

COLLEGE COUNCIL
AGENDA
& ATTACHMENTS
MONDAY, MAY 13, 2019

- VII.** Bylaw Amendment (second reading and vote): clarify GPA requirements for the following College Council Committees: Undergraduate Curriculum and Academic Standards Committee, Article I, Section 2b, and Honors Prizes and Awards Committee, Article I, Section 2k (attachment F) – President Jasmine Awad, **Pg. 66**
- VIII.** Approval of Members for the 2019-2020 College-Wide Assessment Committee (attachment G) – President of the Faculty Senate, Warren (Ned) Benton, **Pg. 69**
- IX.** Determination of Need of the May 15, 2019 College Council meeting
- X.** New Business
- XI.** Administrative Announcements – President Karol Mason
- XII.** Announcements from the Student Council – President Jasmine Awad
- XIII.** Announcements from the Faculty Senate – President Warren (Ned) Benton
- XIV.** Announcements from the HEO Council – President Brian Cortijo

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

MINUTES OF THE COLLEGE COUNCIL

Thursday, April 11, 2019

The College Council held its seventh meeting of the 2018-2019 academic year on Thursday, April 11, 2019. The meeting was called to order at 1:47 p.m. and the following members were present: Schevaletta (Chevy) Alford, Nickolas Almodovar, Jasmine Awad, Laura Bally-Mahabir*, Andrew Bandini, Rosemary Barberet, Elton Beckett, Warren (Ned) Benton, Andrew Berezansky, Avram Bornstein, Dara Byrne, Anthony Carpi, Melissa Ceren, Marta Concherio-Guisan, Brian Coritijo, Sylvia Crespo-Lopez, Silvia Dapia, Lissette Delgado-Cruzata, Sven Dietrich, Sandrine Dikambi, Anila Duro, Heath Grant, Maria (Maki) Haberfeld, Sheeba John, Hunter Johnson, Karen Kaplowitz, Erica King-Toler, Elza Kochueva, Thomas Kubic, Musarrat Lamia, Yi Li, Yue Ma, Terencia Martin*, Joshua Mason, Karol Mason, Roblin Meeks, Mickey Melendez, Brian Montes, Jose Olivo, Vijay Sampath, Francis Sheehan, Deandra Simon, Charles Stone, Marta-Laura Suska, Dante Tawfeeq*, Steven Titan, Thalia Vrachopoulos, Charlotte Walker-Said, Hung-Lung Wei, and Rebecca Weiss.

Absent: Valerie Allen, Andrea Balis, Michael Brownstein, Ronald Calvosa, James (Jim) Cauthen, Lynette Cook-Francis, Artem Domashevskiy, Elijah Font, Joel Freiser, Tomas Garita, Robert Garot*, Amy Green, Veronica Hendrick, Mahtab Khan, Louis Kontos, Thurai Kugan*, Vincent Maiorino, Naomi Nwosu-Stewart, Karen Okamoto, Frank Pezzella, Natalie Segev, Ludy Thenor, Kermina Tofek, and Guoqi Zhang.

* Alternates

I. Adoption of the Agenda

A motion was made to adopt the agenda with the following change.

- Add bylaw amendment “to clarify GPA requirements for the following College Council Committees: Undergraduate Curriculum and Academic Standards Committee, Article I, Section 2b, and Honors Prizes and Awards Committee, Article I, Section 2k” as item VII. Part B.

The motion was seconded and approved unanimously.

II. Minutes of the March 18, 2019 College Council

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

III. Approval of the Membership for the College Council Committees (attachment B)

A motion was made to approve the membership with the following changes.

- Add Anila Duro as the higher education officer (HEO) representative on the College Council and Executive Committee of the College Council.

- Terencia Martin replaces Anila Duro as the higher education officer (HEO) alternate on the College Council.

The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachment C1-C9)

A motion was made to adopt a program marked “C1. Proposal for a New Dual Admission Accelerated Program Linking BA in Global History with the MA in Human Rights (approved by UCASC and CGS).” The motion was seconded and approved.

In Favor: 47

Abstentions: 1

Opposed: 0

A motion was made to adopt a program marked “C2. Proposal for a New Dual Admission Accelerated Program for BS/MA in Economics (approved by UCASC and CGS).” The motion was seconded and approved unanimously.

A motion was made to adopt a program marked “C3. Proposal to Revise the Minor in Environmental Justice (again).” The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked C4-C5 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt new courses marked C4-C5 with the following change.

| | |
|-------------------|--|
| C4. AFR2XX | Community Innovation and Social Entrepreneurship |
| C5. EJS 2XX (277) | Introduction to Experiential Learning: Environmental Justice |

The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C6-C9 as a slate. The motion was seconded and approved unanimously.

A motion was made to adopt course revisions marked C6-C9 with the following change*.

| | |
|-------------|---|
| C6. GEN 205 | Gender and Justice |
| C7. GEN 350 | Feminist and Critical Methods |
| C8. GEN 401 | Senior Seminar in Gender Studies* |
| C9. MUS 236 | Music Technology (CO: Com - mapping to GE outcomes) |

* Leave GEN/HIS 364 as a prerequisite in C8. GEN401 Senior Seminar in Gender Studies

The motion was seconded and approved unanimously.

V. Report from the Committee on Graduate Studies (attachment D1-D3)

A motion was made to adopt a program revision marked “D1. Change in the MA in International Crime & Justice.” The motion was seconded and approved unanimously.

A motion was made to adopt a new course marked “D2. FOS 737 Microscopy, Spectrometry and Diffraction with Electrons in Forensic and Chemical Analysis.” The motion was seconded and approved unanimously.

A motion was made to adopt a course revision marked “D3. PAD 771 Capstone Seminar.” The motion was seconded.

A motion was made to table a course revision marked “D3. PAD 771 Capstone Seminar.” The motion was seconded and approved unanimously.

VI. Proposal for Department name change for Latin American and Latina/o Studies (attachment E)

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

VII. Bylaw amendments: First Reading and Discussion

- A. to add the Registrar as a member of the Undergraduate Curriculum and Academic Standards Committee (attachment F)

The bylaw amendment was read and discussed.

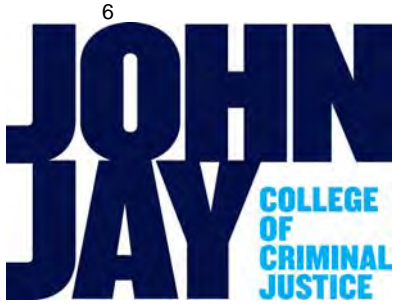
- B. clarify GPA requirements for the following College Council Committees: Undergraduate Curriculum and Academic Standards Committee, Article I, Section 2b, and Honors Prizes and Awards Committee, Article I, Section 2k

The bylaw amendment was read and discussed. President Jasmine Awad accepted a change that states: “earned a minimum of 15 credits in residence at John Jay.”

VIII. Proposal from the Committee on Honors, Prizes and Awards (attachment G)

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

The meeting was adjourned at 2:45 p.m.



Memorandum

To: Debra Hairston, Secretary to the College Council
From: Daniel Matos, College Registrar
Cc: Yi Li, Provost & Vice President for Academic Affairs
Re: Registrar's List of Candidates for Degrees, Graduating Class of 2019
Date: Monday, April 15, 2019

I'm writing to request that the approval of the Candidates for Degrees for the Graduating Class of 2019, be placed as an agenda item for the final meeting of the College Council. Only Faculty members may vote on this agenda item. Faculty members may visit the following link to review the list of candidates:

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

Thank you.

To: Kathy Killoran and members of UCASC

From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology

Date: 3/15/2019

Re: Revision of the BA in Sociology

The Sociology Department Curriculum Committee met on 2/26/2019 and approved the following change to the Sociology major – the addition of GEN 350 (Feminist and Critical Methodologies) to the list of options under Part Two: Research Methods. We propose adding GEN 350 as one of the available options for research methods courses for the following reasons:

- 1) Inclusion of GEN 350 on the advanced methods list for Sociology majors provides those students with more choices;
- 2) As some sections of GEN 350 will be online, it provides an option not often available to our Sociology majors.
- 3) Inclusion of GEN 350 helps to differentiate the research methods requirements of the Sociology major from the Criminology major, and with its emphasis on Feminist and Critical methodologies, fits nicely with the mission of the Sociology major.

Sociology, Bachelor of Arts (UG Bulletin Reflecting Proposed Changes)

The major in Sociology will provide students with a comprehensive understanding of sociological theories and methodologies, as well as the research and analytical skills they need to work in and contribute to today's globally interconnected world. The major focuses on the globalized nature of our society and the intensification of inequalities and related demands for social justice. It harnesses the discipline of sociology's ability to put such social problems in their societal context for the purposes of understanding them and contributing to their resolution. Sociology at John Jay builds students' knowledge of theoretical explanations of the relationship between people and their society, fosters the skills necessary to research, analyze, and communicate information about social problems, and cultivates values of empathy and understanding towards diverse groups and unequal

conditions. The major also prepares those students interested in additional study for graduate programs (MA or Ph.D.) in Sociology, the growing fields of Global Studies, Urban Planning, Urban Studies, other associated social science disciplines, and law school.

Learning Outcomes. Students will:

- Demonstrate through assignments and class discussion a sociological imagination, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems, in a global context.
- Understand through readings and class discussion how the scientific study of society transcends common sense beliefs and conventional wisdom about people's attitudes and behaviors.
- Test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes, and institutions by using qualitative and quantitative methods of collecting evidence.
- Demonstrate familiarity with written works of classic and contemporary sociological theories that explain why people think and act as they do.
- Demonstrate an understanding and mastery of sociological concepts through writing, explanatory, and presentational skills.

Credits Required.

| | |
|---|------------|
| Sociology Major | 36-39 |
| General Education | 42 |
| Electives | 39-42 |
| Total Credits Required for B.A. Degree | 120 |

Coordinator. Professor Antonio (Jay) Pastrana
(212.237.8665, apastrana@jjay.cuny.edu) Department of Sociology

Advising information. Department of Sociology Advising (socadvising@jjay.cuny.edu)
[Sociology Department Advising Guide](#) [Sample Four-year Plan of Study](#)
[Sociology Major Advising Resources. Major Checklist](#) (prior to Fall 2017).
[Major Checklist](#) (Fall 2017 to present)

CUNY Gateway Courses: SOC 101 Introduction to Sociology; [SOC 201](#) Urban Sociology; [SOC 202/PSY 202](#) The Family: Change, Challenges and Crisis Intervention; [SOC 213/PSY 213](#) Race & Ethnic Relations; [SOC 215](#) Social Control and Gender: Women in America Society; [SOC 232](#) Social Stratification

Experiential Learning Opportunities. Students in the Sociology major can participate in a variety of experiential learning opportunities, primarily in the later parts of their studies. In their junior and senior years, students can typically engage in an internship or practicum experience related to a career area of their choice through our Internships for Sociology courses ([SOC 377](#))

and/or our unique Faculty Mentored Research Experience in Sociology course ([SOC 387](#)). Students also take Research Methods in Sociology and Criminology ([SSC 325](#)) and have the option to take Qualitative Research Methods ([SOC 328](#)), both of which require students to conduct original research in a field setting. During the senior year, students participate in an extensive research experience associated with the capstone seminar, culminating in a research paper or proposal. In recent years, students have participated in field research studying food justice organizations and collaborated in research with faculty leading to a publication in the Asian Journal of Criminology, among many other activities.

Additional Information: Students who enrolled for the first time at the College or changed to this major in September 2015 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the [2014-15 Undergraduate Bulletin](#).

Foundational Courses

(Subtotal: 3)

Required depending on math placement

| | | |
|-------------------------|---------------------|---|
| MAT 108 | Social Science Math | 3 |
|-------------------------|---------------------|---|

or

| | | |
|-------------------------|--------------|---|
| MAT 141 | Pre-Calculus | 3 |
|-------------------------|--------------|---|

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

Part One. Core Courses

(Subtotal: 15)

Required

| | | |
|-------------------------|---------------------------|---|
| SOC 101 | Introduction to Sociology | 3 |
|-------------------------|---------------------------|---|

| | | |
|-------------------------|-----------------------|---|
| SOC 232 | Social Stratification | 3 |
|-------------------------|-----------------------|---|

| | | |
|-------------------------|-------------------------------|---|
| SOC 312 | Classical Sociological Theory | 3 |
|-------------------------|-------------------------------|---|

| | | |
|-------------------------|----------------------------------|---|
| SOC 315 | Contemporary Sociological Theory | 3 |
|-------------------------|----------------------------------|---|

| | | |
|-------------------------|-----------------------------|---|
| SOC 415 | Senior Seminar in Sociology | 3 |
|-------------------------|-----------------------------|---|

Part Two. Research Methods

(Subtotal: 9)

Required

| | | |
|-------------------------|--------------------------------------|---|
| STA 250 | Principles and Methods of Statistics | 3 |
|-------------------------|--------------------------------------|---|

| | | |
|-------------------------|---|---|
| SSC 325 | Research Methods in Criminology and Sociology | 3 |
|-------------------------|---|---|

Select one course:

| | | |
|--------------------------------|---|----------|
| SOC 324 | Advanced Social Statistics | 3 |
| SOC 327 | Advanced Sociological Methodology | 3 |
| SOC 328 | Qualitative Research Methods | 3 |
| SOC 329 | Evaluation Research | 3 |
| GEN 350 | <u>Feminist and Critical Methodologies</u> | 3 |

Part Three. Areas of Focus

(Subtotal: 9)

Select one specialization & complete three courses**Specialization A. Global Change**

| | | |
|---------------------------------|---|---|
| SOC 201 | Urban Sociology: The Study of City Life | 3 |
| SOC 222 | Crime, Media and Public Opinion | 3 |
| SOC 251 | Sociology of Human Rights | 3 |
| SOC 252 | Environmental Sociology | 3 |
| SOC 253 | Sociology of Global Migration | 3 |
| SOC 275 | Political Imprisonment | 3 |
| SOC 278/POL 278 | Political Sociology | 3 |
| SOC 343 | Global Social Movements | 3 |
| SOC 346 | Sport in Global Perspective | 3 |
| SOC 354 | Gangs and Transnationalism | 3 |
| SOC 350 | Social Change | 3 |
| SOC 360/ECO 360 | Corporate and White-Collar Crime | 3 |

Or:**Specialization B. Inequality and Social Justice**

| | | |
|---------------------------------|--|---|
| SOC 201 | Urban Sociology: The Study of City Life | 3 |
| SOC 213/PSY 213 | Race and Ethnic Relations | 3 |
| SOC 215 | Social Control and Gender: Women in American Society | 3 |

| | | |
|---------------------------------|---------------------------------------|---|
| SOC 222 | Crime, Media and Public Opinion | 3 |
| SOC 227 | Sociology of Mental Illness | 3 |
| SOC 243 | Sociology of Sexualities | 3 |
| SOC 251 | Sociology of Human Rights | 3 |
| SOC 252 | Environmental Sociology | 3 |
| SOC 275 | Political Imprisonment | 3 |
| SOC 278/POL 278 | Political Sociology | 3 |
| SOC 305 | The Sociology of Law | 3 |
| SOC 308 | The Sociology of Violence | 3 |
| SOC 350 | Social Change | 3 |
| SOC 360/ECO 360 | Corporate and White-Collar Crime | 3 |
| SOC 401 | Problems of Minority Groups - Seminar | 3 |
| SOC 420/CRJ 420 | Women and Crime | 3 |

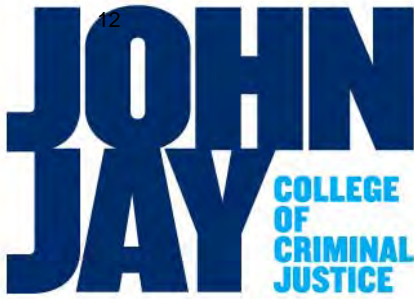
Part Four. Sociology Elective

(Subtotal: 3)

Select one course

| | | |
|---|--|---|
| SOC 202/PSY 202 | The Family: Change, Challenges and Crisis Intervention | 3 |
| SOC 206 | The Sociology of Conflict and Dispute Resolution | 3 |
| SOC 209 | Sociology of Work and Jobs | 3 |
| SOC 240 | Social Deviance | 3 |
| SOC 282 | Selected Topics in Sociology | 3 |
| SOC 302 | Social Problems | 3 |
| SOC 305 | The Sociology of Law | 3 |
| SOC 310/ANT 310/PSY 310 | Culture and Personality | 3 |
| SOC 377 | Internships for Sociology | 3 |
| SOC 387 | Faculty Mentored Research Experience in Sociology | 3 |

TOTAL CREDIT HOURS: 36-39



Sociology

To: Kathy Killoran and members of UCASC

From: Carla Barrett, Chair, Curriculum Committee, Department of Sociology

Date: 3/15/2019

Re: Revision of the Minor in Sociology

The Sociology Department Curriculum Committee met on 2/26/2019 and approved the following change to the Sociology minor – the addition of GEN 350 (Feminist and Critical Methodologies) to the list of possible courses. We propose adding GEN 350 to the Sociology minor list for the following reasons:

- 1) As we have proposed the inclusion of GEN 350 on the advanced methods list for Sociology majors, we think it should then be one of the options listed on the Sociology minor;
- 2) As some sections of GEN 350 will be online, it provides an additional option for students.

Sociology Minor (From UG Bulletin Reflecting the Proposed Change)

Description. The Sociology minor considers the following areas in the study of modern society: social groups, social organization, the sociology of institutions such as law, the courts, the family, the process of interaction, social disorganization and change. Topics such as violence, delinquency, deviant behavior, social control, and ethnic, race and class relations are central to the minor concentration. Issues of culture, personality and urbanization are also covered.

Credits. 18

Minor coordinator. Professor Antonio (Jay) Pastrana, Department of Sociology
(212.237.8665, apastrana@jjay.cuny.edu)

Advising resources. Department of Sociology advising (socadvising@jjay.cuny.edu)

Requirements. Students wishing to minor in Sociology must complete 18 credits (six courses) of courses at any level. SOC 101, which fulfills the Flexible Core: Individual & Society area of the

Approved by UCASC, April 12, to College Council, May 13, 2019

college's general education program, **must** be among the six courses. A maximum of two courses can overlap with a student's major, other minor or program.

Part One. Required Course

Subtotal: 3

[SOC 101](#) Introduction to Sociology

3

Part Two. Electives

Subtotal: 15

Select any five SOC courses. At least one course must be at the 300-level or above.
The list of suggested courses are included below but any sociology courses can be used to fulfill Part Two.

[SOC 104](#) Tabloid Justice: Causes & Consequences of Crime Sensationalism 3

[SOC 106](#) Sexual Identity & U.S. Society: LGBT Perspectives 3

[SOC 201](#) Urban Sociology: The Study of City Life 3

[SOC 202/PSY 202](#) The Family: Change, Challenges and Crisis Intervention 3

[SOC 206](#) The Sociology of Conflict and Dispute Resolution 3

[SOC 209](#) Sociology of Work and Jobs 3

[SOC 210](#) Sex and Culture

[SOC 213/PSY 213](#) Race and Ethnic Relations 3

[SOC 215](#) Social Control and Gender: Women in American Society 3

[SOC 222](#) Crime, Media and Public Opinion 3

[SOC 227](#) Sociology of Mental Illness 3

[SOC 232](#) Social Stratification 3

[SOC 240](#) Social Deviance 3

[SOC 243](#) Sociology of Sexualities 3

[SOC 251](#) Sociology of Human Rights 3

[SOC 252](#) Environmental Sociology 3

| | | |
|---|---|----------|
| SOC 253 | Sociology of Global Migration | 3 |
| SOC 275 | Political Imprisonment | 3 |
| SOC 278/POL 278 | Political Sociology | 3 |
| SOC 282 | Selected Topics in Sociology | 3 |
| SOC 302 | Social Problems | 3 |
| SOC 305 | The Sociology of Law | 3 |
| SOC 310/ANT 310/PSY 310 | Culture and Personality | 3 |
| SOC 312 | Classical Sociological Theory | 3 |
| SOC 314 | Theories of Social Order | 3 |
| SOC 315 | Contemporary Sociological Theory | 3 |
| SOC 343 | Global Social Movements | 3 |
| SOC 346 | Sport in Global Perspective | 3 |
| SOC 354 | Gangs and Transnationalism | 3 |
| SOC 364 | Food Justice | 3 |
| SOC 377 | Internships for Sociology | 3 |
| SOC 387 | Faculty Mentored Research Experience in Sociology | 3 |
| GEN 350 | <u>Feminist and Critical Methodologies</u> | 3 |
| SSC 325 | Research Methods in Criminology and Sociology | 3 |

Note: [SOC 104](#) and [SOC 106](#) can only be taken by freshmen.

TOTAL CREDIT HOURS: 18

PROPOSAL

TO: UCASC

FROM: Raymond Patton, Director of Educational Partnerships

RE: Reconciling CUNY Justice Academy Academic Forgiveness Policy with John Jay College Second Chance Policy

DATE: April 8, 2019

This proposal is to align the academic standards of the CUNY Justice Academy Academic Forgiveness Policy with the John Jay College Second Chance policy by merging the two policies.

Background:

The CUNY Justice Academy Academic Forgiveness Policy (AFP) was created to allow Justice Academy students who had previously attended John Jay, but had been academically dismissed or placed on probation, the opportunity to recover in a community college program, and restart at John Jay with a 0.0 GPA upon successfully completing the community college program with a GPA of 2.5 or higher.

Subsequent to the establishment and implementation of Academic Forgiveness Policy, John Jay created and implemented a second policy, entitled “Second Chance Policy”. This policy is in a similar spirit to that of AFP, but applicable to students not in the CUNY Justice Academy. This policy allows students who left the college through dismissal or on probation to return to the college with a reset GPA, provided they have been away for at least 2 years and completed fewer than 45 credits at John Jay.

In short, two policies that allow students to restart John Jay careers with 0.0 GPAs are in effect, each pertaining to a different student population. However, the CUNY Justice Academy Academic Forgiveness Policy has a 2.5 GPA requirement, while the Second Chance policy has no GPA requirement. This had created unintentionally unequal standards between the policies, resulting in an awkward process for re-entering the college for Justice Academy students with GPAs between 2.0 and 2.5.

In order to address this issue, we propose merging the two policies into one policy with equal standards, administered to each student population through the appropriate process (CJA intake for CJA students, and Readmissions for other students).

Second Chance Policy

From the UG Bulletin, 2018-19 with proposed revisions

(CUNY Justice Academy Students, please skip to the section below about how this policy applies to you)

John Jay College of Criminal Justice recognizes a student's progress toward an undergraduate degree may often be interrupted for a variety of reasons. This Second Chance Policy applies to former John Jay students and allows individuals in the following situations to request permission to be readmitted to the College and begin with a new grade point average.

After a minimum absence of **at least two (2) consecutive years**, matriculated students who have been dismissed for academic reasons (other than academic dishonesty), or who have voluntarily "stopped-out" on academic probation, may seek readmission to John Jay College through this policy. Students whose cumulative GPA does not meet John Jay College's good academic standard and who earned **no more than forty-five (45) credits** during their initial enrollment at the College may be permitted to readmit under this policy and have none of their previous John Jay College coursework counted toward the computation of their cumulative reentry GPA.

Students will be screened for eligibility for the Second Chance Policy when they apply for readmission (the form to file for Readmission can be found on the [J Stop](#) webpage). Students who meet the criteria for the Second Chance Policy will be provided with a Second Chance application along with their readmission decision. Second Chance applicants will be required to present a thoughtful educational plan that includes academic and career goals, strategies for achieving them, and evidence of personal growth and change since their previous enrollment at John Jay. The plan may also include evidence of preparedness to succeed such as documentation of learning through previous or current work experience and/or community service or transcript(s) of college-level courses completed at other accredited institutions. The College Readmission Committee will assess the student's circumstances and plan in order to make a final decision on their Second Chance application.

Upon reentry under this policy, all previously earned grades will be removed from the calculation of the student's GPA index but will continue to remain visible on the transcript along with a notation indicating the student's readmission date. Additional terms and conditions of this policy include:

- **Academic Status:** The student is subject to all existing academic policies and practices at the time of readmission.
- **Advisement:** The student may not register for classes until the student meets with an academic advisor to select an appropriate course load and schedule.
- **GPA:** The student's GPA will be recalculated using only grades earned from the point of their readmission to John Jay College. All previous coursework and grades will continue to remain visible on the student's transcript along with a notation indicating their readmission date under the policy.

- **Graduation:** The student must earn at least thirty (30) credits in residence at John Jay College after being readmitted under this policy and meet all other graduation requirements.
- **Other Requirements:** The student must complete all current, published College-wide and program-specific matriculation requirements in effect at the time of their readmission under this policy.
- **Usage:** This policy may be implemented only once during the student's academic career at John Jay College.

Second Chance Policy as applied to CUNY Justice Academy Students: CJA Academic Forgiveness

Students who complete a CUNY Justice Academy associate's degree program after being dismissed or placed on probation at John Jay College do not go through the readmission process described above. Instead, academic forgiveness will be applied during the Justice Academy intake process by the Office of the Registrar. Such students who complete a CUNY Justice Academy associate's degree program, including at least 30 credits at the community college, may return to John Jay to begin their second career with a GPA of 0.00.

~~Academic Forgiveness Policy for CUNY Justice Academy Students~~

~~Matriculated students who leave John Jay College either on academic probation or as the result of an academic dismissal, for reasons other than academic dishonesty, who then transfer to a Justice Academy Program at a CUNY community college, and complete at least 30 credits, earn a GPA of at least 2.50, and receive an associate degree (AA or AS only) from a CUNY Justice Academy partner, will have the grades of their prior coursework at John Jay College treated as if it were transfer credit, just as is the coursework that is being transferred from the Justice Academy community college. These students would, therefore, begin their second career at John Jay College with a clear GPA slate, that is, with a GPA of 0.00. CUNY Justice Academy students who return to John Jay but do not meet the standards described above, may still apply under the general Second Chance policy if they meet the specified criteria. Students must file an application by the end of their first semester back at the college to be considered.~~

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

PROPOSED CHANGES IN A DEGREE PROGRAM

The following is the revised curriculum for the Master of Public Administration – Public Policy and Administration program leading to the MPA degree.

**Program Name and Degree Awarded: MPA in Public Policy and Administration,
BS in Criminal Justice Management/MPA-PPA**

HEGIS Code: 2102

NY State Program Codes: 02533; 20703 (BS/MPA)

Effective term: Fall 2016

Date of CGS approval: April 10, 2019

Proposed changes: Replace CRJ 730 with PAD 730 as a required course for the Criminal Justice Policy and Administration specialization.

Rationale for proposed changes:

CRJ 730 and PAD 730 used to be cross-listed. CRJ 730 was revised several years ago by the CRJ MA program to make the course its culminating seminar, and the course is no longer appropriate for the MPA program.

| FROM | Crs. | TO | Crs. |
|--|------|--|------|
| <p>List of Course (Prefix, Number, and Name)</p> <p>Requirements for the Degree Program: **strikethrough what is to be changed.</p> <p>The mission of the Master of Public Administration Program in Public Policy and Administration at John Jay College of Criminal Justice is to prepare students for careers in public agencies and independent organizations and to advance the study of Public Policy and Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service and provide them with the opportunities to acquire professional and political knowledge and skills based on academic instruction and study, public service experience and partnerships with faculty in scholarly endeavors.</p> <p>Specializations in the program are offered in the following fields:</p> <ul style="list-style-type: none"> • Court Administration • Criminal Justice Policy and Administration • Emergency Management • Human Resources Management • Law and Public Management • Management and Operation • Public Policy Analysis • Urban Affairs <p>This program may also be completed fully online.</p> <p>Degree Requirements</p> <p>Students enrolled in the Master of Public Administration Program in Public Policy and Administration are required to complete 42 course credits. Students are also required to pass the MPA qualifying examination (MPAOE), which is administered as a part of PAD 700. Complete information about the MPAOE is found at the John Jay College website http://www.jjay.cuny.edu/mpa-qualifying-exam-student-guide.</p> <p>Students are advised to complete PAD 700 and the two other core foundation courses, PAD 702 and PAD 705, within the first 15 credits of matriculation.</p> | | <p>List of Course (Prefix, Number, and Name)</p> <p>Requirements for the Degree Program: **<u>underline</u> the changes.</p> <p>The mission of the Master of Public Administration Program in Public Policy and Administration at John Jay College of Criminal Justice is to prepare students for careers in public agencies and independent organizations and to advance the study of Public Policy and Administration through scholarly and applied research and community service. The program seeks to inspire students to the highest ideals of citizenship and public service and provide them with the opportunities to acquire professional and political knowledge and skills based on academic instruction and study, public service experience and partnerships with faculty in scholarly endeavors.</p> <p>Specializations in the program are offered in the following fields:</p> <ul style="list-style-type: none"> • Court Administration • Criminal Justice Policy and Administration • Emergency Management • Human Resources Management • Law and Public Management • Management and Operation • Public Policy Analysis • Urban Affairs <p>This program may also be completed fully online.</p> <p>Degree Requirements</p> <p>Students enrolled in the Master of Public Administration Program in Public Policy and Administration are required to complete 42 course credits. Students are also required to pass the MPA qualifying examination (MPAOE), which is administered as a part of PAD 700. Complete information about the MPAOE is found at the John Jay College website http://www.jjay.cuny.edu/mpa-qualifying-exam-student-guide.</p> <p>Students are advised to complete PAD 700 and the two other core foundation courses, PAD 702 and PAD 705, within the first 15 credits of matriculation. Failure</p> | |

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| <p>Failure to complete program requirements or admission conditions on a timely basis may result in a student not being permitted to register for future classes without the explicit permission of the program director.</p> <p>Additional information. Students, who enroll for the first time at the College in September 2011 or thereafter, must complete the program in the form presented here. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.</p> | | <p>to complete program requirements or admission conditions on a timely basis may result in a student not being permitted to register for future classes without the explicit permission of the program director.</p> <p>Additional information. Students, who enroll for the first time at the College in September 2011 or thereafter, must complete the program in the form presented here. Students who enrolled prior to that date and have consistently maintained matriculation, may choose the form shown here or the version of the program in place at their time of enrollment.</p> | |
| <p>Required Courses (21 credits)</p> <p>PAD 700 Public Administration PAD 702 Human Resources Management PAD 704 Economics for Public Administrators PAD 705 Organization Theory and Management PAD 739 Policy Analysis PAD 743 Public Sector Financial Management PAD 771 Capstone Seminar</p> | <p>3 3 3 3 3 3</p> | <p>Required Courses (21 credits)</p> <p>PAD 700 Public Administration PAD 702 Human Resources Management PAD 704 Economics for Public Administrators PAD 705 Organization Theory and Management PAD 739 Policy Analysis PAD 743 Public Sector Financial Management PAD 771 Capstone Seminar</p> | <p>3 3 3 3 3 3</p> |
| <p>PAD 704: Students who have completed three courses in economics with a grade of B or better at the undergraduate or graduate level may request a waiver of PAD 704 from the program director. A course cannot be used to satisfy both a core course requirement and a specialization requirement.</p> | | <p>PAD 704: Students who have completed three courses in economics with a grade of B or better at the undergraduate or graduate level may request a waiver of PAD 704 from the program director. A course cannot be used to satisfy both a core course requirement and a specialization requirement.</p> | |
| <p>Research Methods and Quantitative Skills (6 credits)</p> <p>The student must complete a course from each of the following two categories:</p> | | <p>Research Methods and Quantitative Skills (6 credits)</p> <p>The student must complete a course from each of the following two categories:</p> | |
| <p>Research Methods</p> <p>PAD 715 Research Methods in Public Administration</p> | <p>3</p> | <p>Research Methods</p> <p>PAD 715 Research Methods in Public Administration</p> | <p>3</p> |
| <p>Quantitative Methods and Information Management</p> <p>Select one of the following courses:</p> | | <p>Quantitative Methods and Information Management</p> <p>Select one of the following courses:</p> | |
| <p>PAD 713 Management of Information Technology PAD 745 Program Development and Evaluation PAD 747/CRJ 747 Computer Applications in Public Policy and Management</p> | <p>3 3 3</p> | <p>PAD 713 Management of Information Technology PAD 745 Program Development and Evaluation PAD 747/CRJ 747 Computer Applications in Public Policy and Management</p> | <p>3 3 3</p> |

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| <p>PAD 770 Cases and Techniques in Quantitative Policy Analysis</p> <p>PAD 713, PAD 747, PAD 770: There is no prerequisite for PAD 747, PAD 713 or ACC 701. However, computer skills and experience are assumed for both these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770. Students with 12 undergraduate credits in computer courses may request a waiver of the Quantitative Methods and Information Management requirement. A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.</p> | <p>PAD 770 Cases and Techniques in Quantitative Policy Analysis</p> <p>PAD 713, PAD 747, PAD 770: There is no prerequisite for PAD 747, PAD 713 or ACC 701. However, computer skills and experience are assumed for both these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770. Students with 12 undergraduate credits in computer courses may request a waiver of the Quantitative Methods and Information Management requirement. A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.</p> | <p>PAD 770 Cases and Techniques in Quantitative Policy Analysis</p> <p>PAD 713, PAD 747, PAD 770: There is no prerequisite for PAD 747, PAD 713 or ACC 701. However, computer skills and experience are assumed for both these courses. Students who need additional computer skills will be directed by the program director to other places in the College where skills may be obtained. PAD 715 is a prerequisite for PAD 745 and PAD 770. Students with 12 undergraduate credits in computer courses may request a waiver of the Quantitative Methods and Information Management requirement. A student may not use a course completed to fulfill this section to satisfy requirements in specialization and elective courses.</p> |
| <p>Specialization (9 credits)</p> <p>A three-course specialization is required. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755/CRJ 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.</p> <p>Dual specializations are permissible if the student has fulfilled the requirements of both specializations. One course can count as an elective for two specializations with approval from the program director.</p> <p>Court Administration</p> <p>This specialization prepares students for responsibilities involving policy making and administration in the courts. Additional materials on the specialization are available from the specialization coordinator.</p> <p>Required Course</p> <p>PAD 760 Court Administration</p> <p>Electives</p> <p>CRJ 735 Prosecuting Crime</p> | <p>Specialization (9 credits)</p> <p>A three-course specialization is required. Students should declare a specialization upon the completion of 12 credits. Except where otherwise noted, students must complete a specialization by completing three courses designated for the specialization including each course designated as required. PAD 780 (Internship), PAD 755/CRJ 755 (Writing for Management), and a PAD 800-level course can also be used to complete any specialization, but may not substitute for a course required for the specialization.</p> <p>Dual specializations are permissible if the student has fulfilled the requirements of both specializations. One course can count as an elective for two specializations with approval from the program director.</p> <p>Court Administration</p> <p>This specialization prepares students for responsibilities involving policy making and administration in the courts. Additional materials on the specialization are available from the specialization coordinator.</p> <p>Required Course</p> <p>PAD 760 Court Administration</p> <p>Electives</p> <p>CRJ 735 Prosecuting Crime</p> | <p>3</p> <p>3</p> <p>3</p> |

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| <p>Two additional courses are to be selected from the above list or from any of the specialization courses in the MPA in Public Policy and Administration Program, the MPA in Inspection and Oversight Program, or from any of the courses listed under specializations in the Master of Arts in Criminal Justice Program.</p> <p>Emergency Management</p> <p>This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism. The concentration has three required courses.</p> <p>Required Courses</p> <p>PMT 711 Introduction to Emergency Management PMT 760 Emergency Management: Mitigation and Recovery PMT 763 Emergency Management: Preparedness</p> <p>Electives</p> <p>PMT 703 Analysis of Building and Fire Codes PMT 712 Theory and Design of Fire Protection Systems PMT 751 Contemporary Fire Protection Issues PMT 761 Technology in Emergency Management PMT 762 Business Continuity Planning PMT 781 Risk Analysis and Loss Prevention PAD 726 The Politics and Process of Outsourcing PAD 748 Project Management PAD 758 Ethics, Integrity and Accountability</p> <p>Human Resources Management</p> <p>This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management. The specialization has two required courses.</p> <p>Required Courses</p> | <p>3 3 3 3 3 3 3 3 3 3 3</p> | <p>Two additional courses are to be selected from the above list or from any of the specialization courses in the MPA in Public Policy and Administration Program, the MPA in Inspection and Oversight Program, or from any of the courses listed under specializations in the Master of Arts in Criminal Justice Program.</p> <p>Emergency Management</p> <p>This specialization prepares students for careers in emergency management. The concentration is designed to emphasize technology and business continuity planning, building design issues and terrorism. The concentration has three required courses.</p> <p>Required Courses</p> <p>PMT 711 Introduction to Emergency Management PMT 760 Emergency Management: Mitigation and Recovery PMT 763 Emergency Management: Preparedness</p> <p>Electives</p> <p>PMT 703 Analysis of Building and Fire Codes PMT 712 Theory and Design of Fire Protection Systems PMT 751 Contemporary Fire Protection Issues PMT 761 Technology in Emergency Management PMT 762 Business Continuity Planning PMT 781 Risk Analysis and Loss Prevention PAD 726 The Politics and Process of Outsourcing PAD 748 Project Management PAD 758 Ethics, Integrity and Accountability</p> <p>Human Resources Management</p> <p>This specialization prepares students to assume supervisory and administrative responsibilities involving personnel management. The specialization has two required courses.</p> <p>Required Courses</p> <p>PAD 703 Techniques and Tools of Human Resources Administration</p> | <p>3 3 3 3 3 3 3 3 3 3 3</p> |
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| <p>PAD 703 Techniques and Tools of Human Resources Administration PAD 707 Managing People: A Human Resources Perspective</p> | <p>3 3</p> | <p>PAD 707 Managing People: A Human Resources Perspective</p> | <p>3 3</p> |
| <p>Electives PAD 708 Human Resources and Labor in the Public Sector PAD 710 The Ethical and Legal Environment of Public Employment PAD 723 Assessments, Audits and Investigations in Human Resources PAD 726 The Politics and Process of Outsourcing</p> | <p>3 3 3 3</p> | <p>Electives PAD 708 Human Resources and Labor in the Public Sector PAD 710 The Ethical and Legal Environment of Public Employment PAD 723 Assessments, Audits and Investigations in Human Resources PAD 726 The Politics and Process of Outsourcing</p> | <p>3 3 3 3</p> |
| <p>Law and Public Management Students enrolled in the MPA program in Public Policy and Administration may complete the Law and Public Management specialization by completing three courses at the CUNY Law School. Students should contact the specialization advisor for guidance and assistance.</p> | | <p>Law and Public Management Students enrolled in the MPA program in Public Policy and Administration may complete the Law and Public Management specialization by completing three courses at the CUNY Law School. Students should contact the specialization advisor for guidance and assistance.</p> | |
| <p>Students may also complete this specialization while attending law school. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, 9 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the program director to transfer up to 12 credits from law school toward this concentration.</p> | | <p>Students may also complete this specialization while attending law school. Students must apply to, and be accepted at, law school while enrolled in the MPA Program in Public Policy and Administration, and complete their specialization while attending law school. Subject to the approval of the program director, 9 credits of law courses concerning legal research, civil and criminal procedure, and public institutions and the law, may be transferred for credit. Students must also pass the MPA Qualifying Examination and the Capstone Course and fulfill remaining requirements for the MPA degree. Students who have completed coursework in law school prior to enrollment in the MPA Program in Public Policy and Administration may apply to the program director to transfer up to 12 credits from law school toward this concentration.</p> | |
| <p>Courses in this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.</p> | | <p>Courses in this specialization may be taken at CUNY Law School at Queens College, The City University of New York, or at other law schools offering comparable courses.</p> | |
| <p>Management and Operations This concentration prepares students to assume supervisory and managerial responsibilities in operational services. Additional materials for this specialization are available from the specialization coordinator.</p> | | <p>Management and Operations This concentration prepares students to assume supervisory and managerial responsibilities in operational services. Additional materials for this specialization are available from the specialization coordinator.</p> | |
| | | <p>Required Courses</p> | |

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| <p>Required Courses</p> <p>PAD 712 Management Systems and Techniques in the Public Sector PAD 714 Organizational Performance Assessment</p> | <p>3 3</p> | <p>PAD 712 Management Systems and Techniques in the Public Sector PAD 714 Organizational Performance Assessment</p> <p>Electives</p> | <p>3 3</p> |
| <p>Electives</p> <p>PAD 713 Management of Information Technology PAD 716 Cases in Productive Public Management PAD 718 International Public Policy and Administration PAD 719 Delivery Systems in Justice and Urban Services Systems PAD 726 The Politics and Process of Outsourcing PAD 745 Program Development and Evaluation PAD 746 Comparative Public Administration PAD 748 Project Management PAD 758 Ethics, Integrity and Accountability PAD 770 Cases and Techniques in Quantitative Policy Analysis</p> | <p>3 3 3 3 3 3 3 3 3 3</p> | <p>PAD 713 Management of Information Technology PAD 716 Cases in Productive Public Management PAD 718 International Public Policy and Administration PAD 719 Delivery Systems in Justice and Urban Services Systems PAD 726 The Politics and Process of Outsourcing PAD 745 Program Development and Evaluation PAD 746 Comparative Public Administration PAD 748 Project Management PAD 758 Ethics, Integrity and Accountability PAD 770 Cases and Techniques in Quantitative Policy Analysis</p> <p>Public Policy Analysis</p> | <p>3 3 3 3 3 3 3 3 3 3</p> |
| <p>Public Policy Analysis</p> <p>This specialization provides students with the opportunity to develop their skills in policy analysis and evaluation by examining analytical techniques, substantive policy issues and their impacts.</p> | <p>3</p> | <p>This specialization provides students with the opportunity to develop their skills in policy analysis and evaluation by examining analytical techniques, substantive policy issues and their impacts.</p> <p>Required Courses</p> | <p>3</p> |
| <p>Required Courses</p> <p>PAD 756 Tools and Techniques of Policy Analysis PAD 745 Program Development and Evaluation</p> | <p>3 3</p> | <p>PAD 756 Tools and Techniques of Policy Analysis PAD 745 Program Development and Evaluation</p> <p>Electives</p> | <p>3 3</p> |
| <p>Electives</p> <p>PAD 718 International Public Policy and Administration PAD 730 Policy Analysis in Criminal Justice PAD 740 Public Sector Inspection and Oversight PAD 747/CRJ 747 Computer Applications in Public Policy and Management PAD 756 Tools and Techniques of Policy Analysis PAD 770 Cases and Techniques in Quantitative Policy Analysis PMT 715 Analytical Methods in Protection Management CRJ 741 An Economic Analysis of Crime CRJU 88100 Criminology and Public Policy</p> | <p>3 3 3 3 3 3 3 3 3</p> | <p>PAD 718 International Public Policy and Administration PAD 730 Policy Analysis in Criminal Justice PAD 740 Public Sector Inspection and Oversight PAD 747/CRJ 747 Computer Applications in Public Policy and Management PAD 756 Tools and Techniques of Policy Analysis PAD 770 Cases and Techniques in Quantitative Policy Analysis PMT 715 Analytical Methods in Protection Management CRJ 741 An Economic Analysis of Crime CRJU 88100 Criminology and Public Policy CRJU 84100 Advanced Policy Analysis</p> | <p>3 3 3 3 3 3 3 3 3</p> |

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| <p>CRJU 84100 Advanced Policy Analysis</p> <p>CRJU 88100, CRJU 84100: Requires Permission of the CUNY PhD Program in Criminal Justice.</p> <p>Urban Affairs</p> <p>The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Courses should be selected in consultation with the specialization advisor. The Urban Affairs courses at Hunter College cover topics such as urban development, social and economic analysis and problem solving in urban and community settings.</p> <p>Free Electives (6 credits)</p> <p>Students must select two elective courses from any MPA offering.</p> | | <p>CRJU 88100, CRJU 84100: Requires Permission of the CUNY PhD Program in Criminal Justice.</p> <p>Urban Affairs</p> <p>The three courses in this specialization are taken at the Department of Urban Affairs and Planning at Hunter College, City University of New York. Courses should be selected in consultation with the specialization advisor. The Urban Affairs courses at Hunter College cover topics such as urban development, social and economic analysis and problem solving in urban and community settings.</p> <p>Free Electives (6 credits)</p> <p>Students must select two elective courses from any MPA offering.</p> | |
| <p>Sub-total 27 Electives 15 Total credits required: 42</p> | <p>15 18-24 33-39</p> | <p>Sub-total Electives Total credits required:</p> | <p>15 18-24 33-39</p> |

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

Does this change affect any other program?

_____ No _____ Yes

If yes, what consultation has taken place?

**Master of Public Administration Program
Spring 2019**

Date of CGS Approval: April 10, 2019

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

EXPLANATION: The proposed advanced certificate program consists of 12 credits and is composed of existing courses that currently count toward the Master of Public Administration program and the Master of Arts program in Criminal Justice. The Advanced Certificate in Corrections Management is designed for students who are currently in upper-level management in corrections or those seeking such a position at local, state or federal levels. This curriculum has been developed by John Jay faculty in consultation with the New York City Department of Corrections, and squares neatly with the college's mission to have faculty research and expertise inform professional practice in ways that sustain and advance just societies



Expedited Application for Registration of a New Certificate or Advanced Certificate Program

This application is for New York degree-granting institutions seeking to register a new Certificate or Advanced Certificate program. Please download and save this file, enter the requested information, and submit to the State Education Department.

Note that public institutions should use the appropriate SUNY/CUNY proposal submission forms in lieu of the attached forms and submit proposals to SUNY/CUNY Central Administration. The expedited review option is not available to programs intended to prepare candidates for teacher certification or professional licensure.

| Item | Response (type in the requested information) |
|---|--|
| Program type | <input type="checkbox"/> Certificate |
| Check program type | <input checked="" type="checkbox"/> Advanced Certificate |
| Institution name and address | John Jay College, CUNY <i>Additional information:</i> <ul style="list-style-type: none"> ▪ Specify campus where program will be offered, if other than the main campus: ▪ If any <i>courses</i> will be offered off campus, indicate the location and number of courses and credits: |
| Program title, credits, and proposed HEGIS code | Program title: Advanced Certificate in Corrections Management Credits: 12 Proposed HEGIS code: 2102 |
| Program format | Check all program scheduling and format features that apply: (See definitions) i) Format: <input checked="" type="checkbox"/> Day <input checked="" type="checkbox"/> Evening <input type="checkbox"/> Weekend <input type="checkbox"/> Evening/Weekend <input type="checkbox"/> Not Full-Time |

| | |
|--|---|
| | <p>ii) Mode: <input checked="" type="checkbox"/> Standard <input type="checkbox"/> Independent Study <input type="checkbox"/> External <input type="checkbox"/> Accelerated <input type="checkbox"/> Distance Education*</p> <p>iii) Other: <input type="checkbox"/> Bilingual <input type="checkbox"/> Language Other Than English</p> <p>*If distance education, please also see www.highered.nysed.gov/ocue/ded/individualprogramproposal.htm.</p> |
| Related degree program(s) | Indicate the registered degree program(s) by title, award and five-digit SED code to which the credits will apply: Master of Public Management: Public Policy & Administration, SED code: 02533 |
| Contact person for this proposal | Name and title: Avram Bornstein Telephone: 212-237-8287 Fax: E-mail: abornstein@jjay.cuny.edu |
| CEO (or designee) approval | Name and title: Yi Li, Provost Signature and date: |
| Signature affirms the institution's commitment to support the proposed program. | If the program will be registered jointly ¹ with another institution, provide the following information: Partner institution's name: Name and title of partner institution's CEO: Signature of partner institution's CEO: |

Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered.

1. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution's catalog.

Answer: The Advanced Certificate in Corrections Management is designed for upper-level management in corrections or those seeking such a position. Three of the four courses are offered in the Master of Public Management programs; the fourth is offered by the Master of Arts in Criminal Justice program. The four required courses are: (1) PAD 702 Human Resources Management; (2) PAD 705 Organization Theory and Management; (3) PAD 710 The Ethical and Legal Environment of Public Employment; and (4) CRJ 728 Critical Issues in Corrections. The Advanced Certificate in Corrections Management is a stand-alone certificate at the post-baccalaureate level. A student may pursue the Certificate independent of a master's program or while pursuing a John Jay master's degree. Students who successfully complete the program are awarded a New York State Education Department certificate.

b) List educational and (if appropriate) career objectives.

Answer: Students will demonstrate knowledge of how to (1) use public sector personnel planning and management skills such as job classification, recruitment, career development, employee evaluation, and motivation, (2) use formal and informal system models to analyze organizational processes and operations such as decision making,

¹ If the partner institution is non-degree-granting, see CEO Memo 94-04 at www.highered.nysed.gov/ocue/ceo94-04.htm.

communication, leadership, control and change, and (3) analyze major problems confronting corrections professionals such as overcrowding, ineffective programs, violence, ethics, and professionalism.

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

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

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

Answer: All of the courses for this program were developed by faculty over time and have been part of the MPA program for many years. After discussion on March 13, 2019, the MPA revised the proposal. On April 3, 2019, the MPA faculty voted to approve this four-course certificate.

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

Answer: Officials from DOC were consulted about the program and affirmed the value of these courses on 1/22/18.

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

Answer: Year 1: 20 students; Year 2: 40 students; Year 3: 40 students; Year 4: 40 students; Year 5: 40 students.

2. Sample Program Schedule

Complete the sample program schedule (**Table 1**) for the first full cycle of the program (e.g., two semesters for a traditional 24 credit-hour Certificate program).

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

3. Faculty

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

b) What is the institution's definition of "full-time" faculty?

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

4. Financial Resources and Instructional Facilities

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

Answer: No new financial resources will be needed for this program. In particular, the college library collection is well suited for an advanced certificate program of this type, as the curriculum consists of coursework already being delivered as part of the MPA programs and the Criminal Justice MA program.

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

5. Admissions

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

Answer: Applicants must meet the following admissions requirements: (i) baccalaureate degree, and (ii) satisfactory letters of reference. Students currently enrolled in any of John Jay's graduate programs are eligible to take courses toward this certificate.

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

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

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

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

6. Academic Support Services

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

Answer: (i) Faculty members hold regular office hours to confer with students. (ii) John Jay's Writing Center offers support for students who have difficulty writing English prose.

7. Credit for Experience

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

Answer: No credits granted for experience.

8. Program Assessment and Improvement

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

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

9. Transfer Programs

If the program will be **promoted as preparing students for transfer to a program at another institution**, provide a copy of an articulation agreement with the institution

Table 1: Program Schedule

- 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)
- Copy/expand the table as needed to show additional terms

| Term: Fall 1 | | | | Term: Spring 1 | | | |
|--|---------|-----|-----------------|--|---------|-----|-----------------|
| Course Number & Title | Credits | New | Prerequisite(s) | Course Number & Title | Credits | New | Prerequisite(s) |
| CRJ 728 Critical Issues in Corrections | 3 | | none | PAD 705 Organization Theory and Management | 3 | | none |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Term credit total: | 3 | | | Term credit total: | 3 | | |
| Term: Fall 2 | | | | Term: Spring 2 | | | |
| Course Number & Title | Credits | New | Prerequisite(s) | Course Number & Title | Credits | New | Prerequisite(s) |
| PAD 702 Human Resources Management | 3 | | none | PAD 710 The Ethical and Legal Environment of Public Employment | 3 | | none |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Term credit total: | 3 | | | Term credit total: | 3 | | |
| Program Totals: | | | | Credits: | | | |
| 12 | | | | 12 | | | |

New: indicate if new course **Prerequisite(s):** list prerequisite(s) for the noted courses

Table 2: Full-Time Faculty

³³ Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

| Faculty Member Name and Title (Include and Identify Program Director) | Program Courses to be Taught | Percent Time to Program | Highest and Other Applicable Earned Degrees & Disciplines (include College/University) | Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc. |
|---|--|--------------------------------|--|--|
| Martin Horn | CRJ 728 Critical Issues in Corrections | 12.5 | CRJ MA, John Jay | Executive Director NYS Sentencing Commission (current), Commissioner of Corrections NYC 2003- 2009, Commissioner of Probation NYC 2002- 2009 |
| | | | | |
| | | | | |
| | | | | |
| Nicole Marie Elias | PAD 702 Human Resources Management | 12.5 | PhD, Public Administration and Affairs, Virginia Polytechnic | |
| | | | | |
| | | | | |
| | | | | |
| Bieu Tran | PAD 705 Organization Theory and Management | 12.5 | MBA, Management, University of Massachusetts Amherst; MPA, John Jay College; MLit, Legal and Political Philosophy, University of St. Andrews | |
| | | | | |
| | | | | |
| | | | | |
| Denise Thompson | PAD 705 Organization Theory and Management | 12.5 | PhD, Public Administration, Pennsylvania State University; MBA, Equal Status and Human | |

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

| Faculty Member Name and Title (include and identify Program Director) | Program Courses to be Taught | Percent Time to Program | Highest and Other Applicable Earned Degrees & Disciplines (include College/University) | Additional Qualifications: list related certifications/ licenses; occupational experience; scholarly contributions, etc. |
|---|-------------------------------------|--------------------------------|---|---|
| | | | Rights of Women, Raoule Wallenberg Institute, University of Lund, Sweden Nova Southeastern University | |

Table 3: Part-Time Faculty

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

| Faculty Member Name and Title | Program Courses to be Taught | Highest and Other Applicable Earned Degrees & Disciplines (include College/University) | Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc. |
|-------------------------------|--|--|---|
| Kimora | CRJ 728 Critical Issues in Corrections | PhD University of Minnesota | Author of <i>When Young People Break the Law: Debating Issues on Punishment for Juveniles</i> . Education Director for Treatment Services at the Osborne Association. |
| Jennifer Wynn | CRJ 728 Critical Issues in Corrections | PhD CUNY | Author of <i>Inside Rikers: Stories from the World's Largest Penal Colony</i> . Director of Prison Monitoring Program for Correctional Association of NY 1998-2004. |
| Pasqualino Russo | PAD 710 The Ethical and Legal Environment of Public Employment | JD, Brooklyn Law School | <ul style="list-style-type: none"> • Former Inspector General of the NYC Department of Investigation • Former Chief Administrative Law Judge of the NYC TLC |

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

| Faculty Member Name and Title | Program Courses to be Taught | Highest and Other Applicable Earned Degrees & Disciplines (include College/University) | Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc. |
|-------------------------------|------------------------------------|---|--|
| Kenneth Grossberger | PAD 702 Human Resources Management | MS in Protection Management, John Jay College; doctoral student in Criminal Justice, CUNY | <ul style="list-style-type: none"> Former General Counsel to the NY State Office of the Welfare Inspector General Former Vice President for Administration at national security firm |
| | | | |
| | | | |

Table 4: Faculty to be Hired

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

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

Table 5: New Resources

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

| New Expenditures | Year 1 | Year 2 | Year 3 |
|--|--------|--------|--------|
| Personnel | | | |
| Library | | | |
| Laboratories and Equipment | | | |
| Supplies & Expenses (Other Than Personal Service) | | | |
| Capital Expenditures | | | |
| Other | | | |
| Total all | | | |

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

State Education Department Contact Information

New York State Education Department

Office of Higher Education

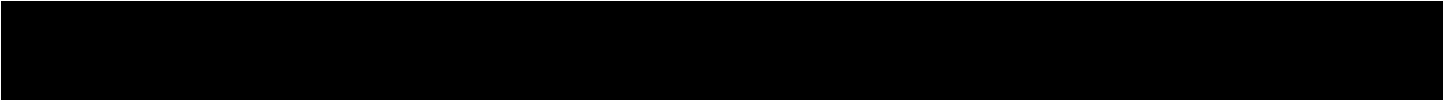
Office of College and University Evaluation

89 Washington Avenue

Albany, NY 12234

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

EXPEDITEDCERTS@mail.nysed.gov



Definitions for Certificate and Advanced Certificate Proposals

I. General Definitions*

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

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

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

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

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

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

Commissioner: The Commissioner of Education.

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

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

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

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

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

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

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

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

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

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

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

II. Format Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date of CGS Approval: April 10, 2019

1. Contact information of proposer(s):

| Name(s) | Email(s) | Phone number(s) |
|-------------------------|-------------------------|------------------------|
| Charles Jennings, Ph.D. | cjennings@jjay.cuny.edu | 646-557-4638 |

2. Course details:

| | |
|--|---|
| Program Name | Master of Science Emergency Management |
| Course Prefix & Number | PMT 748 |
| Course Title | Project Management for Emergency Management and Public Safety |
| Catalog Description | This course will examine how project management methods may be applied to the functions of emergency management and public safety using examples appropriate from the field for a variety of different hazards, environments, managerial and organizational levels. The course will provide students appropriate project management methods and tools, along with relevant research, to effectively plan and manage projects in the sphere of emergency management and public safety. |
| Pre- and/or Corequisites (specify which are pre, co, or both) | None |
| Credits | 3 |
| Contact Hours (per week) | 3 |
| Lab Hours | 0 |

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

Emergency management is a growing discipline as our world has become increasingly more complex, interconnected, and vulnerable to hazards both natural and human caused. Commensurate with this, the role of the emergency manager has expanded and become more vital to cities, counties, states, and large organizations. Much of the work that falls into the scope of emergency managers can be contained and effectively managed within projects, be they longer term plans and mitigation measures or short-term emergency responses to a disaster.

Emergency managers at all levels are struggling to respond to the demand to develop and implement emergency related projects and plans. While most emergency managers arrive at their position with field level experience and some experience and exposure to strategic planning as well as incident command system training, few have been trained in basic management doctrines and fewer have been trained in or have skills in project management and its related methods and tools. Project related work in emergency management organizations often suffers from a common set of issues: resource bottlenecks, inadequate resource allocation or executive support, an understanding of the scope, and a close link to an overall strategy; all of these issues are areas where the use of standard project management principles can be a helpful remedy. This course will enable students to tackle the work they face with project management competencies to provide more effective service to the public they serve.

4. Degree requirements satisfied by the course:

Required management and analytic course.

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

Yes _____ No X

If yes, please provide the following:

- I. Semester(s) and Year(s):
- II. Teacher(s):
- 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?
 - a. Explain why and how the project management methodology may be applied as an effective solution for effective emergency management and public safety programs;
 - b. Demonstrate the basic methods and tools of project management in the field of emergency management or public safety;
 - c. Develop and manage a project scope, schedule, and budget, and related component plans;
 - d. Develop and evaluate projects for emergency management or public safety programs.

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

The course outcomes are consistent with the core competencies referenced previously.

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

Achievement of learning objectives will be assessed through a combination of written assignments, project case studies, and a final project.

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

Emergency Management: Concepts and Strategies for Effective Programs Hardcover
Lucien G. Canton (Author)
Publisher: Wiley-Interscience; 1 edition (December 11, 2006)
ISBN-10: 047173487X
ISBN-13: 978-0471734871

A Guide to the Project Management Body of Knowledge (PMBOK® Guide)—Sixth Edition
By the Project Management Institute
Publisher: Project Management Institute Sixth Edition (September 22, 2017)
ISBN-10: 9781628251845
ISBN-13: 978-1628251845

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.

8. Identify and assess the adequacy of available library resources

a. Databases

The library's existing electronic resources are adequate to support this course.

a. Books, Journals and eJournals

The library's existing book and journal resources are adequate to support this course.

9. Identify recommended additional library resources

None.

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

No additional resources required.

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).

Project Management Institute
 Public Administration Abstracts
 Business Source Complete
 Faulkner Security Management Practices
 US-DHS/FEMA
 The International Association of Emergency Managers (IAEM),
 JSTOR
 National Emergency Training Center Learning Resource Center
 Military and Government Collection

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

Yes _____ X _____ No _____

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

Course proposal was reviewed by Librarian and Associate Professor Karen Okamoto.

13. Proposed instructors:

Andrew Boyarsky, MSM, PMP, CBCP, Clinical Associate Professor, NYU/Yeshiva University
 Charles Jennings, Security, Fire, and Emergency Management

14. Other resources needed to offer this course:

None.

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

Course registration would be restricted to Emergency Management or Protection Management students. No conflicts identified.

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.

PMT 748: Project Management for Emergency Management and Public Safety

Fall 2019

Online

Instructor:

Office: NA

Office Hours:

Textbooks:

Emergency Management: Concepts and Strategies for Effective Programs Hardcover

Lucien G. Canton (Author)

Publisher: Wiley-Interscience; 1 edition (December 11, 2006)

ISBN-10: 047173487X

ISBN-13: 978-0471734871

A Guide to the Project Management Body of Knowledge (PMBOK® Guide)–Sixth Edition
By the Project Management Institute

Publisher: Project Management Institute Sixth Edition (September 22, 2017)

ISBN-10: 9781628251845

ISBN-13: 978-1628251845

Course Description:

This course will examine how project management methods may be applied to the functions of emergency management and public safety using examples appropriate from the field for a variety of different hazards, environments, managerial and organizational levels. The course will provide students appropriate project management methods and tools, along with relevant research, to effectively plan and manage projects in the sphere of emergency management and public safety.

Learning Objectives:

- a. Explain why and how the project management methodology may be applied as an effective solution for effective emergency management and public safety programs;
- b. Demonstrate the basic methods and tools of project management in the field of emergency management or public safety;
- c. Develop and manage a project scope, schedule, and budget, and related component plans;
- d. Develop and evaluate projects for emergency management or public safety programs.

Policies on attendance, lateness, quizzes, and classroom behavior:

In accordance with City University policy, participation in each course module learning activities is required. As a graduate course, you will prioritize preparation and course work including readings on a weekly basis. Participation in online discussion boards is required, and comments should be informed by the course readings and reflection on content provided by the instructor or fellow students.

Late assignments may be penalized by one stepped letter grade (for example from a B to B-) for every week the assignment is submitted; no assignments will be accepted after 3 weeks from the date it is due. The Final Project must be submitted on time.

Online classroom behavior includes respectful interaction with other students. While ideological or intellectual disagreements are encouraged, dialogue must not be personalized. Proper professional tone and language must be maintained at all times. Use standard written English, do not use online abbreviations, and use the same standard for online postings as you would for written communications. All computer files should include the name of the course, assignment name, and the student's name.

Grading:

Grades are calculated as follows:

| | |
|---------------------------|-----|
| Discussion Boards | 25% |
| Short Writing Assignments | 40% |
| Final Project | 35% |

There are three types of evaluated work (broadly, assignments) in this course.

Discussion boards are short (150-300 word responses) based on the topics covered that week or in the course to date. They are posted online which may be made as part of Voicethread or as a separate discussion. Students are encouraged to read others students responses after posting their own response and contribute meaningful commentary further for additional credit. A rubric is provided to assess these discussions.

Short Writing assignments are related to the final project plan and use the templates (adapted and edited for your project) where the students apply course methods, tools, and techniques from project management practice. Rubrics are provided for assessing these assignments.

The final project is a 20-35 page plan that demonstrates an integrated approach to an emergency management or public safety project. Students may choose a project to develop the following: an emergency operations/public safety plan, training program, workshop, drill/exercise, or AAR/IP document. Students need to submit a short description of their project for approval prior to initiating the project. A rubric is provided for assessing this project.

Due dates for assignments are listed in the course outline.

Statement of College's Policy on Plagiarism:

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

Always make citation a part of your work. 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.

Course outline on a weekly basis.

| Date/ Session | Module/Topic (Learning Objectives) | Readings | Assignment |
|------------------|---|--|--|
| 1 | <p>Explain why project is a good fit for emergency management</p> <p>Explain what is a project, project management, and managing risks through mitigation and preparedness programs and response</p> <p>Describe the role of the project manager and emergency manager in managing projects</p> | <p>PMBOK® Guide 1,2,3; Overview of PM, Organizational Influences and Project Lifecycle, PM Processes</p> <p>Canton 3, 4; Emergency Manager: Evolving Roles and Shifting Paradigms, Establishing the Emergency Management Program</p> | <p>Discussion Board: introductions and expectations.</p> |
| 1 | <p>2.</p> <ul style="list-style-type: none"> • Describe the process of threat and hazard analysis and managing risks • Identify options for risk management strategies • Demonstrate the process of performance of a cost benefit analysis for different options | <p>Canton 5, 6; Assessing Risk, Developing Strategy</p> | <p>Assignment: Students will conduct a basic threat and hazard analysis for a specific location or function (ESF); this may be done as part of their individual student project.</p> |

| Date/ Session | Module/Topic (Learning Objectives) | Readings | Assignment |
|------------------|---|---|--|
| 2 | 3. Develop the scope for mitigation and preparedness plans (Mitigation and Preparedness Planning) | PMBOK® Guide 5, Project Scope Canton 7, Planning Concepts | Discussion Board: Group discussion on scope definition/creep, setting expectations. Assignment: Students will develop a draft scope for an EM/Public Safety project. |
| 2 | 4. Develop the schedule and resource allocation for mitigation and preparedness plans | PMBOK® Guide 6, Project Schedule Management Canton 8, Planning Techniques and Methods | Assignment: Students will develop a basic project schedule (may be for one deliverable); a more elaborate schedule will be developed for the final project |
| 3 | 5. Develop the cost management plan (budget) for mitigation and preparedness plans | PMBOK® Guide 7, Project Cost Management Case study on project scheduling and resource allocation | Assignment: Students will develop a basic project budget, working through the cost management process; a more detailed budget will be developed for the final project |
| 3 | 6. Develop the HR Management Plan for mitigation and preparedness plans | PMBOK® Guide 9, Project Human Resource Management Case study on project scheduling and resource allocation | Discussion Board: Group discussion on differences with HR plans in EM/Public Safety, managing teams, burnout, sustainability (emergencies happen). Assignment: Students will develop a basic HR project plan; a more detailed HR plan will be developed for the final project. |

| Date/ Session | Module/Topic (Learning Objectives) | Readings | Assignment |
|------------------|---|--|---|
| 4 | 7. Define quality standards for emergency plans (FEMA standards: NIMS & ICS, NRF, HSEEP, EMAP, ISO 22320, NFP 1600, DRII Business Continuity Competencies, International Association of Emergency Managers [IAEM]) | Case study on implementation of one standard | Discussion Board: Group discussion on experience with EM/public safety standards. Assignment: Students will identify a suitable EM/Public Safety Standard and apply this to their project. |
| 4 | 8. <ul style="list-style-type: none"> • Define risk management and risk in emergency response and public safety, and the legal framework • Define risk management on projects | PMBOK® Guide 11, Project Risk Management Review Canton 5, Assessing Risk | Assignment: Students will develop a basic project risk plan, working through the risk management process and tools; a more detailed risk plan will be developed for the final project |
| 5 | 9. <ul style="list-style-type: none"> • Explain the procurement process • Identify different contract vehicles and procurement options, including contract and reporting requirements | PMBOK® Guide 12, Project Procurement Management Case study on procurement | Assignment: Students will identify procurements for an EM//Public Safety Project; a more detailed procurement plan will be developed for the final project. |

| Date/ Session | Module/Topic (Learning Objectives) | Readings | Assignment |
|------------------|--|---|---|
| 5 | 10. <ul style="list-style-type: none"> • Define the communication process for projects • Develop the project communication plan | PMBOK® Guide 10, 13; Project Communication and Stakeholder Management Canton 9, Coordinating Disaster: Communication | Assignment: Students will develop a basic communication plan. |
| 6 | 11. <ul style="list-style-type: none"> • Explain the process of monitoring and controlling projects • Demonstrate the process of managing scope, schedule, cost, and quality | PMBOK® Guide 4, Project Integration Review Canton 4, Establishing the Emergency Management Program | Project: Students will focus their time on developing the detailed elements of their project plans. |
| 6 | 12. <ul style="list-style-type: none"> • Explain programs and different types of emergency and public safety programs • Explain portfolio management in terms of programs and projects | PMBOK® Guide 1.2, Relationship between Projects, Programs, and Portfolios | Discussion board: students will discuss the differences in their own experience or study of projects, programs, and portfolio management in EM/Public Safety. |

| Date/ Session | Module/Topic (Learning Objectives) | Readings | Assignment |
|------------------|--|---|--|
| 7 | 13. <ul style="list-style-type: none"> • Match the major project processes with the “Planning P” and Incident Action Plan • Describe the rolling wave approach in comparison to emergency response | Canton 10, Managing Crisis | Discussion board: students will discuss incident response and how the planning P and project management may support response. Project: Students will complete a first draft of their project plans. |
| 7 | 14. Apply quality management to emergency management and public safety programs | PMBOK® Guide 8, Project Quality Management | Assignment: Student project assignment to apply a quality method/tools/techniques for quality assurance/quality control |
| 8 | 15. <ul style="list-style-type: none"> • Describe project leadership in emergency programs • Identify steps in initiating a project management methodology and culture in an emergency management and public safety organization | Ciarlo, Marisa. “Leadership’s Value in Project Management” <i>Project Management Development – Practice & Perspectives</i> . 2018, pp. 36-42. | 2 Discussion boards: <ul style="list-style-type: none"> • On leadership • Missteps on initiating a project |

| Date/ Session | Module/Topic (Learning Objectives) | Readings | Assignment |
|------------------|---|----------|---------------------------------------|
| 8 | 16. Final Project (Cumulative Assignment to Assess Overall Learning Objectives) | NA | Final Project and Presentation Due |

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

PROPOSAL FOR A NEW GRADUATE COURSE

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

Date of CGS Approval: April 10, 2019

1. Contact information of proposer(s):

| Name(s) | Email(s) | Phone number(s) |
|------------------|-------------------------|------------------------|
| Charles Jennings | cjennings@jjay.cuny.edu | 646-557-4638 |

2. Course details:

| | |
|-----------------------------------|---|
| Program Name | Emergency Management |
| Course Prefix & Number | PMT 789 |
| Course Title | Human and Social Vulnerability and Disaster |
| Catalog Description | This course engages with concepts of social vulnerability in the context of emergency management, including socioeconomics, race, age, ethnicity, language, gender, physical ability, health, and sexual orientation. The need to include the concept of vulnerability in all phases of disaster management is illustrated, and examples of best practices and continuing challenges are presented. |
| Prerequisites | PMT 711 |
| Credits | 3 |
| Contact Hours (per week) | 3 |
| Lab Hours | 0 |

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

The field of emergency management is increasingly confronted by disparities in outcome that vary systematically with well-known factors such as marginalization. Disaster aid itself is

coming to be challenged as a tool that reinforces or exacerbates pre-existing disparities between “haves” and “have nots” following disasters. Further, in addition to recognition of economic, sociological, cultural, and language diversity, emergent issues are increasingly recognized for consideration in planning for disasters.

With an aging population, and recognition of access and functional needs among growing proportions of the population, emergency management must adapt. Sheltering policy has been affected by federal law, litigation, and ongoing debate to provide accommodation for persons with non-binary gender identification; and avoid assumptions of heteronormative, patriarchal household structures.

The course will consider vulnerability as a process, with an emphasis on urban areas. The concept of resilience is also considered as a complement to vulnerability.

The Emergency Management Master’s degree program has dealt with these issues only tangentially within the existing curriculum. This new course will enable students to explore these issues and inform their education to enable more effective service to the diverse public they serve.

4. Degree requirements satisfied by the course:

Elective.

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

Yes _____ No X

If yes, please provide the following:

- I. Semester(s) and Year(s):
- II. Teacher(s):
- 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?
 - a. Define vulnerability in the context of emergency management.
 - b. Understand the importance of community engagement, particularly for diverse communities.
 - c. Identifies and analyzes social determinants of disaster risk.
 - d. Critically evaluate underlying sociocultural assumptions and limitations of emergency management policies and governance.
 - e. Recognize and understand the components of human variation as they relate to differential vulnerability to disasters.¹

¹ Items b-e are drawn from Feldman-Jensen, Shirley, Steven Jensen, and Sandy Maxwell Smith. *The Next Generation Core Competencies for Emergency Management Professionals: Handbook of Behavioral Anchors and Key Actions for Measurement*. August 2017.

- f. Apply concepts of vulnerability to design and implementation of emergency plans and programs.

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

The course outcomes are consistent with the core competencies referenced previously.

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

Achievement of learning objectives will be assessed through a combination of assignments, papers, and an exam.

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

Thomas, D., Philips, B., Lovecamp, W. & Fothergill, A. Eds. (2013) *Social Vulnerability to Disasters*. Boca Raton, FL: CRC Press. ISBN 9781466516373

Zakour, M.J and Gillespie, David F. (2013) *Community Disaster Vulnerability: Theory, Research, Practice*. New York, NY: Springer. ISBN 978-1-4614-5737-4 (e-book)

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.

8. Identify and assess the adequacy of available library resources

The proposer consulted with Karen Okamoto of the library faculty before completing the following sections of this question. Ms. Okamoto agreed that existing resources were adequate to support this course.

a. Databases

The library's existing electronic resources are adequate to support this course.

b. Books, Journals and eJournals

The library's existing book and journal resources are adequate to support this course.

9. Identify recommended additional library resources

None.

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

No additional resources required.

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).

International Security and Counterterrorism Reference Center
Applied Science and Technology Source
National Emergency Training Center Learning Resource Center
Diversity Studies Collection
Ethnic Newswatch
GPO US Government Printing Office
JSTOR
Latin American Network Information Center
LGBT Life
Medline
Military and Government Collection
PILOTS (Published International Literature on Traumatic Stress)
Umbra Search

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:

Lucia Velotti, Security, Fire, and Emergency Management
Charles Jennings, Security, Fire, and Emergency Management
Denise Thompson, Public Management

14. Other resources needed to offer this course:

None.

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

No conflicts identified.

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.

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

PMT 789: Human and Social Vulnerability and Disaster

Fall 2019
Online

Charles Jennings, PhD
Room 433.09H

Office:

Office Hours: TBA
4638

646-557-

cjennings@jjay.cuny.edu

Textbooks:

Thomas, D., Philips, B., Lovecamp, W. & Fothergill, A. Eds. (2013) *Social Vulnerability to Disasters*. Boca Raton, FL: CRC Press. ISBN 9781466516373

Zakour, M.J and Gillespie, David F. (2013) *Community Disaster Vulnerability: Theory, Research, Practice*. New York, NY: Springer. ISBN 978-1-4614-5737-4 (e-book)

The textbooks are available from the official College bookstore johnjaybooks.com, or from online booksellers. The Zakour and Gillespie text is available as an electronic resource from the College's library holdings.

Course Description:

This course engages with concepts of social vulnerability in the context of emergency management, including socioeconomic, race, age, ethnicity, language, gender, physical ability, health, and sexual orientation. The need to include the concept of vulnerability in all phases of disaster management is illustrated, and examples of best practices and continuing challenges are presented.

Learning Objectives:

- a. Define vulnerability in the context of emergency management.
- b. Understand the importance of community engagement, particularly for diverse communities.
- c. Identifies and analyzes social determinants of disaster risk.

- d. Critically evaluate underlying sociocultural assumptions and limitations of emergency management policies and governance.
- e. Recognize and understand the components of human variation as they relate to differential vulnerability to disasters.²
- f. Apply concepts of vulnerability to design and implementation of emergency plans and programs.

Policies on attendance, lateness, quizzes, and classroom behavior:

In accordance with City University policy, attendance at all class sessions is required. As a graduate course, you will prioritize preparation and course work including readings on a weekly basis. Participation in online discussion boards is required, and comments should be informed by the course readings and reflection on content provided by the instructor or fellow students.

Late assignments may be penalized. The Final Paper and Final Exam must be taken or submitted on time.

Classroom behavior includes respectful interaction with other students. While ideological or intellectual disagreements are encouraged, dialogue must not be personalized. Proper professional tone and language must be maintained at all times. Use standard written English, do not use online abbreviations, and use the same standard for online postings as you would for written communications.

Grading:

Grades are calculated as follows:

| | |
|---------------------------|-----|
| Discussion Boards | 25% |
| Short Writing Assignments | 40% |
| Final Paper | 35% |

There are three types of assignments in this course.

Discussion boards are 400-word essays based on the topics covered that week or in the course to date. They are posted online. Students must comment on at least two others' students responses after posting their own response.

Short Writing assignments are 3-4-page (750-1000 word) analyses where the students apply course concepts and readings to examples from emergency management practice.

The final paper is a 15-20 page research paper advancing beyond the course readings, relying on scholarly literature, media reports, and government documents to advance the student's

² Items b-e are drawn from Feldman-Jensen, Shirley, Steven Jensen, and Sandy Maxwell Smith. *The Next Generation Core Competencies for Emergency Management Professionals: Handbook of Behavioral Anchors and Key Actions for Measurement*. August 2017.

knowledge of a particular topic within human and social vulnerability. Students submit the topic, then an outline and literature for approval prior to completing the paper.

Due dates for assignments are listed in the course outline.

Statement of College's Policy on Plagiarism:

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

Always make citation a part of your work. 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.

Course outline on a weekly basis.

| Date/ Session | Topic | Readings | Assignment |
|------------------|----------------------------------|---|--|
| 1 | Definitions, Concepts, Scope | Thomas et al, Ch. 1 Understanding Social Vulnerability Z & G Ch.1 Disasters and the Promise of Disaster Vulnerability Theory | Discussion Board: introductions and Expectations |
| 2 | Theories of Social Vulnerability | Z & G Ch.2 Vulnerability Theory | Discussion Board: Vulnerability |
| 2 | | Thomas et al, Ch. 2 Theoretical Framing of Worldviews, Values, and Structural Dimensions of Disasters | |

| | | | |
|---|--|---|---|
| | | Z & G Ch.3 The Development Perspective on Vulnerability | |
| 3 | Components of Vulnerability | Z & G Ch. 4 Resilience Complements Vulnerability | Short Paper #1 Due Preliminary paper topic due |
| 3 | | Thomas et al, Ch. 4 Class Board of Governors of the Federal Reserve System. (May 2016) <i>Report on the Economic Well-Being of US Households in 2015</i> . pp. 15-24. | |
| 4 | | Thomas et al, Ch. 5 Race and Ethnicity | Discussion Board: Barriers to Preparedness |
| 4 | | Thomas et al, Ch. 6 Gender | |
| 5 | | Thomas et al, Ch. 7 Age Thomas et al Ch. 8 Disability Thomas et al Ch. 9 Health | Final paper topic and references due |
| 5 | | Thomas et al Ch. 10 Language and Literacy | |
| 6 | Analytic Approaches to Vulnerability | Z & G Ch. 7 Vulnerability Described Geographically | Short paper #2 Due |
| 6 | | Z & G Ch. 8 Vulnerability Described through Networks Thomas et al. Ch. 16 Measuring and Conveying Social Vulnerability | |
| 7 | Applications of Social Vulnerability to Practice | Coleman, B., Perez, P., & Jones, Joseph. <i>Faces of Emergency Management</i> . IAEM 2018 Conference Presentation. Flanagan, B. Gregory, E., Hallisey, E., Heitgard, J. & Lewis, B. (2011)“A Social Vulnerability Index for Disaster Management.” <i>Journal of Homeland Security and Emergency Management</i> vol. 8, no. 1. | Final Exam Assigned |
| 7 | | National Organization on Disability, Emergency Preparedness Initiative Guide on the Special Needs of People with Disabilities. Washington, DC: National Organization on Disability. Newberry, Lauren (February 10, 2019) “Poor, elderly, and too frail to escape: Paradise fire killed the most vulnerable residents” <i>Los Angeles Times</i> . | |

| | | | |
|---|--|---|--|
| | | Howell, J. & Elliott, J. (2018) "As Disaster Costs Rise, So Does Inequality." <i>Sociological Research for a Dynamic World</i> . Vol. 4, 1-3. | |
| 8 | | National Center for Transgender Equality. (2013) Making Shelters Safe for Transgender Evacuees. Transequality.org/issues/resources/making-shelters safe-transgender-evacuees Abramson, et al. (2015) <i>The Hurricane Sandy Place Report: Evacuation Decisions, Housing Issues, and Sense of Community</i> . Briefing Report No. 1. | Final Exam Due Discussion Board: Final Thoughts |
| 8 | | Z&G Ch. 10 Enhancing the Future of Vulnerability Theory Briceno, S. (2015) "Looking Back and Beyond Sendai: 25 Years of International Policy Experience on Disaster Risk Reduction." <i>International Journal of Disaster Risk Science</i> . Vol. 6, pp. 1-7. | FINAL Paper Due |

RESOLUTIONS OF THE COLLEGE COUNCIL**May 13, 2019****SECOND READING****AMENDING THE BYLAWS TO INCLUDE REGISTRAR AS MEMBER OF COMMITTEE ON UNDERGRADUATE CURRICULUM AND ACADEMIC STANDARDS**

WHEREAS, the John Jay College Charter of Governance, Article I, Section 9, establishes committees as College Council committees, and

WHEREAS, the John Jay College Council Bylaws, Article I, Section 2b, establishes membership of the Committee on Undergraduate Curriculum and Academic Standards (“Committee”), and

WHEREAS, the College Council, at its November 12, 2018, adopted resolutions correcting the titles of Committee members but did not include the Registrar as a member, and

WHEREAS, the Committee requires the participation of the Registrar, including for purposes of classroom availability and scheduling, and has requested that the Registrar be named in the Bylaws, Article I, Section 2b, as a member of the Committee, and

WHEREAS, the College Council wishes to amend the membership of the Committee to include the Registrar,

It is hereby

RESOLVED, the John Jay College Council Bylaws, Article I, Section 2b, are hereby amended to add the Registrar to the membership of the Committee, and it is further

RESOLVED, the Secretary of the John Jay College Council is hereby authorized to take necessary actions to implement this resolution.

b. Committee on Undergraduate Curriculum and Academic Standards:
The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members: Vice President for Enrollment Management and Student Affairs; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, chairperson; Assistant Dean of Undergraduate Studies; the Registrar; 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, 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; and three (3) students, each of whom have a cumulative grade point average of at least 3.0. The Committee shall elect a vice chairperson from among its faculty members. The Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies shall provide a secretary to the Committee.

RESOLUTIONS OF THE COLLEGE COUNCIL

MAY 13, 2019

SECOND READING

AMENDING THE BYLAWS TO CLARIFY GPA REQUIREMENTS FOR HONORS PRIZES
AND AWARDS AND UNDERGRADUATE CURRICULUM AND ACADEMIC
STANDARDS COMMITTEES

WHEREAS, the John Jay College Charter of Governance, Article I, Section 9, establishes committees as College Council committees, and

WHEREAS, the John Jay College Council Bylaws, Article I, Section 2, establishes memberships for the College Council Committees, and

WHEREAS, the Committee on Undergraduate Curriculum and Academic Standards defines the requirements of student membership to be three (3) students, each of whom have a cumulative grade point average of at least 3.0, and

WHEREAS, the Committee on Honors, Prizes, and Awards also defines the requirements of student membership to be three (3) students who have a minimum cumulative grade point average of 3.0, and

WHEREAS, neither of the two aforementioned committee descriptions specifies whether or not the grade point average of at least a 3.0 must be from John Jay College, leaving room for ambiguity of whether or not that GPA can be from another college for first year and transfer students, and

WHEREAS, in addition to the former, both committees discuss matters in which students on the committees should have spent adequate time at John Jay College before making decisions on such matters

WHEREAS, the College Council wishes to amend the language of these student memberships for Undergraduate Curriculum and Academic Standards Committee and the Honors, Prizes, and Awards Committee to reflect that the student grade point average of at least a 3.0 must be a John Jay College grade point average and that the students must have reached or exceeded Sophomore Standing and earned a minimum of 15 credits in residence, for the following reasons:

- In order to be a voting member for academic curriculum and policies for John Jay Students, students should have at least 15 credits of experience with John Jay College Curriculum, as college policies and curriculum vary within different institutions, and
- In order to be a voting member for Honors, Prizes, and Awards that are given directly to John Jay College Graduates for merit, status, and activity within the John Jay Campus, students should have spent adequate time and have some experience on the campus in order to grant these awards.
- It has been common practice for our student representation on both committees to be accepted contingent on having a John Jay grade point average of at least a 3.0.

And it is hereby,

RESOLVED, the Undergraduate Curriculum and Academic Standards Committee Membership language in the John Jay College Council Bylaws, Article I, Section 2, Paragraph B, is hereby amended to state, “three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0,” and

RESOLVED, the Honors, Prizes, and Awards Committee Membership language in the John Jay College Council Bylaws, Article I, Section 2, Paragraph K, is hereby amended to state, “three (3) students, each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College cumulative grade point average of at least 3.0,” and it is further,

RESOLVED, the Secretary of John Jay College Council is hereby authorized to take necessary actions to implement these resolutions.

Article I Section 2.b. Committee on Undergraduate Curriculum and Academic Standards:

The Committee on Undergraduate Curriculum and Academic Standards shall consist of the following members: Vice President for Enrollment Management and Student Affairs; Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies, chairperson; Assistant Dean of Undergraduate Studies; 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, 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; and three (3) students, each of whom have **reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and have a John Jay College** cumulative grade point average of at least 3.0. The Committee shall elect a vice chairperson from among its faculty members. The Associate Provost for Undergraduate Retention and Dean of Undergraduate Studies shall provide a secretary to the Committee.

Article I Section 2.k. Committee on Honors, Prizes, and Awards:

There shall be a Committee on Honors, Prizes, and Awards. The committee shall consist of the following members: Vice President for Enrollment Management and Student Affairs, chairperson; Assistant Vice President and the Dean of Students; the Senior Director for Student Affairs; three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance; and three (3) students, **each of whom have reached or exceeded Sophomore Standing, earned a minimum of 15 credits in residence at John Jay, and** ~~who~~ have a ~~minimum~~ **John Jay College** cumulative grade point average of 3.0. Student representatives shall not be seniors.

From: Karen Kaplowitz
Sent: Saturday, April 6, 2019 10:21 PM
To: Debra Hairston <dhairston@jjay.cuny.edu>
Cc: Ned Benton <nbenton@jjay.cuny.edu>; Karen Kaplowitz <kkaplowitz@jjay.cuny.edu>; Amy Green <agreen@jjay.cuny.edu>; Mechthild Prinz <mprinz@jjay.cuny.edu>; Stephen Russell <srussell@jjay.cuny.edu>; Peter Mameli <pmameli@jjay.cuny.edu>; Sandra Swenson <sswenson@jjay.cuny.edu>; Dyanna Pooley <dpooley@jjay.cuny.edu>
Subject: Agenda item for the College Council

Dear College Council Secretary Hairston,

The Faculty Senate has elected the following five faculty members to serve on the 2019-2020 College Assessment Committee and requests that ratification of their election be placed on the agenda of the May meeting of the College Council. Assessment Director Dyanna Pooley has requested that the committee members be in place this year so that the committee can begin its work early in the fall semester. The Faculty Senate is grateful to our colleagues for their willingness to serve on this important committee. We know that the committee has seats for 7 faculty members and we hope to bring forward the names of two more candidates as soon as possible.

The five elected by the Faculty Senate are Professors:

Amy Green — Interdisciplinary Studies
Peter Mameli — Public Management
Mechthild Prinz — Sciences
Stephen Russell — History
Sandra Swenson — Sciences

Please let me know if you have any questions. Thank you.

Sincerely,

Karen Kaplowitz
Vice President, Faculty Senate

