugs

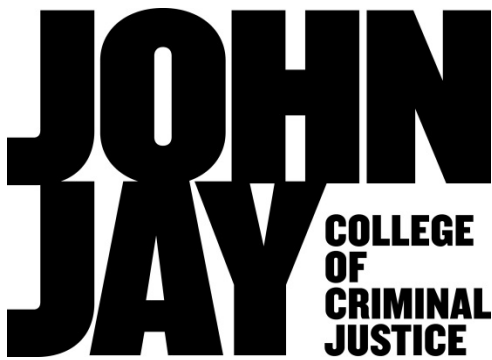
Quiz: Chemotherapy

Reading: Brenner, pp. 330-479

Week 13: **Oral presentations**

Week 14: **Oral presentations and Review for the Final**

Week 15: **Final Exam**



Date: December 2, 2016

To: UCASC and Kathy Killoran

From: Prof. Heath Grant, Deputy Chair, Law, Police Science and CJ Administration

Re: Change of Prerequisites for Criminal Justice BS courses

The Curriculum Committee of the Department of Law, Police Science and Criminal Justice Administration met to review the prerequisites for courses in the CJBS major. We are requesting the changes below. Some of these courses were not updated when we last revised the major. The required courses for Corrections and Policing were changed from COR 201 and PSC 201 to COR 101 and PSC 101.

Some students are having trouble registering for these courses and it is creating un-necessary need for class permissions.

| COURSE NUMBER | CURRENT PREREQUISITES | REVISED PREREQUISITES |
|--|--|--|
| CJBS 385 Selected Topics in Criminal Justice | ENG 201 and any 1 of COR 101, CRJ 101, ICJ 101, or PSC 101 | ENG 201 and any 1 of COR 101, <u>CJBS 101</u> , CRJ 101, ICJ 101, or PSC 101 |
| COR 310 Field Work in Corrections | ENG 201 and COR 201 | ENG 201 and <u>COR 101 or CJBS 101 or CRJ 101 or ICJ 101 or PSC 101 and permission of the instructor</u> |
| COR 320 Race, Class, and Gender in a Correctional Context | ENG 101 and COR 101 and Junior Standing | ENG 101 and COR 101 or CJBS 101 or CRJ 101 or PSC 101; and <u>Sophomore Standing or above</u> |
| COR 402 Administration of Community-based Corrections Programs | COR 201, COR 202 and senior standing | ENG 201; <u>COR 101 or CJBS 101 or CRJ 101 or ICJ 101 or PSC 101; and Junior standing</u> |
| COR 415 Major Works in Corrections | ENG 201 and COR 201 | ENG 201 and <u>COR 101 and Junior Standing or above</u> |
| COR 430 Senior Seminar in Correctional Studies | ENG 201; COR 101, COR 201 , senior standing | ENG 201; and COR 101 and senior standing |

| | | |
|--|---|--|
| CRJ 255 Computer Applications in Criminal Justice | ENG 101 , ENG 201 and CRJ 101 or CJBS 101 or ICJ 101 | ENG 201; and CJBS 101 or CRJ 101 or ICJ 101 |
| LAW 204 Criminal Law of New York | ENG 101 and POL 101 or GOV 101 and Sophomore Standing | ENG 101 and Sophomore Standing |
| LAW 245 Immigration Law | ENG 101; LAW 203 or 206; and PAD 140 or PAD 240 | ENG 101; LAW 203 or 206 |
| LAW 350 Introduction to Legal Research | ENG 201; and ENG 250 or SPE 285 | ENG 201; and <u>any LAW course</u> |
| PSC 300 Police Management and Administration in the U.S. | ENG 201; PSC 101 or CJBS 101 or CRJ 101 and CJBS 250 | ENG 201; PSC 101 or CJBS 101 or CRJ 101; and CJBS 250 or <u>PSC 255</u> |
| PSC 301 The Police Manager | ENG 201 & PSC 201 | ENG 201 & <u>PSC 101 or CJBS 101 or CRJ 101 or ICJ 101</u> |
| PSC 306 Police and Work with Juveniles | ENG 201 | ENG 201; and <u>PSC 101 or CJBS 101 or CRJ 101 or ICJ 101</u> |
| PSC 309 Comparative Police Systems | ENG 201 and PSC 201 | ENG 201; and <u>PSC 101 or CJBS 101 or CRJ 101 or ICJ 101</u> |
| PSC 340 Planning for Police Operations and Management | ENG 201 and PSC 201 | ENG 201 and <u>PSC 101 or CJBS 101 or CRJ 101 or ICJ 101</u> |
| PSC 350 Police Labor Relations | ENG 201 and PSC 201 | ENG 201; and <u>PSC 101 or CJBS 101 or CRJ 101 or ICJ 101</u> |
| PSC 405 Organized Crime in America | ENG 201, senior standing, and majoring in Police Studies or Criminal Justice | ENG 201; Senior Standing; and <u>PSC 101 or CJBS 101 or CRJ 101 or ICJ 101</u> |
| PSC 415 Seminar on Terrorism | ENG 201; Senior Standing and majoring in Police Studies or Criminal Justice | ENG 201; Senior Standing; and <u>PSC 101 or CJBS 101 or CRJ 101 or ICJ 101</u> |

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: December 2, 2016

1. Name of Department or Program: Humanities and Justice

2. Contact information of proposer(s):

Name(s): Allison Kavey / Hyunhee Park

Email(s): akavey@jjay.cuny.edu / hpark@jjay.cuny.edu

Phone number(s):

3. Current number and title of course: **HJS 250 Justice in Western Perspective**

4. Current course description:

This course is the first of five required courses in the core of the Humanities and Justice major. It is an introduction to the normative history of "justice" as a principle of human personal and social organization in the experience of peoples living in the "Western" world. An emphasis on primary texts allows the student to encounter first principles, and selected secondary readings introduce the student to questions posed by the attempt to define justice. Issues under study may include determinism and free will and the implication of each for the meaning of the "unjust" act; retribution and the rhetorics that justify or condemn it; divinity, hierarchy and the community as sources of justice; the social construction of such ideas as justice and "crime"; law as the structure of rules regulating coercion; and the use of force.

a. Number of credits: 3

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

c. Current prerequisites: ENG 101-ENG 201; one of the required general education courses in literature, history or philosophy; and one of the required general education courses in the social sciences.

5. Describe the nature of the revision (what are you changing?): Revising the prerequisites

6. Rationale for the proposed change(s): The prerequisites as currently written are unenforceable in CUNYFirst since the changes to the College Gen Ed program. Just requiring

ENG 201 alone will allow more students to access this course and to potentially become Humanities and Justice majors. The prerequisites have not been working for the past three years and students have successfully completed the course without these prerequisites.

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

- a. Revised course description: No change
- b. Revised course title: No change
- c. Revised short title: (the original can be found on CUNYFirst, max of 30 characters including spaces!): No change
- d. Revised learning outcomes: No change
- e. Revised assignments and activities related to revised outcomes: No change
- f. Revised number of credits: No change
- g. Revised number of hours: No change

- h. Revised prerequisites: **ENG 201**

8. Enrollment in past semesters: Each semester we offer about three sections of the course. They are usually near fully subscribed so average enrollment is about 65-75 per semester.

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

No Yes If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: HJS Advisory Committee approved on December 1, 2016

12. Name of Department Chair(s) or Program Coordinator(s) approving this revision proposal:
Hyunhee Park and Allison Kavey, Major Coordinators

**Preferred Name Policy for College Bulletin and Model Syllabus
Office of Graduate Studies**

CGS Approval: 12/7/16

Proposed policy for the Graduate Bulletin:

Preferred Name

John Jay College respects the importance that a name change might have to students during their time at the college. A preferred name is not a legal name, but is generally used to change how others refer to the student. For example, student Jonathan Doe may prefer the name John or student Mary Jane Doe may want to be referred to as Mary Jane or Jane, rather than Mary. Note that preferred names are not limited to variations of a student's legal name; for example, student Jennifer may request the preferred name David due to a change in gender identity and be unable to present the documents necessary to secure a court-ordered name change.

John Jay College allows the use of a preferred name on all documents and records other than official documents (such as diplomas and transcripts). Documents and records that may display a preferred name include, among other things, course rosters, student identification cards, student email addresses, and honors, awards, and prizes issued by the College.

Model Syllabus Language (approved by College Council 12/6/16):

Students' Preferred Name

Students have an option to identify their preferred name on CUNYFirst. Students may change their preferred name and notify faculty of their preference at any point during the semester. Although CUNYFirst is the system of record for all students, it is CUNY policy that changes to the preferred name field will not be reflected in alternate systems such as BlackBoard, DegreeWorks, the student's transcript, or undergraduate degree.

Rationale:

This proposal adds the preferred name policy approved for the Undergraduate Bulletin to the Graduate Bulletin as well.

**Revised Readmission Policy
Proposed by Office of Graduate Studies
December 2016**

Date of CGS Approval: 12/6/2016

| From | To |
|--|---|
| <p>Readmission</p> <p>A student in good standing (i.e., with a GPA above 3.0), who has not registered for one or more semesters is required to file an application for readmission. This application is available from the Jay Stop website (http://istop.jjay.cuny.edu).</p> <p>A readmission fee of \$20 will be billed along with tuition and fees upon the first fall or spring semester when the student is accepted for readmission. Readmitted students may be subject to changes in curricular requirements instituted since their last term of attendance. Students who left the College with a GPA below 3.0 may apply for reinstatement, but are not assured of acceptance.</p> <p>(from <i>Graduate Bulletin</i> "Academic Standards")</p> <p>Readmission</p> <p>Graduate students who have not registered for one or more semesters must apply for readmission.</p> <ul style="list-style-type: none"> • If a student was in good standing (had a grade point average of 3.0 or better), the Office of the Registrar processes and approves the readmission application. | <p>Readmission</p> <p>A student in good standing (i.e., with a GPA above 3.0), who has not registered for one or more semesters is required to file an application for readmission. This application is available from the Jay Stop website (http://istop.jjay.cuny.edu).</p> <p>A readmission fee of \$20 will be billed along with tuition and fees upon the first fall or spring semester when the student is accepted for readmission. Readmitted students may be subject to changes in curricular requirements instituted since their last term of attendance. Students who left the College with a GPA below 3.0 may apply for reinstatement, but are not assured of acceptance.</p> <p>(from "Academic Standards")</p> <p>Readmission</p> <p>Graduate students who have not registered for one or more semesters must apply for readmission.</p> <ul style="list-style-type: none"> • If a student was in good standing (had a grade point average of 3.0 or better), the Office of the Registrar processes and approves the readmission application. |

| | |
|--|---|
| <ul style="list-style-type: none"> • If a student was not in good standing (had a grade point average below 3.0), they must submit a written readmission request (and supporting documentation) to the Dean of Graduate Studies. • If a student has passed the eight year degree limit (time limit starts the date the student first began the degree program) they must submit a written request to the Dean of Graduate Studies. Readmission will be permitted if the dean determines that compelling circumstances warrant an exception to the policy. • If a student was dismissed from a graduate program and would like to be considered for readmission, they must submit a written appeal to the Dean of Graduate Studies. If granted, the student will be readmitted with probationary conditions. <p>(from <i>Graduate Bulletin</i>, "Admission and Registration")</p> | <ul style="list-style-type: none"> • If a student was not in good standing (had a grade point average below 3.0), they must submit a written readmission request (and supporting documentation) to the Dean of Graduate Studies. • If a student has passed the eight year degree limit (time limit starts the date the student first began the degree program) they must submit a written request to the Dean of Graduate Studies. Readmission will be permitted if the dean determines that compelling circumstances warrant an exception to the policy. • If a student was dismissed from a graduate program and would like to be considered for readmission, they must submit a written appeal to the Dean of Graduate Studies. If granted, the student will be readmitted with probationary conditions. <p>(from "Admission and Registration")</p> |
| | <p>Readmission</p> <p><u>Graduate students who have not registered for one or more semesters must apply for readmission before they can continue their degree program.</u></p> <ul style="list-style-type: none"> • <u>Students in good academic standing (with GPAs of 3.0 or above) when last in attendance will be automatically readmitted following submission of the online readmission application.</u> • <u>Students not in good academic standing (with GPAs below 3.0) when last in attendance must submit the online readmission application that includes a written statement to the Office of Graduate Studies.</u> |

| | |
|--|--|
| | <p><u>Readmission is not assured. Students are encouraged to speak with their program director or advisor prior to applying for readmission.</u></p> <ul style="list-style-type: none"> • <u>Students who have passed the eight-year time limit to complete their degrees — even those in good academic standing — must complete the online readmission application and include a written statement to the Office of Graduate Studies. Readmission will be permitted if the dean determines that compelling circumstances warrant an exception to the policy. Note: Credits earned more than eight years prior to first matriculating in the program will not be counted toward the degree unless approved by the graduate program.</u> <p><u>Readmitted students shall be subject to changes in curricular requirements instituted since their last term of attendance unless waived by the program director.</u></p> |
|--|--|

Rationale

At present, we have no written policy about how to address the existing coursework of students returning to the college after a long absence. Most CUNY colleges have policies in place at the graduate level that dictate when credits have become outdated and must be retaken or reviewed and approved. Most CUNY graduate programs set a limit of 5 years, but this limit makes little sense given our current eight-year policy for master’s-degree completion. The proposed revision to the readmission policy therefore includes the provision that credits earned more than eight years prior to readmission will not count toward the degree unless approved by the graduate program.

The proposal also reflects the updated procedure. All applications for readmission now go through the online application available via Jay Stop Online. Students not in good academic standing or beyond the eight-year limit must still submit written statements supporting their return, but these statements are submitted through the online application. The policy’s wording has been updated accordingly.

Last, the Graduate Bulletin currently includes two separate statements on readmission. This proposal removes the entry under the General Regulations section and consolidates the information under the Admission and Registration section.



Application to Change or Adapt a Registered Professional Education Program

Form Instructions:

- Prior to implementing **any changes** in a program leading to a professional license or a related field, please contact the Professional Education Program Review Unit at OPPROGS@mail.nysed.gov.
- Use this form to request program changes that require approval by the State Education Department.¹
- For programs that are registered jointly with another institution, all participating institutions must confirm their support of the changes.²
- If the change involves offering an existing registered program at a new location, or creating a dual-degree program from existing programs, complete a [new registration application](#) for the proposed program.

| Section I: General Information | |
|--|--|
| Institution name and address | John Jay College of Criminal Justice 524 West 59 th Street New York, NY 10019 <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program is offered, if other than the main campus: |
| Identify the program you wish to change | Program title: Forensic Mental Health Counseling <u>Award</u> (e.g., B.A., M.S.): MA Credits: 60 HEGIS code: 2104.10 <u>Program code</u> (s): 32120 |
| Contact person for this proposal | Name and title: Professor James Wulach, Graduate Program Director Telephone: _____ Fax: _____ E-mail: jwulach@jjay.cuny.edu |
| | Name and title: Jane Bowers, Provost Signature and date: _____ |

¹ CUNY and SUNY institutions: contact System Administration for guidance.

| | |
|--|---|
| CEO (or designee) approval | If the program will be registered jointly ² with another institution, provide the following information: |
| <i>Signature affirms the institution's commitment to support the program as revised.</i> | Partner institution's name: |
| | Name and title of partner institution's CEO: |
| | Signature of partner institution's CEO: |

Section II: Identify the Proposed Changes.

Check all the changes that apply and complete the required section that follows:

- Discontinuing a Program.** Indicate the effective date: ³
- Change in Program Title.** Indicate the proposed new title:
- Change in Program Award.** Indicate the proposed new award:
Note: This may require altering the liberal arts and science content, as defined in Section 3.47(c)(1-4) of [Regents Rules](#).
- Format Change(s).** Indicate the proposed new format(s):
Note: if the change involves adding a **distance education format** to a registered program, please complete the [distance education application](#).
- Curricular Change(s)**
- Other Change(s).** Please specify:

Section III: Describe the Proposed Changes.

- 1. In a brief narrative explain the rationale for the changes.** The current program offers students two tracks, externship and thesis track. In addition, we would like to offer a Victim Counseling specialization. There is a great need for competent counselors of victims and survivors and this specialization will enable students to better tailor their curriculum and work more systematically in building careers in victim services. The existing two tracks are not altered. The proposed change will now allow students to select from one of three options—completing the degree with Forensic Mental Health electives, with Victim Counseling specialization courses in place of Forensic Mental Health electives, or the Forensic Mental Health electives and a thesis. Students who elect the Victim Counseling specialization cannot also write a thesis.

² If the partner institution is non-degree-granting, see CEO Memo 94-04 at <http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf>.

³ If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

2. Describe the plan for implementing the proposed changes, including the effective date and the impact on the currently enrolled students.

The proposed effective date is Fall 2017. Currently enrolled students would be able to pursue the new specialization, depending upon their available elective course credit allocations.

3. For Format Change(s),

1) Describe availability of courses and any change in faculty, resources, or support services related to the change.

1a)

2) Use [Table 1](#) to provide a sample program schedule to show the sequencing and scheduling of courses in the new format. (See Table 2 for Curricular Changes).

4. For Curricular Change(s),

1) Use [Table 2](#) to provide a side-by-side comparison of the existing and newly modified program plan as shown in the College's Catalog. PLEASE SEE ATTACHED TABLE 2 AND APPENDIX 1 in addition to the brief narrative below.

1a) Currently students have to take 36 required credits and 6 credits of externship (PSY 780 and 781). The remaining 18 credits can be taken as general forensic electives.

1b) In the new specialization, students would still complete the same 36 required credits and likewise 6 credits for externship. However, with the proposed Victim Counseling specialization, students would take the 18 remaining elective credits in specified Victim Counseling courses.

1c) Two new classes *Advanced Clinical Supervision in Victim Services*; and *Child Abuse and Neglect* will be added. All other classes currently exist as electives.

2) For each new or modified course, provide a syllabus. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades. PLEASE SEE ATTACHED APPENDIX 2.

3) For each new course, list the name, qualifications, and relevant experience of faculty teaching the course.

3a) Child Abuse and Neglect will be taught by Lisa Wolovick, J.D., MSW.

- Qualifications: City University of New York Law School, J.D. (1989). Licensed to practice law in New York and New Jersey (1989), admitted to practice before the United States Southern District of New York (2015), and the United States Supreme Court (1994);
- Hunter College School of Social Work, MSW, Samuel Silberman Award (1979), Hunter College School of Social Work's Post-Graduate Clinical Social Work Program, (1985). S.I.F.I. certification Columbia University School of Social Work (1985);

Relevant Experience:

- Practicing attorney for over twenty-five years in family law, criminal law, and interpersonal violence. Represented children and adults, organized first criminal court for domestic violence in New York (1991-92);
- Supervised attorneys, social workers, social work, and medical students at Sanctuary for Families, MFY Legal Services, and Mt. Sinai Hospital;
- Teaching: John Jay College, City University of New York, Family Violence and Disputes (2015-16); Fordham University Graduate School of Social Work, Social Justice; Social Work and the Law, and Child Abuse and Family Violence (2002-2014)

- Publications: New York Law Journal, Lawyer's Manual on Domestic Violence, 2nd, 4th, 5th and 6th editions on Mandatory Arrest and the Primary Aggressor Laws (1998-2016);
- Traumatic Divorce and High Risk Families, Oxford Univ. Press, (expected date of publication 2017); and
- Appointed to the Advisory Board of the Leadership Council on Child Abuse and Interpersonal Violence (2016).

3b) **Advanced Issues in Victim Counseling and Psychotherapy** will be taught by Chitra Raghavan

- Qualification: Doctorate in Psychology from University of Illinois in Urbana Champaign and Postdoctoral Fellow in Psychology, Yale University. Licensed as a Clinical Psychologist in the State of New York (016466).

Relevant Experience:

- Conducts research, teaching, and clinical practice in areas of intimate partner violence, sexual assault and sex trafficking as well as traumatic outcomes the past 15 years. Over 30 publications and 100 conference presentations in related areas. Expert Witness for New York County Courts and Supreme Courts in above issues.

Table 1: For **format change(s)**, use/adapt the table below to show how a typical student may progress through the program. Expand the table as needed.

Indicate academic calendar type: Semester Quarter Trimester Other (describe)

| Term: | | | Term: | | |
|-------------------------|--------|------|-------------------------|--------|------|
| Course Number and Title | Credit | R/E* | Course Number and Title | Credit | R/E* |
| | | | | | |
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |
| | | | | | |
| Term Credit Total: | | | | | |

* Required or Elective

Table 2: For **curricular change(s)**, use/adapt the table below to compare the existing and newly modified program plan. Expand the table as needed.

The following is the revised curriculum for the Forensic Mental Health Counseling program leading to the Master of Arts degree. The proposed changes are for an optional alternative Victim Services Track, not as a replacement of the existing Externship Track

TABLE 2

| FROM | | TO | |
|--|--|---|--|
| List of Course (Prefix, Number, and Name) | Crs | List of Course (Prefix, Number, and Name) | Crs |
| <p>Requirements for the Degree Program: **strrikethrough what is to be changed.</p> <p>Degree Requirements The degree requires 60 credits. The program will contain a group of twelve required courses (36 credits)</p> <p>Required Courses (36 cr)</p> <p>PSY 700 – Mental Health Professionals, Social Science, and the Law PSY 715 – Research Methods and Design PSY 731 – Human Growth and Development PSY 741 – Theories of Personality and Counseling PSY 745 – Psychopathology PSY 755 – Introduction to Forensic Mental Health Counseling PSY 758 - Clinical Instruction PSY 760 – Counseling and Psychotherapy Methods PSY 761 – Clinical Interviewing and Assessment PSY 765 – Group Dynamics and Treatment PSY 769 – Intermediate Statistics in the Social Sciences PSY 795 - Introduction to Assessment</p> | <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> | <p>Requirements for the Degree Program: <u>**underline</u> the changes.</p> <p>Degree Requirements The degree requires 60 credits. The program will contain a group of twelve required courses (36 credits)</p> <p>Required Courses (36 cr)</p> <p>PSY 700 – Mental Health Professionals, Social Science, and the Law PSY 715 – Research Methods and Design PSY 731 – Human Growth and Development PSY 741 – Theories of Personality and Counseling PSY 745 – Psychopathology PSY 755 – Introduction to Forensic Mental Health Counseling PSY 758 - Clinical Instruction PSY 760 – Counseling and Psychotherapy Methods PSY 761 – Clinical Interviewing and Assessment PSY 765 – Group Dynamics and Treatment PSY 769 – Intermediate Statistics in the Social Sciences PSY 795 - Introduction to Assessment</p> | <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> |

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| <p>PSY 734 – Criminal Psychological Assessment PSY 739 – Clinical Crime Scene Analysis PSY 742 – Family Violence and Disputes PSY 746 – Empirical Profiling Methods PSY 748 – Empirical Crime Scene Analysis PSY 751 – Intellectual and Cognitive Assessment PSY 752 – Projective Personality Assessment PSY 753 – Objective Personality Assessment PSY 754 – Advanced Forensic Assessment PSY 766 – Personality Profiles of the Homicidal Offender PSY 779 – Brain and Behavior</p> <p>Forensic Mental Health Thesis Track Electives Subtotal: 0-9 credits</p> | <p>3 3 3 3 3 3 3 3 3 3 3</p> | <p>PSY 734 – Criminal Psychological Assessment PSY 739 – Clinical Crime Scene Analysis PSY 742 – Family Violence and Disputes PSY 746 – Empirical Profiling Methods PSY 748 – Empirical Crime Scene Analysis PSY 751 – Intellectual and Cognitive Assessment PSY 752 – Projective Personality Assessment PSY 753 – Objective Personality Assessment PSY 754 – Advanced Forensic Assessment PSY 766 – Personality Profiles of the Homicidal Offender PSY 779 – Brain and Behavior</p> <p>Forensic Mental Health Thesis Track Electives Subtotal: 0-9 credits</p> |
| <p>PSY 737 – Descriptive and Statistical Data Analysis in Psychology PSY 738 – Advanced Research Methods PSY 791 – Prospectus Seminar</p> <p>Students interested in the thesis track must obtain approval from a full-time faculty mentor serving as a thesis sponsor before enrolling in PSY 791. They must also achieve a grade of A or A- (or the permission of a thesis sponsor and the Program Director) in Psychology 715, 737, 738, and 769 before PSY 791 enrollment.</p> <p>Cognate Courses Subtotal: 0-6 credits</p> <p>Students may enroll in up to two additional graduate courses offered at John Jay College, including those courses in the MA Programs in Criminal Justice, Forensic Science, Forensic Computing, or Public Administration.</p> | <p>3 3 3</p> | <p>PSY 737 – Descriptive and Statistical Data Analysis in Psychology PSY 738 – Advanced Research Methods PSY 791 – Prospectus Seminar</p> <p>Students interested in the thesis track must obtain approval from a full-time faculty mentor serving as a thesis sponsor before enrolling in PSY 791. They must also achieve a grade of A or A- (or the permission of a thesis sponsor and the Program Director) in Psychology 715, 737, 738, and 769 before PSY 791 enrollment.</p> <p>Cognate Courses Subtotal: 0-6 credits</p> <p>Students may enroll in up to two additional graduate courses offered at John Jay College, including those courses in the MA Programs in Criminal Justice, Forensic Science, Forensic Computing, or Public Administration.</p> |

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| | <p><u>Victim Counseling Specialization</u> subtotal: 18 credits</p> <p>All students who elect this specialization are required to take the following 6 courses in lieu of Forensic Mental Health Electives. Students in this concentration may not also write a thesis.</p> <p><u>PSY 705 – Victimology</u> <u>PSY 708 – Crisis Intervention and Short-term Counseling</u> <u>PSY 733 – Dissociation and Trauma</u> <u>PSY 742 – Family Violence and Disputes</u> <u>PSY 7XX – Child Abuse and Neglect</u> <u>PSY 7XX – Advanced Issues in Victim Counseling and Psychotherapy</u></p> | |
| <p>Required Core: 36 Required Externship: 6 Electives: 9 -18 Thesis track electives: 0-9 Cognate Courses: 0-6 Total credits required: 60</p> | | <p>Required Core: 36 Required Externship: 6 Victim Specialization: 0-18 Thesis track electives: 0-9 Cognate Courses: 0-6 Total credits required: 60</p> |

APPENDIX 2

PSY XXX, Child Abuse and Neglect

John Jay College of Criminal Justice
524 West 59th Street
New York, New York 10019

Fall 2016, New Building 3.78 Thursdays 11:30-1:30pm
Professor Lisa Fischel-Wolovick

How to reach me:

5911 Riverdale Ave.
Riverdale, New York 10471
(212) 245-6125
lfw@wolovicklaw.com

Course Prerequisite: Undergraduate Developmental Psychology Course

Course Description: This course will introduce students to child abuse and neglect using a primarily forensic lens. Issues covered will include risk-factors and prevalence of childhood victimization and its long-term impact on children, public health, and the criminal justice system. In addition to the psychological consequences to child maltreatment, students will become familiar with mandated reporting, confidentiality, and the mental health professionals conflicting obligations in the context of child abuse and neglect. Finally, students will be introduced to fundamentals of appropriate screening and interviewing child victims of abuse and neglect.

Learning Objectives:

1. Display an understanding of the risk-factors and prevalence of childhood victimization, and its long-term impact on children, public health, and the criminal justice system.
2. Demonstrate an understanding of mandated reporting, confidentiality, and the mental health professionals conflicting obligations in the context of child abuse and neglect.
3. Display familiarity with child abuse, sexual abuse, trauma, and how these factors impact children's development.
4. Display the ability to integrate these concepts in simulated clinical and/or legal settings through class participation, the class presentation, and final paper.
5. Research a forensic topic on child abuse and neglect in depth including an analysis and understanding of the court response, the literature, and public health, psychological and developmental implications.

Paper: There will be one final paper due on the next to last week of class, based upon research of a forensic topic. A list of possible topics includes the following:

- Substance abuse and the impact on parenting and child maltreatment;
- Serious mental illness and the impact on parenting and child maltreatment;

- Adolescents in foster care, risk assessments and treatment options;
- Special education needs of children in foster care; and
- Mental health needs of children in foster care.

There must be **prior approval** of the topic selected should you wish to work on a different topic. The paper should be between 15-20 typed, double-spaced pages, size 12 font. All papers must use the APA form for references. There should also be an attached bibliography with a minimum of 8 references, not including web pages or your text books.

Class Presentation: Each student will make a short **class presentation** of a preliminary version of the paper with their assigned group, or if time permits, individually. This will enable the class to benefit from their research, and will allow feedback on the paper before its final submission. All groups will meet with me before the presentations.

Class Participation: The class sessions are critical in terms of presentation and understanding of the material. The reading is important, but the concepts are difficult and require that you be present in class.

There is no exam in the class. Thus, your continuing grasp of the core concepts will be gauged by your class participation over the semester, including class exercises and discussions.

Grading: The grade for this class will be based on the final paper (1/2), the class presentation (1/4), and class participation (1/4).

Attendance: Attendance is mandatory. If, for some reason you must miss a class, you are responsible for the work covered, and must let me know in advance. More than one absence requires a documented compelling reason.

Americans With Disabilities Act (ADA): The ADA requires that all qualified persons have equal opportunity and access to education regardless of the presence of any disabling conditions as long as they are disclosed in advance. If you require special provisions, please notify me so I may try to accommodate any special needs you may have. This information will remain confidential.

Academic Honor Code: All students in the course are expected to abide by the academic honor code, as specified by the university's academic integrity clause. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. This includes cheating or misrepresenting the source, nature, or other conditions of your academic work to get undeserved credit. It is the instructor's policy that cheating or plagiarism will result in receiving a failing grade for the course. For additional information, please consult "Avoiding and Detecting Plagiarism," available in the Office of the Vice President for Student Affairs, the Provost's Office, or at <http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf>.

Extensions: All requests for extensions must be in writing and must be approved by the instructor one week prior to the date it is due. All extensions are for **1 week only** unless special permission is granted by the instructor. Do not assume that your request has been approved until you have received a response.

SYLLABUS**Assigned Books:**

David Finkelhor, Ed. Childhood Victimization: Violence, Crime, and Abuse in the Lives of Young People, Oxford Univ. Press. (2008).

Lisa Aronson Fontes Child Abuse and Culture: Working with Diverse Families, Guilford Press. (2005).

Rebecca Bolen 2nd ed. Child Sexual Abuse: Its Scope and our Failure. Kluwer Pub. (2015).

These books can be obtained at the John Jay online bookstore at:

<http://jjay.textbookx.com/institutional/?action=browse#books/1008843/>

Blackboard: Articles, chapters and legal cases can be found on the Blackboard website.

August 25, 2016: Introduction: An overview of the child welfare system and permanency planning in cases of child abuse and neglect. Discussion of the family problems that give rise to placement of abused children in the child welfare system, including parental mental illness and substance abuse.

Read for September 1, 2016: D. Finklehor, Ed. Childhood Victimization, Chapter One, Child Victims; B. H. Chaiyachati, & J. M. Leventhal, *Henry Kempe's Vision: Preventing child abuse then and now*, J. Clinical Child Psychology and Psychiatry (2015).

September 1, 2016: Identifying Abuse and the Legal Context: Legal definitions of child abuse, assessments, and historically how abused children encountered the legal system whether in juvenile delinquency, P.I.N.S. or child welfare proceedings. A discussion of the development of a comprehensive victimology approach to childhood victimization and the legislative response to child abuse and neglect, including the Child Abuse Prevention and Treatment Act (CAPTA); and Adoption Safe Families Act (ASFA).

Read for September 8 2016: C. S. Widom *The Cycle of Violence*, Science Journal (1989). (Blackboard); C. S. Widom, & M. G. Maxfield, *An Update on the Cycle of Violence*, National Institute of Justice (February 2001) (Blackboard); J. McCord, A Forty Year Perspective on Effects of Child Abuse and Neglect, Journal of Child Abuse & Neglect (1983). (Blackboard).

September 8, 2016: Child Abuse and the Cycle of Violence: The long-term effects of child abuse and neglect, risk-factors for childhood victimization, including, parental mental illness and depression. Review of the current research on the identification of childhood maltreatment. Review the cycle of violence, abused children, juvenile delinquency and criminality.

Read for September 15, 2016: David Finkelhor, Ed. *Childhood Victimization* (2008), *Developmental Victimology*; (Blackboard); and Kathleen Coulborn Faller, *Interviewing Children Who May Have Been Abused: A Historical Perspective and Overview of the Controversies*, *J. of Child Maltreatment* (May 1, 1996). (Blackboard). S. Sgroi, B.S. Bunk, and C. J. Wabrek, *Children's Sexual Behaviors and Their Relationship to Sexual Abuse*. (Blackboard).

September 15, 2016: Trauma and Children: Identification and assessment of trauma-related symptoms in abused children, interviewing children, and treatment approaches. There will be a small group discussion of a hypothetical case with a report to the larger group.

Read for September 22, 2016: Rebecca Bollen, Part II: The Scope of the Problem; D. Finkelhor, Ed. Chapter 4, K. Kendall-Tackett, *Developmental Impact*; S. M. Sgroi, ed. *Vulnerable Populations*, Vol. 2, Chapter 2, J. A. Marvasti, *Play Therapy with Sexually Abused Children* (Blackboard).

September 22, 2016: Sexual Abuse: Childhood sexual abuse; the incidence and prevalence of sexual abuse, whether extra-familial or intra-familial abuse, risk factors, and the family and criminal courts' response. There will be a discussion of treatment modalities for children, the non-offending parent, and offending parent.

Read for September 29, 2016: K. L. Henderson *Mandated Reporting of Child Abuse; Considerations and Guidelines for Mental Health Counselors*, *J. of Mental Health Counseling*; K. Crowell, & B. Levi, *Mandated Reporting Thresholds for Community Professionals*, *J. Child Welfare* (October 2013). (Blackboard); P.F. Lake, *Revisiting Tarasoff*, 58 *Albany L. Review* (1994). .

September 29, 2016: Mandated Reporting: Mandated reporting vs. confidentiality, assessment of the risks of imminent harm, removals, and reasonable suspicion of child abuse or neglect. There will be a discussion of practitioners' liability for failure to report suspected child abuse or neglect. Small group discussions of a hypothetical situation and whether the practitioner should report or not.

October 6, 2016: NO CLASS

Read for October 13, 2016: D. Finkelhor, *Childhood Victimization*, Chapter 3, *Children at Risk*; E. Friedman & S.B. Billick *Unintentional Child Neglect: Literature Review and Observational Study*, *J. Psychiatry Quarterly* (2015); C. Camilo, M. Vaz Garrido, MM. Calheros *Implicit Measures of Child Abuse and Neglect: A systematic review*, *J. of Aggression and Violent Behavior* (June 6, 2016). (Blackboard).

October 13, 2016: Child Neglect: Definition and parameters of child neglect including, psychological, educational, and medical neglect. A discussion of the prevalence and methodologies used to determine the risks of child neglect, permanency planning, reunification, termination of parental rights, and adoption in the context of the Adoption Safe Families Act (ASFA). Small group discussions of a child neglect hypothetical and report to larger group.

Read for October 20, 2016: L. Aronson Fontes, *Child Abuse and Culture: Working With Diverse Families*, Chapter Three, *Assessing Diverse Families for Child Maltreatment*, and Chapter Five, *Physical Discipline and Abuse*.

October 20, 2016: Community Culture and Interviewing Adults: Interviewing adults to identify child maltreatment, and related risk factors including a history of substance abuse and mental health problems, and parental isolation. A discussion of the effectiveness of parenting education, cultural views of parenting, and the appropriateness of physical punishment, and need for culturally competent services.

Read for October 27, 2016: Lawyer's Manual on Domestic Violence: Representing the Victim (6th Ed.) J. Zuccardy, *Child Welfare Cases and Investigations Involving Domestic Violence* (2016). (Blackboard).

October 27, 2016: Court Proceedings and Mental Health Expert Testimony: Child welfare court proceedings including permanency planning hearings, fact finding, and dispositional hearings and the relevant legal standards. Hearsay, court testimony of mental health professionals, the use of the case record, and what can and cannot be admitted into evidence.

Read for November 3, 2016: Nicholson v. Scoppetta, 3 N.Y.3d 357 (2004). (Blackboard). J. A. Dunlap, *Judging Nicholson: An Assessment of Nicholson v. Scoppetta*, Denver Univ. Law Review (Blackboard). D. Leidholdt, *Interviewing Battered Women*, (2005). (Blackboard).

November 3, 2016: Domestic violence and child abuse. A discussion of assessments, interventions, treatment, imminent harm, removals, and the relevant legal standards for neglect, imminent harm, and safety planning for battered women and children. Interviewing adult victims of domestic violence in the context of child abuse or neglect.

Presentations

Read for November 10, 2016: S. L. Ashenberg Straussner, & C. H. Fewel, eds. *Impact of Substance Abuse on Children and Families: Research and Practice Implications*, N. Peleg-Oren, & M. Teichman, *Young Children of Parents with Substance Abuse Disorders*. . (2009).

November 10, 2016: Substance Abuse: Substance abuse disorders and its impact on parenting, risks of child maltreatment, and day and in-patient treatment methodologies, and a discussion of inter-generational problems of child maltreatment.

Presentations.

Read for November 17, 2016: N. Bernstein *Lost Children of Wilder*, Chapter 1 (Blackboard); C. Smithgall, D.H. Yang, and D. Weiner, *Unmet Mental Health Service Needs in Kinship Care: The Importance of Assessing and Supporting Caregivers*, *J. of Family Social Work* (2013). (Blackboard).

November 17, 2016: Adolescents: A discussion of the mental health needs of adolescents in the child welfare system, including foster care and group home placements, adoption and guardianships, and transitioning to independent living.

Presentations.

Read for December 1, 2016: C. Smithgall, G. Cusick, and G. Griffin *Responding to Students Affected by Trauma: Collaboration Across Public Systems*, Family Court Review (July 2013). (Blackboard). Advocates for Children of New York, *The Delivery of Educational Services to Children in New York City's Foster Care* (Blackboard).

December 1, 2016: Special Educational Problems: Learning, developmental and mental health problems of children in the child welfare system. The relationship to trauma, service needs, public policy implications policy.

Read for December 9, 2016: D. Finkelhor, *Childhood Victimization*, Chapter 9, Proposals; R. Bolen, *Child Sexual Abuse: Its Scope and Our Failure*, Chapters 12 and Epilogue: It Takes a Village.

December 9, 2016: Next Steps: Discussion of the next steps in coordination of empirical knowledge and public policy reforms for abused and neglected children.

December 16, 2016: See Documentary film *Love and Diane*, a film about three generations of a family in the child welfare system.

PSY XXX: Advanced Issues in Victim Counseling and Psychotherapy
Professor: Dr. Chitra Raghavan

Class time: Thursday: 5:45-7:45 in NB/3:81

Office: 63:10, new Tower 10th fl.

E-Mail:

craghavan@jjay.cuny.edu

Office Hours: Before and after class; 3-5 pm Monday or by appointment

Course Prerequisite

All Victimology coursework should be completed and student should be enrolled in Fieldwork 780 or 781 concurrently.

Course Description

The major goal of advanced supervision is to provide **an integrated** learning experience focused on serving a variety of victimized populations including but not limited to survivors of domestic violence, child sexual abuse, sex trafficking, violent crime, hate crimes, and political torture. The mixture of theory and practice will provide a common core of experiences among externship students enrolled in the victimology track/concentration, facilitate relationships among externship students, and increase students' knowledge of psychology and practice.

Course Cap: Because of the hands-on and practical nature of this course, it will be capped at 15 students.

Communication: I will use blackboard to communicate; please ensure that your e-mails are in working order. The most recent copy of the syllabus will also be posted on blackboard.

Attendance Policy: Students are expected to attend all classes unless they have excused absences. More than two excused absences may lower your grade significantly.

Academic Accommodations: Please talk with the instructor or teaching assistant if you require academic accommodations.

Cell Phones & Laptops: Because cell phone use (e.g., text messaging, internet browsing, playing games, Facebook, etc.) is often disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced or set to vibrate. Only emergency-related use of cell phones is allowed during class. Laptops and similar electronic devices may be used only for note taking.

Overview

The major goal of advanced supervision is to provide **an integrated** learning experience focused on serving a variety of victimized populations including but not limited to survivors of domestic violence, child sexual abuse, sex trafficking, violent crime, hate crimes, and political torture. Clients presenting problems may manifest as PTSD and related disorders, anxiety disorders, eating disorders, substance use and alcohol disorders, personality disorders, and self-harm. Because placements and caseloads vary, no one theory will be privileged but multiple empirically supported case conceptualizations and therapeutic interventions will be offered. The mixture of theory and practice will serve students with opportunities to: (a) practice and deepen current knowledge and skills; (b) acquire new skills and knowledge; and (c) experience clinically-relevant personal and professional growth.

Advanced supervision meetings provide a common core of experiences among externship students enrolled in the victimology track/concentration, facilitate relationships among externship students, and increase students' knowledge of psychology and practice. Meetings will include student-led presentations of clinical cases or topics related to externship experiences, case supervision, and discussion of professional/ ethical issues.

Advanced Clinical Supervision does not replace the credentialed site supervisor but rather is designed to support and enhance training objectives.

Through these experiences students will be contributing to their development in becoming a competent licensed forensic mental health counselor with a focus on adult victim populations.

Learning Objectives

- 1) Develop knowledge and skills in delivering services to victim populations
- 2) Develop and demonstrate a commitment to evidence based intervention procedures
- 3) Develop skills to present high quality case conceptualization
- 4) Receive exposure to a diversity of clinical concerns and problem solve collectively
- 5) Demonstrate a commitment to diversity and individual differences
- 7) Apply ethical decision making to clinical work
- 8) Learn to provide supportive feedback to peers and accept feedback non-defensively towards the goal of becoming open-minded and better counselors

Required Reading/Books:

Curran, L. (2013). 101 Trauma-Informed Interventions. Activities, Exercises and Assignments to Move the Client and Therapy Forward. Premier Publishing and Media, WI.

Pappadopoulos, L, Cross, M.C., & Bor, R. (2003). Reporting in Counselling and Psychotherapy: A Trainee's Guide to Preparing Case Studies and Reports.

Herman, Judith Lewis (1997, updated 2015). *Trauma and recovery: The aftermath of violence from domestic abuse to political terror* ((Previous ed.: 1992) ed.). Basic Books. [ISBN 0-465-08730-2](https://www.basicbooks.com/9780465087302).

Class Format

Once overview is complete, classes will be structured as follows: a) Present case conceptualization with instructor and class feedback; b) Discussion of Trauma-Informed Interventions with a student leading an exercise; c) Discussion of assigned case studies ;d) Trouble-shooting clients as requested

Outside of class, students will be responsible for working through 10 trauma-informed interventions with corresponding journal entries.

Grading Overview

Your grade will be computed by combining your scores in the following overall categories for a total of 100 points:

| | |
|--------|-------------|
| points | course work |
|--------|-------------|

| | |
|-----|---|
| 10 | Written Site Report |
| 30 | Presentation of Case Conceptualization |
| 20 | Written Case Conceptualization |
| 10 | Leading Trauma-Intervention Exercise |
| 20 | 10 Journal Entries on Weekly Workbook Exercises |
| 10 | Participation |
| 100 | Total |

ASSIGNMENTS

TRAUMA WORKBOOK EXERCISES (10 points for leading a class and 20 points for 10 weekly journal entries for 30 points): The purpose of this workbook is to give students a large range of exercises/assignments/tests to use in working with victims. The workbook provides with almost 200 choices. Obviously, we cannot explore all of these. I will assign general topics but not the specific exercise or strategy. In class, we will discuss the assigned sections.

Weekly Conference (10 journal entries x 2 = 20): Each week, students should select a workbook exercise corresponding to the topic and spend about an hour working through the exercise. This experience is to be recorded in 10 weekly online journals.

I will call upon pre-arranged students to present the exercise weekly. This presentation is worth 10 points. This presentation should be a total of 15-20 minutes maximum.

WEEKLY OPTIONAL GROUP SUPERVISION TROUBLE SHOOTING (NOT GRADED SPECIFICALLY BUT FACTORS IN PARTICIPATION): At the beginning of each class, students can sign up for trouble-shooting with clients as they arise. Depending on the number of students, we can allot up to 30 minutes for questions.

WRITTEN SITE REPORT (10 points): The purpose of the site report is to ensure you become acclimated to your setting and clients. Your report should be 2-4 pages in length (double-spaced). You should include demographic information of the populations in your externship (e.g., income levels, race/ethnicity, gender, single-parent homes), why and how clients are referred for services as well as common reasons for referrals and other details about the site (e.g., work dynamics, the clinical orientation and supervision type of your supervisor) that you find interesting and relevant.

CASE CONCEPTUALIZATION (20 for written and 30 for presenting): You will report on a client on whom you have been assigned. Two separate but related pieces are required. First, a written document is required. You may have your site supervisor's input and/or feedback regarding this report. The written portion should be between 5-10 pages double spaced including references. Details for the report are provided in an Appendix and sample reports are provided on Blackboard.

Second, you will present the case in class. Each presentation should be between 30 and 45 minutes and be delivered professionally and in a polished manner (roughly each slide takes about 1 to 2 minutes to explain, depending on the amount contained so

prepare 15 to 20 slides). Presentations which do not adhere to the time limits will be penalized. The presentation should mirror the written report in terms of format. You should rehearse at least 3-4 times before presenting in class.

When working with this client, please select 1-2 assignments/interventions/exercises from 101 Trauma Informed Interventions and explain your rationale for the choice. If you have already engaged in this exercise, provide the data. If you have not, explain when you will and why. The assignments can be from class presentations or something as yet undiscussed.

PARTICIPATION (10 points): Active participation is key to benefiting in this course. Participation includes reading assigned material, engaging with the case conceptualization, applying relevant information from the assigned texts, providing supportive feedback and interpretation.

AMERICANS WITH DISABILITIES ACT (ADA) –The ADA requires that all qualified persons have equal opportunity and access to education regardless of the presence of any disabling conditions as long as they are disclosed in advance. If you require special provisions, please notify me so I may try to accommodate any special needs you may have. This information will remain confidential.

ACADEMIC HONOR CODE: All students in the course are expected to abide by the academic honor code, as specified by the university’s academic integrity clause. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. This includes cheating or misrepresenting the source, nature, or other conditions of your academic work to get undeserved credit. It is the instructor’s policy that cheating or plagiarism will result in receiving a failing grade for the course. For additional information, please consult “Avoiding and Detecting Plagiarism,” available in the Office of the Vice President for Student Affairs, the Provost’s Office, or at <http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf>.

Weekly Schedule of Topics, Readings, and Assignments

Book chapters are assigned in the weekly schedule list below.

| | | | |
|------|-------------------------------------|--|--|
| 8/25 | Course Overview | Overview of workbook: 101 Trauma-Informed Interventions Begin Review of Theoretical Orientations Herman (2015): Chapters 1,2,3 | Theoretical Orientations have been covered in past coursework; as such, we will briefly review |
| 9/1 | What is a Case Conceptualization | Continue Review of Theoretical Orientations for Case Conceptualization using sample case (sample case will be posted on BlackBoard) Herman (2015): Chapters 4,5,6 | Explore how the same case can look different using three different orientations |
| 9/8 | Externship Site Discussions | Students Briefly Present Sites and Discuss Challenges Read: Adult Attachment Patterns through to Comfortable Script from Trauma 101 Read Chapter 1-4 from Pappadoulos et al Herman (2015): Chapters 7 through end | Written Assignment 1: Externship Site Paper Due |
| 9/15 | Case Conceptualization and Workbook | CC Presentation 1 Read: Reparenting till end of section Read Chapter 5-6 from Pappadoulos et al | Case Conceptualization Begins; written portion due following day of presentation |

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| 9/22 | CC and WBK | CC Presentation 2 Read: Gestalt Section Read Chapter 7-8 from Pappadoulos et al Chapter 8 and | |
| 9/29 | CC | CC Presentation 3 Read: Continue Discussion of Gestalt Section Read Chapter 9 from Pappadoulos et al | |
| 10/6 | CC | CC Presentation 4 Read: Gestalt Section Read Chapter 10 from Pappadoulos et al | |
| 10/13 | CC | CC Presentation 5 Read: Psychodrama Section Read Chapter 11 from Pappadoulos et al | |
| 10/20 | CC | CC Presentation 6 Read: Continue Psychodrama Section Read Chapter 12 from Pappadoulos et al | |
| 10/27 | CC | CC Presentation 7 Read: The Body Section Read Chapter 12 from Pappadoulos et al | |
| 11/3 | CC | CC Presentation 8 Read: Continue The Body Section Read Chapter 13 from Pappadoulos et al | |
| 11/10 | CC | CC Presentation 9 Read: The Meridan Section Read Chapter 14 from Pappadoulos et al | |
| 11/17 | CC | CC Presentation 10 Read: Continue The Meridan Section Read Chapter 15 from Pappadoulos et al | Workbook Surprise Ends! |
| 11/24 | CC | CC Presentation 11 and 12 | CC Presentation Doubled UP |
| 12/1 | Healing and Recovery | CC Presentation 13 and 14 | CC Presentation Doubled UP |
| 12/8 | Healing and Recovery | CC Presentation 15 and Concluding Discussions | CC Presentation Doubled UP |

Appendix 1: Requirements for Written Case Conceptualization

Case conceptualization refers to how we arrive at an understanding of the client's presenting problems. In writing a case conceptualization, we depict the process and what data/frameworks we used to explain and or understand client symptoms as well as personality, cognitions, emotions, and behaviors pertinent to the presenting problem.

A good case conceptualization specifies clearly the theoretical framework within which the data were sorted/tested/arranged. Depending on the orientation, (psychodynamic, feminist, behavioral etc) the questions asked will be different. Finally, case conceptualization should lead to the formulation of counseling goals and intervention strategies which should align with the theoretical explanatory framework used to arrive at the conceptualization.

The case conceptualization process is part of the counseling process and often an ongoing one. It starts with an understanding of the clients' **presenting problems** from the perspective of the client which could change over time.

Step 1 focuses on identifying the presenting problem. The question here is:

- What is the client seeking therapy for/What does the client identify as the presenting problem?
- In mandated populations, this question might be formulated as “What is the client mandated for? and “To what extent does the client identify these same issues as problematic?”

In **Step 2**, the counselor starts formulating a framework to explain the origins of the presenting problems.

- How did these problems begin?
- What distal factors may be relevant in contributing to these problems (e.g., early relationships, learned behaviors)
- What current factors may be relevant in maintaining or exacerbating these problems? (e.g., faulty cognitions, defensive reactions)
- What are this person’s strengths?
- What might challenges?
- And if necessary, does the counselor and the client identify the same problem?

Given the above, in **Step 3**,

- Counseling goals identified
- Specific interventions are used to address the goals

SAMPLE PAPERS ARE PROVIDED ON BLACKBOARD WITH CLEARLY MARKED SECTIONS

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

CHANGE IN EXISTING GRADUATE COURSE

This form should be used for revisions to course titles, prefixes/numbers, descriptions, and/or prerequisites. **For small course content changes please also submit a syllabus.** For significant content changes, a New Course Proposal form may be required instead. Please email the completed form to the Associate Dean of Graduate Studies at rmeeke@jjay.cuny.edu.

Date of CGS Approval: 12/6/2016

1. Contact information of proposer(s):

| Name(s) | Email(s) | Phone number(s) |
|-------------------------|--|-----------------|
| Jay Hamilton, Economics | jhamilton@jjay.cuny.edu | 212-237-8093 |

2. Proposed changes. Please complete the entire "FROM" column. Only complete the proposed changes in the "TO" column.

| FROM (strikethrough the changes) | | TO (<u>underline</u> changes) | |
|---|--|---|---|
| Program | International Crime and Justice | Program | |
| Course | ICJ 701 Economics for International Crime and Justice | Course | ICJ 701 <u>Illegal Markets and Economic Justice</u> |
| Pre- and/or Corequisites (specify which are pre, co, or both) | None | Pre- and/or Corequisites (specify which are pre, co, or both) | None |
| Hours | 3 | Hours | 3 |
| Credits | 3 | Credits | 3 |
| Description | This course covers economic literacy for the global economy as it relates to issues of crime and justice. The course discusses the role of international institutions such as the International Monetary Fund, The World Bank and the World Trade Organization. The course critically examines measures of economic development including Gross Domestic Product and the Human Development Index. Basic economic tools of analysis such as <i>Supply and Demand</i> and the <i>Circular Flow Model</i> are introduced and applied to real world cases. Legal and illegal trade is | Description | <u>This course examines economic issues important to the study of international crime and justice. Students will learn to use tools of analysis necessary for understanding market based crimes including black markets, narcotics, prostitution, money laundering, and trade violations. Students will critically evaluate the justness of the global economic system by examining national macroeconomic objectives and international economics institutions such as the World Bank, International Monetary Fund and World Trade Organization. Emphasis is placed on poverty, inequality, globalization and</u> |

| | | | |
|--|--|-----------------------|--------------------------------------|
| | discussed including currency exchange rates, current accounts balances, capital account balances, smuggling and money laundering. The injustices of international trade are also discussed. | | <u>environmental sustainability.</u> |
| | | Effective Term | |

3. Rationale for the proposed change(s):

The revisions focus the course on issues of market based crimes and economic justice with less emphasis on economic literacy. Enough economic literacy is retained to enable students to communicate with professional economics in potential employment organizations. Students should find the new title and description more appealing.

4. Enrollment in past semesters:

Fall 2016 19
 Spring 2016 8
 Fall 2015 7

5. Does this change affect other programs?

 XX No Yes

If yes, what consultation has taken place?

Syllabus for ICJ 701.01
Illegal Markets and Economic Justice
Fall 2017
John Jay College of Criminal Justice
 524 West 59th. Street, New York, NY, 10019

Professor Jay Hamilton: jhamilton@jjay.cuny.edu (212) 237-8093 Office 9.63.12 New Building
Office Hours by appointment only, but you are always welcome if my door is open.
Class Time: Wednesdays 6 to 8pm

Course Description

This course examines economic issues important to the study of international crime and justice. Students will learn to use tools of analysis necessary for understanding market based crimes including black markets, narcotics, prostitution, money laundering, and trade violations. Students will critically evaluate the justness of the global economic system by examining national macroeconomic objectives and international economics institutions such as the World Bank, International Monetary Fund and World Trade Organization. Emphasis is placed on poverty, inequality, globalization and environmental sustainability.

Learning Objectives

Upon completion of this class students are expected to:

- Use economic tools to analyze to examine issues of market based crimes
- Use economic tools to critically evaluate issues of global economic justice
- Communicate effectively with professional economists

Texts:

Principles of Economics in Context by Goodwin, Harris, Nelson, Roach and Torras published by M.E Sharpe ISBN: 978-0-7656-3882-3 (Referred to as “*Principles*” in the reading schedule.)

Tropic of Chaos by Christian Parenti, 2011. Nation Books ISBN:978-5685-8729-5

Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty by Abhijit Bannered Esther Duflo. Public Affairs 2012. **ISBN-10:** 9781610390934

Additional readings identified in the course schedule below are available in Blackboard.

Grading:

| | | |
|--------------------|-----|---|
| 15 Exercises | 15% | Exercises are due <i>before</i> corresponding class session on Blackboard and may be retaken as many times as you like <i>before</i> the corresponding class session. |
| Take Home Exam 1 | 20% | Distributed: late September |
| Take Home Exam 2 | 20% | Distributed: early November |
| Take Home Exam 3 | 20% | Distributed: end of semester |
| Book Review #1 10% | | Due: mid October |
| Book Review #2 15% | | Due: early December |

Policies

Academic Integrity Policy

For the entire policy on academic integrity please go to:

<http://www.jjay.cuny.edu/academic-integrity-0>

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

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

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

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

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

We will use Turnitin.com. Class ID: 11442533 Password: Just4Econ

Americans with Disabilities Act (ADA) Policies

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

Attendance Policy

If a student misses more than four regularly scheduled class meetings they will automatically receive a grade of WU for the course. Attendance will be taken every class.

Incomplete Grade Policy

An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details.

Extra Work Policy

No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.

Exceptions Policy

If you need to miss a class or deadline, please let me know as soon as possible and preferably before the missed class or deadline. I am willing to work with students with extensions and substitutions, but it helps to establish communication as soon as possible.

Course Schedule

Week 1

Introduction to Economics: Definitions, Data & Theories

Principles Ch 0 “Economics and Well Being”

Principles Ch 1 “Economic Activity in Context”

Principles Ch 2 “Useful Tools and Concepts”

Week 2

Analyzing Markets: Supply and Demand

Principles Ch 3 “Markets and Society”

Principles Ch 4 “Supply and Demand”

Week 3

Illegal Transactions (aka Black Markets) & Illegal Markets

Illegal Transactions and Markets by Jay Hamilton (2016), unpublished essay

Principles Ch 8 “Economic Behavior and Rationality”

Principles Ch 5 “Elasticity”

Week 4

Chemical Recreation: from Coffee to Cocaine

World Drug Report United Nations Office on Drugs and Crime

https://www.unodc.org/documents/wdr2015/World_Drug_Report_2015.pdf

Week 5

Prostitution

Estimating the Size and Structure of the Underground Commercial Sex Economy in Eight Major US Cities by Meredith Dank, Bilal Khan, P. Mitchell Downey, Cybele Kotonias, Debbie Mayer, Colleen Owens, Laura Pacifici and Lilly Yu. Urban Institute 2014. http://www.urban.org/research/publication/estimating-size-and-structure-underground-commercial-sex-economy-eight-major-us-cities/view/full_report

Sex Work and the Law in Asia and the Pacific: Laws, HIV and human rights in the context of sex work by John Godwin UNDP October 2012 <http://www.undp.org/content/dam/undp/library/hivaids/English/HIV-2012-SexWorkAndLaw.pdf>

Take Home Exam #1 Due

Week 6

Smuggling

Emma R. Bush, Sandra E. Baker, and David W. Macdonald (2014) “Global Trade in Exotic Pets 2006–2012” in *Conservation Biology*, 28(3) 663–676

L’Hoiry, Xavier Duncan (2013) “Shifting the stuff wasn’t any bother”: Illicit enterprise, tobacco bootlegging and deconstructing the British government’s cigarette smuggling discourse” in *Trends in Organized Crime* 16: 413-434.

Book Review #1 due

Week 7**Money Laundering**

Ene, C., Uzlău, M., & Cristea, D. (2012). The Economic Impact Of Financial Abuse, Financial Crime And Money Laundering. *Hyperion International Journal Of Econophysics & New Economy*, 5(1), 147-157.

Week 8**Flows of People: Migrant Labor, Legal Immigration, Illegal Immigration & Refugees**

Borjas, George J. (2015). "Immigration and Globalization: A Review Essay." *Journal of Economic Literature* 53(4), 961-974.

Sanderson, Matthew R. (2013). "Does Immigration Promote Long-Term Economic Development? A Global and Regional Cross-National Analysis, 1965-2005." *Journal of Ethnic and Migration Studies* 39(1), 1-30.

Nadadur, Ramanujan. (2009). "Illegal Immigration: A Positive Economic Contribution to the United States." *Journal of Ethnic and Migration Studies*. 35(6) 1037-1052.

Tumen, S. (2016). "The Economic Impact of Syrian Refugees on Host Countries: Quasi-Experimental Evidence from Turkey." *American Economic Review*, 106(5), 456-460

Week 9**Macroeconomics as Justice**

Principles Ch 19 "Introduction to Macroeconomics"

Principles Ch 20 "Macroeconomic Measurement: The Current Approach"

Principles Ch 21 "Macroeconomic Measurement: Environmental and Social Dimensions"

Principles Ch 22 "The Structure of the U.S. Economy"

Principles Ch 23 "Employment, Unemployment, and Wages"

Principles Ch 24 "Aggregate Demand and Economic Fluctuations"

Principles Ch 25 "Fiscal Policy"

Franklin D. Roosevelt 1941 "The Four Freedoms"

<http://americanrhetoric.com/speeches/fdrthefourfreedoms.htm>

Take Home Exam #2 Due**Week 10****Money, Banking, Monetary Policy & Consequences**

Principles Ch. 26 "Money, Banking, and Finance"

Videos of fictional bank runs from *Marry Poppins* and *It's a Wonderful Life*

Principles Ch 26 "Money, Banking, and Finance"

Monetary Policy

Principles Ch 27 "The Federal Reserve and Monetary Policy"

Federal Reserve Bank "About" <http://www.federalreserveeducation.org/about-the-fed/structure-and-functions/monetary-policy/>

European Central Bank "About" <http://www.ecb.europa.eu/ecb/html/index.en.html>

Universal Declaration of Human Rights <http://www.un.org/en/universal-declaration-human-rights/>

Week 11**Bretton Woods Institutions: IMF and World Bank**

<https://www.imf.org/external/about/ourwork.htm>

Carmen M. Reinhart, Christoph Trebesch. "The International Monetary Fund: 70 Years of Reinvention."

Journal of Economic Perspectives, Volume 30, Number 1 (Winter 2016), pp. 3-28

Barry Eichengreen, Ngaire Woods. "The IMF's Unmet Challenges." *Journal of Economic Perspectives*, Volume 30, Number 1 (Winter 2016), pp. 29-52

Michael A. Clemens, Michael Kremer. "The New Role for the World Bank". *Journal of Economic Perspectives*, Volume 30, Number 1 (Winter 2016), pp. 53-76

Martin Ravallion. "The World Bank: Why It Is Still Needed and Why It Still Disappoints." *Journal of Economic Perspectives*, Volume 30, Number 1 (Winter 2016), pp. 77-94

Week 12**International Trade, WTO & Trade Violations**

Principles Ch 7 "International Trade and Trade Policy"

Principles Ch 29 "The Global Economy and Policy"

World Trade Organization in Brief https://www.wto.org/english/tratop_e/dispu_e/dispu_maps_e.htm

Richard Baldwin. "The World Trade Organization and the Future of Multilateralism." *Journal of Economic Perspectives*, Volume 30, Number 1 (Winter 2016), pp. 95-116

Stiglitz, J. E. (1997). Dumping on Free Trade: The U.S. Import Trade Laws. *Southern Economic Journal*, 64(2), 402-424.

Week 13**Poverty, Development & Globalization**

Principles Ch 32 "How Economies Grow and Develop"

Principles Ch 33 "Growth and Sustainability in the Twenty-First Century"

Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty by Abhijit Banerjee and Esther Duflo.

Public Affairs 2012. **ISBN-10:** 9781610390934

Book Review #2 Due**Week 14****Ecological Sustainability and Global Conflict**

Tropic of Chaos by Christian Parenti

15th Exercise Due**Take Home Exam #3 Due**

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date of CGS Approval: 12/6/2016

1. Contact information of proposer(s):

| Name(s) | Email(s) | Phone number(s) |
|---------------------|-----------------------|-----------------|
| Catherine P. Mulder | cmulder@jjay.cuny.edu | 2124841309 |

2. Course details:

| | |
|---|---|
| Program Name | Economics |
| Course Prefix & Number | ECO 713 |
| Course Title | Political Economy |
| Catalog Description | This course covers major theories and debates in the tradition of heterodox political economy. Topics include debates over economic methodology, value theory, historical materialism, modes of production, the labor process, the dynamics of capitalist production/competition/concentration, crisis theory, financialization, and primitive accumulation. This course will be fairly theoretical in order to prepare students for more applied topics classes. Theoretically, course readings will draw eclectically from non- neoclassical traditions, including Marxian, feminist, and Institutional Economics. Class, race, and gender will not be treated as topics, but rather as entry points into course topics throughout the semester. Given the literary traditions of Political Economy, students will compose extensive written assignments. |
| Pre- and/or Corequisites (specify which are pre, co, or both) | |
| Credits | 3 |
| Contact Hours (per week) | 3 |
| Lab Hours | 0 |

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

This course gives each student a basic understanding of the multiple economic theoretical perspectives used throughout the discipline and the world. This class, in particular, is the course that differentiates John Jay's economics MA from most others, in that it provides pluralist viewpoints and various approaches to economic phenomena not typically taught in most institutions of higher learning. It gives students options on how to understand and analyze particular issues, problems, and political policies—that is, it does not simply include one theoretical perspective that is unfortunately the norm in our profession.

The course will be one of the first courses students will be required to take so that they may incorporate what they have learned in the higher level classes. Most importantly, to be able to critically analyze the theories and models they will be taught in other classes.

4. Degree requirements satisfied by the course:

Requirement for the Economics MA program.

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

Yes _____ No _____x__

6. Learning Outcomes:

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

Upon completion of this class, students should be proficient in:

1. Thinking critically about different economic paradigms
2. Understanding major debates on the nature of capitalist economies
3. Understanding the dynamics of a capitalist economy
4. Understanding the relationship between processes and structures related to race, gender, class, place, and nature
5. Reading academic literature, both empirical and theoretical, in the traditions of heterodox political economy
6. Approaching original research topics using traditions in heterodox political economy

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

The learning outcomes of the proposed course correspond directly and comprehensively to the three disciplinary areas covered by the ECO MA program. These areas are:

1. conduct applied research suitable for government and nonprofit advocacy organizations
2. critically evaluate public policies from multiple economic perspectives
3. produce effective formal and informal communications

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

Response Papers 30%

Take home midterm 30%

Take home final 40%

Response papers (30%)

A 1.5–2 page, typed, single space response to the week's readings is due weekly. Due date and submission guidelines TBA. Your responses should be well written and show a thoughtful, critical, and creative engagement with the week's readings. Do not summarize entire articles. Address their major arguments and contributions in relation to each other and broader class themes.

Midterm (30%)

There will be a take home midterm exam due on TBA. This exam will consist of short essay questions. You are permitted to use any class readings when writing your answers. Your writing is expected to be accurate, clear, creative, and critical.

Final Exam (40%)

There will be a take home final due on TBA. This exam will consist of a few short essay questions and one longer essay. You are permitted to use any class readings when writing your answers. The final will put some emphasis on material from the second part of the semester. However, since the material in this course is inherently cumulative a serious understanding of all topics covered throughout the semester is important for doing well on this exam.

Your writing is expected to be accurate, clear, creative, and critical.

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

Books:

Capital, Volume 1, Karl Marx, Penguin Edition. ISBN 0-14-044568-4

Readings:

All readings will be available either online, on-reserve, or on Blackboard. Please see the syllabus attached for a comprehensive list of the required and optional readings.

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

Kathleen Collins, Graduate Studies Librarian, Lloyd Sealy Library, consulted on December 2, 2016.

8. Identify and assess the adequacy of available library resources

a. Databases

The electronic databases for access to electronic journals has plenty of economics peer reviewed articles for students.

b. Books, Journals and eJournals

The library electronic journals holdings are more than sufficient for students to carry out successful research for this course. John Jay and CUNY currently hold a very comprehensive collection of books and journals on macroeconomics. In addition, a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

9. Identify recommended additional library resources

The Economics Resource Guide available at the library, see:

<http://guides.lib.jjay.cuny.edu/economics>

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

N/A

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

Any of the databases relevant for economics, sociology, philosophy, or econometrics among others are more than sufficient.

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

Yes X No _____

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

13. Proposed instructors:

Geert Dhondt

Joseph Rebello

Ian Seda-Irizarry

Catherine P. Mulder

And we have a file of adjuncts who would be available to teach this course as well.

14. Other resources needed to offer this course:

N/A

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

16. Syllabus

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

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

**ECONOMICS 713 - Political Economy
John Jay College of Criminal Justice -
City University of New York**

Joseph Rebello

Fall 20NN

Office: 9.63.34

Email:

jrebello@jjay.cuny.edu

Phone: 212-393-6840

Office Hours: TBA

Course Description

This course covers major theories and debates in the tradition of heterodox political economy. Topics include debates over economic methodology, value theory, historical materialism, modes of production, the labor process, the dynamics of capitalist production/competition/concentration, crisis theory, financialization, and primitive accumulation. This course will be fairly theoretical in order to prepare students for more applied topics classes. Theoretically, course readings will draw eclectically from non-neoclassical traditions, including Marxian, feminist, and Institutional Economics. Class, race, and gender will not be treated as topics, but rather as entry points into course topics throughout the semester. Given the literary traditions of Political Economy, students will compose extensive written assignments.

Learning Objectives

Upon completion of this class, students should be proficient in:

7. Thinking critically about different economic paradigms
8. Understanding major debates on the nature of capitalist economies

9. Understanding the dynamics of a capitalist economy
10. Understanding the relationship between processes and structures related to race, gender, class, place, and nature
11. Reading academic literature, both empirical and theoretical, in the traditions of heterodox political economy
12. Approaching original research topics using traditions in heterodox political economy

Readings

Karl Marx's *Capital, Volume I* (Penguin). Other readings will be made available electronically.

Assessment

Response Papers 30%

Take-home midterm 30%

Take-home final 40%

Your final grade will be based on the following grading scale:

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

Response papers (30%)

A 1.5-2 page, typed, single-space response to the week's readings is due weekly. Due date and submission guidelines TBA. Your responses papers should be well-written and show a thoughtful, critical, and creative engagement with the week's readings. Do not summarize entire articles. Address their major arguments and contributions in relation to each other and broader class themes.

Midterm (30%)

There will be a take-home midterm exam due on TBA. This exam will consist of short essay questions. You are permitted to use any class readings when writing your answers. Your writing is expected to be accurate, clear, creative, and critical.

Final Exam (40%)

There will be a take-home final due on TBA. This exam will consist of a few short essay questions and one longer essay. You are permitted to use any class readings when writing your answers. The final will put some emphasis on material from the second part of the semester. However, since the material in this course is inherently cumulative a serious understanding of all topics covered throughout the semester is important for doing well on this exam.

Your writing is expected to be accurate, clear, creative, and critical.

Disability

Students with permanent or temporary disabilities who would like to discuss classroom or exam accommodations should come and see me as soon as possible. You can meet me after class or privately during office hours. For your information, the phone number for Student Accessibility Services is (212) 237-8031, if you want to call and register.

Writing Center

If you need help with written English, you may consider dropping by the writing center, located in room 2450N. They provide free tutoring to students, helping them become more effective writers, from organizing and structuring a paper, to writing and proofreading it.

Late Work

Late work will only be in exceptional circumstances. It is your responsibility to make sure work can be done in time, or, when circumstances are beyond your control to let me know.

Academic Integrity and Plagiarism

For quick definitions of violations of academic integrity go to:

<http://www.jjay.cuny.edu/academics/762.php>

For the entire policy on academic integrity please the Graduate Bulletin:

<http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf>

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 students 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.

Incomplete Grade Policy

An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details:

<http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf>

Extra Work Policy

No extra credit assignments will be available to any student at any time during or after this course. Students who want to pass the course are advised to do all of the required work with care.

Tentative Course Outline

(Asterisk denotes required reading)

1) *Introduction (DATE TBA)*

Topics

Introduction; method of political economy; totality; process; dialectics; economic vs. non-economic processes;

Readings

1. *Marx, Karl (1859) Preface from Contribution to a Critique of Political Economy. Available at <https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm>
2. *Engels, F. (1890). Letter to J. Bloch. https://www.marxists.org/archive/marx/works/1890/letters/90_09_21.htm
3. *Harvey, D. (2010). A Companion to Marx's Capital. New York: Verso Books. Introduction.
4. *Albelda, R. and R. Drago (2013). The Basics of Political Economy, in Unlevel Playing Fields: Understanding Wage Inequality and Discrimination Boston: Dollars and Sense.
5. Marx, K. (1858/1973) Grundrisse The Method of Political Economy p. 100-108
6. Mao, Z. On Contradiction
7. Althusser, L. Contradiction and Overdetermination
8. Lukacs, G. What is Orthodox Marxism?

2) *The circuit of capital (DATE TBA)*

Topics

Rev. Spring 2014
Office of Graduate Studies

Commodity; value, use value and exchange value; circuit(s) of capital; labor and labor power; surplus value; exploitation

Readings

1. *Marx, K. (1867/1976). Capital. Volume I. Chs. 1, 4-6.
2. *Harvey, D. (2010). A Companion to Marx's Capital. New York: Verso Books. Introduction. Ch. 1, 3
3. Foley, D. (1986). Understanding Capital: Marx's Economic Theory. Harvard: Harvard University Press. chs. 2 and 3
4. Resnick, S. and Wolff, R. (2006). Classes in Marxian Theory in Resnick, S. and Wolff, R. (eds.) New Departures in Marxian Theory. New York: Routledge.

3) *Surplus value extraction (DATE TBA)*

Topics

Absolute and relative surplus value; the working day; the labor process Readings

1. *Marx, K. (1867/1976). Capital, Volume I. Chs. 7, 8, 9.1, 12, 15.3, 15.4, 15.5
2. *Schor, J. (1993). The Overworked American. Chs. 1, 3.
3. Harvey, D. (2010). A Companion to Marx's Capital. New York: Verso Books. Introduction. Chs. 4, 6, 7, 8

4) *The labor process (DATE TBA)*

Topics

Workplace discipline; guard labor; Taylorism, Fordism, Post-Fordism

Readings

1. *Braverman, H. (1974). Labor and Monopoly Capital. Chs. 3-5, 7.
2. *Marglin, S. (1974) What do Bosses Do? The Origins and Functions of Hierarchy in Capitalist Production. Review of Radical Political Economics 6(4): 60-112.
3. *Jayadev, A. and S. Bowles (2006). Guard Labor. Journal of Development Economics. 79: 328-348.
4. Hardt, M. and Negri, A. (2000). Empire: University of Minnesota Press. p. 287-303

5) *Accumulation and crisis (DATE TBA)*

Topics

Capitalist Accumulation; Unemployment and the reserve army; Business Cycle; Crisis Theory

Readings

1. *Marx, K (1867/1976). Capital, Volume I. Chs. 24, 25.1-25.4
2. *Harvey, D. (2010). A Companion to Marx's Capital. New York: Verso Books. Introduction. Chs. 9-10.
3. *Shaikh, A. (1978). Introduction to the History of Crisis Theories.
4. *McNally, D. (2011). Global Slump: The Economics and Politics of Crisis and Resistance. Oakland: PM Press. Ch. 3
5. Kalecki, M. (1943). The Political Aspects of Full Employment.
6. Basu, D. Chen, Y. and Oh-Jong-Seok. (forthcoming). Class Struggle and Economic Fluctuations. International Review of Applied Economics.
7. Moseley, F. (2013). The US Economic Crisis: From a Profitability Crisis to an Over Indebtedness Crisis. RRPE 45(4): 472-477.

6) *Accumulation by Dispossession (DATE TBA)*Topic

Primitive Accumulation; Enclosure of the Commons, past and present; Land Grabs;

Readings

1. *Marx, K (1867/1976). Capital, Volume I. Chs. 25, 31
2. *Harvey, D. (2003). Accumulation by Dispossession in The New Imperialism Oxford University Press
3. De Angelis, M. (2004). Separating the Doing and the Deed: Capital and the Continuous Character of Enclosures. Historical Materialism. 12(2): 57-87.
4. *Borras, S., Franco, J.C., Gomez, S., Kay, C and Spoor, M. (2012). Land Grabbing in Latin America and the Caribbean. Journal of Peasant Studies. 39(3-4): 845-872.
5. *Doss, C., Summerfield, G. and Tsikata, D. (2014). Land, Gender and Food Security. Feminist Economics 20(1): 1-23.
6. de Schutter, O. (2011). How not to think of land-grabbing: three critiques of large-scale investments in farmland Journal of Peasant Studies. 38(2): 249-279.

7) *Feminist Economics (DATE TBA)*Topics

Feminist Economics; Reproduction of Labor Power; Household

Readings

1. *Folbre, N. and Nelson, J. (2000). For Love or Money - Or Both? Journal of Economic Perspectives 14(4): 123-140.
2. *Federici, S. (2005) The Great Witch Hunt in Europe, Ch. 5 of Caliban and the Witch:

Women, the Body, and Primitive Accumulation. New York: Autonomedia.

3. *England, P., Budig, M. and Folbre, N. (2002). Wages of Virtue: The Relative Pay of Care Work. *Social Problems* 49(4): 455-473.
4. *Folbre, Nancy (1982), Exploitation comes home: A critique of the Marxian theory of family labour, *CJE*, 6(4)
5. Himmelweit, S. and Mohun, S. (1977) Domestic Labour and Capital, *Cambridge Journal of Economics* 1(1):1531.
6. Fraad, H., Resnick, S. and Wolff, R. (2006). For every knight in shining armor, there is a castle waiting to be cleaned' in Resnick, S. and Wolff, R. (eds.) *New Departures in Marxian Theory*. New York: Routledge.
7. Barker, D. and Feiner, S. (2004). *Liberating Economics: Feminist Perspectives on Families, Work, and Globalization*. Ann Arbor: University of Michigan Press.
8. Nelson, J. (1993). The Study of Choice or the Study of Provisioning? Gender and the Definition of Economics in Nelson and Farber (eds.) *Beyond Economic Man*. Chicago: University of Chicago Press.
9. Federici, S. (2011). *The Reproduction of Labor Power in the Global Economy and the Unfinished Feminist Revolution*.

8) *Globalization (DATE TBA)*

Topics

Globalization and international flows of goods and capital; global value chains

Readings

1. *Newman, S. (2012). Global commodity chains and global value chains. in B. Fine and A. Saad-Filho (eds.) *The Elgar Companion to Marxist Economics* Northampton: Edward Elgar.
2. *Shaikh, A. (2008). *Globalization and the Myth of Free trade*. New York: Routledge. ch. 3
3. *Milberg, W. (2008). Shifting sources and uses of profits: sustaining US financialization with global value chains. *Economy and Society* 37(3):420-451.
4. Amin, S. (2010) *The Law of Worldwide Value*. New York: Monthly Review Press. ch. 4.
5. Kramer, K., Linden, G. and Debdrick, J. (2011). *Capturing Value in Global Networks: Apples iPad and iPhone*.
6. Heintz, J. (2006). Low-wage manufacturing and global commodity chains: a model in the unequal exchange tradition. *Cambridge Journal of Economics* 30: 507-520.
7. Levy, D. (2008). *Political Contestation in Global Production Networks*.

9) *Financialization (DATE TBA)*

Topics

Financialization; capital accumulation; source of financial profits; financialization and resources

Readings

- 1 *Krippner, G. (2005). The Financialization of the American Economy. *Socio-economic Review* 3: 173- 208.
- 2 *Orhangazi, O. (2008). Financialisation and capital accumulation in the non-financial corporate sector: theoretical and empirical investigation on the US economy: 1973-2003. *Cambridge Journal of Economics*. 863-886.
- 3 *Lapavitsas, C. (2014). *Profiting without producing: How finance exploits us all*. London: Verso Books
- 4 Davis, L. (2013). *Financialization and the nonfinancial corporation: an investigation of firm-level investment behavior in the U.S., 1971-2011*. University of Massachusetts Amherst Working Paper 2013- 08.
- 5 Bayliss, K. (2014). The Financialization of Water. *Review of Radical Political Economics* 46(3): 292-307.
- 6 Isakson, R. (2014). Food and Finance: the financial transformation of agro-food supply chains. *Journal of Peasant Studies*.

10) *Ecological economics (DATE TBA)*

Topics

Consumption;

Readings

1. *Patel, Raj (2008). *Stuffed and Starved: Markets, Choice and the Battles for the World's Food System*. Melville House.
2. *Schor, J. (1999). *The new politics of consumption*.
3. *Princen, T. (1997). The shading and distancing of commerce: When internalization is not enough. *Ecological Economics* 3: 235-253.
4. *Clapp, J. (2002). *The Distancing of Waste: Overconsumption in a Global Economy* in Princen, Maniates and Conca (eds.) *Confronting Consumption* Cambridge: The MIT Press.
5. *Starr, M. (2004). Consumption, Identity, and the Sociocultural Constitution of Preferences: Reading Women's Magazines. *Review of Social Economics*. 62(3): 291-305.
6. Kallis, G. (2011) In defense of degrowth. *Ecological Economics* 87:3-880.
- 7 Gowdy, J. and L. Krall (2013) The ultrasocial origin of the Anthropocene. *Ecological Economics* 95: 137- 147.

11) *Inequality (DATE TBA)*

Topics

Inequality, poverty and the welfare state

Readings

1. *Piketty, T. (2014). *Capital in the 21st century*.
2. *Shaikh, A. (2003). Who Pays for Welfare in the Welfare State: A Multi-Country Study, *Social Research* 70(2): 531-550.

3. Maniatis, T. (2012). Does the State Benefit Labor? A Cross-Country Comparison of the Net Social Wage. *Review of Radical Political Economics* 46(1): 15-34.
4. Bowles, S. (2012). *The New Economics of Inequality and Redistribution*. Cambridge University Press. ch.2

1)2 *Race (DATE TBA)*

Topics

Race and
Immigration

Readings

1. *Stewart, J.B. and Coleman, M. (2005). The Black Political Economy Paradigm and the Dynamics of Racial Economic Inequality in Conrad, C.A., Whitehead, J., Mason, P. and Stewart, J. (eds.) *African Americans in the US Economy*. Rowman and Littlefield.
2. Bohmer, P. (2005). Marxist Theory of Racism and Racial Inequality in Conrad, C.A., Whitehead, J., Mason, P. and Stewart, J. (eds.) *African Americans in the US Economy*. Rowman and Littlefield.
3. *Darity, W. (2008). Forty Acres and a Mule in the 21st century. *Social Science Quarterly* 89(3): 656-664.
4. *King, M. (1999). Keeping People in Their Place: An Exploratory Analysis of the Role of Violence in the Maintenance of "Property Rights" in Race and Gender Privileges in the United States. *Review of Radical Political Economics* 31(1): 1-11.
5. Albelda, R. and Drago, R. (2013) *Labor Market Inequality by the Numbers in Unlevel Playing Fields: Understanding Wage Inequality and Discrimination*. Dollars and Sense.

13) *Alternatives (DATE TBA)*

Topics

Alternatives; cooperatives; redistribution; solidarity economy; financial trans-action tax; basic income guarantee

Readings

1. *Kabat, M. (2011). *Argentinian Worker-Taken Factories: Trajectories of Workers' Control under the Economic Crisis* in Ness and Azzellini (eds.) *Ours to Master and to Own: Workers' Control from the Commune to the Present*. Haymarket Books.
2. *Wolff, Richard (2012) *Democracy at work: A cure for capitalism*. Chicago: Haymarket Books
3. *Piketty, T. (2014). *Capital in the 21st century*.
4. *Standing, G. (2011). *The Precariat: Basic Income in a Politics of Paradise*.
5. *Bowles, S. (2012). *The New Economics of Inequality and Redistribution*. Cambridge University Press. ch. 1
6. *Miller, E. (2005). *Solidarity Economics: Strategies for Building New Economies*

from the Bottom -Up and the Inside-Out.

14) *Conclusion*

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date of CGS Approval: 12/6/2016

1. Contact information of proposer(s):

| Name(s) | Email(s) | Phone number(s) |
|---------------------|-----------------------|------------------------|
| Catherine P. Mulder | cmulder@jjay.cuny.edu | 2124841309 |

2. Course details:

| | |
|--|--|
| Program Name | Economics |
| Course Prefix & Number | ECO 720 |
| Course Title | Macroeconomics |
| Catalog Description | This course will give an overview of the core macroeconomic terminology, data and concepts used by scholars and policymakers, and the most important debates over macroeconomic policy. It will provide students with the tools to examine and interpret events in the global economy, and to critically evaluate arguments in current macroeconomic policy debates. The goal is to prepare students to be critical readers of the business press and active participants in economic policy debates, as well as to prepare them for further graduate study. |
| Pre- and/or Corequisites (specify which are pre, co, or both) | None |
| Credits | 3 |
| Contact Hours (per week) | 3 |

Lab Hours

0

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

This course covers macroeconomics. Macroeconomics is the study of economic behavior in systems as a whole: regions, countries, the world. The focus is on economic aggregates rather than the behavior of individual households or firms. Macroeconomics is particularly concerned with the sources of instability and conflict in the economy. Why are some countries rich, while others are poor? Why does economic growth so often involve booms, crises and depressions rather than steady expansion? Why do people with the capacity and willingness to work remain unemployed? Why does the distribution of income change over time? Why are prices not stable, but subject to periods of inflation and deflation? Why are manias, panics, bubbles and crashes so common in financial markets? Why do some countries consistently sell more than they buy from the rest of the world, while other countries buy more than they sell and must borrow abroad? (And why does it matter?) What were the causes of the financial crisis of 2008, and the deep recession and slow recovery that followed? And what, if anything, can government do to improve the functioning of the macroeconomy?

4. Degree requirements satisfied by the course:

Requirement for the Economics MA program.

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

Yes _____ No _____x__

6. Learning Outcomes:

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

Students will gain knowledge of

Students who successfully complete this course will:

1. understand the terminology used in discussions of economic policy, and to critically evaluate media stories on macroeconomic topics.
2. understand the most widely used formal models of the macroeconomy, and be able to connect them to concrete developments in real economies.
3. connect macroeconomic theory to concrete policy debates and current events.
4. access and make use of the main sources of national international economic data, and have a clear idea of the meaning and limitation of the most widely used series.
5. understand the main lines of debate within the economics profession, and have a sense of their historical evolution.

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

The learning outcomes of the proposed course correspond directly and comprehensively to the three disciplinary areas covered by the ECO MA program. These areas are:

1. conduct applied research suitable for government and nonprofit advocacy organizations
2. critically evaluate public policies from multiple economic perspectives
3. produce effective formal and informal communications

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

Students are expected to attend all classes, complete regular problem sets and one longer written assignment, make an in-class group presentation and complete a midterm and final exam. The grade for the course is a weighted average of problem sets (15%), writing assignment (10%), in-class presentation (10%), midterm (25%), and cumulative final (40%).

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

Books:

The required textbook for the course is Olivier Blanchard, *Macroeconomics*, 6th Edition ISBN-13: 978-0133061635.

Additional required and recommended readings will be posted online or distributed in class, including:

- Sachs (2009). "Rethinking Macroeconomics," *Capitalism and Society* 4(3). (Berkeley Electronic Press)
- Krugman (2009) "How Did Economists Get It So Wrong?"
- Mason and Jayadev (2013), "Strange Defeat: How Austerity Economics Lost All the Battles and Still Won the War"
- Hobijn and Stendel. (2007.) "Do Alternative Measures of GDP Affect Its Interpretation?"
- Godley and Lavoie, *Monetary Economics*, chapter 2
- Cynamon and Fazzari (2008), "Household Debt in the Consumer Age: Source of Growth, Risk of Collapse"
- Brad DeLong (2012), "The Republic of Central Bankers"
- Bernanke and Gertler (1995), "Inside the Black Box: The Credit Channel of Monetary Policy Transmission"
- Doug Henwood, *Wall Street* (chapter 6)
- Michal Kalecki (1943), "Political aspects of full employment"
- Robert Pollin (1998), "The 'reserve army of unemployed' and the natural rate of unemployment': can Marx, Kalecki, Friedman and Wall Street all be wrong?"
- Robert J. Gordon, "The Time-Varying NAIRU and its Implications for Economic Policy"
- Howell, D.R., Baker, D., Glyn, A. and Schmitt, J. (2006) "Are Protective Labor Market Institutions at the Root of Unemployment? A Critical Review of the Evidence"
- C. Marrewijk (2004), *An Introduction to International Money and Foreign Exchange Markets* (chapters 2-4)

- John Maynard Keynes (1933), "National Self-Sufficiency"
- Dani Rodrik, The Globalization Paradox (chapter 3)
- Robert Triffin (1964), "Myths and Realities of the So-Called Gold Standard"
- Jane D'Arista (2009), "The Evolving International Monetary System"
- Jorg Bibow (2010), "Bretton Woods II and Bretton Woods III"
- Lance Taylor (1998), "Capital Market Crises: Liberalisation, Fixed Exchange Rates, and Market-Driven Destabilisation."
- Tim Jackson (2010), Prosperity without Growth
- Stiglitz, Sen and Fitoussi (2010), Mismeasuring Our Lives: Why GDP Doesn't Add Up
- Peter Temin (1991), Lessons from the Great Depression
- Edward Leamer (2007), "Housing IS the Business Cycle."
- Steve Fazzari, Barry Cynamon and Mark Setterfield, After the Great Recession, chs. 1, 8 & 13

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

Kathleen Collins, Graduate Studies Librarian, Lloyd Sealy Library, consulted on December 2, 2016.

8. Identify and assess the adequacy of available library resources

a. Databases

The electronic databases for access to electronic journals has plenty of economics peer reviewed articles for students.

b. Books, Journals and eJournals

The library electronic journals holdings are more than sufficient for students to carry out successful research for this course. John Jay and CUNY currently hold a very comprehensive collection of books and journals on macroeconomics. In addition a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

9. Identify recommended additional library resources

The Economics Resource Guide available at the library, see:

<http://guides.lib.jjay.cuny.edu/economics>

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

N/A

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

Any of the databases relevant for economics, sociology, philosophy, or econometrics among others are more than sufficient.

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

Yes X No _____

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

13. Proposed instructors:

Joshua Mason

Catherine P. Mulder

Geert Dhondt

And we have a file of adjuncts who would be available to teach this course as well.

14. Other resources needed to offer this course:

N/A

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

16. Syllabus

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

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

MACROECONOMICS

ECO 720 SYLLABUS

John Jay College -CUNY

John Jay College of Criminal Justice ECO720

Professor: Joshua Mason Office: 9.63.32NB

Office Hours: TBA

email: jmason@jjay.cuny.edu

Telephone: 212-393-6863

Course Overview:

This course covers macroeconomics. Macroeconomics is the study of economic behavior in systems as a whole: regions, countries, the world. The focus is on economic aggregates rather than the behavior of individual households or firms. Macroeconomics is particularly concerned with the sources of instability and conflict in the economy. Why are some countries rich, while others are poor? Why does economic growth so often involve booms, crises and depressions rather than steady expansion? Why do people with the capacity and willingness to work remain unemployed? Why does the distribution of income change over time? Why are prices not stable, but subject to periods of inflation and deflation? Why are manias, panics, bubbles and crashes so common in financial markets? Why do some countries consistently sell more than they buy from the rest of the world, while other countries buy more than they sell and must borrow abroad? (And why does it matter?) What were the causes of the financial crisis of 2008, and the deep recession and slow recovery that followed? And what, if anything, can government do to improve the functioning of the macroeconomy?

Course Description:

This course will give an overview of the core macroeconomic terminology, data and concepts used by scholars and policymakers, and the most important debates over macroeconomic policy. It will provide students with the tools to examine and interpret events in the global economy, and to critically evaluate arguments in current macroeconomic policy debates. The goal is to prepare students to be critical readers of the business press and active participants in economic policy debates, as well as to prepare them for further graduate study.

We will first examine the main economic aggregates and the ways they are measured, then we will explore analytic frameworks that describe the causal links between macroeconomic aggregates. The first half of the course develops the basic tools to understand the determination of output and the price level in a closed economy. The second half introduces international trade and financial flows, environmental issues, and macroeconomic fluctuations. The subject matter will always refer to concrete situations with a particular focus on the global financial and economic crisis that began in 2007. Controversies over macroeconomic theories and policies will be emphasized throughout the course.

Course Objectives:

Students who successfully complete this course will:

- understand the terminology used in discussions of economic policy, and to critically evaluate media stories on macroeconomic topics.
- understand the most widely used formal models of the macroeconomy, and be able to connect them to concrete developments in real economies.
- connect macroeconomic theory to concrete policy debates and current events.
- access and make use of the main sources of national international economic data, and have a clear idea of the meaning and limitation of the most widely used series.
- understand the main lines of debate within the economics profession, and have a sense of their historical evolution.

Readings

The required textbook for the course is Olivier Blanchard, *Macroeconomics*, 6th Edition. Additional required and recommended readings will be posted online or distributed in class.

Requirements

Students are expected to attend all classes, complete regular problem sets and one longer written assignment, make an in-class group presentation and complete a midterm and final exam. The grade for the course is a weighted average of problem sets (15%), writing assignment (10%), in-class presentation (10%), midterm (25%), and cumulative final (40%).

Students will be evaluating papers based on depth of analysis, strength of arguments, contexts, and incorporation of course materials. Overall performance will be evaluated using the standard John Jay College grading scale.

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

1 Overview and Background

Week 1: The State of Macroeconomics

Course Outline

Sachs (2009). "Rethinking Macroeconomics," *Capitalism and Society* 4(3). (Berkeley

Electronic Press) Krugman (2009) "How Did Economists Get It So Wrong?"

Mason and Jayadev (2013), "Strange Defeat: How Austerity Economics Lost All the Battles and Still Won the War"

Week 2: Output and Prices

Blanchard chapter 2

Hobijn and Stendel. (2007.) "Do Alternative Measures of GDP Affect Its Interpretation?"

Week 3: Balance Sheets

Godley and Lavoie, *Monetary Economics*, chapter 2

2 Aggregate Demand and the Short-Run Determination

of Output Week 4: The National Income Identity

Blanchard chapter 3

Cynamon and Fazzari (2008), "Household Debt in the Consumer Age: Source of Growth, Risk of Collapse"

Week 5: IS-LM

Blanchard chapters 4-5

Week 6: Monetary Policy and the Financial System

Brad DeLong (2012), "The Republic of Central Bankers"

Bernanke and Gertler (1995), "Inside the Black Box: The Credit Channel of Monetary Policy Transmission"

Doug Henwood, *Wall Street* (chapter 6)

3 Inflation and Unemployment

Week 7: Wage-Setting and the NAIRU

Blanchard chapter 6

Michal Kalecki (1943), "Political aspects of full employment".

Robert Pollin (1998), "The 'reserve army of unemployed' and the natural rate of unemployment': can Marx, Kalecki, Friedman and Wall Street all be wrong?"

Robert J. Gordon, "The Time-Varying NAIRU and its Implications for Economic Policy"

Week 8: Aggregate Supply and Inflation

Blanchard chapters 8-9

Howell, D.R., Baker, D., Glyn, A. and Schmitt, J. (2006) "Are Protective Labor Market Institutions at the Root of Unemployment? A Critical Review of the Evidence"

4 The Open Economy

Week 9: Concepts and Measurement

Blanchard chapter 18

C. Marrewijk (2004), *An Introduction to International Money and Foreign Exchange Markets*(chapters 2- 4)

Week 10: Trade and Capital Flows

Blanchard chapter 19-20

John Maynard Keynes (1933), "National

Self-Sufficiency" Dani Rodrik, *The*

Globalization Paradox (chapter 3) **Week 11:**

Exchange Rate Regimes

Blanchard chapter 21

Robert Triffin (1964), "Myths and Realities of the So-Called Gold

Standard" Jane D'Arista (2009), "The Evolving International

Monetary System"

Jorg Bibow (2010), "Bretton Woods II and Bretton Woods III"

Week 12: Exchange Rate Crises

Lance Taylor (1998), "Capital Market Crises: Liberalisation, Fixed Exchange Rates, and Market-Driven Destabilisation."

5 Macroeconomics and the Environment

Week 13: Macroeconomics and the Environment

Tim Jackson (2010), *Prosperity without Growth*

Stiglitz, Sen and Fitoussi (2010), *Mismeasuring Our Lives: Why GDP Doesn't Add Up*

6 Fluctuations

Week 14: Business Cycles

Peter Temin (1991), *Lessons from the Great Depression*

Edward Leamer (2007), "Housing IS the Business Cycle."

Week 15: The Great Recession and Aftermath

Steve Fazzari, Barry Cynamon and Mark Setterfield, *After the Great Recession*, chs. 1, 8 & 13

Academic Policies

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

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

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source
- Presenting another person's ideas or theories in your own words without acknowledging the source
- Using information that is not common knowledge without acknowledging the source
- Failing to acknowledge collaborators on homework and laboratory assignments
- Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution.

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. The professor will use turnitin.com or Blackboard SafeAssign for receipt and plagiarism detection of all written assignments.

For John Jay College's policy on academic integrity, including plagiarism, please go to:

http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf.

Accessibility and Disability

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 In accordance with Section 504 of the Rehabilitation Act of 1973, "The Civil Rights Act" for the people with disabilities, and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that: "No otherwise qualified individual ... shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance." John Jay College offers programs and services to students and employees to ensure that individuals with

disabilities are not excluded from academic programs, support services and any other activities sponsored by the College, solely on the basis of disability. Malaine Clarke is the Director of Accessibility Services. She can be reached at maclarke@jjay.cuny.edu or at 212.237.8185

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date of CGS Approval: 12/6/2016

1. Contact information of proposer(s):

| Name(s) | Email(s) | Phone number(s) |
|---------------------|-----------------------|------------------------|
| Catherine P. Mulder | cmulder@jjay.cuny.edu | 2124841309 |

2. Course details:

| | |
|--|--|
| Program Name | Economics |
| Course Prefix & Number | ECO 750 |
| Course Title | Mathematics for Economists |
| Catalog Description | This course develops the fundamental mathematical skills required to pursue model building in all areas of microeconomic and macroeconomic theory, econometrics, and such applied fields as labor, international, financial, and development economics. Subjects covered include matrix algebra, the comparative statics of models involving several variables; constrained optimization of functions of several variables, and introductory dynamics. This course stresses the interaction of conceptual understanding and extensive problem solving as the key to mastery of mathematical reasoning. |
| Pre- and/or Corequisites (specify which are pre, co, or both) | |
| Credits | 3 |
| Contact Hours (per | 3 |

| | |
|-----------|---|
| week) | |
| Lab Hours | 0 |

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

This course is a basic "tools" class that will provide students with the background necessary to understand a variety of economic models that will be addressed in most of their coursework. It is essential for students to be competent in the math used by most economists in their research particularly. Without a definitive understanding of the techniques used, students will not succeed in most economics classes. This is particularly why we are requiring the class in every student's first semester of graduate school, unless they have the instructor's erudite permission.

4. Degree requirements satisfied by the course:

Requirement for the Economics MA program.

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

Yes _____ No _____x_____

6. Learning Outcomes:

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

- Students will master mathematical tools that are used for theoretical economic modeling.
- Students will employ analytical and quantitative skills to further their economic research.
- Students will demonstrate proficiency in the tools learned in this class that are required for graduate studies in Economics.
- Students will be able to construct and critique mathematical models that are frequently used in economic analysis and policy recommendations.

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

The learning outcomes of the proposed course correspond directly and comprehensively to the three disciplinary areas covered by the ECO MA program. These areas are:

1. conduct applied research suitable for government and nonprofit advocacy organizations
2. critically evaluate public policies from multiple economic perspectives
3. produce effective formal and informal communications

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

Grading:

Grades will be determined by a weighted average (weights given below) of the student's performance on two examinations and five problem sets. The dates for the problem sets

and exams are listed on the Semester Agenda. Problem sets turned in late will be penalized for each day late.

All tests are closed book but a simple calculator (no scientific or programmable calculators) may be used in exams. No other electronic devices or any resources (electronic or paper) may be used during an exam.

| | | |
|-------------------------|--------------|-----|
| Grading Weights: | First exam | 25% |
| | Second exam | 35% |
| | Problem sets | 40% |

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

Books:

Fundamental Methods of Mathematical Economics, 4th Edition

By Kevin Wainwright and Alpha Chiang. ISBN-13
9780070109100 Introduction to Mathematical
Economics, 2nd Edition

By Edward T. Dowling (Schaum's Outline Series). ISBN0-07-017674-4

In the past a paperback edition of this book (sometimes referred to as the "International Edition" ISBN: 0071238239) has also been available at a significant discount to the hardcover. The paperback edition is identical to the hardcover version and can be substituted for it, but it no longer appears to be available in the U.S. Earlier editions of this book cannot be substituted for the 4th edition.

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

Kathleen Collins, Graduate Studies Librarian, Lloyd Sealy Library, consulted on December 2, 2016.

8. Identify and assess the adequacy of available library resources

a. Databases

The electronic databases for access to electronic journals has plenty of economics peer reviewed articles for students.

b. Books, Journals and eJournals

The library electronic journals holdings are more than sufficient for students to carry out successful research for this course. John Jay and CUNY currently hold a very comprehensive collection of books and journals on macroeconomics. In addition, a significant number of CUNY libraries have a variety of books related to all areas of economics, which students can use for research papers.

9. Identify recommended additional library resources

The Economics Resource Guide available at the library, see:

<http://guides.lib.jjay.cuny.edu/economics>

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

N/A

11. Please list any specific bibliographic indices/databases to which students will be directed for this course. (Please check the list of databases licensed by the library before answering this question).

Any of the databases relevant for economics, sociology, philosophy, or econometrics among others are more than sufficient.

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

Yes No

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

13. Proposed instructors:

Geert Dhondt

Michelle Holder

Catherine P. Mulder

And we have a file of adjuncts who would be available to teach this course as well.

14. Other resources needed to offer this course:

N/A

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

16. Syllabus

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

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

**MATHEMATICS
FOR ECONOMISTS**

John Jay College of
Criminal Justice
ECO750

Professor: Catherine P. Mulder
Office: 9.68.08
Office hours: TBA
Email: cmulder@jjay.cuny.edu
Telephone: 212-484-
1309

COURSE DESCRIPTION:

This course develops the fundamental mathematical skills required to pursue model building in all areas of microeconomic and macroeconomic theory, econometrics, and such applied fields as labor, international, financial, and development economics. Subjects covered include matrix algebra, the comparative statics of models involving several variables; constrained optimization of functions of several variables, and introductory dynamics. This course stresses the interaction of conceptual understanding and extensive problem solving as the key to mastery of mathematical reasoning.

PREREQUISITES: Undergraduate Calculus 1 and 2.

**Instructional
Objectives**

1. Students will master mathematical tools that are used for theoretical economic modeling.
2. Students will employ analytical and quantitative skills to further their economic research.
3. Students will demonstrate proficiency in the tools learned in this class that are required for graduate studies in Economics.
4. Students will be able to construct and critique mathematical models that are frequently used in economic analysis and policy recommendations.

COURSE REQUIREMENTS**Texts:**

Fundamental Methods of Mathematical Economics, 4th Edition

By Kevin Wainwright and Alpha Chiang. ISBN-13 9780070109100 Introduction to Mathematical Economics, 2nd Edition
By Edward T. Dowling (Schaum's Outline Series). ISBN0-07-017674-4

Grading:

Grades will be determined by a weighted average (weights given below) of the student's performance on two examinations and five problem sets. The dates for the problem sets and exams are listed on the Semester Agenda. Problem sets turned in late will be penalized for each day late.

All tests are closed book but a simple calculator (no scientific or programmable calculators) may be used in exams. No other electronic devices or any resources (electronic or paper) may be used during an exam.

| | | |
|-------------------------|--------------|-----|
| Grading Weights: | First exam | 25% |
| | Second exam | 35% |
| | Problem sets | 40% |

In the past a paperback edition of this book (sometimes referred to as the “International Edition” ISBN: 0071238239) has also been available at a significant discount to the hardcover. The paperback edition is identical to the hardcover version and can be substituted for it, but it no longer appears to be available in the U.S. Earlier editions of this book cannot be substituted for the 4th edition.

BLACKBOARD:

The lecture notes for each class period will be posted on the Blackboard site for this class. All Problem Sets must be submitted on Blackboard.

Students are encouraged, but not required, to use LaTeX typesetting software to prepare your problem sets. There are many versions of this that can be downloaded freely online.

I encourage you to try Lyx: <http://www.lyx.org/>.

**HOW TO STUDY FOR
THIS CLASS**

For each class period there will be sections of the textbook that are assigned. You should read this material before the class period. You may not understand the material on the first read, and it is the objective of the lectures to clarify and elaborate on the key points, as well as to answer the questions you may have after reading the assigned material. Lecture notes for each class

will also be posted on Blackboard. Although the lecture notes will, to some degree, repeat material presented in the textbook, *they presume that you have already read the relevant sections of the book*. After class you may want to work on the problems in the book that have the answers provided (at the end). Finally, we will have problem sets periodically which give you the chance to have a “hands on” experience that your book and notes available to refer to. These four elements—the textbook, class lectures and lecture notes, practice problems, and the problem sets—are designed to work together to help you effectively learn the course material.

Students are encouraged to work on the problem sets in groups. However, each individual must submit their own problem set (no group submissions will be accepted) representing their own individual work. Collaboration is encouraged when working on the problem sets, but students must complete their own problem sets individually and not simply copy from other group members.

POLICIES:

Academic Integrity Policy

For quick definitions of violations of academic integrity go to:

<http://www.jjay.cuny.edu/academics/762.php>.

For the entire policy on academic integrity please see the Graduate Bulletin:

<http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf>

Plagiarism Policy

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. **The instructor reserves the right to use plagiarism detection software such as Turnitin.com and Blackboard’s SafeAssign.**

Accessibility and Disability

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 In accordance with Section 504 of the Rehabilitation Act of 1973, “The Civil Rights Act” for the people with disabilities, and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that: “No otherwise qualified individual ... shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.” John Jay College offers programs and services to students and employees to ensure that individuals with disabilities are not excluded from academic programs, support services and any other activities sponsored by the College, solely on the basis of disability. Malaine Clarke is the Director of Accessibility Services. She can be reached at maclarke@jjay.cuny.edu or at 212.237.8185

Incomplete Grade Policy

An Incomplete Grade will only be assigned in exceptional circumstances. See the College Bulletin for full details. <http://johnjay.jjay.cuny.edu/bulletins/graduatebulletin20132014.pdf>

Extra Work Policy

No extra credit assignments will be available to any student at any time during or after this course. In exceptional circumstances students may receive substitute assignments at the discretion of the instructor.

ECO 750 Agenda (subject to revision)

| Wee k | Topic | Assignment and Readings |
|----------|---|---|
| 1 | Economic Models and Analysis and Review | W&C Chapters 2 & 3 Dowling Chapter 1 & 2 |
| 2 | Linear Models and Matrix | W&C Chapters 4 & 5 Dowling Chapter |
| 3 | Comparative Statics and the Derivative | W&C Chapter 6 Dowling Chapter 3 |
| 4 | Rules of Differentiation and General- Function | W&C Chapters 7 & 8 Dowling Chapter 3 con't Problem Set 1 |
| 5 | Optimization | W&C Chapter 9 Dowling Chapter 4 |
| 6 | Exponential and Logarithmic | W&C Chapter 10 Problem Set 2 due |

| | | |
|----|---|--|
| 7 | FIRST EXAM: (in class) | |
| 8 | More than One Choice Variable | W&C Chapter 11 Dowling Chapter 5 |
| 9 | Optimization with Equality Constraints and other such | W&C Chapter 12 & 13 Dowling Chapter 6 |
| 10 | Economic Analysis and Integral | W&C Chapter 14 Dowling Chapters 16 & 17 Problem Set 3 due |
| 11 | Continuous Time: First Order and Higher Order Differential | W&C Chapters 15 & 16 Dowling Chapter 18 |
| 12 | Discrete Time: First Order & Higher Order Differential | W&C Chapters 17 & 18 Dowling Chapter 19 |
| 13 | Simultaneous Differential and Difference | W&C Chapter 19 Problem Set 4 due |
| 14 | Optimal Control Theory | W&C Chapter 20 Dowling Chapter 21 |
| 15 | Introduction to Linear & Nonlinear | Handout Dowling Chapters 13-15 Problem Set 5 due |
| | FINAL EXAM | |

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

College Council Calendar 2017-2018

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|----------------------------|-------------------------------|--------------------------------|
| Items Due | Executive Committee | College Council Meeting |
| Monday, August 21, 2017 | Thursday, August 31, 2017 | Tuesday, September 12, 2017 |
| Friday, September 15, 2017 | Wednesday, September 27, 2017 | Wednesday, October 11, 2017 |
| Tuesday, October 17, 2017 | Tuesday, October 31, 2017 | Thursday, November 9, 2017 |
| Friday, November 10, 2017 | Monday, November 20, 2017 | Monday, December 4, 2017 |
| Friday, January 19, 2018 | Wednesday, January 31, 2018 | Tuesday, February 13, 2018 |
| Tuesday, February 26, 2018 | Thursday, March 8, 2018 | Monday, March 19, 2018 |
| Thursday, March 22, 2018 | Monday, April 9, 2018 | Thursday, April 19, 2018 |
| Friday, April 20, 2018 | Tuesday, May 1, 2018 | Wednesday, May 9, 2018 |

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

Additional meetings if needed

| | | |
|---------------------------|----------------------------|--------------------------------|
| Items Due | Executive Committee | College Council Meeting |
| Monday, November 20, 2017 | Monday, December 11, 2017 | Tuesday, December 12, 2017 |
| Tuesday, May 1, 2018 | Monday, May 14, 2018 | Tuesday, May 15, 2018 |

