I. Adoption of the Agenda

II. Minutes of the February 13, 2018 College Council (attachment A), Pg. 3

III. Approval of Members of the College Council Committees (attachment B), Pg. 6

- Catherine Alvarado is replacing Rael Almonte as the junior class representative. Pg. 10
- Paula Caceres is replacing Nicholas Smith as the sophomore class representative. Pg. 10
- Jean-Marie Col is replacing Peter Mameli as the full-time faculty member from Public Management. Pg. 8
- Veronica Hendrick has resigned as a faculty member allotted according to any method duly adopted by the Faculty Senate. Pg. 8

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 New BA in International Criminal Justice/ MA in International Crime and Justice (also approved by the Committee on Graduate Studies, 2/21/18), Pg. 22
C2. Proposal to Revise Learning Outcomes for the College Option: Justice-Core II area of the Gen Ed Program, Pg. 56

New Courses

C3. AFR 2XX (243) Africana Youth and Social Justice Struggles (Ind & Soc), Pg. 58
C4. MAT 4YY Data Analysis, Pg. 80

Course Revisions

C5. CSCI 271 Introduction to Computer Science, Pg. 90
C6. HIS 240 Historiography, Pg. 92
C7. ISP 160 The Twentieth Century: A Decade in Depth (already appd: Learn fr Past), Pg. 94
Academic Standards

C9. Revision to the Bulletin Language on Double Majors, Pg. 106

Clean Up

Procedural vote to approve and ratify vote on New Courses E4-E7 as a slate to be effective for the February 13, 2018 Agenda.

V. Report from the Committee on Graduate Studies (attachment D1 – D3) – Interim Dean of Graduate Studies, Avram Bornstein

New Courses

D1. PSY 770 Positive Psychology: The Science of Well-Being & Flourishing, Pg. 108

Other

D2. Proposal for Budgeting and Development of Special Funds, Pg. 126
D3. Proposal for Excellence Funding for the Criminal Justice Master of Arts Program and Programs, Pg. 129

VI. Review of the 2018-2019 College Council Calendar, Pg. 132

VII. New Business

VIII. Administrative Announcements – President Karol Mason

IX. Announcements from the Student Council – President Fatime Uruci

X. Announcements from the Faculty Senate – President Warren (Ned) Benton

XI. Announcements from the HEO Council – President Sandrine Dikambi
The College Council held its fifth meeting of the 2017-2018 academic year on Tuesday, February 13, 2018. The meeting was called to order at 1:47 p.m. and the following members were present: Schevaletta (Chevy) Alford, Catherine Alvarado, Jasmine Awad*, Wanda Baldera, Andrea Balis, Andrew Bandini, Elton Beckett, Ellen Belcher, Warren (Ned) Benton, Avram Bornstein, Dara Byrne, Brian Carvajal, Jim Cauthen, Helen Cedeno, Katarzyna Celinska, Kinya Chandler, Lynette Cook-Francis, Glenn Corbett*, Sven Dietrich, Sandrine Dikambi, Lisa Farrington, Jarrett Foster, Heath Grant, Vanessa Gutierrez, Maki Haberfeld, Asia Johnson, Karen Kaplowitz, Erica King-Toler, Maria Kiriakova, Louis Kontos, Anru Lee, Johanna Lessinger, Anne Lopes, Yue Ma, Vincent Maiorino, Isaac Xerxes Malki, MariaJose Martinez, Aida Martinez-Gomez, Karol Mason, Mickey Melendez, Steven Pacheco, Stephen Russell, Lauren Shapiro, Francis Sheehan, Charles Stone, Lucia Trimbur, Fatime Uruci, Hung-Lung Wei, Janet Winter, Melinda Yam, 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 December 4, 2017 College Council

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

III. Amendment to College Council Bylaws

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

a) Proposal and resolution to add Provost and Senior Vice President, Chairperson of the Strategic Planning Subcommittee (SPS) of the Budget and Planning Committee – The Faculty Senate and The Council of Chairs presented by Professor Ned Benton
b) Proposal and resolution to add one (1) student representative to the Financial Planning Subcommittee (FPS) of the Budget and Planning Committee – President of the Student Council Fatime Uruci and the Vice President for Finance and Administration Steve Titan and presented by Fatime Uruci

IV. Approval of the Membership for the College Council Committees

A motion was made to amend the membership list with the following changes. The motion was seconded and approved unanimously.

- Roblin Meeks will be the eighth (8) representative on the administration.
- Rael Almonte resigned as the junior representative on the College Council.
- Paula Caceres will be replacing Nicholas Smith as the sophomore representative on the College Council.
- Christopher Cazares was approved as the student representative on the Undergraduate Curriculum and Academic Standards Committee at the last scheduled College Council meeting on December 4, 2017.

V. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments E1-E8)

A motion was made to adopt a program revision marked “E1. Proposal to Revise the BS/MPA Programs in Public Administration (Inspection and Oversight) and (Public Policy and Administration).” The motion was seconded and approved.

A motion was made to adopt a program revision marked “E2. Proposal to Revise the Minor in Criminology.” The motion was seconded and approved unanimously.

A motion was made to adopt a program revision marked “E3. Proposal to Revise the Minor in Human Services.” The motion was seconded and approved unanimously.

Correction to minutes: No vote was taken to approve new courses E4-E7 as a slate. A vote will be taken on March 19, 2018 and will be effective to February 13, 2018.

A motion was made to adopt the new courses marked E4 – E7.

E4. CHS 3XX Program Planning and Development
E5. LLS 2XX U.S. Latinx Identity in the 21st Century
E6. MAT 4XX Mathematical Cryptography
E7. PSC 3XX International Police Cooperation

The motion was seconded and approved unanimously.

A motion was made to adopt a course revision marked “E8. PHY 101 College Physics I.” The motion was seconded and approved unanimously.

VI. College Council Calendar for 2018-2019

After some discussion, it was decided that the calendar would remain flexible pending further discussion before being finalized.
President Mason exited meeting at 2:17 p.m. and was replaced by Provost and Senior Vice President Anne Lopes.

The meeting was adjourned at 2:29 p.m.
College Council Membership & College Council Committees 2017-2018
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College Council Membership

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

Administration:
1. President (Chairperson) Karol Mason
2. Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
3. Vice President for Finance and Administration Steven Titan
4. Vice President for Enrollment Management and Student Affairs Lynette Cook-Francis
5. Interim Dean of Graduate Studies Avram Bornstein
6. Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies Dara Byrne
7. Associate Provost and Dean of Research Anthony Carpi
8. Interim Associate Provost for Strategic Initiative and Associate Dean of Graduate Studies Roblin Meeks

Faculty:
a. Full-time faculty elected from each academic department:
9. Africana Studies Xerxes Malki
10. Anthropology Johanna Lessinger
11. Art and Music Lisa Farrington
12. Communication and Theater Arts Elton Beckett
13. Counseling Mickey Melendez
14. Criminal Justice Frank Pezzella
15. Economics Joseph Rebello
16. English Jonathan Gray
17. Health and Physical Education Vincent Maiorino
18. History Andrea Balis
19. Interdisciplinary Studies Department Katie Gentile
20. Latin America and Latina/o Studies Brian Montes
21. Law, Police Science, and Criminal Justice Administration Yue Ma
22. Library Maria Kiriakova
23. Mathematics Dante Tawfeeq
24. Modern Languages and Literatures Aida Martinez-Gomez
25. Philosophy Michael Brownstein
26. Political Science Jim Cauthen
27. Psychology Jill Grose-Fifer
28. Public Management Jean-Marie Col
29. Security, Fire and Emergency Management Lauren Shapiro
30. Sciences Guoqi Zhang
31. SEEK Erica King-Toler
32. Sociology Rosemary Barberet (Fall)
   Lucia Trimbur (Spring)

b. At-Large Adjunct representative of the Faculty Senate:
33. Public Management Joel Freiser

   Faculty allotted according to any method duly adopted by the Faculty Senate:
34. Anthropology Anru Lee
35. English  
36. English  
37. History  
38. Latin American/Latina/o Studies & English  
39. Law, Police Science, and Criminal Justice Administration  
40. Law, Police Science, and Criminal Justice Administration  
41. Law, Police Science, and Criminal Justice Administration  
42. Library  
43. Mathematics & Computer Science  
44. Psychology  
45. Psychology  
46. Public Management  
47. Security, Fire and Emergency Management  
48. Sciences  
49. SEEK  
50. Sociology  

- 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:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Garot</td>
<td>VACANT</td>
</tr>
<tr>
<td>Glenn Corbett</td>
<td>VACANT</td>
</tr>
<tr>
<td>Sheeba John-Johnson</td>
<td>VACANT</td>
</tr>
<tr>
<td>Thurai Kugan</td>
<td>VACANT</td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:
51. Sandrine Dikambi (ex officio)  
52. Kinya Chandler  
53. Helen Cedeno  
54. Jarrett Foster  
55. Janet Winter  

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

<table>
<thead>
<tr>
<th>Alternate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anila Duro</td>
</tr>
</tbody>
</table>

Students:
56. President of the Student Council  
57. Vice President of the Student Council  
58. Treasurer of the Student Council  
59. Secretary of the Student Council  
60. Elected At-Large Representative  
61. Elected graduate student representative  

<table>
<thead>
<tr>
<th>Student</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatime Uruci</td>
<td>President of the Student Council</td>
</tr>
<tr>
<td>Steven Pacheco</td>
<td>Vice President of the Student Council</td>
</tr>
<tr>
<td>Melinda Yam</td>
<td>Treasurer of the Student Council</td>
</tr>
<tr>
<td>MariaJose Martinez</td>
<td>Secretary of the Student Council</td>
</tr>
<tr>
<td>Asia M. Johnson</td>
<td>Elected At-Large Representative</td>
</tr>
<tr>
<td>Wanda Balderena</td>
<td>Elected graduate student representative</td>
</tr>
</tbody>
</table>
62. Elected graduate student representative     Vanessa Gutierrez
63. Elected senior class representative     Diana Chacon
64. Elected senior class representative     Brian Carvajal
65. Elected junior class representative     Andrew Bandini
66. Elected junior class representative     Catherine Alvarado
67. Elected sophomore class representative     Paula Caceres
68. Elected sophomore class representative     Bianca Hayles
69. Freshman representative designated according to a method duly adopted by the Student Council.     Andrew Candia

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

| 1. Jasmine Awad | 2. Andreina Avalos |

**College Council Interim Executive Committee**

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

- President (Chairperson)     Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs     Anne Lopes
- 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. Michael Brownstein
  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     Fatime Uruci
- Vice-President of the Student Council     Steven Pacheco

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

**Executive Committee of the College Council**

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

- President (Chairperson) Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
- 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. Ned Benton
  2. Karen Kaplowitz
  3. Francis Sheehan
  4. Schevaletta (Chevy) Alford
  5. Andrea Balis
  6. Stephen Russell
  7. Sven Dietrich
- Two (2) higher education officers
  1. Sandrine Dikambi
  2. Nikki Hancock-Nicholson
- Three (3) students
  1. Fatime Uruci
  2. Steven Pacheco
  3. Asia M. Johnson

**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 Crystal Endsley
  2. Anthropology Ed Snajdr
  3. Art and Music Erin Thompson
  4. Communication & Theater Arts Bettina Murray
  5. Counseling Ma’at Lewis
  6. Criminal Justice Gohar Petrossian
  7. Economics Michelle Holder
  8. English Jay Gates
  9. Health & Physical Education Jane Katz
  10. History Andrea Balis
11. Interdisciplinary Studies Program (ISP)  
   Susannah Crowder
12. Library  
   Ellen Sexton
13. Latin American & Latina/o Studies  
   Suzanne Oboler
14. Law, Police Science & CJA  
   Maria Haberfeld
15. Mathematics & Computer Science  
   Michael Puls
16. Modern languages & Literature  
   Maria Julia Rossi
17. Philosophy  
   John Pittman
18. Political Science  
   Alex Moffett-Bateau
19. Psychology  
   Demis Glassford
20. Public Management  
   Judy-Lynne Peters
21. Sciences  
   Sandra Swenson
   Robert Till
23. SEEK  
   Virginia Diaz-Mendoza
24. Sociology  
   Barry Spunt

- Three (3) students, each of whom have a cumulative grade point average of at least 3.0.
  1. Paula Caceres
  2. Jasmine Awad
  3. Christopher Cazares

**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. Ellen Belcher
  2. Nicole Elias
- Six (6) students
  1. Brian Carvajal
  2. Nicholas Smith
  3. Tomas Garita
  4. Megan L. Rajkumar
  5. Leslie Rodriguez
  6. VACANT

**Faculty-Student Disciplinary Committee**

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

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

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Heath Grant
  2. Liliana Soto-Fernandez
  3. Jaime Cory
  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. Raveeta Jagnandan
  2. Asia M. Johnson
  3. Andreina Avalos
  4. Yasmeen Adams
  5. Alyssa Wooden
  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) Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs Anne Lopes
- Interim Dean of Graduate Studies Avram Bornstein
- Associate Provost for Undergraduate Retention
and Dean of Undergraduate Studies     Dara Byrne
• Associate Provost and Dean of Research      Anthony Carpi
• Chairperson of each academic department
  1. Africana Studies                     Jessica Nembhard
  2. Anthropology                     Anthony Marcus
  3. Art and Music                     Ben Lapidus
  4. Communication and Theater Arts   Seth Baumrin
  5. Counseling                       Cary Sanchez
  6. Criminal Justice                  Brian Lawton
  7. Economics                        Jay Hamilton
  8. English                          Jay Gates
  9. Health and Physical Education    Davidson Umeh
 10. History                          Matthew Perry
 11. Interdisciplinary Studies Department Katie Gentile (Interim)
 12. Latin American and Latino/a Studies Jose L. Morin
 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                       John Pittman
 18. Political Science                James Cauthen
 19. Psychology                      Angela Crossman
 20. Public Management                Maria D’Agostino
 21. Sciences                         Shu Yuan Cheng
 23. SEEK                             Carmen Solis (Interim)
 24. Sociology                       Henry Pontell

• Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Rosemary Barberet, Professor, Sociology
  2. Elise Champeil, Associate Professor, Sciences
  3. Gail Garfield, Professor, Sociology

• 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. Nicholas Petraco, Associate Professor, Sciences
  3. Aftab Ahmad, Associate Professor, Mathematics and Computer Science

• The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. Vanessa Gutierrez
  2. Wanda Baldera
Budget and Planning Committee

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

- President (Chairperson)  
  Karol Mason
- Interim Provost and Senior Vice President for Academic Affairs  
  Anne Lopes
- Vice President for Finance and Administration  
  Steven Titan
- Vice President for Student Affairs  
  Lynette Cook-Francis
- Interim Vice President for Enrollment Management  
  Dana Davies
- Associate Provost for Institutional Effectiveness  
  VACANT
- Assistant Vice President for Administration  
  Raj Singh
- Interim, Dean of Graduate Studies  
  Avram Bornstein
- Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies  
  Dara Byrne
- Associate Provost and Dean of Research  
  Anthony Carpi
- Assistant Vice President for Financial and Business Services  
  Mark Flower
- President of the Faculty Senate  
  Warren (Ned) Benton
- Vice President of the Faculty Senate  
  Michael Brownstein
- Chair of the Faculty Senate Fiscal Affairs Committee  
  Karen Kaplowitz
- Vice Chair of the Faculty Senate Fiscal Affairs Committee  
  Charles Stone
- Chairperson of each academic department
  1. Africana Studies  
     Jessica Nembhard
  2. Anthropology  
     Anthony Marcus
  3. Art and Music  
     Ben Lapidus
  4. Communication and Theater Arts  
     Seth Baumrin
  5. Counseling  
     Cary Sanchez
  6. Criminal Justice  
     Brian Lawton
  7. Economics  
     Jay Hamilton
  8. English  
     Jay Gates
  9. Health and Physical Education  
     Davidson Umeh
  10. History  
     Matthew Perry
  11. Interdisciplinary Studies Department  
     Katie Gentile (Interim)
  12. Latin American and Latino/a Studies  
     Jose L. Morin
  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  
     John Pittman
  18. Political Science  
     James Cauthen
  19. Psychology  
     Angela Crossman
  20. Public Management  
     Maria D’Agostino
  21. Sciences  
     Shu Yuan Cheng
     Charles Nemeth
  23. SEEK  
     Carmen Solis (Interim)
  24. Sociology  
     Henry Pontell
• Chairperson of the Higher Education Officers Council  Sandrine DiKambi
• Two (2) higher education officer representative
  1. Nikki Hancock-Nicholson
  2. VACANT
• President of the Student Council or designee  Fatime Uruci
• Treasurer of the Student Council or designee  Melinda Yam
• One (1) additional student representative  VACANT
• Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Anthony Chambers
  2. VACANT

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

• Vice President of Finance and Administration (Chairperson)  Steven Titan
• Interim Provost and Senior Vice President for Academic Affairs  Anne Lopes
• President of the Faculty Senate  Warren (Ned) Benton
• Chair of the Faculty Senate Fiscal Affairs Committee  Karen Kaplowitz
• Vice Chair of the Faculty Senate Fiscal Affairs Committee  Charles Stone
• Chair of the Council of Chairs  Angela Crossman
• Vice Chair of the Council of Chairs  James Cauthen
• One (1) representative chosen by the Council of Chairs  Jay Hamilton
• Chair of the Higher Education Officers Council  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)  VACANT
• Vice President of Finance and Administration  Steven Titan
• Interim Provost and Senior Vice President for Academic Affairs  Anne Lopes
• President of the Faculty Senate  Warren (Ned) Benton
• Two (2) representatives chosen by the Faculty Senate
  1. Karen Kaplowitz
  2. Maki Haberfeld
• Chair of the Council of Chairs  Angela Crossman
• Two (2) representatives chosen by the Council of Chairs
  1. VACANT
  2. VACANT
• Chair of the Higher Education Officers Council  Sandrine Dikambi
• One (1) student representative
  1. Fatime Uruci
The Director of Institutional Research, Ricardo M. Anzaldua 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:

- Interim Vice President for Enrollment Management          Dana Davies
- Interim Dean of Graduate Studies (Chairperson)   Avram Bornstein
- Assistant Vice President and Dean of Students    Michael Sachs
- Chief Librarian         Larry Sullivan
- Graduate Program Directors
  1. Criminal Justice           Jeff Mellow
  2. Digital Forensics and Cybersecurity  Doug Salane
  3. Economics               Jay Hamilton
  4. Emergency Management MS  Charles Jennings
  5. Forensic Mental Health Counseling  James Wulach
  6. Forensic Psychology       Diana Falkenbach
  7. Forensic Psychology BA/MA Program  Jennifer Falkenbach
  8. Forensic Science       Mechthild Prinz
  9. International Crime and Justice  Jana Arsovska
  10. Protection Management  Charles Nemeth
  11. MPA: Public Policy and Administration  William Pammer, Jr.
  12. MPA: Inspection and Oversight  Ned Benton
  13. Security Management MS program  Marie-Helen Maras
- Two (2) graduate students
  1. Olivia Aveson
  2. Tyresa Jackson

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. Brian Carvajal
     2. Alejandro Almonte
   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:

- Interim Provost and Senior Vice President for Academic Affairs (Chairperson)  
  Anne Lopes
- 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  
  Michael Brownstein
- Chairperson of each academic department
  1. Africana Studies  
     Jessica Nembhard
  2. Anthropology  
     Anthony Marcus
  3. Art and Music  
     Ben Lapidus
  4. Communication and Theater Arts  
     Seth Baumrin
  5. Counseling  
     Cary Sanchez
  6. Criminal Justice  
     Brian Lawton
  7. Economics  
     Jay Hamilton
  8. English  
     Jay Gates
  9. Health and Physical Education  
     Davidson Umeh
  10. History  
     Matthew Perry
  11. Interdisciplinary Studies Department  
     Katie Gentile (Interim)
  12. Latin American and Latino/a Studies  
     Jose L. Morin
  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  
     John Pittman
  18. Political Science  
     James Cauthen
  19. Psychology  
     Angela Crossman
  20. Public Management  
     Maria D'Agostino
  21. Sciences  
     Shu Yuan Cheng
     Charles Nemeth
  23. SEEK  
     Carmen Solis (Interim)
  24. Sociology  
     Henry Pontell

**Council of Undergraduate Program Coordinators**

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

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

• Coordinators of Undergraduate Majors
  1. Anthropology  Johanna Lessinger
  2. Applied Mathematics: Data Science & Cryptography  Samuel Graff
  3. Cell & Molecular Biology  Jason Rauceo
  4. Computer Science and Information Security  Sven Dietrich
  5. Criminal Justice (B.A.)  Brian Lawton
  6. Criminal Justice (B.S.)  Serguei Cheloukhine
  7. Criminal Justice Management  Yi Lu
  8. Criminology (B.A.)  Barry Spunt
  9. Culture and Deviance Studies  Ed Snadjr
 10. Dispute Resolution  Maria R. Volpe
 11. Economics  Geert Dhondt
 12. English  John Staines
 13. Fire and Emergency Services  Robert Till
 14. Fire Science  Robert Till
 15. Forensic Psychology (B.A.)  Silvia Mazzula
 16. Forensic Science (B.S.)  Nicholas Petraco
 17. Fraud Examination and Financial Forensics  Jon Childerley
 18. Gender Studies  Antonio Jay Pastrana
 20. Humanities and Justice

 21. International Criminal Justice
 22. Latin American and Latina/o Studies
 23. Law and Society

 24. Library

 25. Philosophy
 26. Police Studies
 27. Political Science

 28. Public Administration
 29. Security Management
 30. Sociology

 31. Spanish
 32. Toxicology

*Co-coordinators

Committee on Honors, Prizes and Awards

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

• Vice President for Student Affairs (Chairperson)  Lynette Cook-Francis
• Assistant Vice President and Dean of Students  Michael Sachs
• Director, Center for Student Involvement and Leadership  Danielle Officer
• Three (3) full-time members of the faculty
  1. Vijay Sampath
  2. Marta Concheiro-Guisan
  3. VACANT

• Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Jasmine Awad
  2. VACANT
  3. VACANT

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

• Chairperson
  Marie-Helen Maras
• Co-Chairperson
  Denise Thompson
• Director of Assessment (ex officio)
  Virginia Moreno
• Associate Provost for Institutional Effectiveness
  VACANT
• Seven (7) Full-time Faculty Members
  1. Lisette Delgado-Cruzata
  2. Jennifer Rutledge (Fall)
  3. Maureen Richards
  4. Luica Velotti
  5. Dante Tawfeeq
  6. VACANT
  7. VACANT
• Three (3) Higher Education Officers
  1. Alison Orlando
  2. Kelly Greene
  3. Janice Carrington
Special Committee of the College Council

Committee on Faculty Elections

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

1. Maria Kiriakova
2. Chelsea Binns
3. Schevaletta (Chevy) Alford
4. VACANT
5. VACANT
BACCALAUREATE/MASTER’S DEGREE IN INTERNATIONAL CRIMINAL JUSTICE

PROPOSAL

Prepared by
Prof. Mangai Natarajan
Director ICJ BA

Approved by ICJ BA and IC& J MA Governance Committees

(Criminal Justice, Law, Police Science and Criminal Justice Administration, Political Science and Sociology Departments AND IC&J MA Governance committee and the Director Prof. Jana Arsovska)

Fall 2017
BACCALAUREATE/MASTER’S DEGREE IN INTERNATIONAL CRIMINAL JUSTICE

PROPOSAL

Introduction and overview

This proposal is for establishing a BA/MA program based on two of our existing programs namely International Criminal Justice BA (ICJ BA) and International Crime and Justice (IC&J MA), which will enable our ICJ majors to pursue undergraduate and graduate education concurrently within a five-year time frame. This dual degree program is intended to provide an opportunity for outstanding and determined ICJ undergraduate majors not only to obtain advanced knowledge and skills, but to accelerate obtaining their graduate degree and to advance their career goals.

John Jay College introduced the International Criminal Justice BA major in 2001, the only one of its kind in the United States and possibly in the world. Building on the success of the ICJ BA, including increased faculty numbers and expertise, John Jay introduced its IC&J MA in 2010. International criminal justice is an evolving field and the “newness” of the field demands graduates for academia and careers in international criminal justice.

1 The BA program in International Criminal Justice introduces students to the nature and causes of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in dealing with globalized nature of crimes and justice systems. Also it is designed to prepare students for advanced work in graduate or professional school.

2 The MA in International Crime and Justice combines advanced substantive knowledge of international crime challenges and domestic and international responses, with analytic and research techniques in an interdisciplinary framework. It aims to produce graduates with a truly global outlook on criminal justice, a moral commitment to international justice, and professional competence in the increasingly multicultural workforce.
The mission of the ICJ BA Major is to “advance students’ knowledge of crime and crime control from a global and comparative perspective and provide them with necessary skills, including foreign language, research, and oral and written communication skills in order to pursue an advanced degree in the ICJ field. The IC&J Master’s program prepares the students with critical thinking and independent research skills for a variety of doctoral programs, and job applicants or candidates for promotion in many professions (managerial, policy, research). The master’s program prepares them for internship assignments (including overseas) and fosters an environment for active participation in policy-relevant research and writing for publication with faculty members. Apart from the required courses, the MA students are provided with a choice of options in (1) writing a thesis (6 credits) which involves undertaking an original small-scale research project that could lead to a PhD dissertation; (2) obtaining internship experience in international agencies (6 credits) in organizations with an international focus; or (3) taking special topics courses to enhance knowledge and investigation skills. Because of the international reputation built over the years through ICJ faculty (who teach at both the bachelor’s and master’s level) research and publications, JJ’s ICJ graduates, both BA and MA, are desirable candidates for internships and careers in international criminal justice.

The international criminal justice field demands high quality, determined and outstanding candidates for jobs and internships. Many local, state, federal, government jobs or non-governmental jobs seek candidates that hold a MA degree. Most agencies with an international focus such as the FBI and DEA prefer only graduate students. Most international agencies require proficiency in one or more foreign languages and ICJ BA students are prepared for that need by taking a course at the intermediate-level or proving proficiency. This proposed dual degree program is designed to prepare such candidates.

John Jay’s 2017 Fall ICJ enrollment data shows a total of 389 baccalaureate majors of which, 80 students have a 3.5 or above overall GPA.\(^3\) With the foreign language proficiency and advanced standing in the program the graduate-level brings, BA/MA students will be well prepared with knowledge and skills to work in the ICJ field.

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\(^3\) About 20 students have 3.9 or above GPA.
Since the inception of the ICJ MA program at John Jay, ICJ BA students have asked repeatedly about doing the dual degree. Now that the ICJ&J program is well-established (94 students - including the online program to be launched in Fall 2018), the proposed joint BA and MA program is timely and will meet the needs of students, our academic programs and the ICJ field. There is no doubt that the ICJ BA students with their background knowledge on international crime and justice issues would be an asset to the IC&J MA program. John Jay must encourage and direct motivated students to take a fast track in seeking jobs or academic careers.

In sum, while the undergraduate program develops skills and ability to work independently, the graduate program improves job prospects and enhances promotion. Therefore, this Baccalaureate/Master’s Degree Program (BA/MA) in International Criminal Justice provides the opportunity for academically advanced students to pursue, simultaneously, their baccalaureate and master’s degrees. The number of undergraduate electives and courses in the major are reduced for BA/MA candidates, thus enabling them to begin graduate courses once they have fulfilled the college general education requirements and some of the requirements of the major. Graduate courses fulfill certain similar disciplinary area which makes some undergraduate courses not necessary.

**Key post graduate outcomes**

Upon completion of this dual program students will be able to:

- Integrate interdisciplinary knowledge to explain the causes and consequences of international crime, and to analyze and assess the workings of institutions, mechanisms and processes of international criminal justice, as well as related developments in law and policy worldwide. This will enhance the students’ ability to meet intellectual challenges whatever path they choose.

- Critically analyze and apply research techniques in international crime and justice to the planning and execution of research projects. This will promote the students’ independent thinking and help them to meet the personal and professional challenges ahead.
- Develop the necessary multicultural communication skills to advance their arguments effectively in academic and professional settings in the United States and abroad. This will enable students to face the future with confidence.

Apply the internship experience to their academic work which will not only deepen their knowledge of the ICJ field but also sharpen their skills and teach them the reality of competition in the jobs in the ICJ field (See APPENDIX A for a list of undergraduate and graduate internship placements)\(^4\). For example, some recent IC&J MA graduates had internships with the U.S. State Department, Facebook, Background Investigations Unit (BIU) of the NYC Business Integrity Commission, Amnesty International (NGO) that have turned into jobs as intelligence analyst and program assistants. For more details see IC&J student profiles on our website: [http://www.jjay.cuny.edu/icj-student-alumni-profiles](http://www.jjay.cuny.edu/icj-student-alumni-profiles) and [http://www.jjay.cuny.edu/icj-news-events](http://www.jjay.cuny.edu/icj-news-events).

- Seek jobs in: international organizations, NGOs and civil society in general; research and policy; the private sector; private legal practice; and the civil service and pursue academic careers (See APPENDIX B for a list of jobs). In sum, this dual degree program will fully prepare students to be competent to enter into academic or practitioner careers. Specifically, they will be able to obtain their MA degree in 5 years instead of 6 years enhancing career opportunities sooner rather than later.

**Degree Requirements and Eligibility Criteria**

To be eligible for admission, students must complete 60 credits (including the college general education requirements) and have earned a 3.5 or better grade point average (GPA). This is a minimum requirement for eligibility (a standard requirement for BA/MA programs at JJ) and does not guarantee acceptance into the program. Applicants must also submit a personal statement indicating why they are seeking admission, a recommendation from a faculty member,

\(^4\) While the ICJ BA program recommends students take an internship course (ICJ 381) which does not count towards their major requirement credits, the IC&J MA program gives an option of internship course credits to fulfill its elective requirements. The ICJ BA program introduced ICJ 381 – Internship course in 2007. To date we have 136 students who made use of this course, see placement list to date is listed in Appendix A.
and a writing sample that is representative of their research/writing skills. Applications are
reviewed each fall for spring admission and each spring for fall admission. Transfer students
must first establish the 3.5 GPA, with 12 credits of BA courses for one semester at John Jay
College prior to applying to the ICJ BA/MA Program. However, students transferring from
colleges with an articulation agreement with John Jay College will be considered for admission
to the ICJ BA/MA Program based on their GPA at the home college.

Students are required to maintain the 3.5 GPA to remain in the BA/MA Program. It should be
noted that students whose GPAs fall below the 3.5 level will not be able to receive the graduate
degree even if they have completed sufficient credits. Those students can complete the ICJ BA
major and use completed graduate courses in lieu of undergraduate major requirements in
consultation with the major coordinator.

**Anticipated enrollment**

We anticipate that fifteen to twenty students will be accepted to the BA/MA each year for a total
enrollment after five years of between 75 and 100 students.

**Resources needed for the program**

Due to extra seat capacity in the graduate portion of the program we do not anticipate this
program will cause an impact on the section demand at this time. Though more faculty capacity
is needed for both programs, we are working with the Provost to address these needs. A few
years in the future, the proposed dual degree program anticipates the need for a dedicated faculty
adviser (who should receive course release time to make it successful) to assist in screening the
students for admission, monitoring their progress and providing advisement. Recently, a part-
time professional advisor has been added to assist the major coordinator at the undergraduate
level.

**Curriculum Summary**

Students receive both the bachelor’s and master’s degrees upon completion of the requirements
that are proposed for this program. The dual degree BA/MA Program in International Criminal
Justice will require the completion of 134 credits which is in keeping with the majority of the existing BA/MA programs at the college. This includes: 30-39 credits of ICJ BA\(^5\), 36 credits of ICJ MA degree requirements, 42 general education credits and 17-26 credits in general electives\(^6\) (See the credits required below).

The decrease in credits for the undergraduate major is due to courses that are similar in scope and topic given at the graduate-level. The similar courses are: SOC 341 (International Criminology), ECO 231 (Global Economic Development), ANT 230 (Culture and Crime)\(^7\), GOV 250 (Internal Law and Justice) which are foundation courses for ICJ BA\(^8\). At the Masters level, the courses are (ICJ 700 -International Crime and Justice Theory, ICJ 701 -Illegal Markets and Economic Justice, ICJ 703 -International Criminal Law, ICJ 704 -Culture and Identity in a Global Context) taught at advanced level with higher order requirements (see APPENDIX C for description of all courses). Therefore, for the BA/MA program it is proposed to not to require these at the undergraduate-level but keep these courses as elective choices.

Though ICJ MA’s Comparative Criminal Justice (ICJ 702) and ICJ BA ‘s POL/LAW 259 courses may have similar content, we require that course for the dual degree since it is a prerequisite for ICJ 310 (Foundations of Scholarship In ICJ), which is required for ICJ BA credits. Please note that content overlap of some courses of ICJ BA and ICJ MA is inevitable, but some redundancy is not problematic because both programs attract different levels of students at different stages in their study levels.

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\(^5\) Normally, the credits required for the bachelor’s in ICJ is 45-56 credits including prerequisites. 
\(^6\) The Gen Ed requirements will make up 42 total credits, and are broken into three parts: the Required Core (4 courses/12 credits), the Flexible Core (6 courses/18 credits), and the College Option Requirement (6-12 credits, depending on whether the student came to John Jay as a freshman or entered as a transfer student). **ECO 101** fulfills the general education requirements in the Flexible Core: Individual and Society area and **POL 101** fulfills the Flexible Core: U.S Experience in its Diversity area. Depending on foreign language placement, students may have to take the 101-102 course sequence as prerequisites for the 200-level language requirement. The 101 (or 111) language course satisfies the Flexible Core: World Cultures and Global Issues category and the 102 (or 112) language course satisfies the College Option: Communications category of the Gen Ed program.

\(^7\) Most ICJ major students take the following courses to full fill General education requirements: ANT 230 Culture and Crime Course under the category: World Cultures and Global Issues Courses; POL 101 American Government & Politics under the category: US Experience in Its Diversity Courses and ECO 101 **Intro to Sociology** under the category Individual and Society Courses

\(^8\) This was discussed with the ICJ MA program director.
A model program of study plan is attached to the end of this proposal. The required courses and associated credit details are listed below:
## International Criminal Justice BA/MA Program  
134 credits

<table>
<thead>
<tr>
<th><strong>ICJ BA</strong></th>
<th><strong>Undergraduate Curriculum Requirements</strong></th>
<th><strong>30-39 cr.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 101</td>
<td>American Government and Politics</td>
<td>3</td>
</tr>
</tbody>
</table>
| ECO 101    | Introduction to Economics & Global Capitalism  
(Transfer students can use ECO 120 or 125 in lieu of 101) | 3            |
| MAT 108/ MAT 141 | Social Science Math or Pre-Calculus (prereq for STA 250) | 0-3          |
| FLN 102    | Foreign Language 102 depending on placement | 0-3          |
| ICJ 101    | Introduction to International Criminal Justice | 3            |
| POL/LAW 259 | Comparative Criminal Justice Systems     | 3            |
| FLN 200-Level | Foreign Language Intermediate level (or proficiency) | 0-3          |
| STA 250    | Principles and Methods of Statistics     | 3            |
| ICJ 310    | Foundations of Scholarship in International Criminal Justice | 3            |
| ICJ 401    | Capstone Seminar in International Criminal Justice | 3            |
| **Foundations Courses (B)** | Select one: | 3            |
| ECO 245    | International Economics                  | 3            |
| PAD 260    | International Public Administration      | 3            |
| POL 257    | Comparative Politics                     | 3            |
| POL 260    | International Relations                  | 3            |
| **Major Electives** | Select two courses from Area Studies (Part A and B of ICJ BA major) – courses listed below | 6            |
| **Total**  | **ICJ BA Requirements**                   | **30-39**    |

### General Education

42 cr.

### Undergraduate Electives

17-26 cr.

<table>
<thead>
<tr>
<th><strong>IC &amp; J MA</strong></th>
<th><strong>Masters Course Requirements</strong></th>
<th><strong>36 cr.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ICJ 700</td>
<td>International Crime and Justice Theory</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 701</td>
<td>Illegal Markets and Economic Justice</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 702</td>
<td>Comparative CRJ Systems</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 703</td>
<td>International Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 704</td>
<td>Culture and Identity in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>ICJ 715</td>
<td>Research Methods in International Crime and Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 716</td>
<td>Statistical Software in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>ICJ 770</td>
<td>Capstone Course in International Crime and Justice</td>
<td>3</td>
</tr>
<tr>
<td>Thesis or Internship and Electives</td>
<td>Students complete four electives or a thesis or internship plus two electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>ICJ MA Credits</strong></td>
<td><strong>36</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>ICJ BA-MA Degree Credits</strong></td>
<td><strong>134</strong></td>
</tr>
</tbody>
</table>

**List of ICJ BA Electives**
(Students select two, one course in Cat. A and one course in Cat. B.)

**Category A. Global Perspectives on Crime**

<table>
<thead>
<tr>
<th>COR 303</th>
<th>Comparative Correction Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 260</td>
<td>Environmental Economics, Regulation and Policy</td>
</tr>
<tr>
<td>ECO 327</td>
<td>The Political Economy of Gender</td>
</tr>
<tr>
<td>ECO 333</td>
<td>Sustainability: Preserving the Earth as Human Habitat</td>
</tr>
<tr>
<td>HIS 352</td>
<td>History &amp; Justice in Wider World</td>
</tr>
<tr>
<td>HIS 383</td>
<td>History of Terrorism</td>
</tr>
<tr>
<td>ICJ 380</td>
<td>Selected Topics in International Criminal Justice</td>
</tr>
<tr>
<td>POL 210</td>
<td>Comparative Urban Political Systems</td>
</tr>
<tr>
<td>POL 246</td>
<td>Politics of Global Inequality</td>
</tr>
<tr>
<td>POL 320</td>
<td>International Human Rights</td>
</tr>
<tr>
<td>POL 325</td>
<td>The Politics of Transnational Crime</td>
</tr>
<tr>
<td>POL 328</td>
<td>Politics of International Security</td>
</tr>
<tr>
<td>POL 362</td>
<td>Terrorism and International Relations</td>
</tr>
<tr>
<td>PSC 309</td>
<td>Comparative Police Systems</td>
</tr>
<tr>
<td>PSC 415</td>
<td>Seminar on Terrorism</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Sociology of Human Rights</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>SOC 275</td>
<td>Political Imprisonment</td>
</tr>
<tr>
<td>POL 322</td>
<td>International Organizations</td>
</tr>
<tr>
<td>SOC 333</td>
<td>Gender Issues in International Criminal Justice</td>
</tr>
<tr>
<td>SOC 335</td>
<td>Migration and Crime</td>
</tr>
<tr>
<td>SUS 240</td>
<td>Environmental Crime</td>
</tr>
<tr>
<td>SUS 300</td>
<td>Environmental Justice</td>
</tr>
</tbody>
</table>

**Category B. Area/Regional Studies**

(Select at least one)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 210</td>
<td>Drugs and Crime in Africa</td>
</tr>
<tr>
<td>AFR 220</td>
<td>Law and Justice in Africa</td>
</tr>
<tr>
<td>AFR 229</td>
<td>Restoring Justice: Making Peace and Resolving Conflict</td>
</tr>
<tr>
<td>AFR 320</td>
<td>Perspectives on Justice in the Africana World</td>
</tr>
<tr>
<td>HIS 325</td>
<td>Criminal Justice in European Society, 1750 to the Present</td>
</tr>
<tr>
<td>HIS 359</td>
<td>History of Islamic Law</td>
</tr>
<tr>
<td>HIS 380</td>
<td>The Secret Police in Western Society</td>
</tr>
<tr>
<td>LLS 220</td>
<td>Human Rights and Law in Latin America</td>
</tr>
<tr>
<td>LLS /AFR 232</td>
<td>Comparative Perspectives on Crime in the Caribbean</td>
</tr>
<tr>
<td>LLS/POL/HIS 242</td>
<td>U.S. Foreign Policy in Latin America</td>
</tr>
<tr>
<td>LLS 250</td>
<td>Drugs, Crime and Law in Latin America</td>
</tr>
<tr>
<td>LLS 356</td>
<td>Terror and Transitional Justice in Latin America</td>
</tr>
<tr>
<td>LLS 401</td>
<td>Seminar in Latina/o Issues: Gender, Race, Ethnicity and the Legal System</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
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<tr>
<td>POL 331</td>
<td>Government and Politics in the Middle East and North Africa</td>
</tr>
<tr>
<td>PSC 250</td>
<td>Criminal Justice in Eastern Europe</td>
</tr>
<tr>
<td>SOC 351</td>
<td>Crime and Delinquency in Asia</td>
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<tr>
<td>SOC 354</td>
<td>Gangs and Transnationalism</td>
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</table>

**List of ICJ MA Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ICJ 780</td>
<td>Internship Course</td>
</tr>
<tr>
<td>ICJ 791</td>
<td>International Crime and Justice Thesis I</td>
</tr>
<tr>
<td>ICJ 792</td>
<td>International Crime and Justice Thesis II</td>
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</table>

**International Criminology**

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>ICJ 705</td>
<td>Human Rights and Counterterrorism</td>
</tr>
<tr>
<td>ICJ 706</td>
<td>Transnational Crime</td>
</tr>
<tr>
<td>ICJ 720</td>
<td>Crime and Justice in the Balkans</td>
</tr>
<tr>
<td>ICJ 721</td>
<td>International Perspectives on Women in Criminal Justice</td>
</tr>
<tr>
<td>ICJ 725</td>
<td>Environmental Crime</td>
</tr>
<tr>
<td>ICJ 730</td>
<td>Human Trafficking</td>
</tr>
<tr>
<td>ICJ 762/ PAD 762</td>
<td>Corruption and the Global Economy</td>
</tr>
<tr>
<td>CRJ 727/ FCM 727</td>
<td>Cyber criminology</td>
</tr>
<tr>
<td>CRJ 744</td>
<td>Terrorism and Politics</td>
</tr>
<tr>
<td>CRJ 746</td>
<td>Terrorism and Apocalyptic Violence</td>
</tr>
<tr>
<td>CRJ 784</td>
<td>Organized Crime</td>
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<tr>
<td>CRJ 789</td>
<td>Violence Across the Globe</td>
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<td>PSY 705</td>
<td>Victimology</td>
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</tr>
<tr>
<td>PSY 729</td>
<td>Terrorism</td>
</tr>
<tr>
<td>PSY 746</td>
<td>Empirical Profiling Methods</td>
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**International Law Enforcement and Crime Control**

<table>
<thead>
<tr>
<th>CRJ 739</th>
<th>Crime Mapping</th>
</tr>
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<tbody>
<tr>
<td>CRJ 759</td>
<td>Comparative Police Administration</td>
</tr>
<tr>
<td>CRJ 797</td>
<td>Homeland Security and International Relations</td>
</tr>
<tr>
<td>CRJ 798</td>
<td>Homeland Security and Terrorism</td>
</tr>
<tr>
<td>PAD 718</td>
<td>International Public Policy and Administration</td>
</tr>
<tr>
<td>PAD 746</td>
<td>Comparative Public Administration</td>
</tr>
<tr>
<td>PAD 772</td>
<td>International Inspection and Oversight</td>
</tr>
</tbody>
</table>
APENDIX A

Undergraduate ICJ BA INTERNSHIP PLACEMENT 2007-PRESENT

- Asian America legal Defense Fund
- 9/11 Museum
- 60th Annual UN DPI/NGO Conference Planning Committee
- ACLU
- Alliance of NGO’S on Crime Prevention and Criminal Justice, New York
- Amnesty International
- Arab American Association of NY
- Bellevue Hospital (Security)
- Berger Hirschberg Strategies
- Center for International Human Rights (John Jay)
- Center for UN Reform Education
- Coalition for the International Criminal Court
- Correctional Association of New York
- DEA
- ECPAC (child trafficking)
- Forum of African Immigrant Association (FAIA).
- Global Policy Forum
- Her Justice
- Historical Memory Project (John Jay)
- Homeland Security (ICE)
- Housing Court Navigator Program
- Human Rights First
- Human Rights Watch
- The Huairou Commission
- Intersections International
- International Rescue Committee
- International Sociological Association
- Kings County District Attorney’s Office
- Law Offices of John D. Famulari
- Manhattan Borough President's Office
- MediaGlobal (poverty, hunger, earth changes)
- National Network of Safe Communities (John Jay)
- New York City Council Member Benjamin Kallos
- New York City District Attorney's Office
- NYC Department of Investigation
- New York City Probation
- New York State Court Navigator Program
- No Peace Without Justice
- NYC Office of Emergency Management
- NYC Medical Examiner's Office
- NYPD
- NYS Attorney General’s Office
- NYS Division of Human Rights
- Office of Assemblyman Rory Lancman in 2010
- Office of Council Member Julissa Ferreras-Copeland
- Office of Chief Counsel, IRS
- Office of the District Attorney Crime Strategies Unit
- Open Society Institute
- National Principals Leadership Institute
- Network of NGO's for the Advancement of Women, Trinidad
- PEN American Center
- Permanent Missions to the United Nations: Gambia, Bulgaria, United States, Pakistan
- Pulvers, Pulvers, Thompson & Friedman, LLP
- RAPP, Release of Aging People in Prison
- Rising Stars Outreach Center Inc
- Rockland County Police Academy
- Safe Horizon
- Sakhi for South Asian Women
- US Secret Service
- Senator Gillibrand’s Office
- Steven Adam Rubin & Associates
- Supreme Court of Lithuania
- Sustainability Council of John Jay College of CJ
- The Consulate General of Haiti
- The Legal Aid Society
- The New York City Commission for the United Nations, Consular Corps and Protocol
- Tikhomirov & Associates, PLLC Personal Injury Law Firm
- U.S. Fund for UNICEF
- U.S. Marshals
- U.S. Probation
- US Immigration Services
- US Customs
- Unified Court System
- US Pre-Trial Services
- Unitarian Universalist
- United Nations Association
- United Nations Yearbook
- Voices of September 11th
- WATCH GUARD 24/7
- Women’s International League for Peace and Freedom
- World Information Transfer (climate change and the environment)
- World Policy Institute
- World Tourism Organization
APPENDIX B
Graduate Employment & Internships - undertaken by Master of Arts International Crime & Justice Students

- American Red Cross – Emergency Preparedness Unit
- American Society of Criminology – National White-Collar Crime Center
- Amnesty International - Individuals at Risk Program
- BronxConnect
- Brooklyn District Attorney’s Office
- City of New York Business Integrity Commission – Background Investigations Unit
- Correctional Association of New York
- Credit Suisse – Anti-Money Laundering Division
- CUNY Flushing Immigration Center – Major’s Office of Immigration Affairs NYC
- Entergy
- Facebook
- Federal Bureau of Investigation
- Global Action to Prevent War – UN Based NGO
- Gryphon Strategies
- Historical Memory Project
- HSBC Bank
- Human Rights Watch
- International Federation for Human Rights – Africa Desk (Paris, France)
- International Justice Project
- International Rescue Committee
- International Sociological Association
- INTERPOL
- Joseph Brehm Avocat (Human Rights Law Firm in Paris, France)
- K2 Intelligence
- Legal Aid Society
- Lemire LLC
- Manhattan District Attorney’s Office
- Monmouth County Superior Court – Pretrial Services
- National Network for Safe Communities
- New York Attorney General Office
- New York County District Attorney’s Office – Cybercrime and Identity Theft Bureau
- New York County District Attorney’s Office – Spanish Language Unit
- Newark Police Department
- New York Asian Women’s Center
- New York City Department of Investigation
- New York City Department of Probation
- New York Police Department
- New York State Division of Human Rights - Housing Investigation Unit
- New York State Office of Temporary and Disability Assistance – Bureau of Refugee and Immigrant Assistance
- RTVi Overseas Media Inc.
- Safe Center LI
- Sakhì for South Asian Women
- Sirleaf Market Women’s Fund
- Standard Chartered Bank
- United Nations Department of Peacekeeping Operations
- United Nations Development Programme
- United Nations Entity for Gender Equality and the Empowerment of Women
- United Nations High Commissioner for Refugees
- United Nations Office on Drugs and Crime
- United Nations Office of Internal Oversight Services – Investigations Division
- United Nations Security Council Counter-Terrorism Committee Executive Directorate
- United Nations US Mission- Host Country Affairs
- US Capitol Police
- US Department of State
- US Drug Enforcement Agency
- US Equal Employment Opportunity Commission
- US Marshalls
- US Securities and Exchange Commission
- Vera Institute of Justice
- Waterfront Commission of New York Harbor
- Westchester County District Attorney’s Office
- Wild and Free (Anti-Poaching/Animal Conservation NGO)
APPENDIX C

Descriptions of ICJ BA Required Courses

ECO 101 Introduction to Economics and Global Capitalism: This course is a guide to economic literacy, capitalism and the global economy in the 21st century. Students will learn and use economic tools of analysis to explore a variety of social phenomena. Real world examples will be used to study microeconomics, macroeconomics and political economy issues from alternative theoretical perspectives. (Transfer students can use ECO 120 Introduction to Macroeconomics or ECO 125 Introduction to Microeconomics in lieu of ECO 101)

ICJ 101 Introduction to International Criminal Justice: This course is an introduction to the nature and scope of international and transnational crime, to the emerging legal framework for its prevention and control, and to its impact on the U.S. criminal justice system. Emphasis will be placed on the international aspects of the work of different criminal justice agencies, such as formal and informal police cooperation and the use of mutual assistance and extradition agreements and on the bilateral, regional, and international structures created for crime prevention, punishment and control.

POL 101 American Government and Politics: A study of American politics - its institutions and processes and the distribution of political power with an emphasis on how the system works, who benefits and who does not, and to what extent it is democratic.

POL 259/LAW 259: Comparative Criminal Justice Systems: Study of the variations in patterns of corruption and political crimes as well as patterns of law enforcement and adjudication among political systems. Examples are drawn from a variety of political systems: democratic, communist and modernizing.

STA 250 Principles and Methods of Statistics: Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers. (Registration is through the Department of Psychology.)

ICJ 310 Foundations of Scholarship in International Criminal Justice: This course aims to provide a set of skills that are essential to conducting and disseminating empirical research. The skills include conducting and writing a focused literature review; understanding the mechanics of research (finding a creative idea, asking the right research questions, utilizing appropriate theories, developing hypotheses, collecting and analyzing data); and finally writing academic papers. The course will discuss research methods (both qualitative and quantitative), their underlying epistemologies and their appropriateness for international criminal justice with specific examples. It will cover ethical concerns and it will provide a basic understanding of the use of computers in research.
ICJ 410 Capstone Seminar in International Criminal Justice: This capstone course is a synthesis of key issues, trends and topics within the emerging field of international criminal justice. Topics to be considered include: cross-cultural dimensions of international criminal justice; major theoretical issues and methodological problems in international criminal justice; complexities inherent in processing cases of international and transnational crime; prevention and control strategies; the evolving jurisprudence.

ECO 245: International Economics: Theories of international trade, exchange rate determination under fixed and flexible regimes, the international financial system, and balance of payments accounting are introduced. The role of multi-national corporations and foreign aid, as well as international institutions such as the International Monetary Fund, World Bank, International Labor Organization and the World Trade Organization are examined. Problems of unsustainable current account deficits and external debt for developing nations are explored. Trade and investment policies are examined from alternative theoretical perspectives, including debates over "free trade" versus "fair trade," international financial system reform, and the impact of globalization on national sovereignty and democratic governance. Lastly, the economies of selected developed, developing and transitional nations are surveyed of the tribunals and the world court; and ethical and human rights concerns.

PAD 260: International Public Administration: Review of the institutions, processes and policy issues associated with the administration of international organizations and the implementation of international agreements. Focus on the development of functional and regional international organizations in the context of international legal, political and economic structure, and the administrative processes and structures that are associated with such organizations. Comparison of structures and styles of public management in other nations and cultures.

POL 257: Comparative Politics: The course will examine the political processes and institutions of selected foreign governments. Emphasis will be placed on the relationship of political institutions to key cultural, economic and historical variables.


ECO 231: Global Economic Development and Crime: This course discusses the means and obstacles to attaining healthy, sustainable economic development in the globalized economy with particular attention to the role of crime. General topics include economic theory, sustainability, investment, environment, education, poverty, inequality, gender relationships, labor conditions, agriculture, urbanization and migration, and international trade. Examples of related crime topics include child labor, sweatshop labor, environmental crime, illegal economic activity, corruption, smuggling and money laundering.
**Description of ICJ MA Required Courses**

**CRJ 716: Statistical Software in Criminal Justice:** Introduces the use of software programs to search for relationships and patterns in data sets, and to calculate the statistics needed to draw interpretations and conclusions in research reports.

**ICJ 700: International Crime and Justice Theory:** International Crime and Justice examines the multicultural/cross-cultural nature and etiology of international and transnational crimes, including genocide, war crimes, terrorism, money laundering, drug and human trafficking and weapons dealing. The course will review various perspectives, approaches, and theories of crime and criminality that assist in understanding the development of new forms of crimes worldwide and in developing international crime prevention policies. A critical examination will be made of various methodologies in collecting empirical data, and the problems of cross-cultural research will be discussed. The course will commence with grounding in theories developed in the cultural context of the United States, and expand to embrace theories from and applying to other regions of the world.

**ICJ 701 Illegal Markets and Economic Justice:** 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.

**ICJ 702: Comparative CRJ Systems:** This course will use as a baseline the CRJ system of the United States, and initial lectures will provide an overview of our system as a basis for comparison. Afterwards, beginning with a contextualization of world cultures, legal families and systems of government, this course will study the commonalities and variations in CRJ systems around the world, including law enforcement, adjudication and post-sentencing measures. Special attention will be paid to the impact of the growth of private security, victim assistance and corruption. Examples are drawn from a variety of political systems.

**ICJ 703: International criminal Law:** The course is an introduction to the study of international criminal law. It will survey the basic tenets of public international law and the evolution of the international legal process and explore-through the study of specific issues and incidents - the principal challenges facing the international community. It will then proceed to an examination of substantive international criminal law and of the fundamentals of international criminal responsibility and offer an overview of key features of the international criminal justice regime. More specifically, it will examine the political and legal dimensions of the work of the International Criminal Court, of the ad hoc international tribunals -International Criminal Tribunal for the former Yugoslavia (ICTY) and International Criminal Tribunal for Rwanda (ICTR)- and of the hybrid tribunals, such as the Special Court for Sierra Leone, the
Extraordinary Chambers in the Courts of Cambodia, and the Special Tribunal for Lebanon. The course will conclude with an assessment of the role of these mechanisms and corresponding processes in advancing accountability.

**ICJ 704 Culture and Identity in a Global Context:** This course examines research on culture, power and identity in international CRJ. Students will be introduced to the concept of culture and how it has been related to contemporary problems and struggles in justice systems between local groups and larger, sometimes global forces. These have included concerns over culturally specific categories of identity such as gender, race, ethnicity, caste, religion, sexuality, or other social and political statuses, such as rights to property, place and behavior. Particular attention will be given to the issues emerging from local confrontations with and responses to international CRJ initiatives around domestic violence, human trafficking, copyright piracy, indigenous rights, governmental corruption, and war crimes. Through an examination of studies from different continents, students will learn both the substance of the issues, and the methods, analytical approaches and rhetorical skills of research in the discipline.

**ICJ 715: Research Methods in International Crime and Justice:** The purpose of this course is to provide an understanding of the basic use of different methods used to obtain data in criminology and CRJ research in comparative, international and global contexts. The focus will be equally on thinking statistically and qualitatively. Statistical thinking involves drawing sensible conclusions from various kinds of data by interpreting appropriate statistics. This course covers basic bivariate statistics and some models with multiple independent variables. Qualitative methods will focus primarily on participant-observation, on asking questions, on writing field notes, and on the transformation of these primary field data into written ethnographic documents. This is a basic requirement for both doing social science research and for becoming an educated consumer of such research.

**ICJ 770: Capstone Course in International Crime and Justice:** This course will synthesize the knowledge and perfect the skills gained throughout master's coursework and allow students to compare and contrast the multidisciplinary perspectives gained throughout their studies. The course will consist of a series of in-depth case studies of research, legal cases, or crime events, viewed from various disciplinary perspectives.
International Criminal Justice, Bachelor of Arts

The major in International Criminal Justice introduces students to the nature and cause of crime at the international level and to the mechanisms for its prevention and control. Components of the criminal justice system as they apply to transnational and international crime are studied, as well as the impact of international law and human rights in addressing crimes against humanity. The major is intended to equip students with the knowledge and skills needed for careers in which the globalization of crime plays an important role. It also is designed to prepare students for advanced work in graduate or professional school.

Learning Outcomes. Students will:

• Define international and transnational crimes.
• Summarize national, bilateral and multilateral responses to such crimes.
• Describe theories for understanding crime and crime control from a global and comparative perspective.
• Use theory to interpret and explain empirical developments in the fields of international criminal justice.
• Critically evaluate the use of such methods by others
• Elaborate informed opinions about issues and ideas in the fields of international criminal justice.

Credits Required.

International Criminal Justice Major 45-56

General Education 42
Electives 22-33

Total Credits Required for B.A. Degree 120

Coordinator. Professor Mangai Natarajan, Department of Criminal Justice (212.237.8673, mnatarajan@jjay.cuny.edu)

Advisor. Ms. Yaritma Cabral, Academic Advisement Center (ycabral@jjay.cuny.edu)

Advising resources. Sample Four-year Program of Study. Course Checklist. International Criminal Justice Advising Resources.

Foreign Language Requirement. Students who have expertise in other languages besides those available at John Jay College can explore taking the NYU Foreign Language Proficiency
Exam or CLEP tests to demonstrate their language proficiency. Native speakers of a foreign language should see the Major Coordinator.

**Additional information.** Students who enrolled for the first time at the College or changed to this major in September 2017 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 at 2016–2017 Undergraduate Bulletin.

**Foundational Courses**

<table>
<thead>
<tr>
<th>Required</th>
<th>(subtotal: 9-15 cr.)</th>
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<tbody>
<tr>
<td>ECO 101 Introduction to Economics and Global Capitalism</td>
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<tr>
<td><em>Or</em></td>
<td></td>
</tr>
<tr>
<td>ECO 120 Introduction to Macroeconomics</td>
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<tr>
<td><em>Or</em></td>
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</tr>
<tr>
<td>ECO 125 Introduction to Microeconomics</td>
<td></td>
</tr>
<tr>
<td>POL 101 American Government &amp; Politics</td>
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<tr>
<td>SOC 101 Intro to Sociology</td>
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</table>

**Mathematics**

May be required depending on math placement

<table>
<thead>
<tr>
<th>MAT 108 Social Science Math</th>
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<tbody>
<tr>
<td>Or</td>
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<tr>
<td>MAT 141 Pre-Calculus</td>
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</tbody>
</table>

Students who have taken higher level math, should see the Major Coordinator

**Foreign Language**

May be required depending on language placement or proficiency

| FLN 102 Beginning Level II Foreign Language                             | (subtotal: 0-3 cr.)  |

**Advisor recommendation:** POL 101 fulfills the Flexible Core: U.S. Experience in its Diversity area and SOC 101 fulfills the Flexible Core: Individual and Society area of the Gen Ed program. Depending on foreign language placement, students may have to take the 101-102 course sequence as prerequisites for the 200-level language requirement. For students that begin at John Jay as lower freshmen, the 101 (or 111) language course satisfies the Flexible Core: World Cultures and Global Issues category and the 102 (or 112) language course satisfies the College Option: Communications category of the Gen Ed program. MAT 108 or MAT 141 also fulfill the Required Core: Math and Quantitative Reasoning area depending on students’ placement scores.
Part One. Core Courses  (subtotal: 9 cr.)

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ICJ 101</td>
<td>Introduction to International Criminal Justice</td>
</tr>
<tr>
<td>ECO 231</td>
<td>Global Economic Development and Crime</td>
</tr>
<tr>
<td>POL/LAW 259</td>
<td>Comparative Criminal Justice Systems</td>
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</table>

Part Two. Foundation Courses  (subtotal: 9 cr.)

Select one in each category

Category A (Select one)

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<tr>
<td>ANT 230</td>
<td>Culture and Crime</td>
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<tr>
<td>POL 250</td>
<td>International Law and Justice</td>
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Category B (Select one)

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<tr>
<th>Course</th>
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<tr>
<td>ECO 245</td>
<td>International Economics</td>
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<tr>
<td>PAD 260</td>
<td>International Public Administration</td>
</tr>
<tr>
<td>POL 257</td>
<td>Comparative Politics</td>
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<td>POL 260</td>
<td>International Relations</td>
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</table>

Category C

Required

<table>
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<tr>
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<th>Title</th>
</tr>
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<tbody>
<tr>
<td>SOC 341</td>
<td>International Criminology</td>
</tr>
</tbody>
</table>

Part Three. Skills Courses  (subtotal: 6-9 cr.)

Category A. Language Skills (0-3 cr.)

Depending on placement

One 200-level foreign language course in any language other than English

Students who have prior knowledge of a foreign language can take a placement exam in the Modern Language Center, (212-484-1140, languagelab@jjay.cuny.edu) to place out of this language requirement. Placement tests are available in: Arabic, Chinese, French, German, Italian, Japanese, Portuguese and Spanish.

Please note: The FLN 201 courses are typically offered in the Fall semesters

Please note: SPA 207, SPA 308 and SPA 335 do NOT fulfill this language requirement. They are taught in English.
Category B. Research Methods (6 cr.)
Required

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>STA 250</td>
<td>Principles and Methods of Statistics</td>
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<tr>
<td>ICJ 310</td>
<td>Foundations of Scholarship in International Criminal Justice</td>
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</table>

Part Four. Specialized Areas (subtotal: 9 cr.)
Students select three courses, with at least one in each category.

Category A. Global Perspectives on Crime
Select at least one

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>COR 303</td>
<td>Comparative Correction Systems</td>
</tr>
<tr>
<td>ECO 260</td>
<td>Environmental Economics, Regulation and Policy</td>
</tr>
<tr>
<td>ECO 327</td>
<td>The Political Economy of Gender</td>
</tr>
<tr>
<td>ECO 333</td>
<td>Sustainability: Preserving the Earth as Human Habitat</td>
</tr>
<tr>
<td>EJS 240</td>
<td>Environmental Crime</td>
</tr>
<tr>
<td>EJS 300</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>HIS 352</td>
<td>History &amp; Justice in Wider World</td>
</tr>
<tr>
<td>HIS 383</td>
<td>History of Terrorism</td>
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<tr>
<td>ICJ 380</td>
<td>Selected Topics in International Criminal Justice</td>
</tr>
<tr>
<td>POL 210</td>
<td>Comparative Urban Political Systems</td>
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<tr>
<td>POL 246</td>
<td>Politics of Global Inequality</td>
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<tr>
<td>POL 320</td>
<td>International Human Rights</td>
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<tr>
<td>POL 325</td>
<td>The Politics of Transnational Crime</td>
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<td>POL 328</td>
<td>Politics of International Security</td>
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<tr>
<td>POL 362</td>
<td>Terrorism and International Relations</td>
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<tr>
<td>PSC 309</td>
<td>Comparative Police Systems</td>
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<tr>
<td>PSC 415</td>
<td>Seminar on Terrorism</td>
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<tr>
<td>SOC 251</td>
<td>Sociology of Human Rights</td>
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<tr>
<td>SOC 275</td>
<td>Political Imprisonment</td>
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<tr>
<td>POL 322</td>
<td>International Organizations</td>
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<tr>
<td>SOC 333</td>
<td>Gender Issues in International Criminal Justice</td>
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<tr>
<td>SOC 335</td>
<td>Migration and Crime</td>
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<tr>
<td>SUS 240</td>
<td>Environmental Crime</td>
</tr>
<tr>
<td>SUS 300</td>
<td>Environmental Justice</td>
</tr>
</tbody>
</table>

Category B. Area/Regional Studies
Select at least one

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AFR 210</td>
<td>Drugs and Crime in Africa</td>
</tr>
<tr>
<td>AFR 220</td>
<td>Law and Justice in Africa</td>
</tr>
<tr>
<td>AFR 229</td>
<td>Restoring Justice: Making Peace and Resolving Conflict</td>
</tr>
<tr>
<td>AFR 320</td>
<td>Perspectives on Justice in the Africana World</td>
</tr>
<tr>
<td>HIS 325</td>
<td>Criminal Justice in European Society, 1750 to the Present</td>
</tr>
<tr>
<td>HIS 359</td>
<td>History of Islamic Law</td>
</tr>
<tr>
<td>HIS 380</td>
<td>The Secret Police in Western Society</td>
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<tr>
<td>LLS 220</td>
<td>Human Rights and Law in Latin America</td>
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</table>
Approved by UCASC, Feb 2, Approved by CGS, Feb 21, to College Council, Mar 19, 2018

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<td>LLS /AFR 232</td>
<td>Comparative Perspectives on Crime in the Caribbean</td>
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**Part Five. Optional Internship**
A highly recommended elective

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<td>Internship in International Criminal Justice</td>
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**Part Six. Capstone Course**
Required

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<tr>
<td>ICJ 401</td>
<td>Capstone Seminar in International Criminal Justice</td>
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**TOTAL CREDIT HOURS: 45-56**
November 9, 2017

Mangai Natarajan, Ph.D.
Director International Criminal Justice BA Program

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

**RE:** BA/MA Dual Degree Program

**Dear Professor Natarajan,**

The IC&J MA faculty had an opportunity to review and discuss the proposal for ICJ BA/MA dual degree between October 16th and November 7th, 2017. Then the ICJ MA faculty had an opportunity to vote on this proposal on November 7th, 2017. With a majority support of 13 core teaching faculty members, the ICJ MA program is delighted to support the proposal for ICJ BA/MA dual degree program.

If you have any further questions please do not hesitate to contact me at any time.

Yours sincerely,

Jana Arsovska, Ph.D.

Director, Master of Arts Degree in International Crime & Justice
Associate Professor, Sociology Department
### Table 1a: Undergraduate/Graduate Program Schedule – Using Internship Option for MA

- **Indicate academic calendar type:**
  - _X_ Semester
  - _X_ Quarter
  - _Trimester_
  - _Other (describe)_

- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2).**

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<td>Col Option: Justice Core First Year Seminar</td>
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<tr>
<td>Flex Core: Creative Expression</td>
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<tr>
<td>POL/LAW 259 Comparative Legal Systems</td>
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- **Term credit total:** 15 15 9 15 15 9

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- **Term credit total:** 15 15 15 15 15 15 3 3

**Table 2: Undergraduate/Graduate Program Schedule – Using Internship Option for MA**

- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2).**
- **Indicate academic calendar type:**
  - _X_ Semester
  - _Quarter_
  - _Trimester_
  - _Other (describe)_

Approved by UCASC, Feb 2, Approved by CGS, Feb 21, to College Council, Mar 19, 2018
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Term credit total: 12 12 9

Check course classifications.

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Program Totals: Credits: 134
Liberal Arts & Sciences: 120
BA-MA Major: 69-75
Elective & Other: 26
### Undergraduate/Graduate Program Schedule – Using Thesis Option for MA

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

- **Label each term in sequence, consistent with the institution’s academic calendar** (e.g., Fall 1, Spring 1, Fall 2).

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</table>
| 3 | X | X | 2 | 259
<p>| Term Credit Total: 12 | Term Credit Total: 12 | Term Credit Total: 12 | Term Credit Total: 12 |
| 9 | 9 | 9 | 9 |</p>
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<thead>
<tr>
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<th>Term: Fall</th>
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<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Course Number &amp; Title</td>
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<tr>
<td>CRJ 716 Statistical Software in CJ</td>
<td>3</td>
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<tr>
<td>X</td>
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<tr>
<td>ICJ 791 Thesis I</td>
<td>3</td>
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<tr>
<td>X</td>
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<tr>
<td>ICJ 792 Thesis II</td>
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<tr>
<td>ICJ 715 Compromise in CJ MA</td>
<td>3</td>
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<td>X</td>
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<tr>
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<td>X</td>
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<td>New</td>
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<th>Liberal Arts &amp; Sciences:</th>
<th>Major:</th>
<th>Elective &amp; Other:</th>
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<tbody>
<tr>
<td>134</td>
<td>123</td>
<td>69-75</td>
<td>26</td>
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</tbody>
</table>
PROPOSAL

TO: UCASC

FROM: Raymond Patton, Director of General Education and the UCASC General Education / Courses Subcommittee

RE: Proposal to revise Learning Outcomes for the 300 Level Justice Core

DATE: February 20, 2018

RATIONALE

In Spring 2017, a group of faculty received a Program Improvement Grant to review the 300-level Justice Core general education requirement. This group was convened in response to the 2015-16 General Education Assessment report, which recommended that faculty review the 300-level Justice Core in order to improve student learning of critical thinking, information literacy, and writing in the general education curriculum. Members of the group included Crystal Endsley (Africana Studies), Melinda Powers (English), Amy Green (ISP), James DeLorenzi, (History), and Raymond Patton (Director of General Education). After discussing the course, student performance, and its role in the curriculum, the faculty participants concluded that the learning outcomes ought to be revised to include the development of critical skills (as indicated below). The proposed outcomes were refined in conversation with other faculty who teach courses in the 300-level Justice Core and with the General Education subcommittee of UCASC.

While maintaining the justice-based theme of the 300-level Justice Core, the proposed outcomes below build on skills developed in 100- and 200-level general education courses in the Flexible Core. Courses that were approved using the original outcomes will not need to be re-approved. Rather, making these skills explicit in the 300-level Justice Core learning outcomes will provide guidance for new courses and new instructors in the 300-level Justice Core, as well as for faculty interested in incorporating skills learning into existing 300-level Justice Core courses. The proposed outcomes will also serve as a starting point for future faculty development work, such as workshops and course materials for incorporating teaching and learning of these skills into 300-level Justice Core courses.

Approved by UCASC, Feb 23, to College Council, March 19, 2018
PROPOSED LEARNING OUTCOMES FOR 300 LEVEL JUSTICE CORE COURSES

A student will:

1. Contextualize and analyze struggles for justice.
2. Discover, gather, interpret, and assess information from a variety of sources, intellectual perspectives, and approaches.
3. Analyze and explain a text or work using methods appropriate for the genre, medium, and/or discipline.
4. Organize and synthesize information and ideas into a coherently structured, thesis-driven, evidence-based argument in oral and written form.

Current 300 Level Justice Core Outcomes:

A student will:

1. Develop an understanding of the social, political, economic, and cultural contexts of the struggles for justice.
2. Analyze how struggles for justice have shaped society and culture.
3. Differentiate multiple perspectives on the same subject.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  

Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

Date Submitted ____ 10-10-17 ____

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:** Africana Studies

b. **Name and contact information of proposer(s)** Jessica Gordon Nembhard & C. Jama Adams

   Email address(es) jnembhard@jjay.cuny.edu; cadams@jjay.cuny.edu

   Phone number(s) _646-557-4658____________________

2. a. **Title of the course:** Africana Youth and Social Justice Struggles

b. **Abbreviated title** (not more than 30 characters including spaces to appear on student transcripts and in CF): Africana Youth & Justice Strugl

   c. **Level of this course**      ____100 Level   XX__200 Level   ____300 Level   ____400 Level

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

   This course introduces students to the historical and contemporary challenges confronting Africana youth at a 200-level in order to provide depth to their analysis and experiential learning, and require longer and more complex assignments. Through the use of primary texts it provides them with a conceptual framework to make sense of specific case studies such as The Marcus Garvey Movement, The Black Panther Party, Black feminism, Black Lives Matter, and other youth initiatives for social justice. Students will write 2 increasingly complex research papers, and a take home final examination; and also reflect on experience garnered through a fifteen-hour service learning project. This is a Sophomore Year Experience course that is scaffolded to continue and expand on the college skills learned in the 100-level AFR123 Freshman Year Experience course (or any of the freshman year courses), and to develop skills to support achieving their academic and professional goals. This course provides a bridge to the 300-level general education courses.

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

The Department of Africana Studies is deepening its offerings in Community Justice and this course will provide students with an intellectually challenging exposure to the theory and practice of social justice from the perspective of the experiences of Africana youth and youth-run organizations.

This course is of advantage to the general student population as it will enrich their sense of the diversity of the struggles for social justice. The principles underlying the content that will be discussed inform all attempts at advocating for justice and will therefore be useful to students interested in social change.

In addition the inclusion of a service learning component immerses students in the actual practice of social justice. This will make the theoretical perspectives relevant to how they think about social justice. They will also have an enlarged view of future career and study possibilities, as part of the Sophomore Year Experience.

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

This course focuses on Africana youth’s struggles for social justice over the past hundred years. Students explore conceptual frameworks to analyze Black youth organizational initiatives around civil rights and community building. Using primary texts, case studies, and a fifteen-hour service learning project, students examine Africana youth agency and change-making from multiple vantage points. They also evaluate their own place in society, actions and personal choices. (Gen Ed Flexible Core, Individual and Society)

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

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

7. Has this course been taught on an **experimental basis**?
   
   XX No
   ___ Yes. If yes, then please provide:

   a. Semester(s) and year(s):

Prepared for UCASC, Dec 15, 2017
b. Teacher(s):
c. Enrollment(s):
d. Prerequisites(s):

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?

At the end of the course, through their comments, written assignments and classroom presentations students will demonstrate the following skill sets:

1. Apply concepts and methods of Africana Studies to exploring the relationship between individual and society.
2. Examine how an individual’s place in society affects their experiences, values, or choices.
3. Gather, interpret and assess information from a variety of sources and points of view.
4. Evaluate evidence and arguments critically and analytically to produce well-reasoned written and oral arguments using evidence to support conclusions.
5. Identify personal academic and/or professional goals, and demonstrate how course content and skills contribute toward achieving goals.
6. Identify and analyze local/national/global trends or ideologies and their impact on individual/collective decision-making

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

   _____ No   _X_ Yes

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

   This course will qualify as an elective in the Africana Studies Minor

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

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

   **Flexible Core:**

   | A. World Cultures and Global Issues |   |
   | B. U.S Experience in Its Diversity |   |
   | C. Creative Expression |   |
   | D. Individual and Society | X |
   | E. Scientific World |   |

Prepared for UCASC, Dec 15, 2017
11. How will you **assess student learning**?

   Daily Quizzes, Worksheets and Journal entries

   **Glossary**:

   Paper 1:

   Paper 2:

   Final Take Home Exam

   Service Learning Project

   Oral Presentation:

   Classroom discussion/participation and small group activities

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 Maureen Richards______

   • Are there adequate resources in the library to support students’ work in the course
     Yes X  No________

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

     ➢ The library catalog, CUNY+ ___X__
     ➢ EBSCOhost Academic Search Complete __X___
     ➢ Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press) __X___
     ➢ LexisNexis Universe ___X__
     ➢ Criminal Justice Abstracts _____
     ➢ PsycINFO __X__
     ➢ Sociological Abstracts ___X__
     ➢ JSTOR ___X__
     ➢ SCOPUS ______

     ➢ Other (please name) ____________________________________________
13. **Syllabus – see attached**

14. Date of **Department curriculum committee** approval **October 10, 2017**

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

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

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

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

   X____Not applicable
   ____No
   ____Yes. If yes, give a short summary of the consultation process and results.

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

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

19. **Approvals:**

   Jessica Gordon-Nembhard, Africana Studies Chair
# CUNY Common Core
## Course Submission Form

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

<table>
<thead>
<tr>
<th>College</th>
<th>John Jay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td>AFR 243</td>
</tr>
<tr>
<td>Course Title</td>
<td>Africana Youth and Social Justice Struggles</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Africana Studies</td>
</tr>
<tr>
<td>Discipline</td>
<td>Multi-disciplinary</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td>ENG 101</td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td>N/A</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course focuses on the struggles for social justice by Africana youth over the past one hundred years. Students will be introduced to a conceptual framework that will equip them to analyze Africana youth and their organizational initiatives around civil rights and community building. Using primary readings, case studies and a fifteen-hour service learning project students will begin to develop an appreciation of their own perspectives on youth oriented struggle from multiple vantage points. (Gen Ed Flexible Core, Individual and Society)</td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td>None</td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max recommended</td>
</tr>
</tbody>
</table>

Indicate the status of this course being nominated:

- [ ] current course
- [ ] revision of current course
- [x] a new course being proposed

## CUNY COMMON CORE Location

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

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- English Composition</td>
<td>- World Cultures and Global Issues</td>
</tr>
<tr>
<td>- Mathematical and Quantitative</td>
<td>- Individual and Society</td>
</tr>
<tr>
<td>Reasoning</td>
<td>- US Experience in its Diversity</td>
</tr>
<tr>
<td>- Life and Physical Sciences</td>
<td>- Scientific World</td>
</tr>
</tbody>
</table>

### D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

<table>
<thead>
<tr>
<th>Students will be able to gather, interpret, and assess information through assignments on:</th>
<th>• Gather, interpret, and assess information from a variety of sources and points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Library visit and data assignment: in week one, students visit the library, with a focus on locating valid sources of data</td>
<td></td>
</tr>
<tr>
<td>• Primary source readings: In weeks 1-6, students will interpret and assess information through class discussions from texts from a variety of disciplinary viewpoints</td>
<td></td>
</tr>
<tr>
<td>• Case studies: In Weeks 6-14, students interpret and assess readings from diverse popular sources, including videos.</td>
<td></td>
</tr>
<tr>
<td>• Students will also gather, interpret, and assess information through their field experiences in their respective service learning projects.</td>
<td></td>
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</table>

<table>
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<tr>
<th>Students will be able to evaluate evidence and arguments critically through:</th>
<th>• Evaluate evidence and arguments critically or analytically.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Writing short analyses critically evaluating arguments and evidence in assigned readings during class quizzes (one in each class)</td>
<td></td>
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<tr>
<td>• Journal entries critically examining evidence gathered from service learning project</td>
<td></td>
</tr>
<tr>
<td>• Two paper assignments requiring students to critically examine justice issues for Africana youth</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Students will learn to produce well-reasoned written or oral arguments using evidence to support conclusions.</th>
<th>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students are required across the semester to write three analyses of a data set and of conceptual materials discussed in class.</td>
<td></td>
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</tbody>
</table>
Students are required to write two papers in which they will produce written arguments based on evidence from course materials. Students are expected to do oral presentations presenting well-reasoned arguments based on textual material and on their service learning project.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Students will satisfy this requirement as follows:</th>
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</thead>
<tbody>
<tr>
<td>◦ Students will learn about and employ the fundamental concepts of the interdisciplinary field of Africana Studies</td>
</tr>
<tr>
<td>◦ Readings and assignments require students to apply the concepts and methods of a variety of social sciences disciplines such as Psychology (Week 4), Political Science/Sociology (Week 5), Economics (Week 6-7), Feminist Studies (Week 11), Masculinities Studies (Week 12).</td>
</tr>
<tr>
<td>◦ Students will critical examine the ways in which their own experiences influenced their interpretation of the data generated from their respective service learning experiences and service learning presentation projects</td>
</tr>
<tr>
<td>◦ Students will examine how social structures affect Africana youth through readings, paper assignments, and discussions</td>
</tr>
<tr>
<td>◦ In analyzing the case studies in weeks 6-12 and the videos students will identify and assess the ethical quality of the responses by the organizations and individuals in the material.</td>
</tr>
<tr>
<td>◦ Students will articulate and assess the ethical roots and implications of justice struggles of Africana youth in paper 1 and 2, and in class discussions</td>
</tr>
</tbody>
</table>

| Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. |
| Examine how an individual's place in society affects experiences, values, or choices. |
| Articulate and assess ethical views and their underlying premises. |
AFR 243: Africana Youth and Social Justice Struggles

Meeting Time:

Faculty name: Jessica Gordon Nembhard, C Jama Adams
Office: NB: 9.63
Office Hours: Tuesdays 4:15 – 5:30 PM; Thursdays 1:40 – 2:40 PM or by appointment
Office telephone: (646) 557-4658
Email Address: jnembhard@jjay.cuny.edu or Cadams@jjay.cuny.edu

Course Description

This course focuses on Africana youth’s struggles for social justice over the past hundred years. Students explore conceptual frameworks to analyze Black youth organizational initiatives around civil rights and community building. Using primary texts, case studies, and a fifteen-hour service learning project, students examine Africana youth agency and change-making from multiple vantage points. They also evaluate their own place in society, actions and personal choices. (Gen Ed Flexible Core, Individual and Society)

Learning Outcomes
At the end of the course, through their comments, written assignments and classroom presentations students will demonstrate the following skill sets:

1. Gather, Interpret and Assess information from a variety of sources and points of view
2. Apply concepts and methods of Africana Studies to exploring the relationship between individual and society.
3. Evaluate evidence and arguments critically and analytically to produce well-reasoned written and oral arguments using evidence to support conclusions.
4. Identify personal academic and/or professional goals, and demonstrate how course content and skills contribute toward achieving goals.
5. Examine how an individual’s place in society affects their experiences, values, or choices.
6. Identify and analyze local/national/global trends or ideologies and their impact on individual/collective decision-making
COURSE REQUIREMENTS:

Details for all of these assignments will be given in separate instructions posted on Black Board and that will be discussed in class

1. SERVICE LEARNING PROJECT: 20% of final grade.
   Each student is required to do a 15 hour service learning /community project beginning no later than 9/15/18 and completed by 11/30/18. These hours should be spread across the semester and not left to the last month. Students will meet with the professor to discuss their interests and will be assisted in finding a placement. Students will be expected to maintain a journal and give periodic reports in class. There will be a final class presentation during the last two weeks of class. (See below: SERVICE LEARNING PRESENTATION).

START DATE: NO LATER THAN 9/15/18
FINISH DATE: NO LATER THAN 11/30/18

2. PAPER ONE: Two pages: 5% of final grade
   Based on the assigned readings and classroom discussions discuss three features of social justice. Also discuss two ways in which social justice has impacted your life. Finally discuss one way in which you have fought for social justice.

DUE DATE: 10th September 2018

3. PAPER TWO: Six pages: 15% of final grade
   Define capitalism and structural racism and discuss three ways in which they influence the development and well-being of Africana youth.

DUE DATE: 25th October 2018

4. SERVICE LEARNING PRESENTATION: 8 minutes: 5% of final grade.
   Students will give individual 8 minute multimedia presentation of an analysis and reflection on their service learning project.

DATE OF PRESENTATION: Last two weeks of class.

5. FINAL: 20% of final grade
   This is a series of short answer responses about core concepts and case studies that will be administered on the day of the final. Students will be given the questions at least two weeks before the examination.

6. GLOSSARY: 10% of final grade
You must keep an up to date glossary of concepts that are discussed in class and in the assigned readings. Working on your glossary will enable you to better understand the material. It will also improve the quality of your oral and written statements. You should use these concepts in your writings. Update your glossary every weekend and ensure that you always have a typed and printed up to date copy when you come to class. I will from time to time examine your glossary.

DUE DATE: First class each week
The glossary should include a brief 1-sentence or phrase definition of the word or concept, and then include an explanation of how the word relates to our course topic(s), 2-3 sentences in length and in your own words. List 2-5 words per class (minimum 60 words by the end of the semester (for a grade of C), 75-80 words well defined for a grade of “A”).

7. QUIZZES: 15% of final grade
There will be a short quiz at the beginning of each class to keep you writing and thinking, and that will assess your familiarity with the assigned readings and the topics discussed.

8. CLASSROOM PARTICIPATION: 10% of final grade
It is important that you share your perspectives on the assigned work including your experiences in the field. We will frequently break into small group discussions. I will expect you to actively participate in class.

GENERAL GUIDELINES

1. PORTFOLIO
Purchase a journal notebook – a spiral notebook with folders is best. The notebook will contain your portfolio: all of your quizzes, group work, papers, glossary, and anything else the professor will read and grade. Bring the journal to each class. Make an appointment to see the professor at least once during the semester to discuss the content of your portfolio. DO NOT wait until the end of semester.

2. CRITICAL THINKING
Your final grade will reflect the degree to which you do the assigned readings, think critically, participate, write well and attend your service learning project. Coherent and thorough arguments are welcome. Credit will be given for consistent attempts to present ideas in class.

3. ASSISTANCE WITH WRITING: The Writing Center:
Students are encouraged to visit the Writing Center for help before completing any of the written assignments. Specialists at the Writing Center can help you plan your papers and
save you time in the long run. The Writing Center phone number is: 212-237-8569. Four receipts proving attendance at the Writing Center can earn you extra percentage points.

4. CLASSROOM BEHAVIOR
Students are expected to arrive at class prepared to work. While we will engage in spirited debate, we will always endeavor to address each other in a respectful manner. I expect all students to participate in classroom discussions. Students are expected to stay awake in class. I expect cell phones and other electronic devices to be switched off during class. I do not expect students to be leaving class to answer their cell phones or to be attending to these devices while in class.

5. ATTENDANCE/PUNCTUALITY
Attendance/Lateness: Students who routinely miss classes or arrive late tend not to know what is going on. As a result they do poorly when we have discussions and they score poorly on assignments. Be punctual and attend all classes. Note that 25% of your final grade is based on in-class activities.

6. LIFE CHALLENGES:
Life challenges: While I expect you to do all the required work for the class I know you live busy and responsible lives. At times there are going to be crises, you might be ill or some other stressful event will occur. Either let me know that you are having a problem—I don’t need to know the details- or speak to someone at the
   ▪ Wellness Center L. 68.00:
   ▪ 212-237-8111
   ▪ http://www.jjay.cuny.edu/wellness-resources.

   They have a lot of resources that can assist you. A lot. You don’t have to suffer quietly on your own as there are folks at John Jay who will assist you and keep your business private. So ask for help if you need it. Avoid waiting until the last minute.

7. CUNY’s Non-Discrimination Policy:
“The University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University." The use of epithets or demeaning terms for anyone based on sexual orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process. This will not be tolerated in my class and is unacceptable behavior on our campus. Mine is a safe classroom where professor and students mutually engage in respectful discourse and supportive, constructive exchanges that create and maintain a classroom environment that is truly conducive to teaching and learning.

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

- Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.
- It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.
- Students who are unsure how and when to provide documentation is advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(From the John Jay College of Criminal Justice Undergraduate Bulletin)

Grade Distribution

Daily Quizzes, Worksheets and Journal entries: 15 points
Glossary: 10 points
Paper 1: 10 points
Paper 2: 15 points
Final Take Home Exam: 15 points
Community Service: 20 points
Oral Presentation: 5 points
Classroom discussion/participation and small group activities: 10 points
Total 100 points

Point Conversion to Grade:
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
D 63.0-69.9  F Below 63

Reminder:
A = Excellent  B = Good
C = Satisfactory  D = Passing
F=Failure/Unsuccessful

READING ASSIGNMENTS

Readings and materials come from journal articles, chapters in books, media.

Materials will be posted on Blackboard. This course management website is free. All students are required to get to know the site immediately. Weekly assignments, supplemental articles,
course updates, course documents and/or links, discussion boards, and other sources to help you and to keep the class in communication with each other are posted on this site. Many required assignments will be given on this site. A copy of this syllabus will also be on the site. Please take your time to learn and utilize the class website. DO NOT WAIT until the last minute to become familiar with this website.

❖ READ EACH ASSIGNED READING AT LEAST TWICE.
❖ MAKE DETAILED NOTES ON WHAT YOU HAVE READ.
❖ DO NOT SIMPLY HIGHLIGHT. MAKE NOTES
❖ BRING THE ASSIGNED READING TO CLASS AND BE PREPARED TO CITE FROM IT TO MAKE YOUR POINT.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK:1.1</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>• Overview</td>
</tr>
<tr>
<td></td>
<td>• Brief lecture on the interdisciplinary approach of Africana Studies</td>
</tr>
<tr>
<td></td>
<td>• Introductions</td>
</tr>
<tr>
<td></td>
<td>• Service Learning process</td>
</tr>
<tr>
<td></td>
<td>• CLASS DISCUSSION</td>
</tr>
<tr>
<td></td>
<td>1. Class breaks into groups of five</td>
</tr>
<tr>
<td></td>
<td>3. Faculty facilitated discussion of struggle for resources, authority fairness and dignity.</td>
</tr>
<tr>
<td>WEEK:1.2</td>
<td>Library visit with a focus on locating valid sources of data on themes to be discussed in class. Worksheet.</td>
</tr>
<tr>
<td>WEEK: 2.1</td>
<td>BASIC CONCEPT: Youth activism</td>
</tr>
<tr>
<td></td>
<td>What are four important features of youth activism?</td>
</tr>
<tr>
<td></td>
<td>Read:</td>
</tr>
</tbody>
</table>
Week: 2.2

BASIC CONCEPT: Youth activism

Identify four themes that these artists are articulating about struggle and activism. Relate it to issues raised in the reading.

**Watch and listen:** Sam Cooke: *A change is going to come:*
[https://www.youtube.com/watch?v=wEBlaMOmKV4&list=RDwEBlaMOmKV4](https://www.youtube.com/watch?v=wEBlaMOmKV4&list=RDwEBlaMOmKV4)

**Watch and listen:** Be free: J. Cole
[https://www.youtube.com/watch?v=9VzpCmRtCL0](https://www.youtube.com/watch?v=9VzpCmRtCL0)

**Read lyrics:** Be free: [https://www.youtube.com/watch?v=y9XJRSp3Xtg](https://www.youtube.com/watch?v=y9XJRSp3Xtg)


---

WEEK: 3.1

BASIC CONCEPT: Youth activism

Read:

**CORE POINTS:**

The Gordon piece is about how politicization and helping Black youth see themselves as activists helps to motivate them to stay in school. It also provides examples of politicization and activism outside of school that can impact commitment and achievement in school. Students should reflect on what activism means, be able to discuss examples of Black student activism, and should examine relationships between activism and/or politicization and school achievement.


---

Week: 3.2

BASIC CONCEPT: Youth activism
<table>
<thead>
<tr>
<th>WEEK: 4.1</th>
<th>BASIC CONCEPT: Capitalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the images of the video and the lyrics: Based on the readings, what principles of capitalism can you identify at work?</td>
<td></td>
</tr>
<tr>
<td>Read:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK: 4.2</th>
<th>BASIC CONCEPT: Capitalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the assigned reading identify three ways in which neoliberalism has impacted your life</td>
<td></td>
</tr>
<tr>
<td>Read:</td>
<td></td>
</tr>
</tbody>
</table>

| WEEK: 5.1 | BASIC CONCEPT: Oppression and the struggle for equity of rights: Equality of Justice: Opportunities and Outcomes. |
## CORE POINTS:

Based on the assigned readings students should analyze how caring relationships, community connections, political consciousness and cultural identity help Black youth resist marginalization and confront inequality. Are there examples in your own life?

Read:


<table>
<thead>
<tr>
<th>Week: 5.2</th>
<th>BASIC CONCEPT: Structural racism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the readings below identify four features of structural racism?</td>
<td></td>
</tr>
<tr>
<td>Think of three ways in which structural racism or discrimination has impacted your life.</td>
<td></td>
</tr>
<tr>
<td>Read:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK:6.1</th>
<th>CASE STUDY: Historical perspectives: Universal Negro Improvement Association and the Young Negroes’ Co-operative League</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the economic agendas of the Universal Negro Improvement Association and the Young Negroes’ Co-operative League. Why is trade with Africa</td>
<td></td>
</tr>
</tbody>
</table>
important to one group, and democratic ownership important to the other?

Read:

4. [link]

WATCH:

1. Listen and Read: Bob Marley: Redemption Song [link]
2. RBG-Marcus Garvey Story 3 of 5. [link]

WEEK: 6.2 and 7.1

CASE STUDY: Contemporary Youth Cooperative Economic Development.

How did the student founders of Toxic Soil Busters and Food from the ‘Hood use cooperative business development to address problems in their communities and at the same time develop their own organizing and business skills. What impact did they have? Read:

2. Grayson, Jaynelle. 2012. “Food from the ‘Hood” in Chicken Soup for the African American Soul. [link]

WATCH

3. Toxic Soil Busters: read “About” and watch the Toxic Soil Buster’s Story: [link]
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
3. WATCH: The Rise and Fall of Jim Crow | PBS | ep 4 of 4. [https://www.youtube.com/watch?v=vadRcW_r-SE](https://www.youtube.com/watch?v=vadRcW_r-SE) |
| 8.1  | Discussion of service learning experiences to date; Small group discussions. Midterm course evaluation. | |
WATCH:  

Worksheet 76
### WEEK: 9.1

**Black youth and resistance: The social programs of the Black Panthers**

**Read:**

### WEEK: 9.2

**CASE STUDY: Black Lives Matter**

**Read:**

### WEEK: 10.1

**CASE STUDY: Black Lives Matter**

**Read:**

**WATCH:**

**Worksheet**

### WEEK: 10.2

**CASE STUDY: Historical and contemporary perspectives on the struggle for education**

**Read:**
<table>
<thead>
<tr>
<th>WEEK:11.1</th>
<th>CASE STUDY: Black Feminism: Historical perspectives</th>
</tr>
</thead>
</table>
           | 2. “Scratching the Surface: Some Notes on Barriers to Women and Loving.” Pp.45-52  
| WATCH:    | 1. Black Panther Woman Speak on Feminism.  
           | https://www.youtube.com/watch?v=rSSYLu_yRhA  
           | 2. These Women Were the Unsung Heroes of the Black Panther Party.  
           | https://www.youtube.com/watch?v=91mFsflywXE |
| Worksheet |                                                                   |

<table>
<thead>
<tr>
<th>WEEK:11.2</th>
<th>CASE STUDY: Black Feminism: Contemporary perspectives</th>
</tr>
</thead>
</table>
| WATCH:    | Beyoncé. Lemonade.  
           | https://www.youtube.com/playlist?list=PLxKHVMqMZqUSPF11Gh0KqDfOGhb9Vv5E |
           | http://www.bellhooksinstitute.com/blog/2016/5/9/moving-beyond-pain |
| Worksheet |                                                                   |

<table>
<thead>
<tr>
<th>WEEK:12.1</th>
<th>CASE STUDY: Black masculinities</th>
</tr>
</thead>
</table>
           | Transforming Anthropology Vol. 6, Nos.1 & 2, pp. 36-53.  
<pre><code>       | In, Kirkland Vaughans &amp; Warren Spielberg (Eds.), The Psychology |
</code></pre>
<table>
<thead>
<tr>
<th>WEEK:12.2</th>
<th>What does race have to do with sports? How do issues in sports games reflect racial and social tensions and issues? How have sports players resisted racism and/or struggled to address inequality?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Read</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK:13.1</th>
<th>Wrap up, Reflection, Small group discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK:13.2</td>
<td><strong>Oral Presentations.</strong></td>
</tr>
<tr>
<td>WEEK:14.1</td>
<td><strong>Oral Presentations</strong></td>
</tr>
<tr>
<td>WEEK:14.2</td>
<td><strong>Oral Presentations.</strong></td>
</tr>
<tr>
<td>WEEK: 15</td>
<td><strong>Final</strong></td>
</tr>
</tbody>
</table>
New Course Proposal Form

Date Submitted 2/08/2018

1. a. Department(s) or program(s) proposing this course: Mathematics and Computer Science
   
   b. Name and contact information of proposer(s): Konstantinos Georgatos
      
      Email address(es): kgeorgatos@jjay.cuny.edu
      Phone number(s): 212-237-8822

2. a. Title of the course: Data Analysis
   
   b. Abbreviated title (not more than 30 characters including spaces to appear on student transcripts and in CF): DATA ANALYSIS
   
   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:

   The entire mathematical skill set acquired by each student during their progress through the major must be brought to bear upon analyzing large amounts of information –both structured and unstructured- quickly. For this reason, the course is the capstone course of the Data Science Concentration of the recently approved Applied Mathematics BS Major.

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

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

   This course is the capstone course of the Data Analysis Concentration of the recently approved Applied Mathematics BS Major. It integrates a variety of acquired mathematical and computer science skills to develop algorithms for analyzing data and making optimal decisions based on the information at hand.

   The most important but implicit consequence of the course is that students are compelled to synthesize their mathematical, statistical and computer science knowledge thereby allowing
them to appreciate these subjects from a unified point of view making for a truly summative experience.

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

This course will use statistical and other mathematical tools to extract useful information from collected data, yielding deeper insights that allow for better decision-making and predictability. Ethical and risk considerations of sharing data will also be discussed, along with relevant technologies such as anonymizing and encrypting applications. Topics include regression, matrix representation, clustering, classification, graph representations, and data visualization. This course will also have a computational component using statistical software.

5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites): ENG 201, MAT 244 Calculus IV, MAT 302 Probability & Mathematical Statistics II, MAT 3xx Multivariate Analysis, CSCI 362 Databases & Datamining

6. Number of:
   a. Class hours  _3___
   b. Lab hours  ______
   c. Credits  _3___

7. Has this course been taught on an experimental basis?
   _X__ No
   ____ Yes. If yes, then please provide:
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

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

   - Effectively use modern software tools for statistics and visualization
   - Make predictions using a variety of regression methods, find clusters in data, and build models that classify new data
   - Represent causality among data using graphs
   - Analyze the ethical issues and the role of data analysis in society.
9. Will this course be part of any **major(s), minor(s) or program(s)**?

   ___ No
   _X_ Yes

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

   This course will be required, in fact it is the capstone course, for the data science track (Concentration A) in the applied mathematics major; and will be an elective for the mathematics minor.

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

    There will be two methods of student learning assessment: formal and informal.

    Formal assessment consists of exams, projects and quizzes.

    **Exams:** There will be two exams during the semester and a final exam. The final exam will be cumulative.

    **Projects:** Every two weeks a project using the statistical programming language R will be assigned. The purpose of these assignments is to familiarize students with data analysis in a practical setting.

    Each of these projects also includes a writing component. Students will be required to submit a written report of their work which must include a clearly defined statement of objectives, a summary of the methodology employed, a concise statement of the results of their analysis, and any further conclusions. A one paragraph abstract summary is also part of the writing assignment. These assignments are intended to provide a practicum of the writing skills that are expected of contemporary mathematicians whether they be employed in the public or private sectors. Individuals today are expected to communicate their endeavors with precision and clarity. These written reports are an important way of inculcating the necessary style and logic of scientific exposition.

    **Weekly Quizzes:** Every week a 10-minute quiz will be given. The questions on the quizzes will be from topics covered during the previous week.

    Informal assessment consists of class summaries and hardest point votes.

    **Summaries:** At the end of each class, students will be asked to write a summary of maximum two sentences of the material presented.

    **Hardest points:** Weekly, students will be polled for the hardest points they encountered during the week. Polling will be online.

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

- If yes, please state the librarian’s name_____________________________________
- 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.
  X   The library catalog,  —   LexisNexis Universe
      CUNY+  —   Criminal Justice
      —   EBSCOhost  Abstracts
      Academic Search  —   PsycINFO
      Complete  —   Sociological
      —   Electronic  Abstracts
      encyclopedia  X   JSTOR
      collections (e.g.  X   SCOPUS
      from Gale; Sage;  X   Other (please
      Oxford Uni Press)  name)  IEEE Village

12.  Syllabus – see attached

13.  Date of Department curriculum committee approval __2/7/2018________________

14.  Faculty - Who will be assigned to teach this course? Professors Georgatos, Johnson and Chandrantha

15.  Is this proposed course similar to or related to any course, major, or program offered by any other department(s)? How does this course differ?
    _X_ No
    _____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

16.  Did you consult with department(s) or program(s) offering similar or related courses or majors?
    _X_ Not applicable
    _____No
    _____Yes. If yes, give a short summary of the consultation process and results.

17.  Will any course be withdrawn, if this course is approved?
    _X_ No
    _____Yes. If yes, number and name of course(s) to be withdrawn.

18.  Name of Chair: Douglas Salane, Chair, Math & Computer Science Department

Approved by UCASC, Feb 23, to College Council, March 19, 2018
Instructor:
Office:
Office Phone:
E-mail:
Office Hours:

Course Description: This course will use statistical and other mathematical tools to extract useful information from collected data, yielding deeper insights that allow for better decision-making and predictability. Ethical and risk considerations of sharing data will also be discussed, along with relevant technologies such as anonymizing and encrypting applications. Topics include regression, matrix representation, clustering, classification, graph representations, and data visualization. This course will also have a computational component using statistical software.

Learning Outcomes: By the end of the term the successful student will be able to do the following:
1. Effectively use modern software tools for statistics and visualization
2. Make predictions using a variety of regression methods, find clusters in data, and build models that classify new data
3. Represent causality among data using graphs
4. Analyze the ethical issues and the role of data analysis in society.

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

Course Prerequisite: ENG 102/201, MAT 244, MAT 302, MAT 3XX (Multivariate Analysis), CSCI 362

Textbooks:


Articles to be discussed for Ethics Case Studies:

Big Data Comes to the Farm, Sowing Mistrust: Seed Makers Barrel Into Technology Business
http://www.wsj.com/articles/SB10001424052702304450904579369283869192124
Monsanto Co., DuPont Co. and other companies roll out "prescriptive planting" technology that aggregates farming data but farmers are leery of the potential misuses of data.

Is Privacy Dead?
Instagram, Facebook and the Ethics of privacy

Anonymizing Healthcare Data: A Case Study on the Blood Transfusion Service
Privacy concerns of the blood transfusion information-sharing system and the major challenges that make traditional data anonymization methods not applicable.

Online Resources:

We will be using R a free software environment for statistical computing and graphics. It compiles and runs on a wide variety of UNIX platforms, Windows and MacOS. If you have questions about R, like how to download and install the software, or what the license terms are, please visit
https://www.r-project.org/

We will also be using a wiki-style site designed for student collaboration called Piazza. You can post questions about assignments here, and answer the questions of others. This should be your first stop when you're stuck on an assignment, or feel like talking about the material.

https://piazza.com/jjay.cuny.edu/fall2015/csci360/home

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

Projects: Every two weeks a project using the statistical programming language R will be assigned. You need to submit both the code you used as well as the output of the program. Graphs and visuals should be on separate sheets. The purpose of these assignments is to familiarize students with data analysis in a practical setting. Plagiarism will result in a zero on the assignment, and possibly an F in the course.

Weekly Quizzes: Every week (except during exam weeks), a 10-minute quiz will be given. The questions on the quizzes will be from topics covered during the previous week. It is important to arrive on time for the quizzes. If you arrive late, you will not get extra time.

Determination of Final Grade: The seven projects will be worth 35% of the course grade; the two midterms will each be worth 15% of the course grade; the weekly quizzes will be worth 15%
of the course grade and the final exam will be worth 20% of the course grade. Final overall grades determined by the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall percentage at least needed</th>
<th>Up to overall percentage needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
<td>92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.1</td>
<td>89.9</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>87</td>
</tr>
<tr>
<td>B-</td>
<td>80.1</td>
<td>82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.1</td>
<td>79.9</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
<td>77</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
<td>72.9</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59.9</td>
</tr>
</tbody>
</table>

**College wide policies for undergraduate courses**

**Incomplete Grade Policy:** An Incomplete Grade may be given only to those students who would pass the course if they were able to satisfactorily complete the course requirements. It is within the discretion of the faculty member as to whether or not to give the grade of Incomplete.

**Extra Work During the Semester:** Any extra credit coursework opportunities during the semester for a student to improve his or her grade must be made available to students at the same time. Furthermore, there is no obligation on the part of any instructor to offer extra credit work in any course. The term “extra credit work” refers to optional work that may be assigned by the instructor to all students in addition to the required work for the course that the student must complete. It is distinguished from substitute assignments or substitute work that may be assigned by the instructor to individual students, such as make-up assignments to accommodate emergencies or to accommodate the special circumstances of individual students.

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

**Statement of the College Policy on Plagiarism:** Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source.
Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

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

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

Daily Schedule starts next page
## MAT 4XX DATA ANALYSIS

### Daily Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Coverage</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Working With Data: Sources for Data, Cleaning and Conditioning, Sampling, Types of Data</td>
<td>(DA) pp.485-497</td>
</tr>
<tr>
<td>2</td>
<td>Lab: Dot and Jitter Plots, Histograms, Kernel Density Estimates, Rank-Order plots. NumPy</td>
<td>(DA) pp. 11-45</td>
</tr>
<tr>
<td>3</td>
<td>Concepts, Instances and Attributes: Supervised Learning, Classification, Other Views of Learning</td>
<td>(DM) pp.39-60</td>
</tr>
<tr>
<td>4</td>
<td>Lab: Scatter plots, Smoothing, Logarithmic Plots, Graphical Representations</td>
<td>(DA) pp. 47-66</td>
</tr>
<tr>
<td></td>
<td><strong>Project one assigned</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Linear Model: Linear Classification, Non-separable Data, Perceptrons</td>
<td>(LFD) 77-82</td>
</tr>
<tr>
<td>6</td>
<td>Lab: The Perceptron Model, The Pocket Algorithm</td>
<td>(LFD) 82-87</td>
</tr>
<tr>
<td>7</td>
<td>The Linear Model: Linear Regression, Generalization Issues</td>
<td>(LFD) 82-87</td>
</tr>
<tr>
<td>8</td>
<td>Lab: Linear Regression</td>
<td>(DA) pp. 62-66</td>
</tr>
<tr>
<td></td>
<td><strong>Project one due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Project two assigned</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>EXAM 1</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The Linear Model: Logistic Regression, Predicting a Probability, Gradient Descent, Stochastic Gradient Descent</td>
<td>(LFD)pp. 88-99</td>
</tr>
<tr>
<td>11</td>
<td>Lab: Logistic Regression (Spam Classification)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The Linear Model: Nonlinear Transformation, Computation and Generalization</td>
<td>(LFD) pp. 88-99</td>
</tr>
<tr>
<td>13</td>
<td>Lab: Adaptive Linear Neuron algorithm (stochastic gradient descent)</td>
<td>(LFD) pp.110</td>
</tr>
<tr>
<td></td>
<td><strong>Project two due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Project three assigned</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Knowledge Representation: Tables, Linear Models, Trees, Rules</td>
<td>(DM) pp. 61-72</td>
</tr>
<tr>
<td>15</td>
<td>Knowledge Representation: Rules, Instance-Based Representation, Clusters, Inferring Rudimentary Rules</td>
<td>(DM) pp.72-90</td>
</tr>
<tr>
<td>16</td>
<td>Ethics Case Study: Prescriptive planting technology</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Lab/Lecture: Naïve Bayes for Document Classification</td>
<td>(DM) pp. 90-99</td>
</tr>
<tr>
<td></td>
<td><strong>Project three due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Project four assigned</strong></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td><strong>EXAM 2</strong></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Decision Trees</td>
<td>(DM) pp. 99-107</td>
</tr>
<tr>
<td>20</td>
<td>Instance Based Learning (KNN)</td>
<td>(DM) pp. 131-139</td>
</tr>
<tr>
<td>21</td>
<td>Clustering</td>
<td>(DM) pp. 138-141</td>
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<td>22</td>
<td>Lab: Finding Clusters</td>
<td>(DA) pp. 293-320</td>
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<td><strong>Project four due</strong></td>
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<td><strong>Project five assigned</strong></td>
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<td>23</td>
<td>Ethics Case Study: Instagram, Facebook, and privacy</td>
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<td>24</td>
<td>Overfitting: Regularization</td>
<td>(LFD) pp. 1119-132</td>
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<td>25</td>
<td>Lab: Linear Models with Weight Decay</td>
<td>(LFD) pp. 132-136</td>
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<td><strong>Project five due</strong></td>
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<td><strong>Project six assigned</strong></td>
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<td>Validation: The Validation Set, Model Selection, Cross Validation</td>
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<td>Ethics Case Study: Anonymizing Healthcare Data</td>
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<td>28</td>
<td>Review for final exam</td>
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<td>28</td>
<td><strong>Project six due</strong></td>
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<tr>
<td>29</td>
<td><strong>FINAL EXAM</strong></td>
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</table>
Course Revision Form

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

Date Submitted: February 20, 2018

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

2. Contact information of proposer(s):
   
   Name(s): Doug Salane
   Email(s): dsalane@jjay.cuny.edu
   Phone number(s): 212-237-8836

3. Current number, title, and abbreviated title of course: **CSCI 271, Introduction to Computer Science**

4. Current course description:

   Computer problem solving and programming in a high level language such as C++ are introduced. Algorithmic problem solving and basic programming techniques are emphasized. Problems are solved using methods such as top-down design and stepwise iterative refinement. Programming topics include basic data types, operators and expressions, control structures, functions, arrays and pointers. Students are introduced to a modern program development environment in the computer lab and are expected to complete several programming projects.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101 and MAT 105

5. Describe the nature of the revision: To change the prerequisites to allow only STEM majors to enroll in the class without permission

6. Rationale for the proposed change(s): The Introduction to Computer Science (CSCI 271) course is designed for first year computer science majors. When the General Education requirements were revised a few years ago, the CSCI 271 course was put in as a STEM variant in the Scientific World category of the flexible core part of the revised General Education
program. As a result the CSCI 271 course was overwhelmed with students who were not computer science majors and many of these students did not do well in the class. To remedy this situation, the department designed a new course, The Nature of Computers and Computation (CSCI 171), for students looking for a computing course in the general education program. The requested prerequisite change will ensure that non-STEM majors will enroll in the proper computing general education course.

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

   a. Revised course description: NA
   b. Revised course title: NA
   c. Revised abbreviated title (original can be found on SIMS, max of 20 characters including spaces!): NA
   d. Revised learning outcomes NA
   e. Revised assignments and activities related to revised outcomes NA
   f. Revised number of credits: NA
   g. Revised number of hours: NA
   h. Revised prerequisites: ENG 101, MAT 105 and must be a declared major or minor in one of the following programs: Applied Mathematics, Cell and Molecular Biology, Computer Science and Information Security, Forensic Science, Toxicology or permission of the department.

8. Enrollment in past semesters: Approximately 8-10 sections are offered each semester

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

   Yes ___X__ This course is a STEM variant for the Flexible Core: Scientific World Category

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 2/15/18

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

    Douglas Salane, Math & Computer Science Department

Approved by UCASC, Feb 23, to College Council, March 19, 2018
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: 1/18/18

1. Name of Department or Program: History

2. Contact information of proposer(s):

   Name(s): Matthew Perry  
   Email(s): mperry@jjay.cuny.edu  
   Phone number(s): 212.237.8814

3. Current number, title, and abbreviated title of course: HIS 240, Historiography

4. Current course description:

   The study of history has changed a great deal since the mid-20th century, and the scholarly field currently embraces studies in intellectual, world, military, economic, social, and cultural history, as well as more narrowly identified studies in specific fields, such as the history of medicine or the history of war. This class introduces students to the most common approaches to the study of history, including cultural, social, political, economic, gender and sexuality, and military, encouraging them to consider what kind of history each approach values and to understand its strengths and limitations. This course acts as a bridge in the history major, moving students from simply learning history to learning the significant approaches to doing it. By the end of the course, students will understand the plethora of approaches available to studying history, know when to use which approach and why, and be ready to begin historical investigations of their own.

   a. Number of credits: 3

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

   c. Current prerequisites: ENG 101, HIS 150

5. Describe the nature of the revision: Change prerequisite to “Any 200-level HIS course”
6. Rationale for the proposed change(s):

We are eliminating the “introductory” course for the Global History major—HIS 150 (Doing History)—as a degree requirement so the prerequisites for this course must be adjusted.

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 abbreviated title: 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 101 and any 200-level or above HIS course**

8. Enrollment in past semesters: 20-30 students

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

   No ___X___ Yes ______ If yes, please indicate the area:

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: Dec. 7, 2017

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

   Matthew Perry, Department Chairperson
   Michael Pfeifer, Major Coordinator
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: 12.5.17  

1. Name of Department or Program: Interdisciplinary Studies  

2. Contact information of proposer(s):  
  
  Name(s): Nina Rose Fischer  
  Email(s): nrose@jjay.cuny.edu  
  Phone number(s): 212-237-8461  

3. Current number, title, and abbreviated title of course: ISP 160 The Twentieth Century: A Decade in Depth  

4. Current course description:  

Many current events, challenges, and innovations have their roots in the tumultuous political, social, scientific, and cultural upheavals of the 20th century. This course focuses in depth and across disciplines on the significance of a single decade of that century, such as the "Roaring Twenties"; the 1930s and the Great Depression; the 1940s and World War II; the 1950s and the Cold War; or the "Revolutionary" Sixties. This course fulfills the College Option: Learning from the Past category of the Gen Ed Program.  

a. Number of credits: 3  

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

c. Current prerequisites or co-requisites: ENG 101 (co-requisite)  

Approved by UCASC, Feb 23, to College Council, March 19, 2018
5. Describe the nature of the revision: We are changing the course level from 100- to 200-level and adding ENG 101 as the course prerequisite.

The following changes were made to raise the syllabus to the 200 level (they are highlighted in the syllabus):

- Additional required reading;
- Weekly papers; scaffold final research paper and presentation; and
- Collaborative presentation of research findings.

6. Rationale for the proposed change(s):

We discovered in teaching the course that students needed better foundational academic skills and experience to succeed. We have also had numerous inquiries about the course from non-ISP students and upper-level ISP Minors. Our 100-level classes are restricted to our first-year cohort. Moving this course to the 200-level will place more – and more appropriate – students in the class. This will also increase the 200-level offerings in the Learning from the Past area of the College Option. More students will then have a 200-level course to fit between the 100-level Justice Core course and the 300-level Justice Core course thereby building academic skills in a nicely scaffolded way.

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

a. Revised course description: n/a

b. Revised course title: n/a

c. Revised abbreviated title: n/a

d. Revised learning outcomes:

Students will:

a) demonstrate knowledge of formative events and intellectual developments in the 1960s such as the Vietnam War, the Civil Rights movement, the Prague Spring and youth culture.

b) analyze the significance of major historical developments in the 1960s through short bi-weekly papers in which they will identify the thesis and/or arguments of the readings.

c) differentiate multiple perspectives on the same subject by reading primary and secondary sources from different perspectives.

d) write a final research paper based on scaffolded assignments

e) collaborate on a final presentation of research findings including a timeline of major events in the specified decade.

f. Revised assignments and activities related to revised outcomes:

Approved by UCASC, Feb 23, to College Council, March 19, 2018
The reading and writing assignments are challenging and suppose that students have acquired a 100-level knowledge base and academic skills. The emphasis on encouraging students to go beyond foundational academic skills in reading comprehension, thesis development and evaluation of evidence will prepare students for more challenging college work and the content will familiarize them with touchstone events in history. The revised syllabus includes the addition of Henry Finder (Editor), *The 60s: The Story of a Decade* (Random House Books, $23.03, ISBN-10: 0679644830) and a structured presentation assignment based on the book.

Students’ will have a scaffolded final research paper. The paper will be 5-7 pages using sources listed above from the class, as well as at least one primary source and other outside sources from their own research. The final presentation will be a collaborative multi-media project that will creatively demonstrate the collective knowledge of the group linking the past with the present.

f. Revised number of credits: n/a

g. Revised number of hours: n/a

h. Revised prerequisites: ENG 101

8. Enrollment in past semesters: 32

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

This course is already approved for the College Option: Learning from the Past category.

10. Does this change affect any other departments?

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

11. Date of Department or Program Curriculum Committee approval: 12.6.17

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

   Katie Gentile, Interim Chair, Department of Interdisciplinary Studies

Approved by UCASC, Feb 23, to College Council, March 19, 2018
John Jay College of Criminal Justice

Fall 2017

The Twentieth Century: One Decade in Depth-- The Sixties
ISP 2xx
Tues: 11-1:30/ 3:00p-5:30p
Room
NB1.100

Faculty

Gerald Markowitz
Email: gmarkowitz@jjay.cuny.edu
Office: 06.65.06 New Building
Building
Phone: 212-237-8458
Office Hours: Tues 3–5 and by appt.
by appt.

Susannah Crowder
Email: scrowder@jjay.cuny.edu
Office: 06.65.02 New
Building
Phone: 212-237-xxxx
Office Hours: Tues 3–5 and

Course Description

Many current events, challenges, and innovations have their roots in the tumultuous political, social, scientific, and cultural upheavals of the Twentieth Century. This course focuses in depth and across disciplines on the significance of a single decade of that century, such as the “Roaring Twenties;” the 1930s and the Great Depression; the 1940s and World War II; the 1950s and the Cold War; or the “Revolutionary” Sixties.

***

Additional Course information

This semester we will focus on the 1960s, a period of tumultuous change both at home and abroad. In this decade individuals, groups, and even whole countries were forced to re-examine long-held beliefs, cultural assumptions, social structures, and political alliances.

Learning Outcomes

Students will:

   a) demonstrate knowledge of formative events and intellectual developments in the 1960s such as the Vietnam War, the Civil Rights movement, the Prague Spring and youth culture.

   b) analyze the significance of major historical developments in the 1960s through short bi-weekly papers in which they will identify the thesis and/or arguments of the readings.

   c) differentiate multiple perspectives on the same subject by reading primary and secondary sources from different perspectives.

   d) write a final research paper based on scaffolded assignments

Approved by UCASC, Feb 23, to College Council, March 19, 2018
f) collaborate on a final presentation of research findings including a timeline of major events in the 1960s.

In addition to the assigned readings and papers, oral and written work during class periods will be designed to facilitate and evaluate progress toward these objectives. Student’s work will culminate into a final research paper and collaborative presentation through the scaffolding of the weekly papers that will include a timeline of the 1960’s. All administrative matters, including grading, will be discussed during the first class. Some of the rules for the course are covered below.

ISP RESOURCES
The ISP faculty and staff are here to support your success. In case of problems that may jeopardize your progress in this course,

1. Keep in touch with your professors. Contact information is at the top of the syllabus and on blackboard.
2. Contact ISP Administrator, Ms. Acuna: 212 237-8460; pacuna@jjay.cuny.edu, Room 06.65.01.

Required Reading

Students will need to purchase the following books:

All the other readings for this course are available on the course Blackboard site. These short excerpts must be printed out and brought to class on the assigned day:
- Taylor Branch, *Parting the Waters: America in the King Years*, Chapter 7, “The Quickening,” pp. 272-311
- Paul Goodman, “The Poverty of the Great Society” (1965);
- Thomas Merton, “Rain and the Rhinoceros,” The Technological Imperative,“ and “Events and Pseudo-Events”
- Tom Hayden, Welfare Liberalism and Social Change” (1966)
- Mark Kurlansky, *1968: The Year that Rocked the World*, chapters 5-8 (pp. 81-143)

Redstockings Manifesto
Nancy MacLean, *Freedom Is Not Enough: The Opening of the American Workplace* (excerpts)
- “Cable from Taylor to President Kennedy on Introduction of Troops,” and “Report by Vice President Johnson on His Visit to Asian Countries,” (1961)
S. Olson and Randy Roberts, “The Road to My Lai,”
Maurice Isserman and Michael Kazin, America Divided, 3rd ed., Chapter 14 (269-300)

Schedule

The following are the readings to be completed by the indicated class period. As the course relies on classroom participation rather than lectures, it is essential to do the readings, bring the readings to class and come to class on time. Different pairs of students choose a short story weekly from The 60s: The Story of a Decade and present the thesis, supporting evidence and how it relates to the weekly topic to the class.

Week 1 Introduction: The Promise of the Sixties
Week 2 Overview: Promise and Disillusionment in the Sixties
   Reading Ron Kovic, Born on the 4th of July
   Assignment Due: Summarize the main thesis and supporting evidence in Born on the 4th of July and conclude with a personal evaluation of the text’s strengths, weaknesses, and persuasiveness (2 pages). First paper to scaffold final research paper through the themes from Born on the Fourth of July.

Week 3 Racism and the Sixties: Promise
   Reading: Taylor Branch, Parting the Waters: America in the King Years, Chapter 7, “The Quickening,” pp. 272-311 (on Blackboard).
   Visit from librarian to discuss databases and other library resources for scaffolded research paper.

Week 4 Racism and the Sixties: Culture
   Reading: James Baldwin, The Fire Next Time (1963)
   Assignment Due: Summarize the main thesis and supporting evidence in The Fire Next Time and conclude with a personal evaluation of the text’s strengths, weaknesses, and persuasiveness. (2 pages). Second paper to scaffold final research paper through the themes from Fire Next Time.

Week 5 Racism and the Sixties: Disillusionment
   Reading and listening: Martin Luther King, “I’ve Been to the Mountaintop” (1968) and Stokely Carmichael, “Black Power” (1966) (Both available as text and mp3s at www.americanrhetoric.com)

Week 6 Protest, Personal Liberation and the Sixties: U.S. Culture I

Approved by UCASC, Feb 23, to College Council, March 19, 2018

Assignment Due: After reading the three texts above, compare and contrast their main themes. What types of evidence does each author use to bolster his/her case? Discuss the ways in which each text furthers or impedes the arguments presented by the other texts. Which do you find most persuasive and why? (3 pages). Third paper to scaffold final research paper through the themes from the comparison of the texts.

Week 7
Protest, Personal Liberation and the Sixties: U.S. Culture II
Reading: Tom Hayden, Welfare Liberalism and Social Change” (1966) (On Blackboard)

Week 8
Protest, Personal Liberation and the Sixties: Prague Spring I
Reading: Mark Kurlansky, 1968: The Year that Rocked the World, chapters 5-8 (pp. 81-143) (On Blackboard)

Assignment Due: What social and political forces does the author argue come together to fuel the events he details? What evidence does he provide? What does he say are the long term consequences of these particular historical events? (2 pages). Fourth paper to scaffold final research paper through the political forces and long-term consequences of these events.

Week 9
Protest, Personal Liberation and the Sixties: Prague Spring II
Reading: Vaclav Havel, “On the Theme of an Opposition (April 1968) and “Letter to Alexander Dubcek (1968) (On Blackboard)

Week 10
Protest, Personal Liberation and the Sixties: The Women’s Movement
Reading: Redstockings Manifesto; Nancy MacLean, Freedom Is Not Enough: The Opening of the American Workplace (excerpts) (On Blackboard)

Assignment Due: After reading the texts, outline the various circumstances that propelled the Women’s Movement. What do you think made women angry? What solutions were proposed? How do you think changes in the status of women made in the 1960s affect your life today? (2-3 pages) Fifth paper to scaffold final research paper through the experience of women in the 1960’s and the way the themes resonate today.

Week 11
Vietnam and the Sixties: Promise
Reading: “Cable from Taylor to President Kennedy on Introduction of Troops,” and “Report by Vice President Johnson on His Visit to Asian Countries,” (1961) (On Blackboard)
Week 12  The Sixties: Culture and the Arts
Assignment Due: On Blackboard you will find a list of links to sixties protest music and visual art. Choose one song or work of art, describe it, and explain its message in the context of the protest movements we have studied. (3 pages). Sixth and final paper to scaffold final research paper through the artistic expression of the 60’s. This art form can also be incorporated into the final multimedia collaborative presentations.

BRAINSTORM compelling themes of the course/decade. Students get into groups based on the topic that interests them. Introduce the FINAL: students write a paper individually and do a multimedia presentation about this topic that will include their diverse perspectives. Discuss how the students thread together all six papers to write their research paper.

Week 13  Vietnam and the Sixties: Disillusionment
Reading: James S. Olson and Randy Roberts, “The Road to My Lai,” (On Blackboard); Re-Read Kovic, Born on the 4th of July

Week 14  Conclusion: The Disillusionment of the Sixties
Reading: Maurice Isserman and Michael Kazin, America Divided, 3rd ed., Chapter 14 (269-300) (on Blackboard)

Week 15  Conclusion: Presentation of Students’ work: “Illustrated Timeline of Events, Ideas and Movements of the 1960s” and multi-media presentations

Final:
Timeline
Students will complete an illustrated time line of events, ideas and movements of the 1960s. Students will write a two-page summary of the Timeline that should reflect serious thought and engagement with the issues raised in the assigned reading. This timeline and the students’ weekly writing assignments will contribute to the body of the final research paper and presentation.

Paper
The paper will be 5-7 pages using at least a total of 10 sources including sources from the class, a primary source (i.e. an interview) and other outside sources from their own research. The students will choose a specific aspect of the decade to write about in more depth using content and themes from the four papers completed throughout the semester. The paper will include a thesis, supporting evidence and a conclusion that expresses how the topic has relevance today.

Presentation

Approved by UCASC, Feb 23, to College Council, March 19, 2018
The final presentation will be a collaborative multi-media project that will creatively demonstrate the collective knowledge of the group incorporating aspects of the timeline of the 1960’s, linking the past with the present. The presentation can be a video, short play, poem etc.

Course Requirements

Responsibility for all reading and writing assignments will lie with the student. Please consult your syllabus at all times.

1) You must attend class having read all the assignments. You will also be expected to engage fully in class discussions. Classes will be run as discussions not lectures. The quality of your class participation will affect your final grade.

2) Academic Integrity: Plagiarism is an 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:
   a. Copying another person’s actual words without use of quotation marks and citations attributing the words to their source.
   b. Presenting another person’s ideas or theories in your own words without acknowledging the source.
   c. Using information that is not common knowledge without acknowledging the source.
   d. Failing to acknowledge collaborators on homework 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 bulletin, p. 89)

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

3) Writing Tutors: Students are encouraged to consult the writing center tutor if they are experiencing difficulties planning or writing their assignments, or if they would simply like to improve their writing.

Grading

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<thead>
<tr>
<th>Grading Criteria</th>
<th>Grading</th>
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<tbody>
<tr>
<td>A, A- (90+)</td>
<td>Excellent</td>
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<tr>
<td>B+ (85-89)</td>
<td>Very Good</td>
</tr>
<tr>
<td>B, B- (80-84)</td>
<td>Good</td>
</tr>
<tr>
<td>C+,C,C-(70-79)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D+,D, D-(60-69)</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Final Grades will be based on the following:

- Short (2-5 pp) Papers  60%
- Final Paper and Presentation  25%
- In class participation
and behavior 15%

Class Decorum
Attendance: Students are allowed only two absences. (Each class is a double period.) Three absences will lead to automatic course failure.

Lateness: You must make it to class on time. Three late arrivals count as one absence. If you are more than 30 minutes late, you will be marked absent.

Students with a documented, ongoing serious health issue, which may affect their attendance, should speak with the professors and the program counselor.

Class Conduct: General Rule – Please be considerate to your fellow students; do not disrupt class.

Absolutely no cell phone use in class. If you do not comply with this you will be asked to leave the class and marked absent.

Absolutely no text messaging in class. Texting in class will lower your final grade.

No eating in class.

No disruptive behavior in class. This includes personal discussions or cross-talking.
To: UCASC  
From: Academic Standards Subcommittee  
Re: Revision to the Baccalaureate Majors Policy  
Date: February 14, 2017

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Declaration of Major

Students declare select a major upon application to the College. Although students may change their major at any time, they must be declared in a major before the completion of 60 credits. Transfer students entering with 60 credits or more must be declared in their major before the end of their first semester at John Jay.

Students who fail to declare a major by the time they earn 60 credits will have a registration hold placed on their records and any TAP financial aid awarded will be removed.

Students are urged to consult with an academic advisor or major coordinator to plan their courses of study. Students may also consult DegreeWorks, an online tool, available through CUNY at http://www.cuny.edu. Be aware that individual courses may have their own prerequisites. Students are advised to read carefully all course descriptions in this bulletin and consult DegreeWorks when planning their schedules in addition to consulting with an advisor.

Please note: ENG 101 is a prerequisite for students wishing to enroll in 200-level courses, and ENG 201 is a prerequisite for students wishing to enroll in 300-level courses or above.

To declare or change a major, a student should fill out an Undergraduate Declaration of Major Form and submit it to Jay Express Services. The major declaration form must be submitted within the first 21 days of classes to apply to a Fall or Spring semester. Forms submitted after this deadline will be held until the subsequent semester. The form is available on the Jay Stop website at http://jstop.jjay.cuny.edu/forms/Declaration_of_Major.pdf.

John Jay College of Criminal Justice offers the following majors for baccalaureate degree candidates:

- Anthropology (BA)
- Applied Mathematics: Data Science and Cryptography (BS)
- Cell and Molecular Biology (BS)

Approved by UCASC, Feb 23, to College Council, March 19, 2018
Computer Science and Information Security (BS)
Criminal Justice (Crime Control and Prevention) (BA)
Criminal Justice (Institutional Theory and Practice) (BS)
Criminal Justice Management (BS)
Criminology (BA)
Culture and Deviance Studies (BA)
Economics (BS)
English (BA)
Fire and Emergency Service (BA) (next year will be: Emergency Services Administration (BS)
Fire Science (BS)
Forensic Psychology (BA)
Forensic Science (BS)
Fraud Examination and Financial Forensics (BS)
Gender Studies (BA)
Global History (BA)
Human Services and Community Justice (BS) (to be added next year)
Humanities and Justice (BA)
International Criminal Justice (BA)
Latin American and Latina/o Studies (BA)
Law and Society (BA)
Philosophy (BA)
Police Studies (BS)
Political Science (BA)
Public Administration (BS)
Security Management (BS)
Sociology (BA)
Spanish (BA)
Toxicology (BS)

**Rationale:** The Bulletin does not provide enough guidance about the implications and processes for declaring the major. Although the majority of students declare their major upon matriculation, many students change their major in sophomore and junior year. However, state financial aid regulations require all students to declare their major by the 60 credit point. The new policy language communicates the importance of declaring the major, including the potential loss of TAP eligibility and extending one’s time-to-degree. The new language is also comparable with the major declaration information at other senior colleges. Lastly, the new language provides a submission deadline for the major declaration form. Although students can submit the form at any time, Jay Express only processes forms received within the first three weeks of any semester due to the impact on financial aid.

**Effective date:** September 2018

Approved by UCASC, Feb 23, to College Council, March 19, 2018
To: UCASC  
From: Academic Standards Subcommittee  
Re: Revision to the Double Majors Bulletin Language  
Date: February 14, 2018

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UG Bulletin Info w Changes for 2018-19

**Double Majors**

John Jay College permits double majors for students who have earned at least 12 college credits. No more than two courses may be shared by (credited to) both majors. Double majors are permitted when students elect majors that are 45 credits or less. **Students electing to double major in an area where the major requires more than 45 credits must receive approval from the Dean of Undergraduate Studies. Students need to earn a 2.0 in each major and a cumulative GPA of 2.0.** Students who complete the requirements for two majors will receive one diploma indicating the first degree earned. Both majors completed will be indicated on the transcript.

When a student completes the requirements for two majors from different award designations, such as Forensic Psychology (BA) and Criminal Justice Management (BS), the degree associated with the primary major will be awarded and a notation of completion of all requirements of the second major will be made on the transcript.

If the student wishes to receive the degree associated with the second major, he or she may request through Jay Express Services that the second major be switched to the primary major. This request must be made prior to graduation; no changes of degree will be made retroactively.

Approved by UCASC, Feb 23, to College Council, March 19, 2018
Optionally, the student may receive two degrees and two diplomas. In order to receive two degrees (BA and BS), the student must complete an **additional** 30 credits in residence beyond the 120 required for the first bachelor’s degree. **Students who earn their first bachelor’s degree from John Jay and return to earn a second bachelor’s at the college**. These second baccalaureate degree students are not subject to the two course overlap limitation between their degrees.

**Students pursuing double majors must meet with the Major Coordinator or Advisor in each of their intended majors to develop their degree plans.**

**Rationale:** The changes to this policy provides the Undergraduate Dean with flexibility to approve degree programs with majors above 45 credits, addresses the unintended impact of the Rabinowitz memo, specifies GPA requirements, and clarifies major advisement information. First, the new language would permit the Dean’s Office to approve students pursuing double majors in programs above 45 credits based on an assessment of the student’s record, consultation with the academic departments, and advisement with the student. The Office of Undergraduate Studies has received one or two waiver requests each year. These students had high GPAs, were aware of their time-to-degree, consulted with their departments, and had clear career motivations. As the analysis of double majors at the college shows, these students are strong performers and very few have been dismissed from the college. Second, the original policy was designed to protect students from large degree plans with little room for non-major courses. The concern was that students would not understand they could not finish their program in 120 credits. At the time this applied to majors such as Cell and Molecular Biology (69-71), Computer Science and Information Security (57-60), Forensic Science (70-76), Fraud Prevention (54), and Toxicology (66-68). The recent effort to address hidden prerequisites in the Rabinowitz Memo, however, now means that majors with a smaller range of credits such as Forensic Psychology (43-52) and International Criminal Justice (45-56) are also prohibited. Third, language was added to specify the GPA requirements for double majors as it was unclear that students need to have 2.0 and above in both majors in order to receive the credential. Lastly, as students are bound to the requirements of two majors, language was added to underscore the importance of major advisement and degree planning in both programs.

FYI, since 2014 John Jay has awarded 116 degrees where students have earned two major. In the 2016-17 academic year, 41 double majors were awarded, the highest number to date.

**Effective date:** September 2018

Approved by UCASC, Feb 23, to College Council, March 19, 2018
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 submitted to the Office of Graduate Studies: 2/15/18
Date of Program Approval: 2/14/18
Date of CGS Approval: 2/21/18

1. Contact information of proposer(s):

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Email(s)</th>
<th>Phone number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Gabrielle Salfati</td>
<td><a href="mailto:gsalfati@jjay.cuny.edu">gsalfati@jjay.cuny.edu</a></td>
<td>212-237-8770</td>
</tr>
</tbody>
</table>

2. Course details:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Course Prefix &amp; Number</th>
<th>Course Title</th>
<th>Catalog Description</th>
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</thead>
<tbody>
<tr>
<td>MA Forensic Psychology &amp; MA Forensic Mental Health Counselling</td>
<td>PSY 770</td>
<td>Positive Psychology: The Science of Well-Being &amp; Flourishing</td>
<td>Positive Psychology, also known as the Science of Happiness, is the science of promoting well-being and optimized lives. It is a branch of psychology that uses scientific understanding and interventions to aid in the achievement of a flourishing life. As such it provides an additional piece to psychology by focusing not on the treatment of dysfunction, but rather on the enhancement and strengthening of human functioning. The course will go through the latest in the empirical evidence of the field, and will evaluate this in relation to theory and issues related to the field of practice. The course also introduces some of the assessments and tools used in the field that aim to uncover purpose and meaning, strengths and resilience, and many other aspects of assessment aimed at building wellbeing and flourishing. The course will provide students with the opportunity to explore and experience some of the toolkits for themselves in relation to their own lives, and also aims to explore how positive psychology can impact individuals, clients, communities and organizations in a positive way.</td>
</tr>
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</table>

Pre- and/or Corequisites (specify which are pre, co, or both) | N/A
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).

Positive psychology is the study of personal strengths, as well as conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions. It is a branch of psychology that uses scientific understanding and interventions to aid in the achievement of a flourishing life. As such it provides an additional piece to psychology by focusing not on the treatment of dysfunction, but rather on the enhancement and strengthening of human functioning. It is however a descriptive science rather than a prescriptive science, and allows for each individual to tailor the application of the principles as it suits their own lives or roles best, to achieve flourishing.

Much of psychology as we research, teach and apply it, especially within the area of forensic psychology and counselling, follows the traditional medical model of assessment of human dysfunction, and treatment and management of this dysfunction. And most of our courses focus on clients, be they victims or offenders. Very little is taught on personal skills that are the foundation of good and healthy practice. Positive psychology, a relatively new area within psychology, suggest that we need a more systemic approach to dealing with human functioning, and that to more fully enable human beings to be productive in their personal and professional lives, it needs to go beyond simply removing ills, and add the element of skills and awareness that allow human beings to be resilient and flourish. Often popularly referred to as the science of “happiness”, Positive Psychology is the science of promoting well-being and optimized flourishing lives.

Our current students often leave John Jay into jobs and careers in the criminal justice system that center on high risk populations and situations such as mental health and crime, and are often entering jobs that require long or shift hours in high risk and high stress situations such as prisons, hospitals, law enforcement and the courts, and working with clients facing emotional, psychological and legal challenges. It is well documented that professionals within these fields often suffer high levels of stress, exhaustion and burnout due to the emotional nature of their jobs. Practitioners in these fields therefore benefit from high levels of resilience skills in order to withstand the demands of these types of careers.

To function in these environments and be able to deliver high quality services based on the education that John Jay provides its students, and for our graduates to enjoy the careers and live lives that are fulfilling in parallel to their careers, it is paramount that they develop a high level of resilience and well-being resources. High functioning and resilient practitioners not only are able to protect their own well-being, but also lead to professionals who lead with a disposition and energy that has a positive impact on their clients and organizations, and as such function at a higher level of effectiveness as professionals, and in addition possess the toolkits to advise their clients and organizations to flourish. It is therefore key that we offer a course that enables students to access and develop this toolkit of resilience skills that will support them as they move into their professions and engage with their clients and organization.
John Jay serves a student body who are often balancing numerous personal responsibilities such as families, jobs and finances, alongside their studies, often necessitating high levels of adaptability, and resilience. As a college it is our mission to support and equip our students with key skills that will support and enable them to flourish and fully engage and optimize their time as students, whilst also provide key skills for them to bring into their working lives. Learning about wellness and resilience tools has the added benefit of allowing students to apply these immediately during their course of study, and studies have shown that this can increase productivity and increase overall student success during their time in college.

4. **Degree requirements satisfied by the course:**

3.0 credits towards MA in Forensic Psychology or MA in Forensic Mental Health Counseling

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

Yes _______ No ___x____

Is scheduled to be taught as an experimental course in Summer 2018

If yes, please provide the following:

I. Semester(s) and Year(s): Summer 2018
II. Teacher(s): Professor C. Gabrielle Salfati
III. Enrollment(s):
IV. Prerequisite(s):

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 be introduced to the main scientific areas underpinning Positive Psychology, and will gain an understanding of how different intervention tools can be used to build resilience and flourishing in self and others.

The course will go through the latest in the empirical evidence of the field, and will evaluate this in relation to practical issues in the field of practice with areas of forensic psychology and psychology in general. The course also introduce the assessments and tools used in the field that aim to uncover the main facets of positive psychology. These include purpose and meaning, values and strengths, grit and resilience, and many other aspects of assessment aimed at assessing and building wellbeing and flourishing.

The course will be experiential in nature and will provide students with the opportunity to explore the toolkits for themselves, and also aims to explore how positive psychology can impact individuals, communities and organizations in a positive way. As such the course aims to provide both life skills as well as professional skills relevant to all areas of psychology.

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

The course aims to introduce students to a new emerging field in psychology, recently highlighted as an important new focus by the American Psychological Society. They will gain the understanding of how the field of psychology is a continuous evolving field of
science, that goes alongside evolutions in the general scientific community, based on the latest cultural trends and scientific research findings. They will additionally gain an understanding of how to integrate old approaches with new approaches, and learn the benefit of this as both scientists and practitioners to stay on top of the latest findings and practices in the field. Throughout, students will be asked to evaluate the emerging thoughts and results coming out of this field by evaluating the methodologies and results, and the course aims to provide a forum for students to develop the understanding of what encompasses an open-minded academic dialogue.

Beyond the subject matter specific part of the course, the course also aims to provide important training that will enable students to engage and function at their best in their professional careers as psychologists, and also in thinking of ways in which they impact their interactions with clients and key stakeholders.

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

Full learning outcomes outlined in the syllabus, with link to how students will achieve them.

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

The top three textbooks in the field are currently being reviewed as the main textbook for the course, and one will be chosen based on content and price, and availability as e-book (in order of current preference). The current syllabus is based on the Heffernon & Boniwell text.


The course is aimed to be taught as a hybrid or online course. As such all readings and other supporting informational material, will be housed online. Other required and recommended readings will be listed in the course Blackboard site, and will all be accessible through the library, or will be made available as downloadable PDF’s. These additional readings will be key texts or research pieces from the prominent authors and researchers in the field. In addition to readings, the learning will be supplemented by videos. These videos will consist of lectures by the instructor that aims to summarize the topic of the week and provide an overview, as well as lectures by the most prominent thought leaders in the field as well as the key researcher, often through such mediums as keynotes and TED talks.

Every topic will be structured in a similar way to provide consistency, as well as diversity of types of material, to not only make the course engaging and allow for many different mediums appealing to different learning styles, but also so that students gain an understanding that knowledge is disseminated in many ways.
A typical topic will be structured in the following way:

- An introduction to the topic provided as a summary at the start of the weekly topic on Blackboards, including key issues being explored, and key learning outcomes that will be obtained
- Chapter(s) from textbook as an introduction to the topic, and a summary of the key issues and learning points
- Additional key scientific readings from journals providing specific examples of studies, methodologies and results
- Videos by instructor that provides a lecture overview of the topic and the bigger picture, punctuated with key studies and research to back it up
- Videos by key thought leaders and the top researchers in the field, usually in the format of TED talks, keynotes, and documentaries
- An exercise introducing students to some of the tools and assessments used to evaluate the issues highlighted in the topic, where they will have the opportunity to use them and discuss results, and discuss their value for use in practice and research
- A quiz aimed at testing key knowledge and concepts
- A Q&A where students can start conversations on any of the issues brought up in the topic, and develop an academic discussion and exploration around them. Some of these discussions may be prompted by the instructor with key questions, and may ask students to provide input on their continuous learning and ask them to explore the literature to back up the material with additional examples of research, literature, videos, and tools they have found. As such student will be encouraged to become active learners, and learn ways in which they can continue their own learning once the course finishes, and as they continue into their careers.

**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.

Once a coursebook has been chosen, the library will be consulted regarding making copies available.

8. **Identify and assess the adequacy of available library resources**

   a. **Databases**

      The most exhaustive Psychology databases are available in the library. For any articles not available, PDF copies will be made available by instructor. See #7 above for details.

   b. **Books, Journals and eJournals**

      The most exhaustive Psychology databases are available in the library. For any articles not available, PDF copies will be made available by instructor. See #7 above for details.
9. **Identify recommended additional library resources**

   N/A. All additional materials will be available through URL links.

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

    1-2 copies of textbook.

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).

    N/A. See #7 above.

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:**

    Dr. C. Gabrielle Salfati
    - Full Professor of Psychology
    - Has been incorporating professional skills training in courses for many years, with student feedback stressing the usefulness of this as take-away life and professional skills that they can apply to their time of study as well as future jobs.
    - Is a certified Applied Positive Psychologist (CAPP, February 2018) and also a certified & licensed Bounce Back Better Positive Psychology Resilience Trainer (B3, May 2018)
    - Extensive and advanced expertise in best practices in hybrid & online delivery (PI on Pedagogy and Technology Training(PATT) faculty development program, Tech Fee funded 2014-2017) and online course development in conjunction with John Jay Online (Certificate in Investigative Psychology, Professional Studies), and can deliver the course in both formats it will encompass (hybrid & in the future, fully online)
    - Has numerous awards in teaching and mentoring excellence.

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:**

    N/A
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.

A full syllabus has been attached. Page numbers for textbook have been included for the most likely textbook being considered for the course. This may be modified once final textbook is chosen. See #7.
Title of course:

PSY770 Positive Psychology: The Science of Well-Being & Flourishing

Instructor:

Professor C. Gabrielle Salfati

Semester & Classroom:

Summer 2018
Classroom to be confirmed

Format:

This section of the course will be taught in a HYBRID format, which means that the course is structured to be taught in-person in the classroom, and also online.

Other sections of the course may be offered fully online. The two formats contain the same information and assignments. The only difference will be the format of the exercises.

The course is structured over 15 sessions. In a semester-long course this will be equate to 15 weeks. In summer/winter sessions, it will equate to 15 days (Mon-Fri) spread over 3 weeks. When taught as a 3-week intensive, it is expected that students will engage full-time throughout the full 3 weeks, at the equivalent number of hours for a normal 1-semester course. This translates as the equivalent to each day of the course encompassing the same amount of work (class time, study time, and out of class group work time) you would normally engage in during a full week in a full-semester course.

Contact Information & Office hours:

Office: NB10.63.21    Office phone: 212-2378770    Email: gsalfati@gmail.com

Q & A. Blackboard will be the main area of communication for the course - and will be conducted via the Course Discussion Board. All general course questions should be addressed to the Blackboard discussion board under the appropriate section. The aim is that students fully engage with the course through discussion, and therefore all questions regarding the course will be dealt
with in the course environment and be accessible to all students. All response times to any Q&A postings will be responded to within 24 hours during Monday-Friday 9-5 workhours. Office hours will only be for personal issues or matters too sensitive, or irrelevant for the course Q&A Bb forum, and are by appointment only. Requests should be sent via the email function in blackboard. Depending on the issue, a meeting can be arranged by phone/video-chat/in-person, or can be resolved by email.

Textbooks & Readings:

You can purchase the book online through John Jay [www.JohnJayBooks.com](http://www.JohnJayBooks.com) or through book vendors such as Amazon. Other required and recommended readings are listed in the week-by-week section of Blackboard, and can be accessed through the library, or are available as downloadable PDF’s.


Course Description

What is Positive psychology: The following 5 minute video provides an overview of Positive Psychology and provides a good introduction to the course. I would recommend that you view it prior to the start of the course: [https://www.youtube.com/watch?v=1qJvS8v0TTI](https://www.youtube.com/watch?v=1qJvS8v0TTI)

Positive Psychology as a new approach to practice: The following is a 20 minute TED talk “The new era of positive psychology“ by Dr Martin Seligman, prior President of APA, and one of the founders of Positive Psychology is a good overview of the focus and objectives of this course. In it he discusses positive psychology as a field of study and how it is a new direction in psychology which is moving away from human functioning as a disease model towards one of promoting flourishing, and we can apply it to practice. I would recommend you also view this prior to the start of the course: [https://www.youtube.com/watch?v=9FBxfd7DL3E](https://www.youtube.com/watch?v=9FBxfd7DL3E)

Positive Psychology is the scientific study of the strengths that enable individuals and communities to thrive. It is the study of personal strengths, as well as conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions. It is a branch of psychology that uses scientific understanding and effective intervention to aid in the achievement of a satisfactory life, rather than merely treating mental illness. It is a descriptive science rather than a prescriptive science, and allows for each individual to tailor the application of the principles as it suits their own lives best, to achieve flourishing.

Much of psychology as we research, teach and apply it, especially within the area of forensic psychology and counselling, follows the traditional medical model of assessment of human dysfunction, and treatment and management of this dysfunction. And most of our courses focus on clients, be they victims or offenders. Very little is taught on personal skills that are the foundation of good and healthy practice. Positive psychology, a relatively new area within psychology, suggest that we need a more systemic approach to dealing with human functioning, and that to more fully enable human beings to be productive in their personal and professional lives, it needs to go beyond simply removing ills, and add the element of skills and awareness that allow human beings to be resilient and flourish. Often popularly referred to as the science of “happiness”, Positive Psychology is the science of promoting well-being and optimized lives.
Professionals within the caring professions, particularly in the sub-field of Forensic Psychology often work with challenging and high risk populations and in situations such as mental health and crime, and are often entering jobs that require long or shift hours in high risk and high stress situations such as prisons, hospitals, law enforcement and the courts, and working with clients facing emotional, psychological and legal challenges. It is well documented that professionals within these fields often suffer high levels of stress, exhaustion and burnout due to the emotional nature of their jobs. Practitioners in these fields therefore need high levels of resilience skills and resources in order to withstand the demands of these types of careers, protect their own well-being. Healthy and flourishing people lead to professionals who lead with a disposition and energy that has a positive impact on their clients and organizations, and as such function at a higher level of effectiveness as professionals, and in addition possess the toolkits to advise their clients and organizations to flourish.

This course aims to provide students with both critical life skills for leading a mentally healthy and flourishing life, and will allow students to explore what their life purpose is, and how they can bring this to their future careers. It will also focus on key skills that allow them to become resilient and positive practitioners, with a tool kit of skills that will allow them to have a positive impact on work with clients and organizations.

According to research in positive psychology, well-being is not only valuable because it feels good, but also because it has beneficial real-world consequences, including:
- Better performance at school, sports, and work
- Reduced risk of dropping out of school
- More satisfying relationships
- Fewer sleep problems
- Lower levels of burnout
- Better self-regulation and coping abilities
- Less depression and anxiety
- Better physical health outcomes, including fewer reported illnesses

In addition to the implication on personal wellbeing, positive psychology practices and interventions have important implications for institutional applications:
- Schools can educate students for flourishing as well as for workplace success. The skills of well-being can be taught.
- Strengths, grit, and resilience can be cultivated and taught proactively to clients
- Workplaces can improve performance as well as raise employee well-being
- Therapists can nurture their patients’ strengths to prevent mental illness and enhance flourishing, as well as heal damage.
- Communities can encourage public service and civic engagement

The foundation of Positive Psychology is based on the PERMA model, which includes five core element of psychological well-being and happiness. This model can be applied to individuals as well as institutions to develop programs to help people develop new cognitive and emotional tools. In addition, a 6th element has now been added by researchers to this model following the latest in mind-body medicine, resulting in the PERMA-V model.

For an overview of PERMA, and how it relates to creating flourishing individuals, you can watch this 20 minute video: [https://www.youtube.com/watch?v=iK6K_N2qe9Y](https://www.youtube.com/watch?v=iK6K_N2qe9Y)

The 6 components of the PERMA-V model will be covered in this course and includes:
P - Positive Emotion: This element of the model is one of the most obvious connections to happiness. Being able to focus on positive emotions is more than just smiling, it is the ability to be **optimistic** and view the past, present, and future in a positive perspective. This positive view of life can help in relationships, work, and inspire a person to be more creative and take more chances. In everyone’s life, there are highs and lows, focusing on the lows increase the chances of developing depression, therefore, it is important to have the tools to focus on the high and positive aspects of life. There are also many **health benefits to optimism** and positivity. Positive emotion is needed, as when someone enjoys the tasks in their lives they are more likely to persevere and battle challenges through creative and alternative solutions.

E – Engagement: It is important in our lives to be able to find activities that needs our full engagement. Engagement in the activities in our lives is important for us to learn, grow and nurture our personal happiness. We all need something in our lives that entirely absorbs us into the present moment, creating a ‘flow’ of blissful immersion into the task or activity. This type of ‘flow’ of engagement is important to stretch our intelligence, skills, and emotional capabilities.

R – Relationships: Relationships and social connections are one of the most important aspect of life. Humans are social animals that thrive on connection, love, intimacy, and a strong emotional and physical interaction with other humans. Building positive relationships with your parents, siblings, peers, and friends are important to spread love and joy. Having strong relationships gives you support in difficult times.

M – Meaning: Having a purpose and meaning is important to living a life of happiness and fulfillment. To understand the greater impact of your work and why you chose to the pursuit that work will help you enjoy the tasks more and become more satisfied and happier.

A – Accomplishments: Having goals and ambition in life can help us to achieve things that can give us a sense of accomplishment. Learning how to set and meet goals are at the heart of success. Having accomplishments in life is important to push ourselves to thrive and flourish.

V - Vitality: The connection between mind and body is powerful, and understanding how physical health can affect mental well-being, and vice versa, is a crucial component of overall well being. This includes understanding the causes of stress and how it relates to mind and body, sleep, nutrition, physical exercise, and mental focus techniques such as meditation and mindfulness.

**Learning Objectives:**

The courses focuses on developing a number of key learning objectives related to both subject-matter content as well as specific skills.

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
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<tbody>
<tr>
<td>An in-depth knowledge of the subject matter</td>
<td>Through podcasts, readings and quizzes</td>
</tr>
<tr>
<td>An in-depth understanding of, and ability to critically evaluate intervention tools and assessment as it applies to personal and professional practice</td>
<td>Through class exercises &amp; discussions</td>
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<tr>
<td>Development of ability to link these issues to the general field of practice in psychology</td>
<td>Through a discussion during, and after the exercises</td>
</tr>
<tr>
<td>Development of technology skills</td>
<td>Through use of Blackboard, the internet, a computer, as well as software to complete class assignments</td>
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</tbody>
</table>
Development of time management skills | Through all aspects of the course
---|---
Development of communication skills | Through online and real time interactions, group exercises and collaboration
Development of skills that are critical for graduate level study and which are transferrable to other courses and future careers | Through all aspects of the course

**Course Policies:**

**Grading:** Any missed attendance, or lateness, will lead to a deduction of points. Any non-engagement in group or class activities may lead to deduction in points. Any late or missed assignments will receive 0 points, and are not eligible for any feedback. ALL GRADES ARE FINAL. THERE ARE NO MAKE-UPS, OR EXTRA CREDIT.

**Attendance & Extensions Guidelines:** This is a graduate level course, and signing up for this course means that you have committed to furthering your education. This comes with a number of expectations for how you will be expected to balance your course work alongside the rest of your life, and is the top learning outcome of this course, and reflects a key skill of importance in your current and future working life. As such, it will be expected that once you have signed up for this course that you engage fully throughout, both for yourself, as well as for the success of others, as much of the class activities will be dependent on your input. This means that there will be no allowances made for conflicts in time that were known about prior to the start of the course, including work and personal events. Should you have any such events you should contact me preferably prior to the start of the course, but no later than after the first class, to ensure that any such activities will not interfere with the requirements and expectations of the course. Any events that occur after the start of the course will not be considered as relevant for any extensions or exceptions unless they are medical or urgent in nature, and can be backed by relevant documentation, such as a doctor's note. You should also always aim to contact me prior to any delays as this reflects good crisis/time management skills. If I know about it in advance, I can help you manage it, and provide any help and tools needed to support you. Once a deadline has been missed, there will be no way to provide an alternative way to make this up. Any extensions need to be agreed in advance, they will not be given once a deadline has been missed, unless there were extraordinary circumstances.

**Student Participation:** Although much of the course materials (such as readings and podcasts) can be done at times most convenient to students, in their own time, it is expected that students will participate fully in all activities of the course, and manage their time to be able to engage consistently with peers for group activities such as the discussions and exercises that require the input of all group members at regular intervals as specified for each exercise. For successful progression through the material in a timely manner, it is recommended that students log on to Blackboard every day. It is also recommended that students subscribe to all the relevant discussion board forums, to be alerted whenever there is any responses so that they can keep updated in real-time whenever a discussion is ongoing, and any comments are posted on any of their discussion entries. There are a number of activities and deadlines related to readings, podcasts, quizzes, exercises and discussions. These are clearly outlined in both the syllabus, the timetable, and in the weekly folders on Blackboard. It is imperative that deadlines are adhered to, both to ensure timely progress in this very fast-paced course, and to ensure that you are awarded the points for your work (see notes on grading of late work below).
Ethics and Professionalism: Students will be expected to act in a professional manner throughout the course. This includes their own participation, as well as their engagement with other course members. Student will also be expected to engage with all faculty and fellow students in a way that is respectful. All course members can expect to have their opinions heard and discussed in an open respectful supportive forum. To make sure that students understand what in-class professional behaviour consists of, and how we as psychologists working in sensitive professional environments help create a safe space for the discussion of sensitive issues in a professional supportive way that ensures everyone’s privacy, please read the Chatham House Rules which are often used for professional training where sensitive issues will be shared, and which we will be following in this class: https://engage4climate.org/chatham-house-rule-for-dialogue-events/

Netiquette: For the online component, it is expected that students follow appropriate “netiquette”. New to online courses and netiquette, or just need a refresher? Google the term or have a look at the following websites for some guidelines:
http://www.networketiquette.net/
http://www.albion.com/netiquette/corerules.html

Group Work Responsibilities
- Unless set by the syllabus, you have the right and responsibility to select meeting times and locations that are convenient for all members.
- You have the right to contribute to the formation of group goals, the dividing of the work among group members, and the setting of deadlines.
- You have the responsibility to be an active participant in the group process. And you have the right to expect active participation from other group members.
- You have the right to expect all group members to do their fair share of the work and you have the right to confront group members who are not doing their fair share. You have the responsibility to complete the work assigned to you.
- You have the right to expect feedback from the group on work you complete for the group and you have the responsibility to provide constructive feedback on the work of other group members.
- You have the right to expect group meetings to begin and end promptly and that the group will follow an agenda that outlines the tasks it expects to accomplish during the meeting. You have the responsibility to help the group fulfill these expectations by getting to meetings on time and helping the group develop and follow the agenda.
- You have the right to ask group members to limit the amount of time devoted to socialization or the discussion of extraneous topics. You have the responsibility not to engage in excessive socialization or to bring up extraneous topics. You have the responsibility to help the group stay on task.
- You have the right to participate in a group that works cooperatively and handles disagreements constructively.
- You have the right to expect that group members will listen to you respectfully and you have the responsibility to listen to all group members respectfully.

Statement of the College’s Policy on Plagiarism:

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source
• Presenting another person’s ideas or theories in your own words without acknowledging the source
• Using information that is not common knowledge without acknowledging the 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.

Additional information: Plagiarism will not be tolerated and may lead to failure of the course. 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 (see APA guidelines on referencing format). 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. Plagiarism detection software may be used in this course, either through Turnitin or Blackboard’s SafeAssign.
Course Outline:

There will be four components to the course:

1. **Readings (online)**. There will be required readings for each topic of the course. These should be done prior to any other activity as it provides the key information on which all other course components are built on, and will refer back to. The required and recommended readings for each week are all outlined in each individual weekly folder in the week-by-week section of Blackboard. All required readings can be accessed online, either as PDF’s via e-reserve, as online URL's, e-books or as references that you can obtain online through the library. Copies of any textbooks required can also be purchased in the John Jay College bookstore. Please see section on readings for more detail.

2. **Videos (online)**. This will feature videos and podcasts that will help to synthesize and discuss the key elements of the readings, and help consolidate and provide an overview of the topic. Material will be released on a topic basis, and can be done in an ‘asynchronous’ mode i.e at any time, not bound by any official class time.

3. **Exercises (online or in-person)**. Exercises will be centered on pertinent issues relating to the material, and will often provide the reference point to the material and to contextualize the issues in personal experience, using key positive psychology assessment and intervention tools. The ethos of the class will be an environment of collaboration to build an academic community, rather than working as individuals striving for individual grades. It is my experience that students will generally do better through collaborations. All exercises are assessed. The point value of each can be found on the timetable. Detailed instructions can be found on Blackboard.

4. **Quizzes (online)**. Each content component in the course will be assessed by a quiz. All quizzes are online, and can be taken at any time within the day they are due. The point value of each can be found on the timetable. Detailed instructions can be found on Blackboard.

The online component of the class is taught via the [Blackboard course site](https://blackboard.com). It is therefore imperative that students familiarize themselves with Blackboard and consult the course site for all details to be fully informed of all requirements. Please note that the syllabus consists of the information in this document in conjunction with the information on the Blackboard Course site. The Blackboard (Bb) site is organized as a “road map”, which outlines the course topic by topic. Each topic will contain the necessary readings, podcasts and exercise materials for that week, with full instructions of when and how to access it, and what deadlines need to be met. You will also find all course related materials on the site. Any updates or amendments will be announced on Blackboard only, and will automatically be emailed to students. It is the student’s responsibility to ensure that the correct email address is consulted, and that your mailbox is not too full to receive messages. Any missed messages due to inattentiveness will be regarded as the student’s responsibility.

**The Course Blackboard Site**

The course blackboard site will contain all of the course information, and a typical topic will be structured in the following way:

- An introduction to the topic provided as a summary at the start of the weekly topic on Blackboards, including key issues being explored, and key learning outcomes that will be obtained
• Chapter(s) from textbook as an introduction to the topic, and a summary of the key issues and learning points
• Additional key scientific readings from journals providing specific examples of studies, methodologies and results
• Videos by instructor that provides a lecture overview of the topic and the bigger picture, punctuated with key studies and research to back it up
• Videos by key thought leaders and the top researchers in the field, usually in the format of TED talks, keynotes, and documentaries
• An exercise introducing students to some of the tools and assessments used to evaluate the issues highlighted in the topic, where they will have the opportunity to use them and discuss results, and discuss their value for use in practice and research
• A quiz aimed at testing key knowledge and concepts
• A Q&A where students can start conversations on any of the issues brought up in the topic, and develop an academic discussion and exploration around them. Some of these discussions may be prompted by the instructor with key questions, and may ask students to provide input on their continuous learning and ask them to explore the literature to back up the material with additional examples of research, literature, videos, and tools they have found. As such student will be encouraged to become active learners, and learn ways in which they can continue their own learning once the course finishes, and as they continue into their careers.

Grading:

The point value of each assessment can be found in the timetable. The final point total will be converted as below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>A-</td>
<td>80-89</td>
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<tr>
<td>B+</td>
<td>70-79</td>
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<tr>
<td>B</td>
<td>60-69</td>
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<td>B-</td>
<td>50-59</td>
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<tr>
<td>C+</td>
<td>40-49</td>
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<td>C</td>
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<td>C-</td>
<td>20-29</td>
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<tr>
<td>F</td>
<td>0-9</td>
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</tbody>
</table>
**Timetable & Calendar:**

Please note that this is a LIVING timetable, i.e. it may be modified as the course develops, based on class needs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Textbook*</th>
<th>Online videos &amp; quizz</th>
<th>In-Class</th>
<th>Points**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>2 weeks prior to course, letter sent to students</td>
<td>Information about the course and all requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Course</td>
<td>Week prior to course, Blackboard opens</td>
<td>Course &amp; Bb site intro + Quiz</td>
<td>Student introductions</td>
<td></td>
</tr>
<tr>
<td>Class #</td>
<td>(Each # refers to either a day in a 3-week Mon-Fri summer/winter course or a week in a 15-week semester course)</td>
<td>P - Positivity</td>
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<tr>
<td>1</td>
<td>Chapter 1: Introduction to Positive Psychology</td>
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<td>Chapter 2: Understanding Emotions</td>
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<td>Chapter 3: Happiness &amp; Subjective Wellbeing Across Nations</td>
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<td>2</td>
<td>2 Exercise 10</td>
<td>Exercise 10</td>
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<tr>
<td>3</td>
<td>Chapter 8: Positive Psychological Interventions Chapter 10: Applying Positive Psychology</td>
<td>E - Engagement</td>
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<tr>
<td>4</td>
<td>4 Exercise 10</td>
<td>Exercise 10</td>
<td></td>
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<tr>
<td>5</td>
<td>5 Quiz</td>
<td>Exercise 10</td>
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<td>6</td>
<td>Chapter 5: Optimism, Explanatory Style and Hope</td>
<td>R - Resilience</td>
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<td></td>
<td>Chapter 6: Resilience, Post-Traumatic Growth &amp; Positive Ageing</td>
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<td>7</td>
<td>7 Exercise 10</td>
<td>Exercise 10</td>
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<td>8</td>
<td>Chapter 4: Eudemonic Well-Being</td>
<td>M - Meaning</td>
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<td>9</td>
<td>9 Exercise 10</td>
<td>Exercise 10</td>
<td></td>
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<tr>
<td>10</td>
<td>10 Quiz</td>
<td>Exercise 10</td>
<td></td>
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<tr>
<td>11</td>
<td>Chapter 7: Values, Motivation &amp; Goal Theories</td>
<td>A - Achievement</td>
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<td>12</td>
<td>12 Exercise 10</td>
<td>Exercise 10</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Chapter 9: The Body in Positive Psychology Chapter 11: Summing up Positive Psychology</td>
<td>V - Vitality</td>
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<tr>
<td>14</td>
<td>14 Exercise 10</td>
<td>Exercise 10</td>
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<tr>
<td>15</td>
<td>15 Quiz</td>
<td>Exercise 10</td>
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</table>
* Additional required readings for each class can be found on the Blackboard course site
** All assignments are due by the end of the day (time-stamped before midnight)

**IMPORTANT NOTE: Class Contract**

All powerpoint and copyrighted materials are for course purposes only, and by taking this course, students agree that any powerpoint materials will not be copied or distributed to outside parties, and no part of the course as it is taught will be copied and used in another teaching course.

Taping or video recording or distribution of any part of the course is not allowed.

Violation of copyright is a criminal offence.

Any tools and assessments that are provided for demonstration or for exercises, when freely available for use, will be indicated to students so they may take these and actively use for their own purpose during the course and beyond.

By remaining in the class, students agree to the terms of the course as outlined in the introductory class, the syllabus and on Blackboard, and acknowledge that they understand all requirements for this course.
Policy
Budgeting and Administration
of
Graduate Program Differential Tuition, Excellence Fee and Incentives Funds

Date of Committee on Graduate Studies Approval: 2/21/18

Summary: Graduate programs can be allocated special funds based on Differential Tuition, Excellence Fees and Incentives Allocations. The purpose of this policy is to refine how the funds are to be budgeted by the programs involved, and how expenditures are approved and processed.

The number and size of special funds for graduate programs had grown over the past five years. Standardization of the process for governance and administration is warranted. It will be more efficient to have one staff member administer the financial transactions rather than having each program and the related departments administer the transactions.

The policy will be presented to the Committee on Graduate Studies and the College Council for adoption. The reason for adoption by the Committee on Graduate Studies is because the College Charter states that it is “responsible for establishing general policy for the graduate programs, subject to review by the College Council.” The application of this policy is to all current and future graduate programs with special funds.

The reason for adoption by the College Council is because, for certain programs, the College Council approved that the funds are allocated to the programs, and therefore this policy constitutes an exception to what was previously approved.

Proposed Policy

Graduate programs can be allocated special funds based on Differential Tuition, Excellence Fees and Incentives Allocations. The purpose of this policy is to refine how the funds are to be budgeted by the programs involved, and how expenditures are approved and processed.

Principles

Special funds consist of all differential tuitions, excellence fees and incentives allocations. These funds must be spent in accordance with University and College financial management regulations, and must be spent for purposes consistent with each fund’s authorization as reflected in CUNY Board of Trustees resolutions as well as college policies and commitments. Funds shall never be spent to supplant funding that is normally authorized for graduate programs.

Budget Development and Approval

Graduate programs with special funds shall develop annual budgets by the end of April each year for the following fiscal year. Budgets shall include statements of revenues and plans for expenditure, and shall be approved by the faculties of the respective programs in accordance with their governance documents and the documents establishing their special funds. All budgets must be approved by the Provost, who may also disapprove an entire budget or components or lines in a budget. In the event of such a disapproval, the Provost or Graduate Dean returns the budget to the program involved for further development.
Administration of Special Funds

Expenditures must be authorized by the Program Director(s) or designated leadership of the program involved and must be consistent with the approved budget.

The Office of Graduate Studies is allocated up to 4% of all special funds revenues, or a lesser amount sufficient to support the cost of the salary for a Higher Education Officer position to support the administration of these funds. The assessment will be based on the prior-year revenues for the funds involved, or an estimate of first-year funds for any new fee or allocation. The duties of the higher education officer shall include:

· Assistance in developing budgets and estimating future revenues
· Responsibility for processing transactions in CUNYfirst
· Coordination of joint purchasing initiatives
· Administration of college assistant and non-teaching-adjunct personnel documents
· Regular reporting on revenues and expenditures

Because this position is funded by the programs with special funds, the workload of the position is dedicated to the support of these programs and initiatives supported by the special funds.

There shall be an advisory committee consisting of a representative from each program with special funds, to review and monitor the administration of the funds to assure compliance with fund principles and budgets, and to propose and refine reporting of revenues and expenditures to assure timely and transparent fund administration. This committee will also determine other duties for the position in the event that the committee determines that time is available for additional services.

Rescission

This policy can be rescinded by a two-thirds vote of the advisory group membership before the end of March during any fiscal year. Rescission shall take effect at the end of the next fiscal year so that there is sufficient transitional time to develop alternative plans and accommodations.

Rationale

The number and size of special funds for graduate programs had grown over the past five years, so that the total amount presently exceeds one $1.2 million and will increase annually. Standardization of the process for governance and administration is warranted.

It will be more efficient to have one staff member administer the financial transactions rather than having each program and the related departments administer the transactions. This staff member can learn about all of the processes involved and can be a point of contact for finance and budget officials when processing issues arise. The staff member can also do joint purchasing initiatives that will save funds for all, such as joint purchasing of technology.

This will free the Program Directors and program leaders from having to spend time on purely administrative tasks.
This will also allow staff already hired by programs to support administration of special funds to focus more on student services and advising. The new position is not intended to replace people already employed.
To: The Committee on Graduate Studies  
From: Avram Bornstein and Jeff Mellow  
Re: Excellence Fee Proposal  
Date: Approved by CGS February 21, 2018

Proposal for Excellence Funding for the Criminal Justice Master of Arts Program and Programs

Proposal for Excellence Fee
Resolved that the City University of New York adopt an Excellence Fee to be applied to all students enrolled in the Master of Arts program in Criminal Justice and its Advanced Certificate programs, which currently includes the Advanced Certificate in Criminal Investigation, the Advanced Certificate in Crime Prevention and Analysis, the Advanced Certificate in Terrorism Studies, and the Advanced Certificate in Race and Criminal Justice, and students in its BA/MA programs who have accumulated at least 120 credits. This will represent a semester increase of $125 for any student taking 3-credits, $250 for 6 credits, $375 for 9 credits, and $500 for a course load of 12 credits or more.

Rationale
John Jay College’s MA program in Criminal Justice — considered to be among the top master’s in Criminal Justice programs in the country — and its associated advanced certificates enroll approximately 450 students, including many in the fully online program launched in fall 2016. These rigorous flagship programs admit a talented and demanding student body who require career, scholarship, and other student services beyond the scope of services that the college can presently support. Peer and aspirational institutions routinely provide these services. The proposed Excellence Fee will allow the college to successfully compete for highly-prepared students for these programs in an increasingly competitive market. Moreover, it will permit the college to provide the level of support students seek in a rigorous plan of study, which will bolster students’ academic achievements and further the accomplishment of their career goals.

Recently an academic excellence fee for the Hunter College Pre-Health Professions Post-Baccalaureate Certificate Program was approved by CUNY, providing $500 per semester per student in funding for the further development of excellent programing to support student achievement. A comparable excellence fee was approved in 2015 for John Jay’s MA program in Forensic Psychology, the MA program in Forensic Mental Health Counseling, the Postgraduate Certificate in Forensic Psychology, and the MA-JD Dual Degree Program with NY Law School.

Because the Criminal Justice graduate programs enroll numerous part-time students, we propose the following excellence fee model for each program: 3 credits = $125; 6 credits = $250; 9 credits $375, and 12 credits or more $500. The implementation of excellence fees will be consistent with all other CUNY tuition policies and New York State Law.
All funds will be spent on program specific program enhancements that support student achievement.

The faculty and administration agree that investment of these funds will conform to the following principles.

1. New revenue generated by the Excellence Fee will be used exclusively in the Criminal Justice MA program and Advanced Certificates administered by the program.

2. The Excellence Fee will be collected and disbursed through the College’s regular enrollment management and business systems. A separate expenditure account will be created in CUNYfirst. The College will publish an annual report that details revenues and expenditures related to the Excellence Fee.

3. The Excellence Fee will be used (1) to augment services to Criminal Justice Program MA students (e.g., dedicated career development services, advising, travel to professional conferences, etc.), and (2) to enhance the general quality of the Criminal Justice MA Program and related Advanced Certificates. Only those funds that are specifically approved by the Excellence Fee Advisory Committee (see below) will be authorized and spent, and there will be no indirect college costs, or other subtractions from the total Excellence Fees generated.

4. All students in the Criminal Justice MA Program and its Advanced Certificate Programs, and students in its BA/MA Programs who have accumulated at least 120 credits, will be considered for need-based aid.

5. Merit-based scholarships for new and continuing Criminal Justice MA students will be administered by the Criminal Justice Program.

6. The fee will enhance development of the Criminal Justice MA program and will not be used to supplant existing funding or any future funding provided to all graduate programs, the current Criminal Justice MA program, or college-wide services, including funding for College Assistant positions.

The Provost will establish an Excellence Fee Advisory Committee that will include the Dean of Graduate Studies, the MA Criminal Justice Director, one Deputy Director, two core faculty of the CRJ MA Program, the college Finance Director, and two CRJ MA students. Students from the MA program will be elected in a manner decided by the program. The Committee will seek to achieve consensus. When consensus cannot be reached, the committee will make decisions by majority vote. A steering subcommittee of the Excellence Fee Advisory Committee, consisting of the CRJ MA Program Director and the Dean of Graduate Studies, shall create committee agendas. The allocated budget will be administered by the Dean of Graduate Studies who will engage in regular consultation with the Program Director. The Dean’s designee shall provide the Committee with regular receipt and expenditure updates.
Appendix A

Illustrative Budget for Excellence Fee & Description: Academic Year 2018-2019

1. $125,000 Scholarships & Tuition Waivers, Based First on Need, then Merit. Many currently matriculated students will be impacted by unexpected Excellence funding charges, and should receive flexible Need Waivers. Also, some prospective applicants may waiver over extra tuition fees, and Merit Funding will help recruit the best, while additional Need Scholarship funding will facilitate diversity.

2. $70,000 Career Advisor Students need Career Advising and Placement help from dedicated personnel with a background in criminal justice. Services will include the development of new externship sites, student job-hunting skills, and the development of job placement contacts and opportunities.

3. $15,000 Graduate Studies Administrative Coordinator Combined with fees from the Psychology/Counseling Excellence Fee and the MPA Differential Tuition, a HEO Administrative Coordinator, is needed in Graduate Studies to take care of combined Program business and data needs at the requests of the Program Directors.

4. $30,000 Faculty Mentoring & Advising Students are in need of intensive faculty mentoring, for various types of career interests, in diverse areas such as pursuing doctoral and legal studies, crime control, corrections, and other criminal justice research.

5. $10,000 Career & Professional In-House Workshops, External Talks, Conference Travel This will facilitate the development of specialized professional and research skills beyond coursework, from experts in the field, both at John Jay and at conferences and external workshops and professional development seminars.

$250,000
<table>
<thead>
<tr>
<th>Date</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
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<tbody>
<tr>
<td>Monday, August 20, 2018</td>
<td>Wednesday, August 29, 2018</td>
<td>Wednesday, September 12, 2018</td>
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<td>Monday, September 17, 2018</td>
<td>Thursday, September 27, 2018</td>
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<td>Friday, November 16, 2018</td>
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<td>Friday, January 18, 2019</td>
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<td>Friday, February 22, 2019</td>
<td>Thursday, March 7, 2019</td>
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<td>Monday, April 26, 2019</td>
<td>Monday, May 13, 2019</td>
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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 Haffen Hall. The College Council meetings take place in Room 9.64NB. Additional meetings if needed: