I. Adoption of the Agenda

II. Minutes of the May 16, 2011 College Council (attachment A), Pg. 3

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

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments C1 – C17) – presented by Professor Ellen Sexton

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C16. POL 215 Legislative Process, Pg. 242
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V. Report from the Committee on Graduate Studies (attachments D1 – D3)

D1. Proposals for a dual BA/MA degree in Forensic Mental Health Counseling – presented by Professor James Wulach and Professor Chitra Raghavan, Pg. 248

D2. Proposal for an Advanced Certificate in Applied Digital Forensic Science – presented by Professor James Wulach and Professor Chitra Raghavan, Pg. 277

D3. A Resolution to increase the allowable external credit for Forensic Computing students in the Forensic Computing program – presented by Professor Richard Lovely, Pg. 284

VI. 2010-2011 College Council Committee Activity Report (attachment E), Pg. 285

VII. 2011-2012 College Council Calendar(attachment F), Pg. 286

VIII. New Business

IX. Administrative Announcements – President Jeremy Travis

X. Announcements from the Faculty Senate – Professor Karen Kaplowitz

XI. Announcements from the Student Council – Ms. Whitney Brown
The College Council held its eighth meeting of the 2010-2011 academic year on Monday, May 16, 2011. The meeting was called to order at 3:45 p.m. and the following members were present: Andrea Balis, Elton Beckett, Ben Bierman, Jane Bowers, Elise Champeil, Serguei Cheloukhine, Shu-Yuan Cheng, Kathleen Collins, Elizabeth Cyran, Lyell Davies, Virginia Diaz, James DiGiovanna, Jannette Domingo, Jennifer Dysart, Beverly Frazier, Terry Furst, Robert Garot, Tyler Garvey, Katie Gentile, Lior Gideon, Norman Groner, Maki Haberfeld, Jay Hamilton, Berenecea Johnson Eanes, Karen Kaplowitz, Nilsa Lam, Anne Lopes, Sylvia Lopez, Vincent Maiorino, Xerxes Malki, Sara McDougall, Richard Ocejo, Joseph Onwu, Robert Pignatello, Carina Quintian, Rick Richardson, Raul Rubio, Richard Saulnier, Michael Scaduto, Francis Sheehan, Pat Tovar, Jeremy Travis, Monica Varsanyi, Valerie West, and Lisa-Marie Williams.

Absent were: Spiros Bakiras, Alain Berrouet, Brian Costa, Ugooma Daniel, Jay-Paul Gates, Veronica Hendrick, Chad Benito Infante, Clement James, Jr., Olivera Jokic, Mehak Kapoor, Evan Mandery, Jerry Markowitz, Isabel Martinez, Shavonne McKiever, Paul Narkunas, Richard Perez, Frank Pezella, Richard Schwester, Davinder Paul Singh, Staci Strobl, Christopher Sui, Courtney Taylor, Karen Terry, and Michelle Tsang.

I. Adoption of the Agenda
It was moved to adopt the agenda as presented. The motion to approve the new agenda was seconded and approved unanimously.

II. Minutes of the April 13, 2011 College Council Meeting
It was moved to accept the minutes as presented. The motion was seconded and passed.

In Favor: 43  Opposed: 0  Abstentions: 2

III. Certification of Graduates
It was moved to accept the certification of Graduates as presented. The motion was seconded and approved unanimously.

IV. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 – B6)
It was moved to adopt the new course proposal marked “B1. CJBS 1XX (101): Introduction to the American Criminal Justice System.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B2. PED 3XX (300): Community programs for health, Wellness & Physical Activity”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B3. POL 2XX (234): Introduction to Public Policy”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B4. CJBA 2ZZ (230): Understanding Criminal Behavior”. The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B5. CJBA 3XX (362): Historical Perspectives on Violent Crime in the United States”. The motion was seconded and approved unanimously.

It was moved to adopt the proposal marked “B6. Proposal for a New Model of General Education at John Jay- ‘Education for Justice’”. The motion was seconded and passed.

In Favor: 44  Opposed: 1  Abstentions: 0

V. Two Proposed Resolutions Regarding the Proposed Revision of John Jay’s General Education Curriculum (attachment B.7)

Resolution 5.1, Annual Report, was seconded and approved unanimously.
Resolution 5.2 was seconded and approved unanimously.

VI. Report from the Committee on Graduate Studies (attachments C1 – C11)

It was moved to adopt the new course proposal marked “C1. ICJ 780: Internship Course.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C2. ICJ 791: Thesis I” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C3. ICJ 792: Thesis II” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C4. ICJ 793: Comprehensive Exam Review.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C5. CRJ 7XX: Counter-Terrorism Policy for Law Enforcement.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C6. CRJ 7XX: Gangs in American Society.” The motion was seconded and approved unanimously.
It was moved to adopt the new course proposal marked “C7. CRJ 7XX: ProSeminar on Terrorism Studies.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C8. CRJ 7XX: Public Health Issues in Criminal Justice: An Epidemiological Approach.” The motion was seconded and approved unanimously.

It was moved to amend item (6) of the proposal marked “C9. A Proposal for a New Advanced Certificate in Terrorism Studies”, to read as follows:

“Faculty members hold regular office hours to confer with students... faculty members will provide regular guidance to students.”

The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C10. A Proposal for a Change in the Forensic Computing Program.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “C11. A Resolution Regarding Program Registration.” The motion was seconded and approved unanimously.

VII. Request for Name Change by the African American Studies Department
It was moved to change the name of the Department of African American Studies to The Department of Africana Studies. The motion was seconded and approved unanimously.

VIII. Proposal To Create a College Campus-Wide Assessment Committee
It was moved to create a college campus-wide assessment committee. The motion was seconded and approved unanimously.

IX. Proposed College Council Agenda
The College Council Calendar for the 2011-2012 academic year was presented to the College Council for their review.

The meeting was adjourned at 4:55 p.m.
COLLEGE COUNCIL MEMBERSHIP
AND
COLLEGE COUNCIL COMMITTEES
2011-2012
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College Council Membership

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

Administration:
1. President (chairperson) Jeremy Travis
2. Provost and Senior Vice President for Academic Affairs Jane P. Bowers
3. Senior Vice President for Finance and Administration Robert Pignatello
4. Vice President for Student Development Bereneceea Johnson Eanes
5. Vice President for Enrollment Management Richard Saulnier
6. Dean of Graduate Studies Jannette Domingo
7. Dean of Undergraduate Studies Anne Lopes
8. Interim Dean of Research Karen Terry

Faculty:
a. Full-time faculty elected from each academic department:
9. Africana Studies Kwando Kinshasa
10. Anthropology Terry Furst
11. Art and Music Laura Greenberg
12. Communication & Theater Arts Lyell Davies
13. Counseling Mickey Melendez
14. Criminal Justice Evan Mandery
15. Economics Mathieu Dufour
16. English Devin Harner
17. Foreign Languages and Literature Raul Rubio
18. Health and Physical Education Vincent Maiorino
19. History David Munns
20. Interdisciplinary Studies Program Richard Haw
21. Latin America and Latina/o Studies Brian Montes
22. Law, Police Science and CJA Yue Ma
23. Library Kathleen Collins
24. Mathematics Shaobai Kan
25. Philosophy James DiGiovanna
26. Political Science Roger McDonald
27. Protection Management Norman Groner
28. Psychology Jennifer Dysart
29. Public Administration Denise Thompson
30. Sciences Demi Cheng
31. SEEK Virginia Diaz
32. Sociology Jana Arsovska
b. Faculty allotted according to any method duly adopted by the Faculty Senate:

33. Anthropology  
   Anru Lee

34. Anthropology  
   Patricia Tovar

35. Communication and Theater Arts  
   Elton Beckett

36. Economics  
   Catherine Mulder

37. English  
   Erica Burleigh

38. English  
   Karen Kaplowitz

39. English  
   Veronica Hendrick

40. History/ISP  
   Andrea Balis

41. History/ISP  
   Sara McDougall

42. Law, Police Science and CJA  
   Lior Gideon

43. Law, Police Science and CJA  
   Staci Strobl

44. Law, Police Science and CJA  
   Maki Haberfeld

45. Psychology  
   Demis Glasford

46. Sociology  
   Richard Ocejo

47. Sociology  
   Rick Richardson

48. Science  
   Richard Li

49. Science  
   Nicholas Petraco

50. Science  
   Francis Sheehan

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

<table>
<thead>
<tr>
<th>James Cauthen – Political Science</th>
<th>DeeDee Falkenbach – Law, Police Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Dunham – Library</td>
<td><strong>Vacant</strong></td>
</tr>
<tr>
<td>Beverly Frazier – Criminal Justice</td>
<td><strong>Vacant</strong></td>
</tr>
<tr>
<td>Jay Paul Gates – English</td>
<td><strong>Vacant</strong></td>
</tr>
</tbody>
</table>

Higher Education Officers elected by Higher Education Officers Council:

51. Carina Quintian
52. Nilsa Lam
53. Kinya Chandler
54. Shavonne McKiever
55. Michael Scaduto

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

Sylvia Lopez

Students:

56. President of the Student Council  
   Whitney Brown

57. Vice President of the Student Council  
   Mehak Kapoor

58. Treasurer of the Student Council  
   **Vacant**
59. Secretary of the Student Council     Rhonda Nieves
60. Elected At-Large Representative     Jason Nunez
61. Elected graduate student representative     Jeffrey Aikens
62. Elected graduate student representatives     Nial Rougier
63. Elected senior class representative     Mark Benjamin
64. Elected senior class representative     Brian Costa
65. Elected junior class representative     Michelle Tsang
66. Elected junior class representative     Marcelle Mauvais
67. Elected sophomore class representative     Davinder Singh
68. Elected sophomore class representative     Vacant
69. Freshman representative designated according to a method duly adopted by the Student Council.     Zeeshan Ali

- Two (2) alternate student representatives, who vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.
  
| 1. Vacant | 2. Vacant |
**College Council Interim Executive Committee**

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

- **President (chairperson)**                      Jeremy Travis
- **Provost and Senior Vice President for Academic Affairs** Jane P. Bowers
- **Senior Vice President for Finance and Administration** Robert Pignatello
- **Vice President for Student Development**        Berenecea Johnson Eanes
- **President of the Faculty Senate**               Karen Kaplowitz
- **Vice-President of the Faculty Senate**          Francis Sheehan
- **Two (2) other members of the Faculty Senate**
  1. Andrea Balis
  2. Jennifer Dysart
- **President of the Higher Education Officers Council** Carina Quintian
- **Vice-President of the Higher Education Officers Council** Dana Trimboli
- **President of the Student Council**               Whitney Brown
- **Vice-President of the Student Council**          Mehak Kapoor

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

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

- **President (chairperson)**: Jeremy Travis
- **Provost and Senior Vice President for Academic Affairs**: Jane P. Bowers
- **Senior Vice President for Finance and Administration**: Robert Pignatello
- **Vice President for Student Development**: Berenecea Johnson Eanes

- **Seven (7) members of the full-time faculty as defined in Article I, Section 3.a.i**
  1. Andrea Balis, History / ISP
  2. Elton Beckett, Communication and Theater Arts
  3. Janice Dunham, Library
  4. Jennifer Dysart, Psychology
  5. Karen Kaplowitz, English
  6. Francis Sheehan, Science
  7. Staci Strobl, Law & Police Science

- **Two (2) higher education officers**
  1. Shavonne McKiever, Registrar
  2. Michael Scaduto, Financial Aid

- **Three (3) students**
  1. Whitney Brown, President of the Student Council
  2. Mehak Kapoor, Vice President of the Student Council
  3. Rhonda Nieves, Secretary of the Student Council
Undergraduate Curriculum and Academic Standards Committee

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

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

- Dean of Undergraduate Studies (Chair Person) Anne Lopes
- Vice President for Enrollment Management Richard Saulnier
- Academic Director of Undergraduate Studies Kathy Killoran
- The chairperson of each of the academic departments, or a full-time member of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, who has served in that capacity at the College for at least one (1) year, to be elected from among the members of that department to serve for two (2) academic years.

1. Africana Studies C. Jama Adams
2. Anthropology Ed Snajdr
3. Art and Music Ben Lapidus
4. Communication & Theater Arts Dana Tarantino
5. Counseling Berenecia Johnson Eanes
6. Criminal Justice Hung En Sung
7. Economics David Shapiro
8. English Alison Pease
9. Foreign Languages and Literature Silvia Dapia
10. Health and Physical Education Susan Larkin
11. History Simon Baatz
12. Interdisciplinary Studies Program Mary Ann McClure
13. Latin American and Latina/o Studies Lisandro Perez
14. Law, Police Science and CJA Klaus Von Lampe
15. Library Ellen Sexton
16. Mathematics and Computer Science Michael Puls
17. Philosophy Kyoo Lee
18. Political Science Monica Varsanyi
19. Protection Management Glenn Corbett
20. Psychology Michael Leippe
21. Public Management Judy-Lynne Peters
22. Sciences Angelique Corthals
23. SEEK Monica Son
24. Sociology Amy Adamczyk

- 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. Kathy Killoran shall staff the Committee.

Committee on Student Interests

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

- Dean of Students (chairperson)  Wayne Edwards
- Director of Athletics  Dan Palumbo
- Director of Student Activities  Jerrell Robinson
- Two (2) members of the faculty
  1. Lorraine Moller  Communication
     and Theater Arts
  2. Rick Richardson  Sociology
- Six (6) students
  1. Amanda Acevedo
  2. Cesar Irigoyen
  3. Kristen Benjamin
  4. Vacant
  5. Vacant
  6. Vacant
Judicial Committee

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

- The President shall select, in consultation with the Executive Committee, three (3) full-time members of the faculty, as defined in Article I, Section 3.a.i of the Charter of Governance, to receive training and to serve in rotation as chair of the Judicial Committee.
  1. Gail Garfield       Sociology
  2. Stanley Ingber      Criminal Justice
  3. Robert McCrie       Protection
                        Management

- Two (2) full-time members of the faculty, as defined in of the Charter of Governance, shall be selected by lot from a panel of six (6) members of the full-time faculty elected annually by the Faculty Senate.
  1. Effie Cochran       English
  2. Richard Culp        Public Management
  3. Barbara Josiah      History
  4. Ali Kocak           Science
  5. Liliana Soto-Fernandez Foreign Language & Literature
  6. Lori Sykes Martin   Africana Studies

- The two (2) student members shall be selected by lot from a panel of six (6) students elected annually in an election in which all students registered at the College shall be eligible to vote.
  1. John Cusick
  2. Lewquay Williams
  3. Iseult Leger
  4. Zakeia Rodgers
  5. Abraham Clairvil
  6. **Vacant**

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

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

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

- President (Chairperson) | Jeremy Travis
- Provost and Senior Vice President for Academic Affairs | Jane Bowers
- Dean of Graduate Studies | Jannette Domingo
- Dean of Undergraduate Studies | Ann Lopes
- Interim Dean of Research | Karen Terry
- Chairperson of each academic department
  1. Africana Studies | C. Jama Adams
  2. Anthropology | Ric Curtis
  3. Art and Music | Lisa Farrington
  4. Communication & Theater Arts | Seth Baumrin
  5. Counseling | Berenecea Johnson Eanes
  6. Criminal Justice | Evan Mandery
  7. Economics | Jay Hamilton
  8. English | Allison Pease
  9. Foreign Languages and Literature | Silvia Dapia
  10. Health and Physical Education | Davidson Umeh
  11. History | Allison Kavey
  12. Interdisciplinary Studies Program | Amy Green
  13. Latin American & Latino/a Studies | Lisandro Perez
  14. Law, Police Science and CJA | Maki Haberfeld
  15. Library | Larry Sullivan
  16. Mathematics and Computer Science | Peter Shenkin
17. Philosophy       Jonathan Jacobs  
18. Political Science       Harold Sullivan  
19. Protection Management       Glenn Corbett  
20. Psychology       Tom Kucharski  
22. Sciences       Larry Kobilinsky  
23. SEEK       Nancy Velazquez-Torres  
24. Sociology       David Brotherton

• Three (3) at-large full-time members of the full-time faculty from amongst those who hold the rank of tenured associate and/or tenured full professor, as defined in Article I, Section 3.a.i of the Charter of Governance.
  1. Carmen Solis (SEEK)  
  2. John Pittman (Philosophy)  
  3. Chitra Raghavan (Psychology)

• Three (3) members of the faculty who receive the next highest number of votes in a general faculty election will be alternate faculty representatives on the committee. An alternate may vote, make motions and be counted as part of the quorum only when a chairperson and/or an at-large faculty representative is absent.
  1. Manjai Natarajan (Criminal Justice)  
  2. Nicholas Petraco, Jr. (Science)  
  3. Bettina Carbonel (English)

• The Student Council may designate up to two (2) students, with at least 30 credits earned at the College, to serve as liaisons to the Review Subcommittees of the Committee on Faculty Personnel. The student liaisons shall be subject to College Council ratification. The role of the student liaisons shall be to review student evaluations of faculty members being considered by the subcommittees for reappointment, promotion and tenure and to summarize the content of those evaluations at a time designated by the Review Subcommittee. Student liaisons are not members of the Committee on Faculty Personnel.
  1. Lewquay Williams  
  2. Vacant
There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College. The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee. The Budget and Planning Committee shall consist of the following members:

- President (chairperson) Jeremy Travis
- Senior Vice President for Finance and Administration Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane Bowers
- Vice President for Student Development Bereneceea Johnson Eanes
- Vice President for Enrollment Management Richard Saulnier
- Associate Provost for Strategic Planning James Llana
- Dean for Human Resources Donald J. Gray
- Dean of Graduate Studies Jannette Domingo
- Dean of Undergraduate Studies Anne Lopes
- Interim Dean of Research Karen Terry
- Executive Director of Finance and Business Services Patricia Ketterer
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Francis Sheehan
- Chair of the Faculty Senate Fiscal Affairs Committee Francis Sheehan
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Bereneceea Johnson Eanes
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Davidson Umeh
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American and Latina/o Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Larry Sullivan
  16. Mathematics and Computer Science Peter Shenkin
  17. Philosophy Jonathan Jacobs
  18. Political Science Harold Sullivan
  19. Protection Management Glen Corbett
  20. Psychology Tom Kucharski
22. Sciences

23. SEEK

24. Sociology

- Chairperson of the Higher Education Officers Council, or designee Carina Quintian
- Two (2) higher education officer representative
  1. Dana Trimboli
  2. Kim Chandler
- President of the Student Council or designee Whitney Brown
- Treasurer of the Student Council or designee Vacant
- One (1) additional student representative Khia O. Fulton
- Two members of the non-instructional staff, as defined in Article XIV, Section 14.1 of the Bylaws of the CUNY Board of Trustees.
  1. Crystal Farmer
  2. Cadalie Neat

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

- Senior Vice President of Finance and Administration (chairperson) Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- President of the Faculty Senate Karen Kaplowitz
- Chair of the Faculty Senate Fiscal Affairs Committee Francis Sheehan
- Vice Chair of the Faculty Senate Fiscal Affairs Committee Maki Haberfeld
- Chair of the Council of Chairs Harold Sullivan
- Vice Chair of the Council of Chairs Warren Benton
- One (1) representative chosen by the Council of Chairs Tom Kucharski
- Chair of the Higher Education Officers Council Carina Quintian

The Executive Director of Finance and Business Services, Patricia Ketterer and the Provost’s Director for Operations, Ben Rohdin shall staff the subcommittee.

There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning. The Strategic Planning Subcommittee of the Budget and Planning Committee shall consist of the following members:

- Associate Provost for Strategic Planning (chairperson) James Llana
- Senior Vice President of Finance and Administration Robert Pignatello
- Provost and Senior Vice President for Academic Affairs Jane P. Bowers
- President of the Faculty Senate Karen Kaplowitz
- Two (2) representatives chosen by the Faculty Senate
  1. Jennifer Dysart
2. Staci Strobl
   - Chair of the Council of Chairs
     Harold Sullivan
   - Two (2) representatives chosen by the Council of Chairs
     1. Ned Benton
     2. Thomas Kucharski
   - Chair of the Higher Education Officers Council
     Carina Quintian
   - One (1) student representative
     1. Vacant

The Director of Institutional Research, Ricardo M. Anzaldua and the Director of Outcome Assessment, Virginia Moreno shall staff the subcommittee.
Committee on Graduate Studies

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

- Dean of Graduate Studies (chairperson)  
  Jannette Domingo
- Dean of Students  
  Wayne Edwards
- Vice President for Enrollment Management  
  Richard Saulnier
- Chief Librarian  
  Larry Sullivan
- Graduate Program Directors  
  1. Criminal Justice  
     William Heffernan  
     Richard Lovely
  2. Forensic Computing  
     James Wulach
  3. Forensic Mental Health Counseling  
     Diana Falkenbach
  4. Forensic Psychology  
     Margaret Wallace  
     (On sabbatical)
  5. Forensic Science  
     Thomas Kubic  
     (Acting Director)
  6. International Criminal Justice  
     Rosemary Barbaret
  7. Protection Management  
     Robert Till
  8. MPA: Public Policy & Administration  
     Marilyn Rubin
  9. MPA: Inspection & Oversight  
     Ned Benton
- BA/MA Director  
  Chitra Raghavan

- Two (2) graduate students  
  1. Jeffrey Aikens
  2. Vacant
Committee on Student Evaluation of the Faculty 2011-2012

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

The Committee on Student Evaluation of the Faculty shall consist of the following members:

- Four (4) full-time members of the faculty
  1. Joshua Clegg  Psychology
  2. Alexander Long  English
  3. Yi Lu  Public Management
  4. Keith Marcus  Psychology

- Two (2) students
  1. Vacant
  2. Vacant

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

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

- Provost and Senior Vice President for Academic Affairs (chairperson) Jane P. Bowers
- Director of Operations, Office of the Provost Ben Rohdin
- President of the Faculty Senate Karen Kaplowitz
- Vice President of the Faculty Senate Francis Sheehan
- Chairperson of each academic department
  1. Africana Studies C. Jama Adams
  2. Anthropology Ric Curtis
  3. Art and Music Lisa Farrington
  4. Communication & Theater Arts Seth Baumrin
  5. Counseling Berenecea Johnson Eanes
  6. Criminal Justice Evan Mandery
  7. Economics Jay Hamilton
  8. English Allison Pease
  9. Foreign Languages and Literature Silvia Dapia
  10. Health and Physical Education Davidson Umeh
  11. History Allison Kavey
  12. Interdisciplinary Studies Program Amy Green
  13. Latin American & Latino/a Studies Lisandro Perez
  14. Law, Police Science and CJA Maki Haberfeld
  15. Library Larry Sullivan
  16. Mathematics and Computer Science Peter Shenkin
  17. Philosophy Jonathan Jacobs
  18. Political Science Harold Sullivan
  19. Protection Management Glenn Corbett*
  20. Psychology Tom Kucharski
  22. Sciences Larry Kobilinsky
  23. SEEK Nancy Velazquez-Torres
  24. Sociology David Brotherton
Council of Undergraduate Program Coordinators

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

- Dean of Undergraduate Studies (chairperson) Anne Lopes
- Coordinators of undergraduate majors
  1. Computer Information Systems in Criminal Justice and PA Shamik Sengupta
  2. Correctional Studies Lior Gideon
  3. Criminal Justice (B.A.) Evan Madery / Stanley Ingber Serguei
  4. Criminal Justice (B.S.) Cheloukhine Richard Culp
  5. Criminal Justice Management Douglas Thompkins
  6. Criminology Elizabeth Hegeman
  7. Culture and Deviant Studies Jay Hamilton
  8. Economics Caroline Reitz
  9. English Robert Till
  10. Fire Science Charles Jennings
  11. Fire and Emergency Services Deryn Strange
  12. Forensic Psychology Lawrence Kobilinsky
  13. Forensic Science Katie Gentile
  14. Gender Studies Peter Romaniuk
  15. International Criminal Justice James Cauthen
  16. Judicial Studies Bettina Carbonell
  17. Humanities and Justice Studies James Cauthen
  18. Legal Studies Jon Shane
  19. Police Studies Andrew Sidman
  20. Political Science Maria Josephine
  21. Public Administration Dagostino
  22. Security Management Robert McCrie
  23. World History Fritz Umbach
**Committee on Honors, Prizes and Awards**

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

- Vice President for Student Development (chairperson) Berenecea Johnson Eanes
- Dean of Students Wayne Edwards
- Director of Student Activities Jerrell Robinson
- Three (3) full-time members of the faculty
  1. Marta Bladek Library
  2. Effie Cochran English
  3. Shuki Cohen Psychology
- Three (3) students who have a minimum cumulative grade point average of 3.0 and who are not seniors
  1. Blanca Martinez
  2. Mealanie Monzon
  3. Naithram Singh

**Special Committee of the College Council**

**Committee on Faculty Elections**

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

1. Kashka Celinka Law & Police
   Science
2. Kathleen Collins Library
3. Olivera Jokic English
4. Ekaterina Korobkova Science
5. Samantha Majic Political Science
Letter of Intent

Bachelor of Arts Degree

in

Sociology

Proposed by:
Department of Sociology
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Anticipated Implementation of Program Fall 2011
Date of College Governance approval:
College Council:
Undergraduate Curriculum and Academic Standards Committee:

Submitted by __________________________________________
Dr. Jane Bowers, Provost and Vice President for Academic Affairs

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
I. Purpose and Goals of the Program

A. Purpose of the Major

John Jay College is at an important juncture in its development as it transforms itself into a comprehensive liberal arts institution with a “commitment to innovative analyses, interdisciplinary approaches and global perspectives.” The college has approved four new majors coming on line in English, History, Economics and Gender Studies, adding to the already well established majors of Criminal Justice, Criminology, Forensic Psychology and Forensic Science, the inclusion of Sociology as a discipline, that emerged with the development of civil society, is needed to help the college achieve its rightful status as a senior college in the liberal arts tradition. Although for many years the Sociology department offered only a criminology major (we currently staff over 150 fully enrolled sociology courses per year), we propose to add an exciting new Sociology major that will solidify the identity of the new John Jay, open up exciting new studying opportunities for students and restore to its faculty the discipline in which most have been trained. Importantly the new Sociology major will require few additional resources.

As the world becomes more interdependent, linked and complex, frequently described as a network society in which knowledge and informational flows increasingly shape social and economic relations, the need for a contemporary sociology major which provides students with the theories and skills to deepen their understanding of this world and their place in it is inescapable. With 40% of New Yorkers born outside of the United States, while one fifth of the city’s residents live below the poverty line and certain Manhattan zip codes boast some of the nation’s biggest clusters of wealth, only a sociological lens inspired by a sociological imagination can decipher the roots of inequality, analyze the pathways of possibility, and provide
explanations for social change. Our proposed major harnessed to the twin themes of social justice (i.e., the study of inequalities linked to social action) and global change will reveal to students patterns of social development, social stratification, social interaction and social agency in local and global contexts. By providing students with the experience of both quantitative and qualitative research in an encounter with state-of-the-art theory, it will teach students how to study and think independently, creatively and critically. Finally, it will also provide students with the skills to evaluate both macro and micro social processes placing them in an historical setting.

We think that a dynamic sociology major with areas of focus in social justice and global change is an excellent course of study for the 21st century. Such a major will help students ground their notions of citizenship in a rapidly evolving social world while providing them with the theoretical tools and empirical skills to build careers and succeed in a highly competitive cultural and socio-economic arena. In this major they will learn how to: understand the causes and consequences of the deepening inequalities in the world at large; apply sociology to an analysis of relations between the local and the global; approach complex data from both qualitative and quantitative perspectives; and interpret the interplay between state and non-state actors in the struggle over limited resources. The major will also be a perfect complement to the department’s revamped criminology major that is already a mainstay of the college’s expanding curriculum. Its learning outcomes will be the following:

*To enable students to develop their sociological imagination in a global context, i.e., the ability to see connections between local, personal experiences and larger global, societal forces, and between individual troubles and pervasive social problems.

*To realize how the scientific study of society transcends common sense beliefs and conventional wisdom about people’s attitudes and behaviors.
*To master qualitative and quantitative methods of collecting evidence to test the veracity of research hypotheses and be able to formulate basic research questions to guide studies of societal behavior, processes and institutions

*To become familiar with classic and contemporary sociological theories that explain why people think and act as they do.

* To develop the necessary writing and explanatory skills through which students will show an understanding and mastery of sociological concepts as well as make presentations to a range of audiences

B. National Trends

Nationwide, the number of undergraduates majoring in Sociology has increased dramatically from the mid-1980s to the present. Trends show a steadily upward path with today almost 30,000 sociology undergraduate degrees awarded (see chart below) up from 16,000 fifteen years ago and 15,000 members in the American Sociological Association, the highest in more than a decade. Reasons for this growing popularity of the discipline have been attributed to changing demographics, the needs of people (both young and old) to possess a conceptual framework that can make sense of an increasingly diverse and fluid social world, and the proven assumption that sociology provides a firm foundation for later careers in business, law, government, communications, research and social services.

In addition, sociology has changed, and today the discipline is rapidly adapting to the challenges presented by a global world in flux. Currently there are almost fifty sections (i.e., areas of common interest and specialization) of the American Sociological Association, a staggering array of orientations from “Peace, War and Social Conflict” to “Environment and Technology” to “Political Sociology” and “Ageing and the Life Course.” The discipline’s adaptability and its responsiveness to social change, particularly in a world where the reconfiguration of economic and military power has had an immediate social impact (e.g. trends in immigration, consumerism, race and class conflict), has sustained the major’s attractiveness
over time. Further, there are frequent media references to members of the discipline and their work on important social problems, from terrorism to unemployment to the emergence of new youth subcultures, all of which have helped to make a number of sociological concepts part and parcel of our normative daily language.

C. Meeting Students’ Educational Goals and Career Objectives

Sociology, with its emphasis on social change, social interaction and the relationship between the individual and social structure is a discipline perfectly suited to help students navigate their way in today’s highly reflexive and synergistic global society. Most contemporary careers require strong analytical skills, high levels of both written and digital literacy and a fuller cultural understanding of social problems as they arise in highly complex, pluralistic settings. The skill sets imparted through our proposed major which will include ethnographic and survey techniques of data collection, cross-cultural approaches to social analysis, and a strong emphasis on both classical and contemporary theory will equip students for a rapidly changing local and global labor market. Further, it will provide a strong basis for those students who wish to go on to graduate school. ¹

Exposure to two different, yet interrelated, areas of focus will allow students to form their own approaches to critical issues involving ethics, human rights, cultural identity, diversity, and the right to dissent. Such sociological foci are keys to success in a range of careers that rank high among graduates of John Jay. From law and social work to teaching, community organizing, journalism, public health, counseling, and public service, students will take courses which

¹ In a recent survey by the American Sociological Association (2005) of 1,800 seniors majoring in sociology were interviewed about their career plans. Almost 40% planned to pursue a graduate degree, 5.7% were planning to enroll in a Sociology Ph.D. program, 11.6% planned on pursuing graduate-level work in applied sociology, 11.3% were planning on getting a Masters in Sociology, and 11.0% planned on getting a law degree.

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
sensitize them to the cross-cultural experiences and the socio-political backgrounds of diverse urban populations who are the clients and audiences of today’s professionals. Through the major’s emphasis on theory and hands-on research students will be well prepared to enter other highly-ranked CUNY programs such as Community Organizing in the Social Work School at Hunter or Applied Social Science at the same institution.

Alternatively in the fields of law and legal studies, the major’s tradition of critically analyzing how private troubles become public issues resonates with this recent career advice offered by the American Bar Association: “the core skills and values…essential for competent lawyering include analytic and problem-solving skills, critical reading abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice.”

In addition the range of our course electives and foundational training in which we emphasize both on the ground studies of local and international social problems, as well as more abstract frameworks of analysis, will open up new fields of possibility such as careers in international aid work, the leisure industry, urban policy, labor organizing, human rights advocacy, and non-profit organizing and management.

D. Faculty Expertise and Commitment

We have a total of 27 full-time faculty members whose work consistently reaches both a national and international audience. In recent years faculty have held visiting professorships in France, Italy, Spain, England, and Israel and their work has been translated into Italian, Spanish, German, Japanese, French and Dutch. Over the same period of 5-6 years more than 40 faculty articles have appeared in the discipline’s leading journals while book manuscripts have been or are about to be published with the academic presses of Columbia, Chicago, Oxford, Princeton,

2 www.abanet.org

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NYU and Rutgers as well as Penguin, Polity and Sage. In addition, at present the department houses two academic journals of profound sociological interest, *Journal of African-American Studies* (edited by Professor Lemelle) and *Journal of Peace and Conflict* (edited by Professor Opotow) and the department brings a total of $1 million per year in research grants from both government and private foundations.

Finally, five of our faculty have been campus leaders in the college’s recently established study abroad programs (Professors Brotherton, Thompkins, Opotow, Garot and Ocejo have all led or will lead such programs). In the coming years our faculty plan on greatly expanding the program’s sociology offerings, utilizing our partnerships with universities in the Dominican Republic, Italy, England, Spain, Greece, Holland, Ecuador and Mexico to enhance the comparative and global components of the proposed major. Our goal is to have at least 10% of sociology undergraduates participate in a study abroad program prior to graduation, with students receiving extra credit for these international experiences that will be based on courses drawn from our global focus, perhaps by having them count towards an honors in the program.

This impressive productivity is reflected in the faculty’s varied specializations that provide the ambitious basis for the proposed major. Fundamentalist religious identities from Afghanistan to Michigan (Atran and Bilici), transnational gang memberships in Latin America and Europe (Brotherton), public opinion in Norway (Green), human rights in Albania and Croatia (Arsovksa), sexual identities and homophobia in New York City (Pastrana), the night time economy of American cities (Ocejo), immigration trends in Italy (Garot), Black female poverty in New Jersey (Johnson-Dias), popular culture and the role of heroin (Spunt), the sociology of boxing among re-entering New York inmates (Trimbur), the representation of the holocaust in the new Germany (Opotow), these are some of the research topics that indicate the
depth and breadth of current faculty interests and their commitment to this proposal. The faculty are extremely excited by the prospects of this new major and look forward to incorporating their research findings and methodologies more fully into the curricula. Thus the faculty are totally committed to ensuring that students receive an enriched college experience in which the opportunity to participate in research, internships and study abroad along with effective advisement throughout their university career become the standard for the major.

II. Need and Justification

A. Relationship to the Mission of the College

John Jay College’s mission is to educate for justice in the context of the needs of public service and criminal justice agencies, but also in terms of addressing issues about inequality, fairness, and the rule of the law. By offering a Sociology major that specifically focuses on social justice and global change, we will equip students with the knowledge and skills needed to place such issues in a larger social context. Additionally, the college is transitioning from a college that offers a comprehensive criminal justice oriented education to a full CUNY senior college that will provide a general liberal arts education. The overwhelming majority of four-year liberal arts colleges in the country offer sociology courses and have a Sociology major, particularly those located in urban centers. By offering a B.A. in Sociology, John Jay College will move another step forward in achieving its goal of providing a solid four-year liberal arts education to its students.

B. Relationship to Existing CUNY Programs

All of the CUNY Senior colleges currently offer a Sociology major. Indeed, John Jay College is the only senior college that does not have a Sociology major and the only sociology department in the country without its own major. Rather than proposing a major that will
compete with other CUNY Sociology programs, our major will: (1) complement other CUNY sociology programs by offering a home to students interested in the systematic study of society and specifically in the areas of social justice and global social change; (2) rearticulate the College’s commitment to a formal liberal arts education; and (3) contribute to the overall success of the CUNY enterprise by strengthening its resources and increasing opportunities available to students.

There are a number of differences between our proposed major and that of other CUNY colleges. Firstly, our proposed major is more structured than most with a better sequencing of classes and the prospect of good internship and research possibilities. Currently none of the other Sociology programs, aside from Baruch, require students to take classes in areas of focus. Such a proposed design distinguishes ourselves from other CUNY programs by providing the opportunities for more in-depth study in areas which are particularly suited to our students and which build on our faculty strengths.

Further, consistent with our program’s foci on social justice, inequality and globalization, students will be required to complete their Sociology B.A. degree with a senior capstone course, which only two of the other CUNY senior colleges programs currently require. This would also put our program on a par with Queens in terms of the amount of requirements (six) which we feel is necessary for a firm grounding in the discipline. Lastly, we are the second largest sociology department in the CUNY system with 11 more faculty members than the departmental average. The size of our faculty and their involvement in so many local and international projects means that we can successfully mount an ambitious schedule of classes and accommodate what we think is a pent up demand for sociology as explained in the following section.

III. Student Interest and Enrollment.
There is good reason to believe that Sociology will become a popular major at John Jay College. In a recent survey of 659 John Jay undergraduates seeking their views on proposed new majors 74% said they were interested or very interested in becoming a Sociology major with fully 49% stating that they would change their major if Sociology were offered at the college (John Jay College Office of Institutional Research 2010). This extraordinary demand at the local level is matched by trends at the national level with the number of undergraduates majoring in Sociology increasing 70% since 1990, from 16,000 to 27,000 in 2004.

Meanwhile the number of Sociology majors at the CUNY senior colleges ranges from 26 at Baruch to over 600 students at Queens College with the mean number of Sociology majors at the CUNY senior colleges at 280. It is important to note that John Jay College has one of the largest Sociology faculties in all of CUNY, which means that we can be present to guide and mentor prospective students while exposing them to a rich array of faculty interests. Based on all of this information we expect to have 325 students enrolled in the Sociology major within the next five years. Additionally, as the college phases out two-year programs, we anticipate that many of CUNY’s junior college students will view John Jay College as the place to come after they have finished their required junior college courses. Because so many Sociology courses are taught at CUNY’s junior colleges, we anticipate that many of the students who transfer to John Jay College will be interested in majoring in Sociology. Table 1 presents the projected enrollment estimates by year.
Table 1
Projected 5-year Enrollment in Sociology

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This growing interest in sociology was emphasized in a recent survey of 120 students in four different courses (including Soc. 101 and several electives filled with sophomores, juniors, and seniors) carried out by the department to gauge student enthusiasm for a new major. Undergraduates were asked to rate their level of interest in various aspects of our proposal. 50% of those surveyed said they were “very interested” in the following: “becoming familiar with the sociological theories that explain why people and groups think and behave the way they do,” and taking courses that prepare them for masters and doctoral degrees in sociology, criminology, criminal justice, and social work.

IV. Curriculum

An outline of the curriculum for the proposed Sociology major is attached to this Letter of Intent. Below is a summary of the requirements and a description of new courses that will be offered in the major. The American Sociological Association is critical of sociology curriculums that “begin with a required introductory course followed by a loose configuration of required and elective courses.” Instead, it encourages Sociology programs to offer a core of courses that are taken in a logical sequence and end with a capstone course. We have taken care to design a program that follows the suggestions of the American Sociological Association. Our major

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3 www.asanet.org

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offers a logical sequence of courses followed by a capstone course. Additionally, rather than provide students with an array of loosely connected electives, our students will take courses in two focus areas that we feel are strengths of the Sociology faculty, and fit well with the college’s mission, location, and student body.

The proposed major has a 36-39 credit course of study. Students will be required to complete Introduction to Sociology (SOC 101) as a prerequisite for the major. They can also complete this course as part of the General Education requirement of two courses in the social sciences. After completing Introduction to Sociology, students will take Social Stratification (SOC 232) to further introduce them to the discipline and the focus areas in inequality and global change. The Sociology department currently offers Social Stratification and it satisfies requirements for the Sociology minor. The Sociology major gives students a thorough grounding in theory and research with a focus on either global change or social justice as outlined below.

A. Theory

After students have completed Introduction to Sociology, and Social Stratification, they can take either Classical or Contemporary Sociological Theory. While most CUNY sociology programs require one theory course, we feel strongly that training in both classical and contemporary sociological theory provides the best preparation for our students. Such a theoretical foundation will give students a thorough understanding of how major sociological ideas and theories emerged and changed over time. At the end of the sequence students will be able to explain social phenomena using major sociological theories, possessing a sense of when these theories emerged, and the historical and social context out of which they arose. This emphasis on theory will aid students in their efforts to frame the emergence of social problems as
well as guide their empirical studies. The Sociology department currently offers a Contemporary Sociological Theory (SOC 315) course and will add a second theory course – Classical Sociological Theory (SOC 3XX).

B. Research

Once students have completed Introduction to Sociology and Social Stratification, and have obtained junior standing or above, they will be able to enroll in their first Sociological methods course – Social Science Research Methods (SSC 325). The Sociology department has been offering this course for several years, and sociologists teach all of the sections of this course. The Sociology department would like to make a small change to the description and title of this course, explicitly incorporating both library research and information literacy.

In addition to Social Science Research Methods, students will be required to take two additional research methods courses: Introduction to Statistics (STA 250) and Qualitative Research Methods (SOC 3XX). By introducing students to both major approaches to sociological phenomena will provide them with the basic skills to understand and appreciate the bulk of empirical sociology, in particular by demonstrating the different logics of inquiry toward social phenomena and the kinds of data that produce the “facts” of sociological life. Introduction to Statistics is currently being offered and Qualitative Research Methods will be added to the major.

C. Areas of Focus

While students are taking Social Stratification and Contemporary Issues in Society, they will be urged to begin taking courses in the global change and inequality areas of focus. Many of the courses offered in the concentrations are at a 200-level so that students can see early into the major how sociology applies to substantive areas of study. Students will be required to take
nine credits from their focus area. (i.e., Global Change or Social Justice) and three credits from their secondary area (i.e., Global Change or Social Justice) and three credits from the electives.

1. Global Change

The focus on global change will help students understand how societies go through transitional stages in the development, the causes and effects of such changes on the population, and the heightened rate that these dynamics are occurring under the pressures of globalization. The sociology department currently offers four courses that would fit in the global change concentration. These courses are: Urban Sociology (SOC 201); Sociology of Mass Communication (SOC 222); Social Change (SOC 350) and Gangs and Transnationalism (SOC 354 a newly approved course). One of these courses, Sociology of Mass Communication will be revised, and an additional six courses will be added to round out the global change focus. Below are the revised and new courses that will be included in the major for the global change concentration.

2. Social Justice

The sociology department currently offers nine courses that would fit in the inequality concentration. These courses are: Race and the Urban Community (SOC/AAS 110), African-American Community Issues (SOC/AAS 121), Race and Ethnic Relations (SOC/PSY 213), Women in American Society (SOC 215), Institutional Racism (SOC/AAS 237), Political Sociology (SOC 272), Sociology of Violence (SOC 308), Problems of Minority Groups (SOC 401), and Women and Crime (SOC/CRJ 420). Along with these nine courses, we will be offering an additional two courses to round out the inequality focus. Below are the new courses that will be included in the major for the inequality concentration.

D. Additional Elective Courses

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Along with the areas of concentration we want our students to take some additional courses so that they will develop their understanding of how sociology applies to areas outside of the concentrations. Additionally, we want to offer students an opportunity to take classes that they may find interesting, even if they do not relate to global change and inequality. Finally, to provide an opportunity for our faculty to teach in other popular areas of sociology, we are requiring that students take six elective credits outside of the areas of concentration. We currently offer 11 courses that could be included as electives for the Sociology major. These course are: The Family: Change, Challenges and Crisis Intervention (SOC/PSY 202), Sociology of Conflict and Dispute Resolution (SOC 206), Social Deviance (SOC 240), Social Deviance (SOC 240), Selected Topics in Sociology (SOC 290), Social Problems (SOC 302), and Sociology of Law (SOC 305). We will be adding four additional courses, which are described below.

E. Capstone Course

After students have completed all of their core and research methods courses they will be required to complete a senior seminar course, which will integrate theory, research methods, and the training they have received from the other sociology courses. Below is a description of that course.

F. Articulation Prospects

With the help of Dr. David Barnet at John Jay College we have begun working on an articulation agreement with the Borough of Manhattan Community College’s Liberal Arts A.A.S. program and are pursuing similar agreements at other CUNY Community Colleges.
Sociology major (36-39 credits)

(Prerequisites in parentheses)

As is common in many Sociology programs, “Introduction to Sociology” will serve as a sound introduction to the major. Students are strongly urged to complete SOC 101 during their first year in the College. This course will also help fulfill the College’s general education requirements in the social sciences.

SOC 101 Introduction to Sociology

I. Core Courses (15 credits)
SOC 232 Social Stratification (Prerequisites: SOC 101, ENG 201 and SOC 2XX)
SOC 3XX (new course) Classical Sociological Theory: Sociological Thought from Comte to Parsons (Prerequisites: SOC 101, ENG 201, SOC 2XX, and SOC 232)
SOC 315 Contemporary Sociological Theory: Post-1950s Sociological Thought (Prerequisites: SOC 101, ENG 201, SOC 2XX, and SOC 232)
SSC 325 Sociological Research (Prerequisites: SOC 101, ENG 201, and junior standing or above)
SOC 4XX (new course) Senior Seminar: Contemporary Issues in Society (Prerequisites: All core and research methods completed and ENG 201)

II. Research Methods (6 credits)
STA 250 Introduction to Statistics
SOC 3XX (new course) Qualitative Research Methods

III. Areas of Focus (total of 12 credits)
Students will take 9 credits in their area of focus and 3 credits in the other area)

A. Global Change
A focus on how societies experience transitional stages in their development. Courses in this focus provide insights into the causes, processes and effects of such changes on the population, and the rate at which such changes occur under the pressures of globalization.

SOC 201 Urban Sociology
SOC 222 Sociology of Mass Communication (will be revised to: Media and Global Social Problems)
SOC 251 Sociology of Human Rights
SOC 350 Social Change
SOC 354 Gangs and Transnationalism

SOC 2XX (new course) Sociology of Culture

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SOC 2XX (new course) Religion in a Global World
SOC 2XX (new course) Sociology of Global Migration
SOC 3XX (new course) Global Social Movements
SOC 2XX (new course) Sociology of the Environment in a Global World

B. Social Justice
A focus on the causes and consequences of the deepening inequalities in the world at large. Courses in this focus apply sociology to an analysis of relations between the local and the global and interpret the interplay between state and non-state actors in the struggle over limited resources.

SOC/AAS 110 Race and the Urban Community
SOC /AAS121 African-American Community Issues
SOC/PSY 213 Race and Ethnic Relations
SOC 215 Women in American Society
SOC /AAS 237 Institutional Racism
SOC 272 Political Sociology
SOC 308 The Sociology of Violence
SOC 401 Problems of Minority Groups (course title to be revised)
SOC 2XX (new course) Sociology of Sexuality
SOC 2XX (new course) Sociology of Injustice

IV. Elective (3 credits)
Select one course
SOC/PSY 202 The Family: Change, Challenges and Crisis Intervention
SOC 206 Sociology of Conflict and Dispute Resolution
SOC 240 Social Deviance
SOC 275 Sport in Global Perspective
SOC 290 Selected Topics in Sociology
SOC 302 Social Problems
SOC 305 Sociology of Law
SOC 3XX Political Imprisonment

SOC 2XX (new course) Sociology of Mental Illness
SOC 3XX (new course) Internship (3-6 credits)
V. Faculty

Table 2 lists the full-time tenured and tenure-track faculty that would be involved in the Sociology major. Because the major builds on current courses and an existing minor, offering the major will not require a shift in faculty commitments or take faculty away from their current teaching. In the last three years, the Sociology department has hired nine new professors, all of whom are contributing to the vibrancy of the department. A number of our new faculty members are currently using course releases and, as a result, are not teaching a full load of courses. However, new faculty members must use their contractual hire course releases within the first five years of employment. Thus, within three years of offering the new major, the course loads of many recent hires will increase to the standard 3-4 load. We are confident that the number and diverse teaching interests of current and new full-time faculty are sufficient to support a Sociology major.
Table 2. Sociology full-time, tenure and tenure track faculty at John Jay

<table>
<thead>
<tr>
<th>Full-Time Faculty</th>
<th>Tenure</th>
<th>Tenure Track</th>
<th>Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Adamczyk</td>
<td>X</td>
<td></td>
<td>Religion, sociological theory, health, deviance</td>
</tr>
<tr>
<td>Jana Arsovska</td>
<td>X</td>
<td></td>
<td>Organized crime; Balkan studies; state crime; human rights; cultural criminology</td>
</tr>
<tr>
<td>Scott Atran</td>
<td>X</td>
<td></td>
<td>Religion; ideology; the social evolution of transnational terrorism</td>
</tr>
<tr>
<td>Rosemary Barbaret</td>
<td>X</td>
<td></td>
<td>Methods; sociological theory; human rights; violence</td>
</tr>
<tr>
<td>Mucahit Billici</td>
<td>X</td>
<td></td>
<td>Cultural sociology; social theory; American Islam; law and society; citizenship and terrorism</td>
</tr>
<tr>
<td>David Brotherton</td>
<td>X</td>
<td></td>
<td>Social exclusion and resistance; subcultural theory; social movements; social control and immigration; cultural criminology; sociology of education</td>
</tr>
<tr>
<td>Janice Johnson Dias</td>
<td>X</td>
<td></td>
<td>Urban poverty; race, class, and gender; research methods; welfare; human services organizations; health disparities; immigration</td>
</tr>
<tr>
<td>Gail Garfield</td>
<td>X</td>
<td></td>
<td>Social policy and child welfare; public housing; sociology of violence; qualitative methods; feminist theory</td>
</tr>
<tr>
<td>Robert Garot</td>
<td>X</td>
<td>X</td>
<td>Sociology of immigration; sociology of education; sociology of emotions; qualitative methodology</td>
</tr>
<tr>
<td>Donald Goodman</td>
<td>X</td>
<td></td>
<td>Prison and prison re-entry; victim/offender mediation and issues of forgiveness</td>
</tr>
<tr>
<td>David Green</td>
<td>X</td>
<td></td>
<td>Crime and the media; crime and public opinion; crime and political culture; sociology of punishment; qualitative methods</td>
</tr>
<tr>
<td>Andrew Karmen</td>
<td>X</td>
<td></td>
<td>Criminology; social problems; race relations; research methods; statistics and general sociology</td>
</tr>
<tr>
<td>Lila Kazemian</td>
<td>X</td>
<td></td>
<td>Life-course criminology; quantitative methods</td>
</tr>
<tr>
<td>Leona Lee</td>
<td>X</td>
<td></td>
<td>Juvenile delinquency; juvenile justice; court dispositions; integration of psychological and sociological concepts in the explanation of crime</td>
</tr>
<tr>
<td>Anthony Lemelle, Jr.</td>
<td>X</td>
<td></td>
<td>African American culture; Black masculinity and African Americans and HIV/AIDS; racial and cultural minorities; race and crime; American minority groups; the Black family; sex, marriage, and healthcare in the Afro world; HIV/AIDS in the Afro world</td>
</tr>
<tr>
<td>Roy Lotz</td>
<td>X</td>
<td></td>
<td>Introductory sociology research methods; sociology of the family; public opinion; mass communication; juvenile delinquency</td>
</tr>
<tr>
<td>Richard Lovely</td>
<td>X</td>
<td></td>
<td>Deviance and social control; organizational responses to technology; computer applications in research</td>
</tr>
<tr>
<td>Jayne Mooney</td>
<td>X</td>
<td></td>
<td>Domestic violence; crime and the inner city; victimization surveys; experiences of the Irish community in London</td>
</tr>
<tr>
<td>Susan Opotow</td>
<td>X</td>
<td></td>
<td>Conflict; justice; identity; moral exclusion; hate; post-war/post-disaster reconstruction</td>
</tr>
<tr>
<td>Jay Pastrana, Jr.</td>
<td>X</td>
<td></td>
<td>Latina/o studies and race/ethnicity; methods; sexualities; social justice</td>
</tr>
<tr>
<td>Valli Raja</td>
<td>X</td>
<td></td>
<td>Sociology of domestic violence; social stratification; qualitative research methodologies</td>
</tr>
<tr>
<td>E. Rick Richardson</td>
<td></td>
<td></td>
<td>Sociology of mental illness; sociology of drug use and abuse</td>
</tr>
<tr>
<td>Name</td>
<td>X</td>
<td>Women; crime and justice; sociology of imprisonment and empowerment; domestic violence; race, class, and gender intersectionalities</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
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<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Barry Spunt</td>
<td>X</td>
<td>Sociology of drugs and violence; history of heroin scene in New York City, qualitative methods</td>
<td></td>
</tr>
<tr>
<td>Douglas Thompkins</td>
<td>X</td>
<td>Culture of violence within the prison community; relationship between institutional social control policies and prisoner reentry; penology; methods; race and crime policy</td>
<td></td>
</tr>
<tr>
<td>Lucia Trimbur</td>
<td>X</td>
<td>Race and racisms; sociology of gender; urban sociology and inequality; social theory; the sociology of crime and punishment; ethnographic field methods</td>
<td></td>
</tr>
<tr>
<td>Maria Volpe</td>
<td>X</td>
<td>Conflict; dispute resolution; restorative justice; race and ethnic relations; sociology of law</td>
<td></td>
</tr>
<tr>
<td>Susan Will</td>
<td>X</td>
<td>Sociology of law; social problems; legal sanctions and social control; environmental sociology; white collar and corporate crime; social change; political sociology</td>
<td></td>
</tr>
<tr>
<td>Richard Ocejo</td>
<td>X</td>
<td>Urban sociology; qualitative methods; research methods; sociology of culture</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VI. Cost Assessment**

**A. Library**

The Sociology Department has been in contact with Professor Ellen Sexton in the library about additional resources that the new Sociology major may require. Professor Sexton explained that “because the library collection development policy specifies that they collect primarily in criminal justice and related areas, the library has collected materials to support the social sciences (including Sociology) as fully as their budget will allow.” At this point the library’s monograph and electronic journal collections for sociology are solid. Additionally, the library has the major databases, including Sociological Abstracts and SocINDEX, which students will need to conduct literature reviews on major sociological topics. The proposed major does not require any additions to the library’s collection development policy.
B. Budget

At this time there are no additional funds needed to run the major. Once enrollment reaches 300 students we will request one course release for a faculty member to devote several hours a week to advising sociology majors.

**Appendix**

*The following are newly approved courses, courses that will be developed specifically for the new major and two courses to be revised (The Media and Global Social Problems and Sociology Internship):*

**Theory**

**SOC 3XX – Classical Sociological Theory:** This course offers an introduction to classical sociological theory. We will explore several topics, namely: 1) what are the major themes of the foundational texts of sociology; 2) how these texts were shaped by the social context in which they were produced; 3) how do these texts connect with broader development in social and economic thoughts in the nineteenth and early twentieth century; 4) how do the key authors compare with one another; and 5) how do they influence sociological theorizing today. The more general objective is to learn about and reflect on the role of theory in sociological research.

- Professor Amy Adamczyk will be developing this course.

**Research Methods**

**SSC 325- Sociological Research:** This course introduces students to the basics of social science research. This includes such topics as the purposes of sociological research, finding social problems, developing research questions, searching the academic literature, and designing research projects. The course will also introduce students to several of the major research methods, which they will use to understand the basic of data analysis, and teach them the importance of ethical considerations.

- Professor Richard Ocejo will be developing this course

**SOC 3XX – Qualitative Research Methods:** This course is an introduction to the qualitative research methods of sociology. This includes the ethnographic method of participant observation, interviewing, unobtrusive observation, and visual analysis. The course features in-depth reading of sociological studies that use and discuss these methods and their analytical and ethical implications. Students will also use these methodological skills in the “field” through their own research projects.

- Professor Richard Ocejo will be developing this course

**Areas of Focus:**

**Global Change**

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
SOC 222 - The Media and Global Social Problems (to be revised from Sociology of Mass Communication): The course will consider the media's role in the construction of global social problems, including crime, terrorism and war. It will examine the roles that various claim-makers play in the construction of social problems about which public audiences feel compelled to respond. It will also consider and analyze the frames constructed to explain the causes of social problems (diagnostic frames), to provide the moral justifications for doing something about them (motivational frames), and to outline the public policy solutions intended to address them (prognostic frames). In addition, the course will consider the ways in which the fragmentation of mass audiences and the proliferation of niche media affect the ways we understand and respond to globalized social problems.

-Professor David Green will be developing this course

SOC 2XX - Sociology of Culture: This course explores the broad concept of culture from a sociological perspective. It examines sociology’s cultural theories and concepts and applies sociological analysis to contemporary society’s wide array of cultures and cultural phenomena. Students will also learn about global cultures and the powerful impacts of globalization in both the United States and around the world.

--Professor Richard Ocejo will be developing this course

SOC 251 (newly approved course) - Sociology of Human Rights: Through practical examples and case studies, this course will familiarize students with the salient features of what constitutes the Sociology of Human Rights. The main focus will be on the role of non-state actors, including NGOs, multi-national companies and the media, in both promoting and violating human rights. This course will also study variations in institutional and social support for human rights, enabling students to think critically about human rights issues in a global context.

-Professor Jana Arsovska will be developing this course

SOC 2XX - Religion in a Global World: What is religion and why is it so important for variety people and institutions? A proper understanding of our contemporary society requires a new attention to the phenomenon of religion as it shapes morality, culture and politics in new ways. This course offers a sociological understanding of religion in a global context. Starting with the failure of secularization thesis, it investigates the reasons for the resurgence of religion and the impact that the process of globalization have on world religions.

-Professor Mucahit Billici will be developing this course

SOC 2XX - Sociology of Global Migration: This course places immigration and migration in a global context. While humans have been traversing the globe for millennia, never before have so many people migrated to so many diverse places. Simultaneously, as products travel less expensively, nation-states have become increasingly restrictive regarding who they will allow in. International business people may boast numerous passports, while refugees and asylum seekers lack any place to call home and deportation has become a global method of population control. This course will explore theories and dynamics of global migration, going beyond the traditional discourse of assimilationism in order to provide students with a deeper awareness of the profound global interconnections, networks and relationships on which we all depend.

-Professor Robert Garot will be developing this course

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
SOC 354 (newly approved course) - Gangs and Transnationalism: Previously considered primarily a local phenomenon, street gangs, like the rest of the world, have become globalized. This course will explore definitions, theories and histories of both street gangs and transnationalism, considering both how local gangs have globalized and how global influences and currents shape local gangs. Case studies of a variety of different gangs around the world will be considered within this conceptual, theoretical and historical context.  
- Professor Robert Garot

SOC 3XX - Global Social Movements: Globalization has impacted many dimensions of social life, and it affects democracy and political participation in every country of the world. Economic globalization has been linked to rising inequality as well as to technological innovation and economic growth. Political globalization has created global norms on human rights and environmental protection and has led to an array of new global social movements while transforming many of the older ones. As we look to many established international organizations like the United Nations, the European Union, or the World Trade Organization for leadership on a range of global issues we are struck by the degree to which these very organizations contribute to what is sometimes called a global “democratic deficit.” This course examines the driving forces behind global social movements and considers how different groups such as women, indigenous peoples, workers, and environmentalists have responded to the dynamics of globalization to form innovative new communities.  
- Professor David Brotherton will be developing this course

SOC 2XX - Sociology of the Environment in a Global World: This course considers sociological theory and empirical studies of reciprocal relationships between societies and natural environments. The course will explore several general issues concerning the interaction of humans interaction and the natural environment (e.g., does it make sense to consider the social and natural as distinct from each other) and focus extensively on causes and consequences of environmental disorganization (or what we commonly refer to as environmental problems). Topics for the course include the following: (1) theoretical approaches to the sociology of the environment; (2) human material and ideological causes of environmental disorganization; (3) population growth and environmental consequences; (4) globalization/localization of environmental disorganization; (5) environmental movements; and (6) social impact assessments including issues of environmental justice. Students should leave the course with a basic understanding of these issues and hold skills and knowledge useful for analyzing environment and society issues.  
- Professor Susan Will will be developing this course

Social Justice

SOC 2XX - Sociology of Sexuality: Sexuality is a malleable and ever-changing concept that encompasses such things as sex, gender and sexual identities, intimacy, pleasure, eroticism and reproduction. It is influenced by social, biological, political, cultural, legal, religious, and psychological factors, among others. This course is designed to give the student a broad, general understanding of sexuality through a sociological lens. The objectives of the course are (1) to communicate to the student the nature of the sociology of sexuality and the sociological approach; its scientific status, methods, relationship to other academic areas including history,
psychology, philosophy and the humanities; (2) to explain what the social construction of sexuality entails, focusing upon U.S. society while using cross-cultural comparisons; (3) to account for the major sociological trends in the study of sexuality; and (4) to introduce the student to some of the major influential thinkers in the social scientific study of sexuality. 

- Professor Jay Pastrana will be developing this course

**SOC 2XX - Sociology of Injustice**: This course examines the structures, relations, and dynamics associated with conditions of social injustice. It will examine the broad construct, injustice, at the person, group, and nation level, and ordinary injustice associated with institutionalized societal structures as well as extraordinary injustice associated with deadly conflicts characterized by human rights violations. The course examines injustice resulting from social categorizations that differentiate people using such criteria as religion, ethnicity, religion, and political ideology to rationalize injustice. This can label some social categories as deserving and deem others as outside the scope of justice, the boundary within which rules, norms, and mores are apply, and therefore not entitled to fair processes or outcomes. Instead, those outside the scope of justice can be viewed as invisible nonentities or hated enemies eligible for harm and injustice including exploitation and extermination. The course includes historical and contemporary case studies that give students insight into prominent and hidden examples of injustice locally and throughout the world. The course concludes with a study of the psychosocial conditions allowing the broader extension of justice within a society.

- Professor Susan Opotow will be developing this course

**SOC 4XX – Senior Seminar: Contemporary Issues in Society**: This course focuses on the core principles of theory and practice of sociology through choosing a major issue and/or social problem in the world at large to focus upon. In this way the area under discussion will be approached structurally, contextually and historically to demonstrate the power, range and flexibility of modern sociology. Areas of study may range from the events of Katrina and 9/11 to the financial meltdown of recent years. Whatever the focus of the course a sociological lens will be used to reveal the underlying causes and social processes of the phenomenon and its relevance for the development of social theory. Students will be expected to complete a semester-long research paper which will test and hone their analytical skills in addition they will be expected to read independently and critically in the literature. By the end of the course, students will have been given the opportunity to reinforce prior to graduating their social scientific writing skills, their grasp of sociological knowledge and their ability to apply theory to empirical data. They will also better understand what it is to be a “sociologist” in an interconnected globalized world full of “experts,” “expert knowledge,” complex events and media-dominated information/analysis.

**Electives**

**SOC 275 (newly approved course) - Sport in a Global Perspective**: This course looks at past and contemporary understandings of sport from a global perspective. It seeks to illustrate the multiple ways sport has been studied and explores how understandings of sport have been debated, defended, and used over time. Special attention is devoted to the politics that are invested in sport and uses of the body as well as the overarching ideologies that the sporting body supports at various moments in time. Focusing on how the body intervenes in social processes, the course also considers how athletes have used sport to resist and subvert stereotypes and to create alternative racial, class, and gender identities.

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We conclude by contemplating new ways that sport might be considered. 3 credits, 3 hours. Prerequisites ENG 102 or ENG 201, SOC 101.
-Professor Lucia Trimbur will be developing this course

**SOC 3XX (newly approved course) - Political Imprisonment:** Political Prisoners, Political Imprisonment asks what forcible confinement means in modern society and what its historical and contemporary forms, such as the prison, the death camp, quarantine, the gulag, the refugee camp, the boarding school, and forced relocation can tell us about the tensions between individual rights and governmental control. The course uses case studies from the United States, Kenya, Egypt, Australia, Germany, Palestine, and the Sudan to examine how states have interned individuals living within their borders and the political, social, and economic conditions that have motivated governments to so radically limit individual freedom. Ultimately this course seeks to disentangle the relationships among confinement, patriarchy, class hierarchies, and racism.
-Professor Lucia Trimbur will be developing this course

**SOC 2XX - Sociology of Mental Illness:** Through the use of the abundant sociological and social science literature on mental illness, this course will investigate the major issues attendant to the social aspects of mental illness, and mental health. It will begin with a historical review of "madness" through the ages; investigate various social organizations and institutions e.g. medical, religious and tribal, used in defining "mental illness", and that lead to a typology of mental disorders. Important topics to be covered include: social causes and consequences of mental illness; the relationships between the social statuses of gender, class, race/ethnicity, age, occupation, marital status, and mental illness; the labeling of deviant behavior as mental illness; societal reactions to mental illness; medicalization of deviant behavior and mental illness; mental illness and the criminal justice system; care and treatment of the mentally ill, and mental illness and public policy.
-Dr. E. “Rick” Richardson will be developing this course

**SOC 378 (to be revised) - Sociology Internship**: Internships provide students with an excellent opportunity to gain academic credit and hands-on work experience. Drawing from the sociological concepts, theories, and methods that they have learned in the classroom internships in Sociology give the students a chance to be a participant-observer in a wide range of workplace settings where they can gain invaluable knowledge, skills and experience while exploring future career options, building one’s resume, developing networks, and meeting prospective employers. For students pursuing graduate school, internships help them to choose what aspects of Sociology interest them. Placement sites include public and private agencies and companies involving research, administrative work, intervention, and policy implementation in diverse workplace settings from the local and state to federal and international levels. In addition to 96 hours of workplace related work, students must attend class sessions on campus.
- Professor Maria Volpe will be developing this course. Professor Volpe is the Director of the Dispute Resolution Center, housed in the Sociology Department. She has successfully organized internships for students for the past 20 years.
Criminal Justice Baccalaureate in Science (CJBS)
(Institutional Theory and Practice)

Revision of the Major

March 25, 2010
(rev. September 14, 2010; December 20, 2010; January 14, 2011; March 10, 2011; April 4, 2011, April 28th, 2011)

Department Chair
Maki Haberfeld

Committee Chair
Maki Haberfeld

Committee Members
Katarzyna Celinska
Serguei Cheloukhine
Lior Gideon
Jon M. Shane
Staci Strobl
Klaus von Lampe

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
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Approved by UCASC, May 13, prepared for College Council, September 22, 2011
Executive Summary

This document presents a comprehensive revision of the Criminal Justice Bachelors of Science (Institutional Theory and Practice) major housed in the Law, Police Science and Criminal Justice Administration Department at John Jay College of Criminal Justice. The major is intended for students who seek a career in criminal justice and would like to explore the field of criminal justice from a policing, courts and corrections perspective. It comports with the broad mission of the college as a liberal arts college dedicated to education in the context of criminal justice and public service, while also differentiating itself from other criminal justice-related majors through its orientation around criminal justice theory and practice. The committee reviewed over 40 criminal justice programs in top universities across the country, as well as consulted the Academy of Criminal Justice Standards (ACJS), in developing this 36-credit program. As a result, considerable energy will be devoted to understanding criminal justice in the context of diverse, multicultural societies. In addition, the major underscores the rule of law as the glue which holds together the arenas of police, courts, and corrections, that along with other social institutions and the public, are co-producers of justice.

Among the learning objectives of the major is the cultivation of a variety of relevant knowledge and skills-related competencies, including understanding the history, dynamics, policies and practices of crime and the criminal justice system, as well as developing critical thinking, communication and research skills. The requirements of the major represent a program which scaffolds student learning, from basic skills and knowledge competencies in a new 100-level introductory course (CJBS 101) and introductions to police and corrections (PSC 101 and COR 101), to a capstone seminar which showcases in-depth research and critical thinking (CJBS 4XX). Along the way, students learn methodological and research skills, applications of the constitution
with a criminal justice context, and criminological theories in 200-level courses, evaluation and research-literacy skills in a 300-level core course, and can choose from a variety of current existing electives from Criminal Justice in Eastern Europe (PSC 250) to Women and Policing (PSC 235) to Violence in Prisons (COR 3XX).

Overall, the proposal represents the expertise and experience of the Law, Police Science and Criminal Justice Administration Department’s faculty while putting student learning first. We look forward to offering a program that prepares students for a competitive job market and further graduate education.

**Introduction**

This document proposes a comprehensive revision of the current Criminal Justice Baccalaureate in Science (Institutional Theory and Practice) major at John Jay College of Criminal Justice. The distinction between the CJBA and our proposed CJBS is that the CJBS focuses more on the theoretical applications of the subject matter. The revision aims at providing a balanced curriculum primarily for those students who seek a career in criminal justice but are not set on a specific career path in a particular area of criminal justice. The program will provide a profound understanding of the core areas of criminal justice, policing, courts and corrections. Consequently, the proposed CJBS will provide an overview of the foundations and components of the criminal justice system, including criminal law (substantive and procedural), police, courts and corrections. The main emphasis will be placed on the criminal justice process and how the various institutions of criminal justice interact. Key issues will be addressed as they arise at different stages of the process, such as the conflict between crime control and due process and conflicts related to, for example, gender, class and ethnicity.
John Jay College was established in 1964 with the purpose of educating criminal justice professionals. Since that time, the college evolved into a premiere institution with an international reputation as a leader in educating for justice. As such, John Jay College offers a rich liberal arts and professional studies curriculum to a diverse student body. Criminal justice is taught in all its modern complexities and public service is valued as the noble endeavor that it is. The strength, reputation and vitality of the College are embodied in the commitment to academic excellence of the faculty, many of whom are recognized experts in their fields. They conduct critical research in areas such as violent behavior, DNA analysis, drug abuse trends, sexual abuse, eyewitness reliability, criminal law, police methods, crime reduction strategies, reentry with convicted offenders, cyber crime, terrorism, transnational organized crime and correctional practices, as well as community corrections. It is within this context that the Criminal Justice Baccalaureate in Science (BS) revision is discussed in this proposal. The present document reflects a comprehensive set of revisions, which reflect the knowledge, expertise and experience of the Law, Police Science and Criminal Justice Administration faculty. This revision is also consistent with the curriculum standards of the Academy of Criminal Justice Sciences (ACJS) Certification. The applied nature of this revised major is designed to compliment and contrast with other majors offering criminal justice content at the college. This revision will enhance our program delivery while creating the leading criminal justice baccalaureate of science major in the nation.

**Brief History of the Bachelor of Science Major**

Professor Jay Albanese, a past President of the Academy of Criminal Justice Sciences (ACJS) and Consultant to John Jay College on criminal justice curriculum, stated at a recent meeting that Criminal Justice programs and majors at colleges throughout the nation have been structured largely
based on the academic specialties of those present at the time of their founding. For example, a preponderance of sociologists would tend to result in a more theoretical/sociological approach to the study of criminal justice. In contrast, a department staffed with law enforcement personnel would result in a more applied approach, particularly if that program was affiliated with a state or municipal police department, or even a college program affiliated with a correctional institution.

Professor Albanese’s observation holds especially true in the case of John Jay College. The early emphasis on an applied approach in criminal justice education has its roots in the college’s origins as an outgrowth of the New York City Police Academy and is further symbolized by the original name of John Jay designated by the Board of Higher Education: The College of Police Science.

In the mid 1960’s classes at the College were actually housed in the Academy where liberal arts were taught exclusively to police cadets, the original John Jay students. Furthermore, the founding of John Jay with a student body comprised mostly of police and at a time when urban crime was on the increase gave greater impetus to the rise of an applied approach to the study of criminal justice.

In the mid-1960’s, members of the Criminal Justice Community often referred to “the war on crime” and indeed many of the College’s founding criminal justice faculty, as well as being scholars were true generals in that so-called war. Notable among others was Professor Lloyd Sealy, Commander of Harlem’s 28th Precinct during this tumultuous time. Professor Lloyd McCorkle, another founding faculty member, was a former Commissioner of the New Jersey State prison system who helped shape the curriculum in corrections.

---

1 Albanese, Jay, Meeting of Criminal Justice Related Majors at John Jay College, March 8th 2010
The proliferation of criminal justice majors and concentrations that characterized much of the college’s curricular development had its origins in the fiscal crisis of the mid-nineteen seventies. The fiscal health of the College became tied to its designation by New York State as a so-called “Special Purpose Institution.” Just as the agricultural colleges (Cobleskill State, Morrisville, Cornell Extension) gained much of their funding and prospered by being conspicuously agricultural, the key to John Jay’s continued existence and prosperity became that of being criminal justice oriented and specialized beyond any question.

The “expand to survive” mode that lasted well into the mid-nineteen eighties was in some measure responsible for a series of curricular structural flaws that developed over the years; some pointed out in Middle States reviews. One criticism was the presence of overlapping majors due, in part, to concentrations within those majors. For example, a degree in Criminal Justice with a concentration in Police Studies in a College existed alongside a separate major in Police Studies. A similar flaw existed when both a Corrections concentration and Corrections Major were offered.

Despite the current dire budgetary outlook, survival of the institution is no longer an issue. The goal of this major is to provide a balanced curriculum of curricular choices in Criminal Justice which meets the needs of our students, many of whom seek traditional career paths into law enforcement and criminal justice practitioner roles or as policy analysts. Aimed at the former of those two groups, this current revision of the Bachelor of Science Degree in Criminal Justice seeks to sharpen the distinction between the B.S. and B.A. degrees by taking a more applied approach to its consideration of the component institutions and practices of the Criminal Justice system in a matter consistent with the liberal arts and general education mission of the College.

The current revision will not only address past structural concerns but also provide a degree and major clearly differentiated from the research and policy focus to the study of Criminal Justice
of the B.A. Degree. The revised Bachelor of Science in Criminal Justice will thus be even more compatible with the needs of the aspiring and current criminal justice professionals and practitioners that comprise its students.

The College Mission

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. It strives to endow students with the skills of critical thinking and effective communication; the perspective and moral judgment that result from liberal academic studies; the capacity for personal and social growth and creative problem solving that results from the ability to acquire and evaluate information; the ability to navigate advanced technological systems; and the awareness of the diverse cultural, historical, economic and political forces that shape our society.

The Criminal Justice Bachelor of Science fulfills the preeminent mission of the college by providing courses within a rigorous curriculum that is dedicated to education, research, service and public safety areas, while also comports with the college general education core requirements as can be seen in the below mission statement of the CJBS.

Mission of the Criminal Justice Baccalaureate of Science Major (Institutional Theory and Practice)

The Criminal Justice Bachelor of Science (Institutional Theory and Practice) provides a comprehensive understanding of the components of the American criminal justice system. It is a dynamic major that responds to issues of diversity as well as innovations and changes in the social and technological arenas, which inform criminal justice professionals. The Bachelor of Science degree in criminal justice focuses on the institutions of criminal justice, particularly the police, courts and corrections. Such focus will be achieved while addressing issues of diversity, including race, gender and ethnicity, as appropriate. It will attract current and future professionals in various law enforcement, judicial or correctional agencies at the

local, state and federal level. While the major prepares students for careers in the field of criminal justice and encourages internship experience, it also provides an academic foundation for students who plan to attend graduate or professional schools.

**Diversity**

Embedded in the substantive curriculum of criminal justice as it is taught throughout the country is a sensitivity to issues of diversity, including race, gender and ethnicity, among others. In this sense, our program will continue this important discourse. For example, understanding police community relations in the development of modern policing in the United States cannot be divorced from considerations of race and class. Constitutional law cannot be fully understood, particularly as it relates to criminal procedure, without delving into the racial injustice that necessitated, in the minds of the Supreme Court justices, landmark rulings such as *Miranda v. Arizona* and *Gideon v. Wainwright*. With the current trends in mass incarceration, we see a disproportionate representation of racial minorities—a situation that must be confronted in any study of corrections in the United States. Likewise, interpreting research and policy issues in our program will help students develop sensitivity to difference and an awareness of historically disempowered groups as they relate to particular criminal justice issues, which is part of the overall strategy of a liberal arts education, as illustrated in table 1.

CJBS courses will also devote considerable energy to understanding criminal justice in the context of globalization—criminal justice efforts in one part of the world are increasingly reflecting global trends due to mass communication and the resulting cross-fertilization of ideas as well as multi-national economic and political interests. An example of a globalized criminal justice trend would be the widespread use of community policing strategies or the abolition of the death penalty in a majority of industrialized nations (with the U.S. being an exception to this trend). American criminal justice professionals are increasingly being called upon as consultants in the development
and maintenance of systems of criminal justice in emerging democratic countries, particularly those in which the American government has strategic and economic interests. The curriculum aims to help students reflect on America’s role as a global leader in criminal justice while also inculcating an open-mindedness for alternative approaches to crime and justice which may emerge from other cultural and political contexts. Though not an international program, the curriculum draws upon the European roots of the history of criminal justice in the development of the American system, and considers other regions of the world when presenting important contemporary issues facing American criminal justice professionals today, such as terrorism, organized crime, and drug-trafficking.

**Learning Objectives for the Criminal Justice Bachelor of Science**

During development of the major, the Department of Law, Police Science and Criminal Justice Administration (LPS) consulted with Anne Lopes, Dean of Undergraduate Studies, Virginia Moreno, Director of Outcomes Assessment, the Academy of Criminal Justice Sciences and nineteen universities (see Appendix I) across the United States to arrive at consensus on the learning objectives and to shape the new curriculum. Table 1 reflects the six learning objectives of the revised major and the specific places within the curriculum where they will be addressed.
Table 1
Criminal Justice Bachelor of Science Course Map

<table>
<thead>
<tr>
<th>Program Learning Objectives</th>
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<tbody>
<tr>
<td>Describe from a historical and systemic perspective the criminal justice institutions and how they relate to each other.</td>
<td>Identify and describe criminal justice institutions and how they interact and complement each other in the criminal justice process. Understand the trends in the use of technology.</td>
</tr>
<tr>
<td>Understand the mechanisms, dynamics and situational context of crime and criminal behavior, and methods of prevention and treatment.</td>
<td>Explain basic concepts and theories of criminology, crime prevalence and typologies, and crime prevention in order to understand the social context of crime and mechanisms of formal and informal social control.</td>
</tr>
<tr>
<td>Apply the theories related to the policy and practice of the criminal justice systems.</td>
<td>Explain the role of the rule of law in democratic societies. Articulate the consensus, conflict and interactionist perspectives on the criminal justice system.</td>
</tr>
<tr>
<td>Analyze the operations and administration of criminal justice institutions in the context of public discourse.</td>
<td>Describe how criminal justice institutions achieve, or fail to achieve their goals, and how these issues impact the construction and operations of the criminal justice system.</td>
</tr>
<tr>
<td>Demonstrate critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education.</td>
<td>Perform analytical, ethical and critical reasoning skills through writing assignments and participation in class discussions. Discuss the issues of diversity embedded in the field of criminal justice (i.e., racial profiling or women in policing).</td>
</tr>
<tr>
<td>Demonstrate the ability to access, conduct, interpret and apply criminal justice research.</td>
<td>Identify relevant criminal justice reference material and how to process this information through writing assignments.</td>
</tr>
</tbody>
</table>
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**Criminal Justice Bachelor of Science Course Map**

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<th>Course Type</th>
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<th>Course Description</th>
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<tbody>
<tr>
<td>Core</td>
<td>PSC 101</td>
<td>Describe law enforcement agencies, their role, history and development within the field of criminal justice. Explain the changing role of technology in accomplishing the tasks of policing. Identify and explain major innovations in policing from rapid response to community policing. Describe the historical, practical, and philosophical rationales for the role of police in a civil society. Identify and discuss current events issues related to policing. Utilize analytical, ethical and critical reasoning skills through writing a term paper and participation in class discussion. Include a sensitivity to issues of gender, race, identity and sexual orientation.</td>
</tr>
</tbody>
</table>
# Table 1
*Criminal Justice Bachelor of Science Course Map*

## Program Learning Objectives

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<th>Course Type</th>
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<th>Describe from a historical and systemic perspective the criminal justice institutions and how they relate to each other.</th>
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<th>Apply the theories related to the policy and practice of the criminal justice systems.</th>
<th>Analyze the operations and administration of criminal justice institutions in the context of public discourse.</th>
<th>Demonstrate critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education.</th>
<th>Demonstrate the ability to access, conduct, interpret and apply criminal justice research.</th>
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<tr>
<td>Core</td>
<td>COR 101</td>
<td>Describe development of corrections in the United States. Explain the use of technology in controlling and confining offenders.</td>
<td>Explain the principles and practices of the treatment accorded to offenders in various types of correctional institutions. Describe the basic organization of a department, including custody, security, and control procedures, and elements of a treatment program.</td>
<td>Articulate the rationales for punishment from retribution to restorative justice.</td>
<td>Identify and discuss current events issues related to corrections.</td>
<td>Perform analytical, ethical and critical reasoning skills through writing a term paper and participation in class discussions. Relate corrections topics to issues in diversity.</td>
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<td>Course Type</td>
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<td>Description</td>
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<tr>
<td>Core</td>
<td>LAW 203</td>
<td>Explain the historical development of the relationship of the states to the Bill of Rights. The effect of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states is examined through a study of the leading Supreme Court decisions relating to criminal justice.</td>
<td>Name and describe the landmark Supreme Court cases related to criminal justice and describe the legal and philosophical rationale criminal procedures necessitated by the Constitution.</td>
<td>Perform analytical, ethical and critical reasoning skills through writing a term paper and participation in class discussions. Understand the implication of the Constitution for racial, ethnic and religious minorities, among others, as well as gender equality.</td>
<td>Access relevant case law and use it in discussing legal questions and issue relevant to the practice of criminal justice.</td>
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</table>

**Table 1**
*Criminal Justice Bachelor of Science Course Map*

**Program Learning Objectives**

- Describe from a historical and systemic perspective the criminal justice institutions and how they relate to each other.
- Understand the mechanisms, dynamics and situational context of crime and criminal behavior, and methods of prevention and treatment.
- Apply the theories related to the policy and practice of the criminal justice systems.
- Analyze the operations and administration of criminal justice institutions in the context of public discourse.
- Demonstrate critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education.
- Demonstrate the ability to access, conduct, interpret and apply criminal justice research.
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<th>Demonstrate the ability to access, conduct, interpret and apply criminal justice research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>SOC 203</td>
<td>Describe the nature of crime, victimization, and crime typologies through familiarity with official data such as the Uniform Crime Reports and the National Crime Victimization Survey, as well as other criminal justice data and knowledge. Describe the theoretical foundations for societal responses to crime from prevention to treatment.</td>
<td>Summarize the theories used in criminology and their implied policy prescriptions. Describe the philosophical underpinnings of the practices of police, courts and corrections.</td>
<td>Discuss the role the media and public attitudes play in defining who is a criminal and what is a crime through an exploration of the social construction of the crime problem (i.e., labeling theory, cultural deviance theory, and cultural criminology).</td>
<td>Perform analytical, ethical and critical reasoning skills through writing a term paper and participation in class discussions. Pay attention to the intersection of race, ethnicity, sexual orientation and gender as it relates to crime.</td>
<td>Access and interpret criminological research through the writing assignments in the course.</td>
<td></td>
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</tbody>
</table>
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<th>Program Learning Objectives</th>
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</thead>
<tbody>
<tr>
<td>Core</td>
<td>CJBS 2XX</td>
<td>Demonstrate critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education.</td>
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<tr>
<td></td>
<td></td>
<td>Conduct research projects in criminal justice using a variety of methods and sampling techniques with an emphasis on the ability to analyze results of institutional and academic research.</td>
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<tr>
<td></td>
<td></td>
<td>Evaluate peer-reviewed journal articles to identify relevant aspects including the research methodology, the variables of interest, the statistical technique, the results, the implications and the limitations. Explain the ethical issues suggested by different types of research through a curriculum unit about the ethical standards in social science.</td>
</tr>
<tr>
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<td></td>
<td>Use electronic databases to identify relevant literature related to a research topic. Write three to four cumulative papers which will require definition and exploration of a criminal justice related research problem.</td>
</tr>
</tbody>
</table>
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<th>Demonstrate critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education</th>
<th>Demonstrate the ability to access, conduct, interpret and apply criminal justice research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>CJBS3XX</td>
<td>Identify important theories and practices in criminal justice</td>
<td>Differentiate between types of research: quantitative versus qualitative and the ethical consideration inherent in each approach</td>
<td>Evaluate research published in peer-reviewed journals</td>
<td>Conduct, analyze and interpret basic statistical evaluation methods to determine effectiveness of criminal justice programs</td>
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<table>
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<tr>
<th>Course Type</th>
<th>Course Number</th>
<th>Describe from a historical and systemic perspective the criminal justice institutions and how they relate to each other.</th>
<th>Understand the mechanisms, dynamics and situational context of crime and criminal behavior, and methods of prevention and treatment.</th>
<th>Apply the theories related to the policy and practice of the criminal justice systems.</th>
<th>Analyze the operations and administration of criminal justice institutions in the context of public discourse.</th>
<th>Demonstrate critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education</th>
<th>Demonstrate the ability to access, conduct, interpret and apply criminal justice research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>CJBS 4XX</td>
<td>Describe and explain the mechanisms, dynamics and situational and social context of the criminal justice system in the United States, including the law, police, courts and corrections. Identify and consider the effectiveness of various methods of prevention and treatment,</td>
<td>Apply major issues, theories and research about the criminal justice system in the United States with a special emphasis on making links between theory and research findings about how the system operates.</td>
<td>Describe and provide examples of how the media shapes public discourse about crime.</td>
<td>Analyze the operations and administration of criminal justice institutions in the context of public discourse.</td>
<td>Hone research and communication skills in the discipline of criminal justice and offer substantive analysis of major criminal justice issues through writing assignment, class discussions and an oral presentation. Show sensitivity to special populations, such as the disabled, minorities, and other historically disempowered.</td>
<td>Access, interpret and apply criminal justice research through the writing assignments in the course: an annotated bibliography, a book critique, and a final research paper.</td>
</tr>
</tbody>
</table>
All criminal justice programs reviewed are offered at senior colleges. Each program was reviewed for its mission, goals and course offerings to compare similarities and differences between those programs and the current program offered at John Jay College. This was essential to refining our mission, goals and course offerings and to ensuring that the program at John Jay College is on par and competitive with other institutions. Although each program shares similar characteristics in its mission and course offerings, individual programs are crafted around faculty expertise. We relied on a combination of LPS faculty expertise, programs from other institutions and other university course offerings in revising the Bachelor of Science major. It is clear from this sample that all criminal justice Bachelor of Science programs are designed to provide a broad understanding of the major components of the criminal justice system.

Students completing the Bachelor of Science major should demonstrate preparedness for professional careers in the field of criminal justice by developing the following knowledge base and core competencies:

1. Describe from a historical and systemic perspective criminal justice institutions and how they relate to each other.
3. Apply the theories related to the policy and practice of the criminal justice systems.
4. Analyze the operations and administration of criminal justice institutions in the context of public discourse.
5. Demonstrate critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education.
6. Demonstrate the ability to access, conduct, interpret and apply criminal justice research.

These six learning objectives will be evaluated through written examinations, writing assignments, presentations and assigned homework.

Criminal Justice Bachelor of Science Program Outline
Course Requirements

The program requirement for the new Bachelor of Science in Criminal Justice is 36 credits. The requirements are designed so that students systematically develop a comprehensive body of knowledge about criminal justice in the United States. Students must complete twenty-four (24) credits in the program’s core courses which include a newly created CJBS introductory course (CJBS 101). In addition, students are required to take an introductory course on policing and corrections designed specifically for the Criminal Justice Bachelor of Science major, one newly created course on research methods (CJBS 2XX), one course on criminology (SOC 203), the newly developed theory in practice course (CJBS 3XX) and the newly developed capstone seminar (CJBS 4XX). Students will also select one course that covers diversity. They will additionally take three courses, one in each of the three core areas of criminal justice (policing, courts/law and corrections).

Courses offered at other accredited universities are distributed among 100, 200, 300 and 400 levels and cover various topics from introduction to criminal justice and introduction to corrections, to issues in policing and terrorism, culminating in a capstone seminar. To comply with the regulations of Middle States Association of Colleges and Secondary Schools and the recommendations of the Academy of Criminal Justice Sciences Baccalaureate degree standards, LPS identified the expectations for student performance at the different course levels (see Table 3). There are approximately twenty (20) individual course offerings for each of the levels.
<table>
<thead>
<tr>
<th>Course Level</th>
<th>Student Expectations</th>
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<tbody>
<tr>
<td>100</td>
<td>100-level courses are survey courses that expose students to fundamental principles in criminal justice, policing, judiciary, corrections and law, with the aim of introducing students to essential concepts and language/terminology in the field. Such courses should be completed at the freshman year, and should serve as prerequisites for more advanced courses that can then refer to and expend upon the knowledge acquired in other 100-level courses. Students enrolled in 100-level courses will be evaluated on the basis of their familiarity and understanding of the concepts covered. Additionally, students should be able to engage in basic analysis of material while using the appropriate terminology.</td>
</tr>
<tr>
<td>200</td>
<td>200-level courses reinforce concepts and terminology introduced in 100-level courses. These courses are more focused than the introductory courses and expand upon the concepts and theories initially explored in the 100 level. These courses also introduce students to the ideas and empirical findings of prominent scholars in criminal justice, criminology and law, who shape modern thought and practice. Additionally, such courses should explore the questions, problems, and intellectual tasks relevant to the theoretical analysis of the criminal justice system in regard to the specific focus of the course (i.e. law-enforcement, judiciary, corrections, and the overall criminal justice system). Students at the 200 level will be evaluated on their ability to analyze and discuss the problems and theories confronted while using proper terminology, while demonstrating knowledge and proficiency in material covered in the 100 level courses that are prerequisites for 200 level courses. In addition, students will demonstrate proficiency in general education courses. Proficiency will be evaluated by articulating the knowledge and skills acquired in the general education courses, in particular English.</td>
</tr>
<tr>
<td>300</td>
<td>300-level courses focus on the respective discipline identified in the course (i.e., judiciary/law, police science, corrections or general criminal justice), and also focus on analyzing the works of prominent scholars in criminal justice, criminology and law. These courses emphasize how these disciplines shape criminal justice, legal thought and practice. Students enrolled in 300-level courses will demonstrate their understanding of the relevant concepts in criminal justice by using appropriate terminology, and to associate the names and publications of prominent scholars in criminal justice. 300-level courses are viewed as preparation for seminars and the capstone by engaging students in research that requires both self learning and the ability to locate and present research by scholars in criminal justice. Students are also expected to present and discuss simple data that will be used to support their argument.</td>
</tr>
<tr>
<td>400</td>
<td>400-level courses have students explore an issue in criminal justice and/or law in depth. These courses are available only to seniors who have completed the prerequisite courses. Students at this level must conduct independent research using electronic sources to locate peer-reviewed articles that support their arguments. Where appropriate, students will collect proper that enable them to test hypotheses. Students will also analyze different practices and theories within their field of study while integrating current and past research to support their argument. The 400-level course is the capstone seminar that examines criminal justice institutions in-depth. Students are required to demonstrate their understanding of the relationship among different criminal justice institutions using seminal works, precise writing and critical thinking. The capstone seminar closes the circle with the beginning point of criminal justice studies by evaluating the student’s ability to analyze and criticize classic works.</td>
</tr>
</tbody>
</table>

The CJBS is organized in a sequential order of four blocks, which may partly overlap depending on the individual scheduling of students. The four blocks are: (1) introduction to the field
of criminal justice, (2) context and skills, (3) theory in practice, and (4) capstone seminar. It is recommended that students complete the scheduled blocks in their sequential order.

Program Outcomes Assessment and Student Expectations

Outcomes assessment is intended to enhance the learning experiences of current and future students. The LPS Department developed learning objectives described in Table 1, that represent the essential knowledge base and required skills to prepare students to enter the practice field or attend graduate school. The assessment program is designed to generate qualitative and quantitative information that will be used to identify the students’ strengths and weaknesses, and which will allow LPS faculty to identify program areas that need improvement. The learning objectives and student expectations are articulated below:

1. **Describe from a historical and systemic perspective the criminal justice institutions and how they relate to each other.** Students are expected to:
   a. Identify and describe criminal justice institutions and how they interact and complement each other in the criminal justice process.
   b. Describe law enforcement agencies, their role, history and development within the field of criminal justice.
   c. Explain the trends and changing role of technology in accomplishing the tasks of policing and corrections.
   d. Describe development of corrections in the United States.
   e. Explain the historical development of the relationship of the states to the Bill of Rights.
   f. Explain the effect of the due process clause of the Fourteenth Amendment on the application of the Bill of Rights to the states by examining leading Supreme Court decisions relating to criminal justice.

2. **Understand the mechanisms, dynamics and situational context of crime and criminal behavior, and methods of prevention and treatment.** Students are expected to:
   a. Explain basic concepts and theories of criminology, crime prevalence and typologies, and crime prevention in order to understand the social context of crime and mechanisms of formal and informal social control.
   b. Identify and explain major innovations in policing from rapid response to community policing.
   c. Explain the principles and practices of the treatment accorded to offenders in various types of correctional institutions.
   d. Describe the basic organization of a department, including custody, security, and control procedures, and elements of a treatment program.
c. Describe the nature of crime, victimization, and crime typologies through familiarity with official data such as the Uniform Crime Reports and the National Crime Victimization Survey, as well as other criminal justice data and knowledge.

d. Describe the theoretical foundations for societal responses to crime from prevention to treatment.

g. Describe and explain the mechanisms, dynamics, situational and social context of the criminal justice system in the United States, including the law, police, courts and corrections. Identify and consider the effectiveness of various methods of prevention and treatment.

3. **Apply the theories related to the policy and practice of the criminal justice systems.**
   Students are expected to:
   
a. Explain the role of the rule of law in democratic societies.
   
b. Articulate the consensus, conflict and interactionist perspectives of the criminal justice system.
   
c. Describe the historical, practical, and philosophical rationales for the role of police in a civil society.
   
d. Articulate the rationales for punishment from retribution to restorative justice.
   
e. Name and describe the landmark Supreme Court cases related to criminal justice and describe the legal and philosophical rationale criminal procedures necessitated by the Constitution.
   
f. Summarize the theories used in criminology and their implied policy prescriptions.
   
g. Describe the philosophical underpinnings of the practices of police, courts and corrections.
   
h. Identify important theories and practices in criminal justice.
   
i. Analyze major issues, theories and research about the criminal justice system in the United States with a special emphasis on making links between theory and research findings about how the system operates.

4. **Analyze the operations and administration of criminal justice institutions in the context of public discourse.** Students are expected to:
   
a. Describe how criminal justice institutions achieve, or fail to achieve, their goals and how these issues impact the construction and operations of the criminal justice system.
   
b. Identify and discuss current events and issues related to policing, corrections and the Constitution.
   
c. Discuss how the media and public attitudes define who is a criminal and what is a crime through an exploration of the social construction of the crime problem (i.e., labeling theory, cultural deviance theory, and cultural criminology).
   
d. Conduct research projects in criminal justice using a variety of methods and sampling techniques with an emphasis on the ability to analyze results of institutional and academic research.
   
e. Describe and provide examples of how the media shapes public discourse about crime.

5. **Demonstrate critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education.** Students are expected to:
   
a. Perform analytical, ethical and critical reasoning skills through written assignments and participation in class discussions.
b. Discuss the issues of diversity embedded in the field of criminal justice (i.e., racial profiling or women in policing)

c. Utilize analytical, ethical and critical reasoning skills by writing a term paper and participating in class discussions.

d. Identify traditionally underserved populations involving sex, race, disability and sexual orientation.

e. Evaluate peer-reviewed journal articles to identify relevant aspects including the research methodology, variables of interest, statistical technique, results, implications and the limitations.

f. Explain the ethical issues suggested by different types of social science research by applying various ethical standards.

6. **Demonstrate the ability to access, conduct, interpret and apply criminal justice research.**

   Students are expected to:
   
a. Identify relevant criminal justice reference material and process this information through writing assignments.

b. Access relevant case law and use it in discussing legal questions and issues relevant to the practice of criminal justice.

c. Access and interpret criminological research through the writing assignments in the course.

d. Use electronic databases to identify relevant literature related to a research topic.

e. Write cumulative databases that require defining and exploring criminal justice-related research problems.

f. Evaluate research published in peer-reviewed journals.

g. Conduct, analyze and interpret basic statistical methods to determine effectiveness of criminal justice programs.

**Context and Skills**

The core courses on the 200-level will allow students to deepen their understanding of the criminal justice system by introducing them to the broader legal and social context of criminal justice. Constitutional Law (LAW 203) will familiarize students with the constitutional framework of the administration of justice in the United States. Criminology (SOC 203) will provide students with the necessary insights into the theory and reality of crime in America. In addition, a newly designed course, CJBS 2XX, Statistics and Research Methods for Bachelor of Science in Criminal Justice, will provide students with the fundamental skills necessary to critically evaluate research related to criminal justice, while also laying the foundations for enabling students to conduct basic research.
The CJBS 2XX is designed as a 200 level since it is a basic skills course. As such, the course will expose students to the required terminology in research methods and descriptive statistics that are essential for 300- and 400-level courses. This course is designed as a basic research methods course and will devote much of the scheduled classes to research methodology, supplemented by descriptive statistics, content analysis, qualitative and quantitative interpretation, surveys, and other similar research methodologies. This course is not intended for students with advanced understanding and knowledge of statistics; rather, it is introductory in scope and comports with commonly accepted courses in criminal justice programs nationally and internationally. It is also a core requirement recommended by the Academy of Criminal Justice Sciences (ACJS) national criminal justice curriculum standards. This course will be a prerequisite for the required CJBS 3XX course.

The newly developed CJBS 3XX course is designed as an escalating course that leans on prerequisites like CJBS 1XX and CJBS 2XX. This 300-level mandatory course was recommended by the Dean of Undergraduate Studies. It will place theory and methodology into practice by reviewing relevant theories in the field and will critically examine programs and practices on which they are based. Students will use their knowledge of research methods and descriptive statistics to analyze the appropriate application of the theoretical approaches into practical applications.

The requirements for four (4) elective courses are designed so that students systematically build upon the knowledge and skills acquired from the core 100- and 200-level courses. To assure even progress across the breadth of criminal justice, elective courses have to be taken from each of the three main areas of criminal justice (policing, law/courts and corrections), and one of the four electives needs to be taken from the list of courses representing the area of diversity. This area of study was identified as a standalone, to emphasize the importance and influence of diversity on each
of the main areas of the criminal justice study. In order to add depth to the program, students are also required to take at least two out of the four elective courses (in the distribution areas) on the 300- or 400-level. There is a broad range of 300-level Policing, Law and Corrections courses from which students will be able to choose. Additionally, students in the Bachelor of Science in Criminal Justice program will also be able to choose seminar courses from the Police Studies and Corrections majors (e.g., PSC 401, Seminar in Police Problems, and COR 415, Major Works in Corrections) as their electives.

The option of an internship for the CJBS students has been reviewed and, albeit very appealing, is not feasible in terms of mandatory implementation. After extensive internal discussions and a discussion with the Internship Office, it is not possible to mandate students to enroll in an internship based on the availability of internship opportunities vis-à-vis the projected number of students. Offering the internship experience as an elective option is included and listed in the elective areas of Corrections and Policing. Given that internships require a minimum GPA, it will be an option that the major coordinators and the students’ advisors will encourage students with the higher GPAs to consider.

**Capstone Seminar**

A newly created capstone seminar, CJBS 4XX, will require senior standing, and as such, will represent the culminating event in the Bachelor of Science in Criminal Justice program. The capstone serves as a means of identifying and reinforcing main ideas and concepts learned in the program, including theoretical dimensions of criminal justice. It uses a seminar format to delve deeper into its content as well as provides students with an opportunity to showcase their analytical, research and writing skills in the field of criminal justice. This replaces seminar CRJ 425 (Major Works in Criminal Justice).
Table 4 represents the sequence of required courses for the CJBS major. The core comprises twenty-four (24) credits out of the thirty-six (36) required for the major. The four (4) elective areas (12 credits) include three courses in the core areas of policing, courts/law, and corrections (two (2) of which must be 300-level or above), as well as one (1) course with a focus on gender, class and ethnicity (Diversity Area). The course offerings under the Diversity requirement are marked with an asterisk in Table 5 attached to Appendix II. For a full listing of the curriculum, see p. 29.

Table 4
Core Criminal Justice Bachelor of Science Requirements

<table>
<thead>
<tr>
<th>Topic</th>
<th>Level</th>
<th>Credits</th>
<th>Course #</th>
<th>Course Title</th>
<th>Description and Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisite</td>
<td>100</td>
<td>6</td>
<td>POL 101</td>
<td></td>
<td>It is imperative that criminal justice students are exposed to basic concepts of American government and its institutions. In addition, students must be familiar with modern social structures, the study of modern society: social groups, social organization, process of interaction, social disorganization and change. Consequently, students are required to complete political science 101 and sociology 101.</td>
</tr>
<tr>
<td>ACJS – Topic Areas</td>
<td>100</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CJBS 101</td>
<td>Introduction to the American Criminal Justice System</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PSC 101</td>
<td>Introduction to Law Enforcement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>COR 101</td>
<td>Institutional Treatment of the Offender</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>9</td>
<td>CJBS 2XX</td>
<td>Research Methods and Statistics for Criminal Justice</td>
<td>Presents an overview course of research methods and statistical techniques relevant to criminal justice</td>
</tr>
</tbody>
</table>

Note: For a full listing of the curriculum, see p. 29.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Level</th>
<th>Credits</th>
<th>Course #</th>
<th>Course Title</th>
<th>Description and Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>LAW 203</td>
<td>Constitutional Law</td>
<td>Provides students with an understanding of the Constitutional framework of the criminal justice system.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SOC 203</td>
<td>Criminology</td>
<td>Presents the nature and causation of crime, approaches to the study of crime and its treatment and prevention, the sociology of criminal law, the nature of criminal behavior, theories and research.</td>
</tr>
<tr>
<td>300</td>
<td>3</td>
<td>CJBS 3XX</td>
<td>Criminal Justice: Theory in Practice</td>
<td>Builds upon the knowledge that students acquire from the 100 and 200 CJBS courses and translates the theoretical approaches into practical applications. Students are exposed to a broad array of assessments and evaluations of the policies and programs that have evolved in the field of criminal justice. This course prepares students for the capstone.</td>
<td></td>
</tr>
<tr>
<td>400 (Capstone) Two (2) components from theory to practice and a research project</td>
<td>3</td>
<td>CJBS 4XX</td>
<td>Capstone Seminar for the Criminal Justice Bachelor of Science</td>
<td>Integrates essential components of the criminal justice BS major through a two-pronged approach incorporating theory and a research project.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Total Core Credits</td>
<td>28</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Bulletin Outline for Revised BS in Criminal Justice

CRIMINAL JUSTICE (Institutional Theory and Practice)
(Bachelor of Science)

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

Credits required: 36

Prerequisites: SOC 101 and GOV 101 or POL 101. Students are strongly urged to complete these courses during their first year in the College. These courses fulfill the College’s general education requirements in the social sciences.

Coordinator: Dr. Staci Strobl, Department of Law, Police Science and Criminal Justice Administration (212.237.8037, sstrobl@jjay.cuny.edu)

Baccalaureate/Master’s Program in Criminal Justice. Qualified undergraduate students may enter the Baccalaureate/Master’s Program and thereby graduate with both a bachelor’s and a master’s degree in criminal justice. For additional information, contact Professor Chitra Raghavan, Department of Psychology (212.237.8417, bamadirector@jjay.cuny.edu).

Study abroad. Students in the College’s Study Abroad Program may use some of their study abroad credits to substitute for related courses in the major. With regard to particular courses, students should consult with the coordinator for the major.

Additional requirement. As part of this major, at least three courses need to be taken from PART TWO: Categories A through C. At least two of these elective courses need to be at the 300-level or above. In addition, one course needs to be taken from PART TWO: Diversity.

Additional information. Students who enrolled for the first time at the College in September 2012 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose the form shown here or the earlier version of the major. A copy of
the earlier version may be obtained at the Office of Undergraduate Studies or at Lloyd George Sealy Library.

<table>
<thead>
<tr>
<th>PART ONE. CORE REQUIREMENTS</th>
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<tbody>
<tr>
<td><strong>Required:</strong></td>
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<tr>
<td>Criminal Justice BS 1XX Introduction to the American Criminal Justice System</td>
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</tr>
<tr>
<td>Corrections 101 Introduction to Corrections</td>
<td></td>
</tr>
<tr>
<td>Police Science 101 Introduction to Police Studies</td>
<td></td>
</tr>
<tr>
<td>Law 203 Constitutional Law</td>
<td></td>
</tr>
<tr>
<td>Sociology 203 Criminology</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice BS 2XX Research Methods and Statistics for Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice BS 3XX Criminal Justice: Theory to Practice</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice BS 4XX Capstone Seminar in Criminal Justice</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART TWO. DIVERSITY</th>
<th>Subtotal: 3</th>
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</thead>
<tbody>
<tr>
<td>Select one</td>
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</tr>
<tr>
<td>Police Science 202 Police and Community Relations</td>
<td></td>
</tr>
<tr>
<td>Police Science 235 Women in Policing</td>
<td></td>
</tr>
<tr>
<td>Law 313/Political Science 313 The Law and Politics of Race Relations</td>
<td></td>
</tr>
<tr>
<td>Law 340 Employment Discrimination Law, Affirmative Action and Police Organization</td>
<td></td>
</tr>
<tr>
<td>Corrections 320 Race, Class and Gender in a Correctional Context</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice 420/Sociology 420 Women and Crime</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART THREE. DISTRIBUTION AREAS</th>
<th>Subtotal: 9</th>
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<tr>
<td>Select three courses, one from each of categories A through C (and at least two must be at the 300-level or higher)</td>
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</tr>
<tr>
<td><strong>Category A. Police</strong></td>
<td></td>
</tr>
<tr>
<td>Select one</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice 255 Computer Applications in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice 425 Major Works in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice 321/Philosophy 321 Police Ethics</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice 420/Sociology 420 Women and Crime</td>
<td></td>
</tr>
<tr>
<td>Police Science 201 Police Organization and Administration</td>
<td></td>
</tr>
</tbody>
</table>
Police Science 207 The Investigative Function
Police Science 227 Police Training Programs: Goals, Content and Administration
Police Science 390 Internship
Police Science 405 Organized Crime in America
Police Science 415 Seminar in Terrorism
Police Science 3XX Police and the Media (currently being taught experimentally)

**Category B. Law and Courts**

Select one

- Criminal Justice 322/Philosophy 322 Judicial and Correctional Ethics
- Law 202 Law and Evidence
- Law 206 The American Judiciary
- Law 209 Criminal Law
- Law 212 The Criminal Process and Code of Criminal Procedures
- Law 301 Jurisprudence
- Law 401 Problems of Constitutional Development
- Law 259/Political Science 259 Comparative Criminal Justice Systems
- Law 310/Philosophy 310 Law and Ethics
- Law 420/Public Administration 420 Contemporary Administration of Justice

**Category C. Corrections**

Select one

- Corrections 201 The Law and Institutional Treatment
- Corrections 202 Administration of Correctional Programs for Juveniles
- Corrections 282 Principles of Correctional Operations
- Corrections 303 Comparative Correction Systems
- Corrections 310 Internship
- Corrections 320 Race, Class and Gender in Correctional Context
- Corrections 430: Senior Seminar in Correction
- Corrections 230/Police Science 230 Sex Offenders in the Criminal Justice System
- Corrections 401 Evaluating Correctional Methods and Programs
Corrections 402 The Administration of Community-Based Correctional Programs
Corrections 415 Major Works in Corrections
Corrections 430 Senior Seminar in Corrections
Corrections 3XX Prisoners Re-entry and Reintegration (being taught experimentally)
Corrections 3XX Violence in Prisons
Criminal Justice 322/Philosophy Judicial and Correctional Ethics

Total: 36
Course Equivalencies

The Department of Law, Police Science and Criminal Justice will work together with the Department of Criminal Justice to provide students with a seamless and transparent way to change majors at strategic points in the curriculum, especially during the transitional period.

Conclusion

This proposal represents a thorough set of revisions, drawing on the knowledge, expertise and experience of the Law, Police Science and Criminal Justice Administration faculty. Curriculum Committee and Curricular Advisory Panel members have been careful to ensure consistency with the curriculum standards of the Academy of Criminal Justice Sciences Certification as well as the normative practices of the top criminal justice programs in the country. Overall, this revision will showcase the expertise and experience of our faculty while preparing students for professional careers in criminal justice agencies.
## Appendices

### Appendix I

Comparison of Declared Missions in 14 Selected Departments Offering Criminal Justice Bachelor of Science Programs

<table>
<thead>
<tr>
<th>University</th>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Cincinnati</td>
<td>The study of criminal justice is designed to provide students with an understanding of criminal offending and the criminal justice process. As society continues to grow, so does the need for this career and the understanding of how and why such behavior occurs. This program stresses an interdisciplinary study of criminal justice in America. In an effort to allow students to gain greater depth of understanding in areas they find interesting, the program has created a series of cognate areas in corrections, criminology and policing. Those interested in careers in criminal justice, crime prevention, child behavioral problems, adolescent delinquency or effective intervention will find this degree extremely valuable.</td>
</tr>
<tr>
<td>University of Minnesota Crookston</td>
<td>The career oriented bachelor of science in criminal justice degree at the University of Minnesota, Crookston, is designed for students interested in a professional career in the rapidly expanding criminal justice field. The program has an interdisciplinary criminal justice curriculum that provides students the opportunity to incorporate learning that is identified by employers as being critical to career success. The program provides high quality education in both academic and professional areas, offers unique training and internship experiences, a positive entry-level employment outlook among criminal justice agencies, and an academic platform to continue graduate training in fields such as political science, law, public administration, criminal justice/criminology, psychology, and social work.</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>The criminal justice organizations and leadership concentration is focused on the study of organizational structures and goals, interdependencies among agencies, qualities of effective leadership, and the legal foundations of organizations. A critical part of this area of study is to understand how discretionary decision making can be successfully managed. Through the study of organizational and leadership theory and practice, students will be able to become effective professionals in the criminal justice system. The study of organizational theory and practice of leadership will enhance the ability of students to understand how various parts or agencies within the criminal justice system interact with one another.</td>
</tr>
<tr>
<td>California State University—Long Beach</td>
<td>The Department of Criminal Justice evaluates, researches, and serves the justice professions through the interdisciplinary and comparative study of crime and criminal behavior, as well as the policies and systems designed to control criminality. The Department promotes life-long learning among students who develop into justice professionals prepared to ethically lead public and private efforts that make communities safer and that promote the equitable application of the law across all boundaries, both perceived and real. Our curricular offerings provide both a substantive and practical knowledge base that links multidisciplinary social-scientific theories and methods with effective and responsible public policy and the ethical practice of the justice professions within a free, multicultural, constitutional democracy.</td>
</tr>
<tr>
<td>University of Maryland—University College</td>
<td>No mission was listed, <em>per se</em>, but objectives were listed. <strong>Objectives</strong> The student who graduates with a major in criminal justice will be able to: 1. Describe the history and development of criminal justice organizations and the worldwide diversity of the rule of law in various countries. 2. Analyze the operations, policies, and procedures within the criminal justice system. 3. Recognize trends in crime and criminal behavior and methods of prevention and treatment. 4. Explain the role of the criminal justice system (police, courts, and corrections) in the administration of justice in the United States and other countries. 5. Analyze the theories related to deviance and critique the effectiveness of their practical application to behavioral change. 6. Demonstrate a cohesive base of skills, techniques, and principles related to the practice of criminal justice. 7. Identify and compare international and cross-cultural approaches to crime and prevention. 8. Demonstrate the ability to access, interpret, and apply criminal justice research findings.</td>
</tr>
<tr>
<td>Mansfield University</td>
<td>Not a mission, <em>per se</em>, but a statement about the Criminal Justice Administration Department was</td>
</tr>
</tbody>
</table>
## Appendix I

### Comparison of Declared Missions in 14 Selected Departments Offering Criminal Justice Bachelor of Science Programs

<table>
<thead>
<tr>
<th>University</th>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Pennsylvania</td>
<td>Listed.</td>
</tr>
<tr>
<td><strong>Statement</strong></td>
<td>The Department of Criminal Justice Administration offers programs of study leading to the following degrees: B.S. in Criminal Justice Administration, A.S. in Criminal Justice Administration, and a minor. CJA provides a systems-based background with a core curriculum covering the criminal justice areas of law enforcement, courts, corrections and juvenile delinquency. Depending on a particular career interest, courses may also be selected from the following areas: police administration, investigation and interrogation, criminalistics, private security, criminology, criminal law, serial murder, organized crime, white collar crime and juvenile justice administration, etc. Upon departmental approval, internships can be taken at federal, state, or local criminal justice agencies anywhere in the United States. Career areas: Our CJA graduates are employed by U.S. Immigration, DEA, FBI, Secret Service, U.S. Marshals Office and Federal Bureau of Prisons. Numerous graduates work in state and municipal law enforcement agencies, correctional facilities, probation, parole, juvenile justice, and private security settings. Many graduates have also been successful in pursuing graduate and law degrees.</td>
</tr>
<tr>
<td>Florida International University (Miami, FL)</td>
<td>The mission of the Department of Criminal Justice is to provide local, state, national and international leadership on core issues related to crime and its control and to be recognized as a prominent center of research, scholarship and teaching, with academic, theoretical and direct policy relevance. The School is recognized both nationally and internationally as a leader in the field of criminal justice education. A recent study ranked the School 10th in the nation in regards to the research productivity of its faculty. The School, through its Center for the Administration of Justice, also has secured over 43 million dollars in grant funding since its inception.</td>
</tr>
<tr>
<td>University of Alabama—Birmingham</td>
<td>The mission of the Department of Justice Sciences is to offer high-quality academic programs, contribute basic and applied research to the disciplines of Criminal Justice, Criminology, Law, and Forensic Science, and provide public service. The Department is home to academic programs including Criminal Justice, Forensic Science, and Pre-Law, and offers undergraduate (BS) and graduate (MSC) degrees in Criminal Justice, a graduate degree (MSFS) in Forensic Science, a graduate Certificate Program in Computer Forensics, undergraduate minors in Legal Affairs and Forensic Psychology, and undergraduate specializations in Criminology, Law, Juvenile Justice, Forensic Science, Policing, and Corrections. Follow the links found below and in the left sidebar of the page to learn more about our programs and the people involved with them.</td>
</tr>
<tr>
<td>Western Carolina University (North Carolina)</td>
<td>No mission was listed, <em>per se</em>, but the goal was listed.</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>The goal of the Department of Criminology and Criminal Justice is to provide you, the future professional, with a strong interdisciplinary foundation so that you can respond appropriately and ethically in challenging “real world” situations as you prepare for careers in criminal justice and emergency and disaster management or for further education. We offer you the Criminal Justice Program—one of WCU’s largest programs—with residential or online program options, and the online Emergency and Disaster Management Program, formerly known as the Emergency Management Program and the Public Safety and Security Management Program. Whichever program of study you choose, you’ll find that theory and hands-on practice are brought together through the curriculum, internships, independent studies, and student-faculty interaction, a hallmark of our department.</td>
</tr>
<tr>
<td>Loyola University—Chicago</td>
<td>Not a mission statement, <em>per se</em>, but a statement about the program</td>
</tr>
<tr>
<td><strong>Statement</strong></td>
<td>The Bachelor of Science (B.S.) in Criminal Justice degree introduces students to all aspects of the nation’s complex criminal justice system, while giving them a strong background in the liberal arts.</td>
</tr>
<tr>
<td>Anna Marie College—Massachusetts</td>
<td>Not a mission statement, <em>per se</em>, but a statement about the program.</td>
</tr>
<tr>
<td><strong>Statement</strong></td>
<td>The Bachelor of Science in Criminal Justice program offered through the Division of Continuing...</td>
</tr>
</tbody>
</table>
## Appendix I

*Comparison of Declared Missions in 14 Selected Departments Offering Criminal Justice Bachelor of Science Programs*

<table>
<thead>
<tr>
<th>University</th>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education at Anna Maria College</td>
<td>Education at Anna Maria College develops the professionalism and provides the knowledge required for successful careers in the field of criminal justice. Students will study theories of criminology and criminal behavior, and will examine the courts, police, and correctional systems both individually and as they relate to each other.</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>Not a mission statement, <em>per se</em>, but a statement about the program. Statement: The term “criminal justice” refers to public safety agencies, courts, and corrections as a system for the administration of city, county, state and federal laws. The curriculum also focuses on the causes of crime and theoretical explanations relating to the crime problem. There are two option of study in criminal justice: the Crime and Justice track, which is the traditional curriculum in criminal justice; and the legal track, which is designed for criminal justice majors who are interested in an intensive exposure to law in preparation for law school.</td>
</tr>
<tr>
<td>George Mason University</td>
<td>The administration of justice (ADJ) degree is designed for students interested in law enforcement, law, homeland security, and related career fields. As a student in the program, you will be taught by outstanding professors who have years of experience as both researchers and practitioners. You will learn to assess the strengths and weaknesses of different ways of seeking justice and come to understand the impact that different systems of justice have on the lives of individuals and communities. Most importantly, you will develop the skills to be competitive in the job market. You will take courses in criminal justice, crime, and law and have the opportunity to pursue a concentration in criminal justice, law and society, or homeland security and justice.</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
<td>The Bachelor of Science in Criminal Justice prepares students for effective professional careers in criminal justice, public service and other helping professions. Our program offers concentration options in justice or forensic crime scene investigation. Students also may prepare to pursue studies in law or graduate studies in criminal justice or areas of human services usually related to justice. Additionally, this department encourages in-service justice employees and others to enhance their professional career development through higher education.</td>
</tr>
</tbody>
</table>
### Appendix II

*Course Offerings in Diversity and Distribution Areas*

<table>
<thead>
<tr>
<th>Section</th>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Diversity</td>
<td>COR 320*</td>
<td>Race, Class and Gender in a Correctional Context</td>
</tr>
<tr>
<td></td>
<td>LAW 313/POL 313*</td>
<td>The Law and Politics of Race Relations</td>
</tr>
<tr>
<td></td>
<td>LAW 340*</td>
<td>Employment Discrimination Law, Affirmative Action and Police Organization</td>
</tr>
<tr>
<td></td>
<td>PSC 202*</td>
<td>Police and Community Relations</td>
</tr>
<tr>
<td></td>
<td>PSC 235*</td>
<td>Women in Policing</td>
</tr>
<tr>
<td>Police</td>
<td>CRJ 255</td>
<td>Computer Applications in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>CRJ 425</td>
<td>Major Works in Criminal Justice</td>
</tr>
<tr>
<td></td>
<td>CRJ 321/PHL 321</td>
<td>Police Ethics</td>
</tr>
<tr>
<td></td>
<td>CRJ 420/SOC 420*</td>
<td>Women and Crime</td>
</tr>
<tr>
<td></td>
<td>PSC 201</td>
<td>Police Organization and Administration</td>
</tr>
<tr>
<td></td>
<td>PSC 202*</td>
<td>Police and Community Relations</td>
</tr>
<tr>
<td></td>
<td>PSC 204</td>
<td>Patrol Function change to Field Operations (Patrol, Traffic, Crowd Control)</td>
</tr>
<tr>
<td></td>
<td>PSC 207</td>
<td>The Investigative Function</td>
</tr>
<tr>
<td></td>
<td>PSC 227</td>
<td>Police Training Programs</td>
</tr>
<tr>
<td></td>
<td>PSC 235*</td>
<td>Women in Policing</td>
</tr>
<tr>
<td></td>
<td>PSC 271/PSY 271</td>
<td>The Psychological Foundation of Police Work</td>
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<td>PSC 309</td>
<td>Comparative Police Systems</td>
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<td>PSC 390</td>
<td>Internship</td>
</tr>
<tr>
<td></td>
<td>PSC 3XX</td>
<td>Police and the Media (currently taught as an experimental course)</td>
</tr>
<tr>
<td></td>
<td>PSC 401</td>
<td>Seminar in Police Problems</td>
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<td></td>
<td>PSC 405</td>
<td>Organized Crime in America</td>
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<tr>
<td>Law</td>
<td>CRJ 322/PHI 322</td>
<td>Judicial and Correctional Ethics</td>
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<td>LAW 202</td>
<td>Law and Evidence</td>
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<td></td>
<td>LAW 206</td>
<td>The American Judiciary</td>
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<td>LAW 209</td>
<td>Criminal Law</td>
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<td></td>
<td>LAW 212</td>
<td>The Criminal Process and the Code of Criminal Procedure</td>
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<td>LAW 259/POL 259</td>
<td>Comparative Criminal Justice Systems</td>
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<td>LAW 301</td>
<td>Jurisprudence</td>
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<td>LAW 310/PHL 310</td>
<td>Ethics and Law</td>
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<td>LAW 401</td>
<td>Problems of Constitutional Development</td>
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<td>LAW 420/PAD 420</td>
<td>Contemporary Administration and the Judiciary</td>
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<tr>
<td>Corrections</td>
<td>COR 201</td>
<td>The Law and Institutional Treatment; Cross list with law</td>
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<td></td>
<td>COR 202</td>
<td>Administration of Correctional Programs for Juveniles</td>
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<td>COR 230/PSC 230</td>
<td>Sex Offenders in the Criminal Justice System</td>
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<td>COR 282</td>
<td>Principles of Correctional Operations</td>
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<td>COR 303</td>
<td>Comparative Correction Systems</td>
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<td></td>
<td>COR 310</td>
<td>Internship</td>
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<td>COR 320*</td>
<td>Race, Class and Gender in Correctional Context</td>
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<td></td>
<td>COR 3XX</td>
<td>Prisoners Re-entry and Reintegration (being taught experimentally)</td>
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<td></td>
<td>COR 3XX</td>
<td>Violence in Prisons</td>
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<td></td>
<td>COR 401</td>
<td>Evaluating Corrections Methods and Programs</td>
</tr>
</tbody>
</table>
## Appendix II

*Course Offerings in Diversity and Distribution Areas*

<table>
<thead>
<tr>
<th>Section</th>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>COR 402</td>
<td>The Administration of Community-Based Correctional Programs</td>
</tr>
<tr>
<td></td>
<td>COR 415</td>
<td>Major Works in Corrections</td>
</tr>
<tr>
<td></td>
<td>COR 430</td>
<td>Senior Seminar in Corrections</td>
</tr>
</tbody>
</table>

*Diversity area courses are marked with an asterisk.*
1. Department(s) proposing this minor: Human Rights Studies Committee

2. Name of minor: Human Rights Studies

3. Credits required (minors must consist of 18-21 credits): 18

4. Description of minor as it will appear in the Undergraduate Bulletin (write in full sentences):

The Human Rights Studies minor will introduce students to some of the key conceptual, ethical and methodological approaches to the study and practice of human rights. In particular, it will address key concepts, principles and norms, such as human dignity, non-discrimination, equality, due process, empowerment, human security, human development, and accountability; it will expose students to diverse disciplinary and methodological approaches to the study and practice of human rights from a domestic as well as an international perspective; it will familiarize students with the evolution of international human rights norms both in theory and in practice, the latter through the study of pivotal events in the history of human rights, such as the anti-slavery and anti-slave trade campaign, the Civil Rights Movement, the Campaign Against Apartheid, the transnational movement spawned by the Helsinki Final Act, and, more recently, the campaign to establish the International Criminal Court and the launching of the Millenium Development Goals; it will train students how to use the human rights framework in order to analyze and assess critical developments in key issue areas of global concern; and it will provide students with internship opportunities so as to hone their advocacy skills in addressing the challenges of an increasingly complex and interconnected world. This minor can be paired with several majors, including Gender Studies, Global History, Humanities and Justice, International Criminal Justice, and Political Science.

5. Statement of learning objectives (what knowledge and/or skills should all students have acquired upon completion of the minor?):

* Students will acquire a solid understanding of basic theories, concepts, principles and norms in human rights;
* Students will become familiar with the contribution of different disciplines to our understanding of key human rights concepts, principles and norms, such as human dignity, equality, empowerment, non-discrimination, universality, human development, non-refoulement, prohibition of torture and universal jurisdiction;
* Students will become familiar with the key instruments (treaties, declarations, resolutions) in international human rights law;
* Students will be able to use this framework in order to critically discuss developments in key issue areas such as peace and security, economic and social development, human protection and justice;
* Students will acquire some basic skills in human rights advocacy (once the internship component is developed).

6. **Rationale/justification for the minor** (Why is this minor important to include in the College’s curriculum? What benefits do students derive from taking this minor?):

John Jay College forefronts academic excellence, as well as service to the community, region, and global society. Our mission of “educating for justice” can be considerably expanded with the creation of a minor highlighting a significant, specialized, research-driven justice studies area such as human rights within the greater framework of the vibrant liberal arts education we strive to promote. This will undoubtedly make a distinctive contribution to our College curriculum by solidifying our substantial course offerings in that field of study and gathering otherwise scattered teaching resources under one unambiguous and comprehensive heading. It will additionally enable us to recognize the acquired knowledge and skills of current students and to attract new students who are interested in human rights studies but unable to formally specialize in that area despite the abundance of courses we offer on the topic at the College.

Thus, the new Human Rights Studies minor is designed to offer an academically and personally challenging course of studies bringing together existing courses, faculty, and resources already available throughout the College. The experience of not only those teaching the courses listed below (see #7) but also the students involved has consistently shown that there is a high demand for a specific concentration in the growing, dynamic area of human rights studies. A working group has reviewed existing courses in all those College departments which submitted proposed courses for the minor, and decided that many should indeed be grouped under a Human Rights Studies umbrella.

The new minor in Human Rights Studies will promote a dynamic and intellectually stimulating approach to the study of human rights (and criminal justice as a whole) from an international, cross-cultural, and comparative perspective. It will provide opportunities for students to apply critical theoretical concepts on and a thorough interdisciplinary understanding of pressing human rights issues, related processes and challenges, as well as enable students to relate pressing legal, ethnic, race-related, religious, sexual, cultural, and ethical matters to a human rights framework. Moreover, courses in this minor can facilitate a more thorough understanding of the interconnections among international human rights law and international humanitarian law, as well as relevant prevention and control strategies pertaining to
international and transnational crime. Priority ought to be given to fostering interactive classroom environments where emphasis is placed on active learning and shared experiences. The dedicated, energetic, and highly qualified faculty who have come forward to participate in this new venture will surely emphasize this and effectively develop the critical thinking, reading, and writing skills of students, as well as their creative thinking, presentation, and communication/interpersonal skills.

Hence, the new Human Rights Studies minor presents a formidable opportunity to encourage our students to readily challenge their own and each other’s views, to critically analyze pressing socio-legal issues, and to find a forum to freely debate controversial issues. It will further motivate our students to acquire and apply knowledge, to integrate concepts and ideas within and outside of the classroom, and to learn about themselves and others while reassessing their interests and value system. It will fully support our students in their learning experience in order to ensure that they become more inquisitive and develop into more sophisticated self-directed learners. Finally, with internship, advocacy, and community service opportunities in intergovernmental and non-governmental organizations (such as the United Nations, Amnesty International, Human Rights Watch, International Rescue Committee, International Center for Transitional Justice, and MADRE), this minor will contribute directly to the College and University-wide curriculum.

In summary, the new Human Rights Studies minor will contribute to our College goals of academic excellence, “educating for justice” and institutionalized community engagement, as well as to the CUNY-wide goals of functioning as a pro-active community to improve our world. It will also help John Jay College offer competitive specialization options to current and prospective students, which shall in turn provide them with improved skills as they prepare for demanding professional careers. Such careers could include work in major intergovernmental organizations (United Nations and the Organization of American States), in nongovernmental organizations (Human Rights Watch and Amnesty International), as well as in government (U.S. Department of State).

7. **List of courses constituting the minor with required pre-requisites** (Indicate the core requirements, capstone course, etc):

*Please note: New courses developed for minors must be approved prior to (or concurrent with) the submission of the proposal for the minor. New courses will be subject to the usual approval process.*

- The minor in Human Rights Studies, at this initial stage, is designed primarily to group together existing courses, resources, and faculty whose research and/or teaching interests focus on human rights issues. As a result, the many lower- and upper-level undergraduate courses constituting the minor already exist across the College curriculum.
- **POL320 / International Human Rights** shall be the required **core course** for all students enrolled in the Human Rights Studies minor.
• The only new course we anticipate proposing at this point is a **capstone course** to be taken by all matriculated students in the Human Rights Studies minor during their last year at John Jay College. The capstone course would require students to produce a major research paper which will analyze and assess a critical issue area in human rights. If we proceed along these lines, then students would have to declare the human rights minor as their minor of choice earlier than they would normally indicate such a choice.

*See list of courses in the Appendix.*

8. **Administration of the minor:**

   a. **Name, location, phone number, and email address of the minor advisor** (to be used in college publications). The initiative to establish this minor is currently coordinated by a faculty Human Rights Studies Committee chaired by George Andreopoulos, Professor of Political Science and Director of the Center for International Human Rights (CIHR)
   Tel. # (212) 237-8314; email address: chrights@jjay.cuny.edu.

   b. **Governance**

      The Human Rights Studies Program will be led by a Director who will serve in three-year renewable terms. Once the Minor is approved, the Human Rights Studies Committee will nominate and elect the first Director, subject to the approval of the Provost. The Director will work with the Chairs of all participating departments to ensure that the courses included in the minor are run regularly, prepare and manage budgets for Human Rights Studies, perform outcomes assessment and program self-studies, arrange Human Rights Studies-related programming at the College and participate in relevant governing bodies, where representation by Program Directors is appropriate and in accord with the charter provisions of College Governance. All program decision-making will be made by a Human Rights Studies Governance Committee. The Committee will be comprised of the Director and four faculty members; the latter will serve in three-year staggered terms. To ensure a diversity of disciplines govern the minor, faculty from one discipline cannot form a clear majority of the Governance Committee. The College’s current Human Rights Studies Committee will nominate and elect the first Human Rights Studies Governance Committee. Subsequent Committee members will be nominated and elected by all full time faculty who have taught any course included in the minor in the previous three academic years. In its program development efforts, the Governance Committee will work closely with the Center for International Human Rights with which all faculty teaching in the program will be affiliated.

   c. **Requirements for admission and/or completion of the minor if any**
      (i.e. GPA, course grades, deadlines, etc.):
9. **Statement on expected enrollment and resources required:**

As judged by student responses to issues of human rights that have been raised in a number of classes in several departments across the college, there is significant student interest in this subject. There is considerable interest in human rights in the International Criminal Justice Major, the Political Science Department, the Department of Latin American and Latina/o Studies, the Justice Studies Program, the Department of History, the Department of Sociology, the Interdisciplinary Studies Program, and the Department of African American Studies, among others. In addition, there are several student clubs whose activities often address issues of human rights (United Nations Students Association, Amnesty International, Haitian Students Association, Muslim Student Association, and International Criminal Justice, among others). While it is hard to predict how many students will minor in Human Rights Studies, our students come to John Jay already interested in issues of justice, broadly conceived. We believe that a conservative estimate of anticipated student enrollment in the minor would be 50 students after two years. No additional faculty will be needed to staff the minor since so many John Jay Faculty are already involved in this field. (See #12 for the list of faculty who have already expressed an interest in teaching in this minor.)

10. **Evaluate the library resources available to support this minor** (paragraph form, please include the names of specific resources as appropriate)

Existing resources for a human rights minor at the College are outstanding. The College has apparently been collecting books in this field for many years, if not decades. Our library includes a rich collection of books related to human rights under call numbers JC (Political Theory), JZ (International Relations), K (Law and Comparative Law), KF (U.S. Law), KZ (Law of Nations) as well as many other areas (e.g., history books). Just in the month of June 2009, for example, 37 books were catalogued in the library with the subject heading “human rights.” A quick search indicated that there are more than 3,000 titles relating to human rights in the library.


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Finally, the non-circulating research area includes numerous sources on human rights, including Freedom House, Freedom in the World, Human Rights Watch World Report, Encyclopedia of Human Rights, and more.

**Identify new library resources that are needed** *(provide bibliography):*

Databases in foreign languages can be most useful when conducting research regarding human rights (e.g., DIALNET [http://dialnet.unirioja.es/] in Spanish or SUDOC [http://www.sudoc.abes.fr/xslt/ in French]. Building a collection of Truth Commissions reports from around the world (or at least the most prominent ones) should also be a priority. In addition, the library should provide links to country legislative databases relating to human rights issues (torture, child labor, human trafficking, etc.). For example, the International Labor Organization (ILO) has a terrific database of legislative texts on occupational safety and health (OSH) issues that includes references to more than 3,500 relevant laws, regulations and international legal instruments in approximately 140 countries.

**11. Evaluate the facilities, computer labs, or other resources needed to support this minor:**

The current buildings and future amenities of John Jay College already include facilities that are suitable for seminars, workshops, conferences, photography/art exhibits, and film screenings, all of which are essential to the dissemination of human rights studies amongst the College’s community and also for the creation of a human rights culture within and beyond John Jay College. In addition, a major resource for the proposed minor will be the Center for International Human Rights (CIHR). The CIHR was established in 2001 with a mandate to study the main challenges to the promotion and protection of internationally recognized human rights norms; analyze and assess the intersections between human rights violations and international crimes; investigate genocide historically and in the contemporary world; and devise educational programs aimed at increasing public awareness of these norms. The Center has undertaken a variety of research projects, has an ongoing seminar addressing cutting-edge human rights issues, and provides research opportunities for undergraduate and graduate students.

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12. Summarize consultations with other departments that may be affected:

The creation of the Human Rights Studies minor is a College-wide, multi- and interdisciplinary, faculty-led initiative. It will not affect departmental staffing and teaching assignments since it merely groups together existing courses offered by full-time faculty members. Moreover, it is important to note that other courses will not be eliminated or taught less often due to the creation of this minor.

The following faculty, who are members of the Human Rights Studies Committee, have expressed a strong interest in offering courses in the Human Rights Studies minor:

George Andreopoulos, Political Science
Jana Arsovska, Sociology
Rosemary Barbaret, Sociology
Luis Barrios, Latin American and Latina/o Studies
Avram Bornstein, Anthropology
James Bowen, Political Science
Bettina Carbonell, English
Jacoby Carter, Philosophy
Blanche W. Cook, History
Margaret Escher, English
Marcia Esparza, Criminal Justice
Lisa Farrington, Art and Music
Dinni Gordon, Ph. D. Program in Criminal Justice
Anissa Helie, History
Ann Huse, English
Delores Jones-Brown, Law, Police Science and Criminal Justice Administration
Susan Kang, Political Science
Helen Kapstein, English
John Kleinig, Criminal Justice
Alexander Long, English
Gerald Markowitz, History
Jean Mills, English
Jose Luis Morin, Latin American and Latina/o Studies
Mangai Natarajan, Criminal Justice
Suzanne Oboler, Latin American and Latina/o Studies
Ed Paulino, History
Maria Victoria Perez-Rios, Political Science
Dan Pinello, Political Science
Jodie Roure, Latin American and Latina/o Studies
Jennifer Rutledge, Political Science
Yuksel Sezgin, Political Science
Cecile Van de Voorde, Law, Police Science and Criminal Justice Administration
Christopher Warburton, Economics
Joshua Wilson, Political Science

13. Name(s) of the Coordinator(s): George Andreopoulos

Provide the meeting date at which the departmental curriculum committee has approved this proposal.

Meeting date: September 15, 2010

Signature(s) of chair of department(s) proposing this minor: As this is an interdisciplinary minor, it is jointly proposed by the Human Rights Studies Committee

Date of signature: September 15, 2010
Appendix

Courses to be offered as part of the human rights minor

Although there are many courses offered at the College that could form part of the Human Rights Studies Minor, our Committee realizes that a minor must be focused and structured in a way that would ensure coherence and the regular offering of all courses that would constitute part of the program. Following extensive discussion and deliberations, the Human Rights Studies Committee has decided to cluster all courses under three general themes. While no course can be neatly classified under one theme, the committee based its selection on what it felt to be the dominant/prevailing theme in each course. The minor has one required course and fifteen credits of electives clustered under these themes. All students enrolled in the minor will have to take the required course and at least one course from each thematic area.

Required Course (1 – 3 credits): Political Science 320 *International Human Rights*

Elective Courses (15 credits)

**Theme I. Theories and Concepts (5 courses)**
*(Choose at least one course)*
- Humanities and Justice Studies 250 *Justice in the Western Traditions*
- Sociology 251 *Sociology of Human Rights*
- Philosophy 302 *Philosophical Issues of Rights*
- Humanities and Justice Studies 310 *Justice in the Non-Western Tradition*
- Political Science 316 *The Politics of Rights*

**Theme II. Non-Discrimination/Empowerment (6 courses)**
*(Choose at least one course)*
- Art 224/AAA 224 *African American Women in Art*
- Political Science 313/Law 313 *The Law and Politics of Race Relations*
- Literature 315 *American Literature and the Law*
- Political Science 318 *The Law and Politics of Sexual Orientation*
- Latin American and Latina/o Studies 322 *Civil Rights and Civil Liberties in Urban Latina/o Communities.*
- Sociology 333 *Gender Issues in International Criminal Justice*

**Theme III. Human Security/Access to Justice (4 courses)**
*(Choose at least one course)*
- Latin American and Latina/o Studies 220 *Human Rights and Law in Latin America*
- Literature 342 *Perspectives on Literature and Human Rights*
- Latin American and Latina/o Studies 343 *Race and Citizenship in the Americas*
- Sociology 275 *Political Imprisonment*
Proposed Revisions for
Dispute Resolution Certificate and Dispute Resolution Minor

The following proposal seeks to streamline coursework requirements for the Dispute Resolution Certificate and the Dispute Resolution Minor in order to allow for seamless transition for those students who change their minds about which to pursue. It also provides the Dispute Resolution Certificate students with one list of electives.

**Background Information:** The DR Certificate (since 1981) and the DR Minor (since 2008) have been offering an interdisciplinary approach to the study of conflict, its causes, complex dynamics, escalation, de-escalation, and constructive resolution of conflicts in a variety of contexts from the interpersonal to the international levels. They also have been providing students with knowledge and techniques necessary to negotiate, facilitate, and mediate a wide range of conflict related situations.

Upon completion of both the DR Certificate and the DR Minor, the students are able to:

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

The DR Certificate requires more coursework than the DR Minor, more specifically, an internship and 3 additional electives. The DR Minor was designed for students who are not able to complete the existing DR Certificate. It was assumed that students would know prior to pursuing the programs which one would be achievable given their curricular requirements and time left to graduation.

Finally, the external review of the DR Certificate in 2009 recommended several levels of change that we have been phasing in. Last year, courses listed in DR Certificate that were no longer offered in the John Jay curriculum were removed from the DR Certificate. The proposed changes in this document address only the configuration of electives for both the DR Minor and DR Certificate. The next phase will overhaul the DR certificate.

**Current Challenges:** Since the DR Minor was launched two years ago, we have found that when students change their minds about which DR program to pursue, they have a very difficult time trying to switch to the other. The current DR Certificate and DR Minor electives do not overlap. For example, students pursuing a DR Minor who decide that they want to pursue the DR Certificate may find that their electives may not transfer over. Likewise, students pursuing the DR Certificate who run out of time to complete the required coursework before graduation may have taken courses that do not make them eligible for the DR Minor.

Moreover, the two categories of electives in the current DR Certificate have been an ongoing challenge since it is often difficult for students to take the required distribution of courses in each category. The 2009 external review of the current DR Certificate recommended dropping the two categories of electives and developing one category of Dispute Resolution focused courses.

**Proposed Changes:** The proposed changes in this document which aim to create one list of courses for the DR Minor and DR Certificate serve three purposes:

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
In Future example, Approved by UCASC, May 13, prepared for College Council, September 22, 2011

[1] Students who switch between the DR Minor or DR Certificate will have a smooth transition. For example, if a student begins taking courses for the DR Certificate and then finds that s/he cannot fit an internship into his/her curriculum, it will be possible for him/her to complete the DR Minor. Similarly, if a student begins to take courses for the DR Minor and then decides to pursue the DR Certificate, all of the courses will count. At present, neither of these options is possible.

[2] Students will have a user friendly document from which to choose and compare two equally attractive programs, one for those who can devote the time to the Certificate, the other for those who would like to deepen their understanding of conflict and its resolution without taking 30 credits.

[3] Students pursuing the DR Certificate will not have to struggle between two artificially constructed lists of electives.

In sum, the new list combines the courses from both the current DR Minor and DR Certificate into one long list. All students will take Soc 206 and Soc 380. Students pursing the DR Certificate will take the internship and will choose 7 electives; students pursuing the DR Minor will choose 4 electives. This is not a proposal for new courses or requirements. The only proposed change is the merger of the elective courses for DR Minor and DR Certificate. The number of credits for each program remains the same. Students are encouraged to take their elective courses from a variety of disciplines.

Future Changes: The next phase will revise the DR certificate. The external reviewers of the DR Certificate recommended that it “be completed in 18 credits of which 12 credits are core Dispute Resolution courses and the remaining two are well chosen electives. [This profile is more in line with other undergraduate certificate programs in ADR. It allows more advanced students the opportunity to take the certificate (or minor for that matter) in a two-year time frame.]” They also recommended that we “narrow the offering of electives by focusing only on those courses that fall within the clearly defined and articulated mission of the Dispute Resolution program.” These more extensive changes will be undertaken after additional consideration is given to how the DR Certificate should be restructured.

Overview of New DR Minor and DR Certificate:

Required courses:
<>DR Certificate and DR Minor: Students must take Soc 206 and Soc 380
<>DR Certificate: Students must take an internship, Soc 381.

Elective courses:
<>DR Certificate: students must take 7 electives
<>DR Minor: students must take 4 electives

Total number of credits:
<>DR Certificate: 30 credits
<>DR Minor: 18 credits

Dispute Resolution Minor and Certificate

[Students can choose either the DR Minor or DR Certificate. They cannot earn both]

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
The Dispute Resolution Minor and Dispute Resolution Certificate provide students with an opportunity to learn about the causes, complex dynamics, escalation, de-escalation, and constructive resolution of conflicts in a variety of contexts from the interpersonal to the international levels. Students also gain knowledge and techniques necessary to negotiate, facilitate, and mediate a wide range of situations. The Dispute Resolution coursework will be invaluable for students in their personal lives, at work, and in graduate school, especially for those students who will enter professions like law, social work, business, etc, where sorting through conflicts is essential.

Learning Objectives. Upon completion of the DR Minor and DR Certificate, the students will be able to:

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

Rationale. The DR Minor and DR Certificate are attractive and beneficial for all students’ undergraduate portfolio regardless of major. Students will acquire a solid understanding of conflict, its causes, progression, complexity, and management. For students who cannot complete the 30 credit DR Certificate, the 18 credit DR Minor will still make it possible for them to deepen their critical understanding of conflict. In a global community, understanding and managing conflict should be a core area of study for all students. The DR Minor and DR Certificate at John Jay College offer undergraduate students a unique opportunity unavailable at most colleges and universities.

PART ONE
Required for DR Certificate and DR Minor Subtotal: 6 credits

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

Required for DR Certificate only Subtotal: 3 credits
Sociology 381 – Internship in Dispute Resolution

PART TWO
Select seven courses for DR Certificate Subtotal: 21 credits
Select four courses for DR Minor Subtotal: 12 credits

[Please note: Students are encouraged to take courses from a variety of disciplines.]

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
African American Studies Justice 229 - Restorative Justice: Making Peace and Resolving Conflict
African American Studies Sociology 110 - Race and the Urban Community
African-American Studies Sociology 121 – African-American Community Issues
Anthropology 315 – Systems of Law
Anthropology 330 – American Cultural Pluralism and the Law
Drama 325 – Drama Techniques in Crisis Intervention
Economics 280 – Economics of Labor
Interdisciplinary Studies Program (with permission of the Dispute Resolution advisor)
Latin American and Latina/o Studies 241 – The Puerto Rican/Latina/o Experience in Urban United States Settings
Law 206 – The American Judiciary
Philosophy 105 – Critical Thinking and Informal Logic
Philosophy 302 - Philosophical Issues of Rights
Philosophy 310/Law 310 – Ethics and Law
Police Science 202 – Police and Community Relations
Police Science 245 - Community Policing
Political Science 206 – Urban Politics
Political Science 430 – Seminar in Problems in Civil Rights and Civil Liberties
Psychology 213/Sociology 213 - Race and Ethnic Relations
Psychology 236 – Group Dynamics
Psychology 243 – Theories of Personality
Psychology 275 - Family Conflict and the Family Court
Sociology 160 – Social Aspects of Alcohol Abuse
Sociology 202/Psychology 202 – The Family: Change, Challenges, and Crisis Intervention
Sociology 236 - Victimology
Sociology 290 – Selected Topics in Sociology
Sociology 305 – Sociology of Law
Sociology 308 – Sociology of Violence
Various Departments: Fieldwork Practicum

Total required for DR Minor: 18 credits
Total required for DR Certificate: 30 credits

Dispute Resolution Advisor: Professor Maria Volpe, Department of Sociology
(212.237.8692, mvolpe@jjay.cuny.edu).
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jay.cuny.edu

1. a. Department(s) or program(s) proposing this course: SOCIOLOGY

b. Date submitted to Office of Undergraduate Studies: January 6th, 2010

c. Name and contact information of proposer(s): SUSAN WILL

   Email address(es): swill@jay.cuny.edu
   Phone number(s): x 8669

2. a. Title of the course: EVALUATION RESEARCH

b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): EVALUATION RESEARCH

3. a. Level of this course:
   ____100 Level   ____200 Level   __X__300 Level   ____400 Level

   Please provide a brief rational for why the course is at the level:
   This course is designed to be taken after students have completed SOC 203 Criminology and both STA 250 and SSC 325. In addition, it has a very rigorous workload.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): __SOC___________

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

   This course is an introduction to evaluation research. Program evaluation uses social science theory and research methods to study, appraise, and help improve programs in non-profit organizations, educational systems, governmental departments, and businesses. In this class, students will become familiar with the various types of program evaluations and will gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and the development of an evaluation plan.

Approved by UCASC, May 13th, prepared for College Council, September, 2011
5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

   ENG 101, ENG 102/201, SOC 203, STA 250, and SSC 325.

6. Number of:
   a. Class hours  \_3____
   b. Lab hours  ______
   c. Credits  \_3____

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

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

   **When the Sociology Department revised the Criminology Major, it created a requirement that students must take an advanced research methods course. Evaluation Research is one of five courses a student may choose to take from Part Four of the major.**

   Program evaluation skills help students close the gap between theory and practice and will aid them after graduation whether they go to graduate school or work in the public or private sector. In a time of scarce resources, it is imperative that legislators, organizations, and businesses know if programs are implemented properly, which programs actually work as intended, which do not, and why.

   As the syllabus is presently designed, students will develop an evaluation plan for a published program. Students will NOT have direct contact with any agencies. Practical experience will be gained from public venues, where students will have to observe interactions and films. Once the course is established, the instructor may wish to enrich the students’ experience by negotiating their placement in an agency [similar to what occurs with an internship program] to develop an evaluation plan.

9. **Course learning objectives:**

   The **main goal of this course is to provide the students with up-to-date program evaluation strategies and tools.**

   a. **Knowledge objectives:**
      (What do you expect students to know after taking this course?)

      **By the end of this course, students will be able to explain the major concepts and tasks in program evaluation:**
• The types of evaluations and their purposes
• Levels of measurement: population-based vs. program-based
• Sources of data
• Study designs, including randomized control trials, and threats to validity

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

Perform skills required in developing a program evaluation plan:

Students will be able to:

• Design of a conceptual framework
• Develop objectives and indicators
• Hone communication skills
• Present an oral plan proposal
• Critically assess an evaluation plan
• Develop key components of an evaluation plan

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Yes. Students must locate, evaluate and use data associated with the program for which they will develop an evaluation plan. They are to:

1. Identify the program being evaluated
2. Identify the funding agency and its evaluation requirements
3. Identify the major research questions
4. Identify the theoretical orientation of the article
5. Explicitly identify the main hypothesis or hypotheses
6. Identify the dependent variable(s) and indicate how it/they are operationalized
7. Identify the independent variables and indicate how they are operationalized
8. Indicate the method of data collection and determine an appropriate sample size.
9. Assemble primary findings
10. Recognize the policy implications
11. Critique the methods and results detailed above, based on skills learned in this class.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Yes. Students must locate program evaluations published in journals and on websites.
iii. How & where in the class calendar will students be taught in class how to use these information tools?

The first day of class, students will be provided with information on how to access supplementary materials. Web links to required websites will be posted on Blackboard. A bibliography attached to the syllabus, provides examples of appropriate journal articles for class assignments.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The criminology major was revised to increase students’ exposure to research methods and theory. This course provides students with very marketable research skills that require them to apply their knowledge of theory to real life operations of agencies and organizations.

e. Assessment:

How will students demonstrate that they have achieved these course objectives?

Students' classroom discussions, memos, written assignments, presentations of materials to the class, and their evaluation plan or a critique of an existing evaluation plan will indicate how well they succeeded in achieving the course objectives.

10. Recommended writing assignments

Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

- Students will be expected to write comments about their classmates’ proposed evaluation plans. It is expected that each of the comments will be a couple of paragraphs long.
- Written assignments (many of which are draft sections of the evaluation plan)
- They are also to provide field notes of their observations.
- The primary writing project is their evaluation plan. This document is expected to be between 10-15 pages.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

- No
- X Yes. If yes, please give some examples.
The library has a copy of the class text and several other books by the text’s author. In addition, it has most of the journals that students need to access including:


Are there reference sources (print or electronic format) that would be especially useful to students in this course?

____ No

_X__ Yes. If yes, please name them.


b. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)

Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.


c. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

____ No

_X__ Yes. If yes, please name them.

*Sociological Abstracts, Criminal Justice Abstracts, SocINDEX, & Scopus*

Name of library faculty member consulted: Ellen Sexton

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

____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

_X__ Yes

13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at
The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of Department curriculum committee approval: September 25, 2010

15. Course offerings
   a. When will this course be taught?
      Every semester, starting __________
      One semester each year, starting __Fall 2011______
      One semester every two years, starting __________

   How many sections of this course will be offered? __1__

   b. Who will be assigned to teach this course?

      Prof. Susan Will is qualified to teach this course and has had experience with a similar course at the University of California, Irvine and at the University of Illinois at Chicago. Working under Larry Cohen and Diane Felmlee, Susan Will was responsible for conducting the program evaluation of a Positive Parenting for Parolees Program in eight California Youth Authority Parole Offices in Southern California over a three year period and co-authored the evaluation reports with Lawrence E. Cohen; Diane Felmlee; Anne Nurse and Tony Waters.

      Prof. Leona Lee is also qualified to teach this course.

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

   ___ ___No
   ___X__Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?
   Corrections 401, Evaluating Correctional Methods and Program covers some of the same material, but is taught as a seminar.

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

   ___Not applicable
   ___X__No
   ____Yes. If yes, give a short summary of the consultation process and results.
However, I checked the Undergraduate Bulletin for similar courses that the Public Administration Department may offer but found none.

I spoke with Lior Gideon on March 18, 2011 about the similarity between COR 401 and Sociology’s proposed course. The Corrections course focuses on corrections’ topics is taught in a seminar format and the Sociology course will cover a wide-variety of topics and is proposed to be much more hands-on in its approach to the material. The courses are offered at different levels. Sociology’s proposed course was approved two years ago as an option in Part 4—Advanced Methods of the revised Criminology majors. It may be possible for a Criminology major to substitute COR 401 for the Sociology course in evaluation research.

17. Will any course be withdrawn if this course is approved?

_ X _No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):
Name(s): **David Brotherton**

Date of approval: **September 25, 2010**

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

___No

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

**CRIMINOLOGY MAJOR**: Part Four, advanced methods

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

Approved by UCASC, May 13th, prepared for College Council, September, 2011
EVALUATION RESEARCH
SOC 3XX
Susan Will

COURSE DESCRIPTION
This course is an introduction to evaluation research. Program evaluation uses social science theory and research methods to study, appraise, and help improve programs in non-profit organizations, educational systems, governmental departments, and businesses. In this class, students will become familiar with the various types of program evaluations and will gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and the development of an evaluation plan or a critical assessment of an evaluation plan.

Very few programs these days are funded without requiring an evaluation component, often conducted by an independent researcher such as a professor. For those of you interested in practitioner jobs, agency personnel also need to be familiar with evaluation procedures because they must participate in the process and be smart about what to ask of their evaluators. Policymakers who face limited resources want to know if programs work and if they should re-fund programs or fund additional ones in other communities. Not just any person can conduct program evaluations—or at least conduct them well. This class is designed to give you both the book knowledge and some practical experience in the details of program evaluation. Consequently, it includes lecture, readings, and exercises. Specifically, (at the discretion of your professor) you will locate a program that has been proposed or implemented [For example, “No Child Left Behind” or “DARE”] for which you can locate extensive published information about how it would be/ was implemented. You will then develop a program evaluation plan for this program. Or, alternatively, you will located an existing evaluation plan during the semester and develop a critical assessment of the plan.

COURSE OBJECTIVES
By the end of this course, students will be able to explain the major concepts and tasks in program evaluation:

- The types of evaluations and their purposes
- Levels of measurement: population-based vs. program-based
- Sources of data
- Study designs, including randomized control trials, and threats to validity

Students will be able to:

- Design of a conceptual framework
- Develop objectives and indicators
- Hone communication skills
- Present an oral plan proposal
- Critically assess an evaluation plan
- Develop key components of an evaluation plan

BOOKS AND OTHER READINGS
There is one book and multiple readings assigned for this course. A complete list of readings is attached to the back of this syllabus (new ones may be added during the semester). If possible,
they will be posted on e-reserves or Blackboard. The book is available for purchase at the bookstore (and on the web, of course). The textbook is:


Throughout the course, we will read and discuss actual evaluations from various fields that employ designs and demonstrate concepts that we are covering in class. The first experimental evaluation is a large-scale HUD evaluation/demonstration program. The full report is 341 pages long. For both the HUD program and Cal/WORKS, all students are responsible for carefully reading the Executive Summary; a group of students will be assigned to lead the class discussion on specific aspects of the methodology.


ASSIGNMENTS AND GRADING

(1) Students will DEVELOP AN EVALUATION PLAN FOR A PUBLISHED PROGRAM (30%). Each student will select a proposed or implemented program about which information has been widely circulated. Students will NOT contact an agency for additional information; rather the student will develop an evaluation plan based upon information publicly available. The evaluation plan should be 10-15 pages in length.

To begin your search for a program evaluation, refer to one or more of the library’s data bases: Sociological Abstracts, Criminal Justice Abstracts, SocINDEX, Scopus

(2) WEEKLY ASSIGNMENTS (30%)

Most weeks you will have a specific assignment to do for this class (see attached list). Each assignment helps you understand how to build rapport with agency’s staff and get the information necessary to write your final project—the program evaluation plan. You will turn in the assignment to me the week it is due, and in most cases you will share the information with your agency’s staff to make sure you have correctly represented their program. We will discuss the details of each assignment in class.

(3) PRESENTATION OF YOUR CRITICAL ASSESSMENT OF AN EVALUATION PLAN—FOR CLASS AND INSTRUCTOR FEEDBACK (10%)

This assignment gives you the opportunity to talk through your evaluation plan with the class and with me before you write it up. You should present the details of your evaluation plan (e.g., in a PowerPoint presentation) and bring a written list of questions that you would like the class to give you feedback on. In addition, you should bring copies of the presentation and any instruments you have drafted for me and for the rest of the students in the class as well as the expected table of contents for the evaluation plan, so they can provide feedback for you. Presentation of the plan itself should take about fifteen minutes, and then a discussion will follow.
(4) CRITIQUE OF AN ACADEMIC JOURNAL ARTICLE ABOUT AN OUTCOME EVALUATION (15%)

For this assignment, you are to find an academic journal article reporting the results of an outcome evaluation in criminology or criminal justice (not one that is assigned). One or more of the following library data bases should be helpful in locating an article: Sociological Abstracts, Criminal Justice Abstracts, SocINDEX, Scopus. You must attach a copy of the article itself to your paper. For this paper you will, IN YOUR OWN WORDS (not the author's):

1. Identify the program being evaluated
2. Identify the funding agency and its evaluation requirements
3. Identify the major research questions
4. Identify the theoretical orientation of the article
5. Explicitly identify the main hypothesis or hypotheses
6. Identify the dependent variable(s) and indicate how it/they are operationalized
7. Identify the independent variables and indicate how they are operationalized
8. Indicate the method of data collection and sample size.
9. Indicate the primary findings
10. Indicate the policy implications derived by the authors
11. Indicate your reaction and critique the methods and results detailed above, based on what you’ve learned in this class.

You may answer most of the questions above by using the question as a heading, and writing your answer below the question. Some of these answers may be one sentence. But, you must answer the question completely.

Question 11 is the most critical part of this assignment. Once you’ve identified the information above, you should carefully evaluate the article based on course material. Answer questions such as:

a. Was the program evaluated appropriately?
b. Did the evaluators meet the funding agency’s requirements?
c. Were there any general problems with the design?
d. Were the research questions appropriate and valid?
e. Did the theory match the program?
f. Was the operationalization of the variables appropriate? Do you see issues with how they measured aspects of the program?
g. Did the method of data collection match their research questions?
h. Was their analysis appropriate?
i. Do their findings make sense?
j. Do their conclusions and policy implications follow from their data and findings?

Make sure you elaborate on and explain your answers—why did you come to the conclusion you did? It will be helpful to refer to class material such as readings and lecture to answer these questions.

**You will also share your article with the class, describe it’s content, and discuss your reaction to this article.**

(5) VERBAL AND WRITTEN PARTICIPATION (15%)

Attendance is critical because the class interaction stimulates ideas. In addition, in a methods class, each class period builds on the ones before it. I expect you to attend every
class meeting, including those we reschedule. You may miss one class without penalty, but only for legitimate reasons (e.g., conferences, medical issues).

I also expect you to be prepared and participate in class discussions. We will discuss the readings in class each week.

In addition, your feedback to your fellow students will help them with their final projects. You will serve as a “reviewer” of the plan for your fellow students. During class presentations of their projects, you should take notes on the presentation and write up a short set of comments for your fellow student regarding specific questions and comments to improve their plan (based on class material). These comments should be given to the student by Monday of the following week and emailed to me as well. They will count as part of your participation grade.

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**GRADING SCALE FOR COURSE**

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<td>70-76</td>
<td>C</td>
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<td>65-69</td>
<td>C-</td>
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<td>63-64</td>
<td>D+</td>
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<td>61-62</td>
<td>D</td>
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<td>60 ↓</td>
<td>F</td>
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**Plagiarism**

"Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation."

"Plagiarism may be intentional or unintentional." Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

"It is the student's responsibility to recognize the difference between statements that are
common knowledge (which do not require documentation) and statements of the ideas of others.”

Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. You must cite the source and page number when you use direct quotes AND cite the source when you paraphrase someone else’s ideas. When in doubt, use citation.

"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."
(from John Jay College Undergraduate Bulletin)

As you may already know, John Jay College subscribes to “Turnitin,” an on-line plagiarism prevention service. I require all students to submit both a hard copy of their paper and an electronic version for “turnitin.” Failure to turn in both versions of the paper will result in a grade of zero for the assignment. Assignments submitted to Turnitin will be included in Turnitin's restricted access database solely for the purpose of detecting plagiarism. Students may not submit an electronic version of a written assignment to Turnitin in advance of the due date to "test" the assignment's originality. Students may not submit original material for this course that has been or is being used for written assignments in other courses. For further information on the John Jay plagiarism policy, students are urged to obtain a handout at the library.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>8/31</td>
<td>Overview of class</td>
<td>1. Rossi: Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of program evaluation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Managing yourself in the field</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | 9/7  | Tailoring Evaluations to the Local Context | 1. Rossi: Chapter 2
| 3    | 9/14 | Identifying Issues and Formulating Questions | 1. Rossi: Chapter 3
| 4    | 9/21 | Assessing need for a program | 1. Rossi: Chapter 4                                                      |
| 5    | 9/28 | NO CLASS                   |                                                                          |
| 5    | 10/5 | Assessing Program Theory   | 1. Rossi: Chapter 5
|      |      |                            | 2. Karp, Lane, & Turner (2002)                                          |
| 6    | 10/12| Assessing Program Processes | 1. Rossi: Chapter 6
|      |      |                             | 3. Matthews et al. (2001)                                               |
| 7    | 10/19| Measuring Program Outcomes | 1. Rossi: Chapter 7
|      |      |                             | 2. RAND evaluation forms                                                |
| 8    | 10/26| Assessing Program Impact:  | 1. Rossi: Chapter 8                                                      |

Approved by UCASC, May 13th, prepared for College Council, September, 2011
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<tr>
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</table>
|   | Randomized Designs  
**GET ARTICLE APPROVED** | 2. Lane et al. (2005)  
3. Gottfredson et al. (2005) |
| **PRESENTATION SCHEDULE** |   |   |
| 9 | 11/2 | Assessing Program Impact:  
Quasi-Experimental Designs  
Detecting, Interpreting, and Analyzing Effects | 1. Rossi  
3. Braga et al. (2001)  
5. Andrews et al. (1990) |
| 10 | 11/9 | Measuring Efficiency  
Social Context of Evaluation  
Disseminating Results to Policymakers and Academics  
**ARTICLE EVALUATION DUE**  
Discussion of Individuals’ Articles | 1. Rossi: Chapter 11 & 12  
2. Cohen  
| 12 | 11/23 | Presentations of Program Plans | None |
| 13 | 11/30 | Presentation of Program Plans | None |
| 14 | 12/7 | Class Discussion of and Problem Solving re: Program Plans  
### WEEKLY ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DUE DATE</th>
<th>WEEKLY ASSIGNMENT</th>
<th>TO TURN IN (TWO COPIES OF EACH!)</th>
</tr>
</thead>
</table>
| 1 & 2 | 8/31     | 1. Select agency for program evaluation plan assignment *(Dr. Will must approve)*  
2. Describe what you’ll need from an agency. | Signed sheet |
| 3    | 9/7      | 1. Gather background information on agency (e.g., newspaper articles, pamphlets, yearly reports, invitations to events, meetings agendas and minutes) | Copies of materials |
| 4    | 9/14     | 1. Determine agency mission  
2. Determine goals & objectives of program  
3. Determine agency’s operationalization of these goals/objectives | Mission, goals, and operationalization table (see example) |
| 5    | 9/21     | 1. Independently gather and compile in a table background on social conditions related to and client population/targets for the program (e.g., county statistics such as arrest data, population numbers—maybe poverty, homelessness, etc.)  
2. Determine agency’s perceptions of their target population and the needs their program addresses | Table of background information  
Worksheet on target population/needs |
| 6    | 10/5     | 1. Determine program’s impact theory, service utilization plan, and process theory  
2. Discuss challenges in observing an agency/program. | Impact theory, utilization plan, and process theory |
| 7    | 10/12    | 1. Practice observations in the college/community.  
2. Take notes relevant to process and your evaluation plan | |
| 8    | 10/19    | 1. Practice observations in the college/community  
2. Take notes relevant to process and your evaluation plan | Copies of observation notes  
**Bring article for approval** |
| 9    | 10/26    | 1. Develop evaluation instruments (e.g. surveys, observation, checklists/notes, interviews) | Copies of observation notes  
Draft instruments |
| 10   | 11/2     | 1. Continue observing agency | Copies of observation notes |
2. Develop evaluation instruments

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>11/9</td>
<td>Draft instruments</td>
<td>Article evaluation paper</td>
</tr>
<tr>
<td>12</td>
<td>11/16</td>
<td>1. Develop in-kind and actual budgets for evaluation  2. Develop implementation timetable</td>
<td>For all students: Budget Timetable  Presenters: Presentation slides  Table of contents for evaluation Plan</td>
</tr>
<tr>
<td>13</td>
<td>11/23</td>
<td>1. A detailed draft of table of contents</td>
<td>For all students: Your expected detailed table of Contents  Presenters: Presentation slides  Table of contents for evaluation</td>
</tr>
<tr>
<td>14</td>
<td>11/30</td>
<td>WORKING ON PROGRAM PLANS</td>
<td>CAL/Works Presentation</td>
</tr>
<tr>
<td>15</td>
<td>12/7</td>
<td>WORKING ON PROGRAM PLANS</td>
<td>NOTHING</td>
</tr>
<tr>
<td></td>
<td>12/14</td>
<td>READING DAY</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>12/21</td>
<td>PROGRAM PLANS DONE!</td>
<td>2 Copies of Bound Program Plan Due Wednesday, December 21 @ designated Final time. Class will meet to discuss the projects.</td>
</tr>
</tbody>
</table>

### EVALUATION RESEARCH

#### ADDITIONAL COURSE READINGS


Approved by UCASC, May 13th, prepared for College Council, September, 2011


Weisburd, D., Lum, C. M., & Yang, S. (2003). When can we conclude that treatments or programs “don’t work”? *The Annals of the American Academy, 587*, 31-47.


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

New Course Proposal Form  

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu  

1. a. Department(s) or program(s) proposing this course: Law, Police Science, and Criminal Justice Administration  
b. Date submitted to Office of Undergraduate Studies: 2/22/2011  
c. Name and contact information of proposer(s): Prof. Maki Haberfeld  
   Email address(es): mhaberfeld@jjay.cuny.edu  
   Phone number(s): 212-237-8381  

2. a. Title of the course: Research Methods and Statistics for Criminal Justice  
b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Research Meth in CJ  

3. a. Level of this course:  
   _____100 Level  ___200 Level  _____300 Level  ____400 Level  
   Please provide a brief rationale for why the course is at the level:  
   The LPS department has revised its bachelor of science in criminal justice. One of the goals of the revision is to create a sequence of core courses that provides students with the necessary skills and knowledge essential for the criminal justice profession. Students are exposed to the basics of the American criminal justice at their freshman year and then to an essential skills course—CJBS2XX—at their sophomore year. The current course is designed to synthesize the knowledge acquired from these courses to (a) ensure a comprehensive base of relevant criminal justice knowledge; (b) read and interpret empirical peer-reviewed articles; and (c) prepare students for their 300 course.
(CJBS3xx) level and capstone senior seminar in the criminal justice bachelor of science (CJBS4xx).

b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): CJBS2XX (Newly revised Criminal Justice BS)

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

This course will present the research process, types of studies, appropriate descriptive statistical techniques and guidelines for formulating research questions and testable hypotheses. It will also review methods of how variables are constructed, how data are collected and analyzed, how to decide on selecting an appropriate population to be studied, sampling methods and sample size, various research designs including experiments, and quasi-experimental for example, surveys, as well as other forms of data collection and existing data bases. Students will also be exposed to qualitative methodologies including ethnography, observation, content-analysis, and interviewing techniques.

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

ENG101; MAT108 or MAT141, and CJBS101

6. **Number of**:
   a. Class hours  __3__
   b. Lab hours  __N/A__
   c. Credits  __3__

7. Has this course been taught on an experimental basis?
   
   ___X___ No
   
   ____ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):
8. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

Understanding research design and methods is an important foundational skill for criminal justice students. Understanding research methods, basic statistics and different research designs provides students with the knowledge to evaluate existing studies they encounter during their course work and the ability to conduct basic level scientific studies. Students majoring in criminal justice are often required to evaluate empirical studies while thinking critically about the results of those studies, and their practical implications. In addition, students who will pursue careers in the criminal justice field such as police, courts and correction will use quantitative data to make decisions, develop social programs and evaluate those programs for their success. It is also crucial for students to be able to identify major research flaws since this will affect their ability to evaluate published material and to engage in research and program development in the practice community. Furthermore, students majoring in criminal justice are expected to conduct a small scale research project at the end of their studies, as part of the capstone seminar. Consequently, learning basic concepts of research methodology and descriptive statistics will prepare them for such a project and will contribute to their ability to become better consumers of published empirical research.

9. **Course learning objectives:**
   a. **Knowledge objectives:**
   (What do you expect students to know after taking this course?)
   Students will be able to:
   1. **Identify the principles of scientific inquiry**;
   2. Clearly define and identify variables;
   3. Differentiate between various research methods;
   4. Distinguish between probability and non-probability sampling and its implications on generalization;

   b. **Performance objectives:**
   (What do you expect students to be able to do after taking this course? (e.g., computer skills, data presentation, forms of writing, oral communication, research skills...)

   Students will be able to:
   1. Explain various research designs and their validity;
   2. Understand different research and statistical techniques by evaluating empirical research published in peer-reviewed articles;
   3. Articulate ethical implications of different types of research;
   4. Understand, describe and compare basic statistical procedures to describe variables of interest. Examples include:

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
a. Measures of central tendency: Mean, median and mode
b. Measures of dispersion: Standard deviation, range, percentile, percentage, contingency tables (Matrices)
c. Statistical graphs: Bar charts, boxplots, histograms, pie charts, scattergrams
d. Examine hypotheses: Hypothesis testing, chi-square, reject and fail to reject null hypotheses
e. Correlation: Pearson product-moment

c. Information literacy objectives:
During the first meeting—Crime, Criminal Justice, and Scientific Inquiry—the course instructor will introduce the different electronic resources available to students via the Internet and John Jay library. Such resources will be explored and a corresponding assignment will be given (due on the third week). Resources include databases and online journals such as criminal justice abstracts, SOCIndex, Sociological Abstracts, CJPI, and NCJRS. This will be done to:

1. Determine the nature and extent of the information needed
2. Access information and:
   a. Evaluate it for relevance
   b. Evaluate it for credibility/reliability
   c. Synthesize it for congruity
   d. Parse information for a specific purpose within ethical and legal bounds (e.g., students demonstrate critical interpretation of required readings; and/or effective searching for appropriate discipline-specific bibliographic databases; and/or primary data collection through observation and experimentation; and/or finding and evaluating Internet resources).

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

This course is designed to introduce students to basic concepts in research methods and statistics. The course is linked to the CJBS learning objective number 6, which states: 6. Demonstrate the ability to access, conduct, interpret and apply criminal justice research.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Through their: (1) class participation; (2) 3-4 short writing assignments; (3) midterm examination; and (4) final proposal.
10. **Recommended writing assignments**
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to [http://www.jjay.cuny.edu/undergraduatestudies/](http://www.jjay.cuny.edu/undergraduatestudies/) and click the link for Writing Across the Curriculum.)

Students will submit 3-4 cumulative papers that compose a research proposal on a topic of their interest. Specifically, each paper will be approximately 5 pages for each section of a standard research proposal (e.g. definition of research problems, literature review, identification, and definition of variables, identifying populations and corresponding valid samples, planning a research design etc.). In addition, students will evaluate peer-reviewed journal articles to identify relevant aspects, such as:

1. The research methodology
2. The variables of interest
3. The statistical technique
4. The findings/results
5. The implications
6. The limitations

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton ([esexton@jjay.cuny.edu](mailto:esexton@jjay.cuny.edu)).

Are there **adequate books** currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

- No
- X Yes. If yes, please give some examples. All course material rely on basic criminal justice material that is either in stack, or available via electronic format. Example of some electronic databases and resources available are: Criminal Justice Abstracts, SOCIndex, Sociological Abstracts, CJPI, and NCJRS.

a. Are there **reference sources** (print or electronic format) that would be especially useful to students in this course?

- X No, all assigned references appear on the attached syllabus can be easily accessed through e-journals and can be placed on e-reserve.

- Yes. If yes, please name them.

b. What books do you **recommend the library acquire** to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.
No special books are required. The Lloyd Sealy Library has all needed books in stack.

c. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

___ No  
___X Yes. If yes, please name them. (1) Scholar Google; (2) John Jay Lloyd Sealy Library data bases; (3) Electronic journals; (4) National Criminal Justice reference services; (5) Bureau of Justice statistics (BJS); (6) SOCIndex; (7) Sociological Abstracts; (8) CJPI; (9) NCJR

Name of library faculty member consulted: 

Prof. Lior Gideon discussed this proposal with Ellen Sexton on March 3rd, 2011.

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

___ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)  
___X Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

Please see attached syllabus for CJBS2XX: Research Methods and Statistics for Criminal Justice

14. Date of Department curriculum committee approval: 3/4/2011

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
15. **Course offerings**

a. When will this course be taught?
   
   Every semester, starting **Spring 2012**
   
   One semester each year, starting __________
   
   One semester every two years, starting __________

b. How many sections of this course will be offered? **Depends on enrollment**—
   anticipating between 2-5

c. Who will be assigned to teach this course? Prof. Jon Shane; Prof. Lior Gideon; Prof. Staci Strobl;

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

   ____ No
   
   ____ X Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

   This course combines methods and statistics, focusing on the Criminal Justice data, into a single course. Students will learn about specific research methods and the types of data collected, while they are also learn the appropriate statistical technique that can be used to evaluate the findings. This approach affords the student the advantage of being exposed to the entire research process from its conceptualization, through data collection to data analysis. The course provides a strong foundation and statistical literacy for the CJBS 300 and 400 level courses that build upon the introductory research skills introduced at the 200 level.
Did you consult with department(s) or program(s) offering similar or related courses or majors?

___Not applicable
___No
___X Yes. If yes, give a short summary of the consultation process and results.

During the Fall semester Professor Lior Gideon, and Professor Pat Collins (the former interim Chair of LPS), met with several faculty members on the college advisory committee to the revision of the criminal justice majors to discuss this course. Professor Andrew Karmen raised a concern that this course may be similar to a research method course offered by the sociology department. After reviewing the detailed syllabus, description and rational the committee agreed that this course (Research Methods and Statistics for Criminal Justice) is different in its goals and purpose. While the sociology research methods course is oriented toward having students conduct their own independent research.

17. Will any course be withdrawn if this course is approved?

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Prof. Maki Haberfeld

Date of approval: 3/4/2011

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

___No

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

This is a proposed new core course for the Criminal Justice Bachelor of Science (CJBS). It is also a skill level course that will become required as a prerequisite of a newly developed senior capstone seminar in the CJBS.
c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
Research Methods and Statistics for Criminal Justice

Professor's Name TBD
CJBS 2XX, Fall 2011
Suite: TBD
Days: TBA
Room: TBA
Phone: TBD
E-mail: TBD
Office Hours: TBD

Course Learning Objectives
At the end of this course, students will be able to:

1. Identify the principles of scientific inquiry
2. Critically and ethically evaluate different types of research
3. Clearly define and identify variables
4. Understand the difference between probability and non-probability sampling and its implications on generalization
5. Evaluate different research designs and their level of validity
6. Understand, analyze and interpret basic statistical procedures to describe variables of interest. Examples include:
   f. Measures of central tendency: Mean, median and mode
   g. Measures of dispersion: Standard deviation, range, percentile, percentage, contingency tables (Matrices)
   h. Statistical graphs: Bar charts, boxplots, histograms, pie charts, scattergrams
   i. Examine hypotheses: Hypothesis testing, chi-square, reject and fail to reject null hypotheses
   j. Correlation: Pearson product-moment

Course Description
The proposed course is oriented toward providing students with important skills to critically evaluate published research and to become familiar with essential research methodology and descriptive statistics. It will also review methods of how variables are constructed, how data is collected and analyzed, how to decide on selecting an appropriate population to be studied, sampling methods and sample size, various research designs including experiments, quasi-experiments and surveys, as well as other forms of data collection and existing data bases. Students will also be exposed to qualitative methodologies including ethnography, observation, content-analysis, and interviewing techniques.

Course Assignments
To achieve the stated goal students will submit a research proposal on a criminal justice/criminology related topic. To this end students will have to submit a number of small research papers (3-4 pages), which will lead them to their final proposal (10-12 pages). Each of these research papers will be equally weighted and will be added to other class assignments (such as review of

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
research articles), the midterm, and the final. Students are encouraged to think critically about their topics and in regard to at least two alternatives to examine their research questions and hypotheses.

All assignments/ research papers must be typed and turned in on, or before, the specified date. Papers that will be submitted after the due date will not be graded.

The college policy on plagiarism will be strictly adhered! Familiarize yourself with it and see me if you have any questions. Please note that special software to detect plagiarism – “turnitin” – will be in use. Thus, you will be asked to submit your assignment in both electronic version and hard copy. The college policy on plagiarism can be viewed on the John Jay’s website at: http://www.jjay.cuny.edu/academics/762.php#Plagiarism

Course Readings
Mandatory Recommended Main Text (The teaching Professor will chose one from the below list)

Additional Books That Can Be Used To Supplement:

Miscellaneous
1. Since lectures will supplement reading material from other bibliographic sources regular class attendance is required and necessary. Every student is expected to arrive on time. Arriving late or leaving early without notifying the instructor beforehand is not acceptable. Three (3) late arrivals will be marked as an absence. Any student with more than three (3) absences will result in a lower grade in the course.
2. Reading the assigned chapters/ articles is NOT recommended BUT Required! Failure to do so might result in a lower final grade.

Grades

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Papers</td>
<td>40%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
Policies, Procedures and Academic Integrity

1. Cheating, plagiarism, fabrication, and all other violations of academic integrity will not be tolerated and will be reported to university officials for proper action.

2. Research paper may be submitted to Turnitin.com, a plagiarism control web site.

3. Please refer to your student book of conduct/ethics for further details.

4. Violating the University policy on academic integrity may result in disciplinary action ranging from Level 1 sanctions (least serious) to Level 4 sanctions (most serious).

5. **ADA Procedures.** Students requiring special consideration relating to a disability covered under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Acts (ADA) of 1990 should notify me at once.

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Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Maxfield and Babbie</th>
<th>Bachman and Paternoster</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Crime, Criminal Justice, and Scientific Inquiry, and the use of information literacy (i.e., the use of electronic periodicals and datasets).</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Theory and Criminal Justice Research</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ethics and Criminal Justice Research (First research paper is due)</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Defining variables: Criminal Justice Concepts, Constructs and Measurement</td>
<td>Chapters 3 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Identify Populations and Samples in Criminal Justice: Sampling techniques appropriate for Criminal Justice</td>
<td>Chapters 6 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Introduction to Research Designs and Qualitative Methods in Criminal Justice</td>
<td>Chapters 4 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>Qualitative, Exploratory and Descriptive Research Designs (Second research paper is due)</td>
<td>Chapters 4 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Longitudinal Research Designs with Criminal Justice Population</td>
<td>Chapters 4 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Explanatory Research Designs in Criminal Justice: Pre-experimental, and Experimental designs</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Descriptive Statistics: Calculating Frequencies, Cumulative Percent and Valid Percent, Identify the Mode</td>
<td>Chapters 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Descriptive Statistics: Measures of Dispersion (Mean, Mode, Median, Range, Variance, Standard Deviation). (Third research paper is due)</td>
<td>Chapters 4 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Descriptive Statistics: Graphic Display (i.e. Bar Chart, Pie Chart, Histogram, Scatterplot, Box Plot).</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Statistical Correlation: Phi, Cramer, Chi Square, Pearson</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Comparing Means: Z Score and Z test, T distribution. (Final Research paper is due) Final Exam</td>
<td>Chapter 8</td>
<td></td>
</tr>
</tbody>
</table>

If you have any questions or need consulting during the semester please do not hesitate to contact me and I will do my best to assist you.

**Extra Credit**

Students are strongly encouraged to complete the Collaborative Institutional Training Initiative (CITI) certificate for extra credit *(which will be a supplemental 5% to the course calculated grade)*. The CITI certificate is an online course that covers several important topics in the field of research ethics. It is strongly recommended that students who are engaged in research will read about past researchers ethical misconduct to be familiar with mistakes made in the past and ways to prevent them in future research.
For extra credit you may take the CITI certificate. Please visit: http://www.citiprogram.org to register and complete training.

Please Note: The deadline for submitting the CITI certificate is: TBA
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkiloran@jjay.cuny.edu  

1.  
a. **Department(s) or program(s)** proposing this course: Law, Police Science, and Criminal Justice Administration  
b. **Date** submitted to Office of Undergraduate Studies: Feb. 10th 2011  
c. **Name** and contact information of proposer(s): Prof. Maki Haberfeld  
   
   Email address(es): mhaberfeld@jjay.cuny.edu  
   Phone number(s): 212-237-8381  

2.  
a. **Title of the course:** Criminal Justice: Theory in Practice  
b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): CJ Theory in Practice  

3.  
a. **Level** of this course:  
   
   _____100 Level _____200 Level X 300 Level _____400 Level  
   
   Please provide a brief rationale for why the course is at the level:  
   
   This course is designed to bridge the cap-stone seminar CJBS4XX and lower level courses currently offered at the core. Particularly this course builds upon the knowledge students acquire from the 100 and 200 CJBS courses and translates skills and theoretical approaches into practical applications.  
   
   b. **Course prefix** to be used (i.e. ENG, SOC, HIS, etc.): CJBS3XX (Newly revised Criminal Justice BS)  

4.  
**Course description** as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)
This course builds upon knowledge acquired in previous courses and connects theoretical approaches with practical applications. Students will study a broad array of assessments and evaluations of the policies and programs that have evolved in the field of Criminal Justice. Students will review and analyze experiments such as D.A.R.E., Minneapolis Domestic Violence and Kansas City Preventive Patrol in the light of relevant criminal justice theories. The ultimate goal of the course is to provide students with essential skills for critically evaluating and assessing programs, based on findings from empirical studies and the scholarly literature.

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

ENG102/201; CJBS101; CJBS2XX Research Methods and descriptive Statistics and in Criminal Justice

6. **Number of:**
   a. Class hours 3
   b. Lab hours N/A
   c. Credits 3

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

   ____ No
   ___ Yes. If yes, then please provide:
      a. Semester(s) and year(s):
      b. Teacher(s):
      c. Enrollment(s):
      d. Prerequisites(s):

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

   The LPS department has revised its bachelor of science in criminal justice. One of the goals of the revision as to create a sequence of core courses that provides students with the necessary skills and knowledge essential for the criminal justice profession. Students are exposed to the basics of the American criminal justice at their freshman year and then to a skills course—CJBS2XX—at their sophomore year. The current course is designed to synthesize the knowledge acquired from these courses to (a) ensure a comprehensive base of relevant criminal justice knowledge; (b) read and interpret empirical peer-reviewed articles; and (c) prepare students for their capstone senior seminar in the criminal justice bachelor of science (CJBS4xx). Therefore, this course is designed to bridge the cap-stone seminar CJBS4XX and lower level courses currently offered at the core.

9. **Course learning objectives:**

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
a. Knowledge objectives:

Students will be able to:

- Identify and explain significant theories in criminal justice.
- Differentiate between types of research: quantitative versus qualitative and the ethical considerations inherent in each approach as they relate to certain theoretical prisms.
- Understand the difference between evidence-based and theory-based practices.
- Evaluate research published in peer-reviewed journals.
- Conduct, analyze and interpret basic statistical evaluation methods to determine effectiveness of criminal justice theories and programs.
- Apply theoretical knowledge to practical implementation and discuss their effectiveness.

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

Students will:

- Practice formal written communication through homework assignments, and the final paper;
- Research and statistical skills by evaluating empirical research published in peer-reviewed articles.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

Yes. Students will conduct their own bibliographic research using electronic data sets, as well as library collections for their homework assignments and the final paper.

i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Yes. Students will have to use the following: (1) Scholar Google; (2) John Jay Lloyd Sealy Library data bases; (3) Electronic journals; (4) National Criminal Justice reference services; (5) Bureau of Justice statistics (BJS)

iii. How & where in the class calendar will students be taught in class how to use these information tools?
During the first week of the course, (Session 1. Introduction and overview of research methods). This overview is a refresher of the previous research knowledge acquired.

d. How do the above learning objectives relate to the objectives of the program, major or minor?)
Particularly this course builds upon the knowledge students acquire from the 100 and 200 CJBS courses and translates skills and theoretical approaches into practical applications.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Through their: (1) class participation; (2) two short writing assignments; (3) midterm examination; and (4) final paper.

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

Homework Assignments
Homework assignments will be given on a separate assignment paper according to class progress and will be followed by specific instructions. Homework assignments will be based on application of theoretical knowledge gained in class by evaluating research published in peer-reviewed journals and discussing the implementation of various practices in the field. Students will be required to locate five peer-reviewed journal articles using John Jay library resources—such as criminal justice abstracts, SOCIndex, Sociological Abstracts, CJPI, and NCJRS—and identify the research questions, methodology and main findings in those studies. The students will then write a paper that describes the studies reviewed while proposing their own research questions and creating their own literature review in an APA style manner to examine their research question. Length of each assignment shall be a minimum of five pages, formatted in APA style. All homework assignments must be submitted printed and on time.

Mid-term Examination
The mid-term exam will assess students’ proficiency in assigned reading material and seminar lectures. Thus the mid-term will be in a format of essay questions that will address topics discussed in class up to the date of the exam.

Final Paper
Final assignment will be comprised of a 10-15 page paper on the topics covered during the semester. The students will be choose a high-profile policy implementation project that was not discussed in class, and present their arguments in a coherent manner using class material and other bibliographic sources that are relevant to their topic as a base for their analysis.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).
a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

____No

____X Yes. If yes, please give some examples. All course material rely on basic criminal justice material that is either in stack, or available via electronic format.

b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

____X No, all assigned references appear on the attached syllabus can be easily accessed through e-journals and can be placed on e-reserve.

____Yes. If yes, please name them.

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

No special books are required. The Lloyd Sealy Library has all needed books in stack.

d. Will students be directed to use any specific bibliographic indexes/databases?

Please check the list of databases licensed by the library before answering this question.

____ No

____X Yes. If yes, please name them. (1) Scholar Google; (2) John Jay Lloyd Sealy Library data bases; (3) Electronic journals; (4) National Criminal Justice reference services; (5) Bureau of Justice statistics (BJS)

Name of library faculty member consulted:

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

____No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

____X Yes
13. **Syllabus**

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf](http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf)

The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

**Please see attached syllabus for CJBS3XX: Criminal Justice: Theory in Practice**

14. Date of **Department curriculum committee** approval: Feb. 9th, 2011

15. **Course offerings**

a. When will this course be taught?

   Every semester, starting **Spring 2012**

   One semester each year, starting ____________

   One semester every two years, starting ____________

b. How many sections of this course will be offered? **Depends on enrollment-anticipating between 2-5**

c. Who will be assigned to teach this course? Prof. Klaus Von Lampe; Prof. Jon Shane; Prof. Lior Gideon; Prof. Staci Strobl; Prof. Katarzyna Celinska.

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

   **X** No

   ____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?
Did you consult with department(s) or program(s) offering similar or related courses or majors?

____X__ Not applicable
____ No
____ Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

____X__ No

____ Yes. If yes, number and name of course(s) to be withdrawn.

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Prof. Maki Haberfeld

Date of approval: Feb. 9th, 2011

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

____ No

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

Newly revised Criminal Justice Bachelor of Science (LPS)

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
CJBS 3XX- Criminal Justice: Theory in Practice

Professor: 

CJBS 3XX 
Fridays 12:30-15:10 
Room: TBA 
Suite: 422-XX 
Phone: (212) 237- XXXX 
e-mail: XXXX@jjay.cuny.edu

Office Hours: TBA or by appointment

Course Description
This course builds upon knowledge acquired in previous courses and connects theoretical approaches with practical applications. Students will study a broad array of assessments and evaluations of the policies and programs that have evolved in the field of Criminal Justice. Students will review and analyze experiments such as D.A.R.E., Minneapolis Domestic Violence and Kansas City Preventive Patrol in the light of relevant criminal justice theories. The ultimate goal of the course is to provide students with essential skills for critically evaluating and assessing programs, based on findings from empirical studies and the scholarly literature.

Learning Objectives
Students will:

1. Identify and explain significant theories in criminal justice.
2. Differentiate between types of research: quantitative versus qualitative and the ethical consideration inherent in each approach as they relate to certain theoretical prisms.
3. Understand the difference between evidence-based and theory based practices.
4. Evaluate research published in peer-reviewed journals.
5. Conduct, analyze and interpret basic statistical evaluation methods to determine effectiveness of criminal justice theories and programs.
6. Apply theoretical knowledge to practical implementation and discuss their effectiveness.

GRADING PROTOCOL

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Two short writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Active class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final paper</td>
<td>45%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Homework Assignments**
Homework assignments will be given on a separate assignment paper according to class progress and will be followed by specific instructions. Homework assignments will be based on application of theoretical knowledge gained in class by evaluating research published in peer-reviewed journals and discussing the implementation of various practices in the field. Students will be required to locate five peer-reviewed journal articles using John Jay library resources—such as criminal justice abstracts, SOCIndex, Sociological Abstracts, CJPI, and NCJRS—and identify the research questions, methodology and main findings in those studies. The students will then write a paper that describes the studies reviewed while proposing their own research questions and creating their own literature review in an APA style manner to examine their research question. Length of each assignment shall be a minimum of five pages, formatted in APA style. All homework assignments must be submitted printed and on time.

*The college Policy on Plagiarism will be strictly adhered to! Familiarize yourself with it and see me if you have any questions.* Please note that special software to detect plagiarism – “turn-it-in” – will be in use. Thus, you will be asked to submit your assignment in both electronic version and hard copy. The college policy on plagiarism can be viewed on the John Jay’s website at: [http://www.jjay.cuny.edu/academics/762.php#Plagiarism](http://www.jjay.cuny.edu/academics/762.php#Plagiarism)

**Class Participation**
This is an advanced mandatory course, thus lectures will discuss reading material supplemented with other bibliographic sources. For this reason attendance is required and necessary. Every student is expected to arrive on time, prepared with assigned reading materials, and prepared to be engaged in class discussion. Arriving late or leaving early without notifying the instructor beforehand is not acceptable. **Three (3) late arrivals will be marked as an absence.** Any student with more than three (3) absences will receive a failing grade in the course. Make sure to turn off all electronic devices (IPods, cellular phones, pagers etc.) before entering the class. During each lesson students will be asked question about their reading assignments (oral quizzes). Consequently, ten percent (10%) of the final grade is based on students' performance in class (both in attendance, classroom contribution, and successful replying to the quizzes).

**Mid-term Examination**
The mid-term exam will assess students’ proficiency in assigned reading material and seminar lectures. Thus the mid-term will be in a format of essay questions that will address topics discussed in class up to the date of the exam.

**Final Paper**
Final assignment will be comprised of a 10-15 page paper on the topics covered during the semester. Students will select a high-profile policy implementation project that was not discussed in class, and present their arguments in a coherent manner using class material and other bibliographic sources that are relevant to their topic as a base for their analysis. Students will accomplish this by using the John Jay library resources to search the literature such as criminal justice abstracts, SOCIndex, Sociological Abstracts, CJPI, NCJRS Reference Service and use the information they obtain in their paper.

**COURSE SCHEDULE**
The readings and lectures in each week are infused with criminological and criminal justice theories that were first introduced in the 100 and 200 level courses. The readings and lectures are expended to ensure the nexus between theory and practices is clearly demonstrated. It is imperative for students to understand that different methods are guided by different levels of analysis of each
theory (e.g., micro, meso, and macro level). This is essential to understanding how different methods correspond with the various theories and their foci. Students shall complete all readings prior to the class meeting. Each week is informed by a criminological theory and students shall read each theory before the other required readings.

**Week 1. Research Methods**  
**Learning Objective: 2-3**

Session 1. Introduction and overview of research methods (summary of relevant content of CJBS2XX) with a view to how they can be applied to provide guidance in debates on key criminal justice issues.

Session 2. Application and discussion and presentations of cases.

**Learning Objective: 1, 6**

**Week 2. The Social Consequences of Criminal Law**

Week 2 and 3 are informed by the following theories:

**Labeling Theory:** a perspective that considers recidivism to be a consequence, in part, of the negative labels applied to offenders.

**Deterrence Theory:** the view of probability of arrest, conviction, and sanctioning increase affect crime rates.

Session 1. This week is informed by labeling theory and deterrence theory.

1. The effects of decriminalizing drugs


Session 2. Alternatives to drug use


**Week 3. Death Penalty**  
**Learning Objective: 1, 5, 6**

Session 1. Does the death penalty deter crime?


Approved by UCASC, May 13, prepared for College Council, September 22, 2011
Session 2. Specific and general deterrence.


**Week 4. Crime Prevention**  
**Learning Objective: 1, 5, 6**

First homework assignment due.

**Weeks 4, 5, 6 are informed by the following theories:**

**Situational Crime Prevention**: a method of crime prevention that stresses tactics and strategies to eliminate or reduce particular crimes in narrow settings.

**Rational Choice**: crime is a function of a decision making process in which the potential offender weighs the potential costs and benefits of an illegal act.

**Routine Activity**: a brand of Rational Choice theory that suggests that lifestyles contribute significantly to both the volume and the type of crime found in any society.

1. The DARE program’s effectiveness.


Session 2. The effects of the surveillance of public places with CCTV


**Week 5. Situational Crime Prevention**  
**Learning Objective: 1, 4, 6**

Session 1. The role of the media in crime prevention.


Session 2. Crime Prevention in Schools.


Approved by UCASC, May 13, prepared for College Council, September 22, 2011
Week 6. Policing
Learning Objective: 4-6

Session 1. Effects of different modes of police patrol.


Session 2. General deterrence and police patrol.


Week 7. Domestic Violence
Learning Objective: 3, 4

Weeks 7 and 8 are informed by the following theories:

**Specific Deterrence**: a goal of criminal sentencing that seeks to prevent a particular offender from engaging in repeat criminality.

**General Deterrence**: a goal of criminal sentencing that seeks to prevent others from committing crimes to the one for which a particular offender is being sentenced.

Session 1. The effects of different modes of police intervention in domestic violence cases


Session 2. Midterm exam

Week 8. Domestic Violence (cont’d); Police Misconduct.
Learning Objective: 3, 4

Session 1. Minnesota study on domestic violence


Session 2. Causes of police misconduct


Week 9. Police Conduct and Misconduct
Learning Objective: 3

Week 9 is informed by the following theory:

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
Strain Theory: social structure theory that sees crime as a function of the conflict between people’s goals and the means available to obtain them.

Session 1. Police subculture


Session 2. Police cynicism


Week 10. Courts.
Learning Objective: 1, 6

Weeks 10, 11 and 12 are informed by the following theories:

Socialization Theory: a process of human development and enculturation.

Conflict Theory: the view that human behavior is shaped by interpersonal conflicts and those who maintain social power will use it to further their own needs.

Second homework assignment due.

Session 1. What influences jury decision making?


Session 2. Witnesses and informants


Week 11. Courts (cont’d)
Learning Objective: 1, 6

Session 1. Eyewitnesses


Session 2. Reliability of eyewitnesses


**Week 12. Sociodemographic status and court decisions.**  
**Learning Objective: 1, 5-6**

Session 1. Does gender/race/social status matter in court decisions?


Session 2. The power of race in decision making


**Week 13. Corrections**  
**Learning Objective: 1, 3, 5-6**

**Weeks 13 and 14 are influenced by the following theories:**

**Deterrence Theory:** the view of probability of arrest, conviction, and sanctioning increase affect crime rates.

**Retribution Theory:** a sentencing philosophy seeking to create an equal or proportioned relationship between the offense and the punishment.

**Social Learning Theory:** the view that human behavior is modeled through observation of human social interactions, either directly from observing those who are close and intimate contact, or indirectly through the media.

Session 1. Does imprisonment reduce or increase recidivism?


Session 2. Do boot camps reduce or increase recidivism?

**Week 14. Corrections (cont’d).**

**Learning Objective: 1, 3, 5-6**

Session 1. What effect have female prison guards in male prisons?


Session 2. The pros and cons of alternatives to incarceration


**Week 15. Future**

Session 1. Overview and projections for the future. No reading required.

Session 2. Overview for the final paper.
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: POLITICAL SCIENCE

   b. Date submitted to Office of Undergraduate Studies: 2/11/11

   c. Name and contact information of proposer(s): Joshua Wilson & James Cauthen

      Email address(es): jcwilson@jjay.cuny.edu & jcauthen@jjay.cuny.edu
      Phone number(s): N/A

2. a. Title of the course: COLLOQUIUM FOR RESEARCH IN LAW AND SOCIETY

   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): LAW & SOCIETY CAPSTONE

3. a. Level of this course:

   _____100 Level   _____200 Level   _____300 Level   ___X___400 Level

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

   This course is the capstone course for the Law & Society major. As a capstone, it is, by definition, a 400 level course.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): _LAS________

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

   This course is a research colloquium in which students initiate, develop, and present independent research in the field of Law and Society. The projects that students undertake in this course relate to the Law and Society major’s theme of law and social change. Students design research projects in conjunction with the faculty instructor and regularly report on progress to the seminar. The final research paper will demonstrate
familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline. 3 HOURS, 3 CREDITS

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

ENG 102 or 201, LAS 2XX, SSC 325, and senior standing.

6. **Number of:**
   a. Class hours 3
   b. Lab hours N/A
   c. Credits 3

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

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

   The proposed course (LAS 4XX) will serve as a capstone where students will initiate, develop, and present independent Law & Society research. The projects that students undertake in this course relate to the Law & Society major’s theme of law and social change. The final research paper produced will demonstrate the student's familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline. It will also exhibit that the major has prepared students for graduate study in a variety of disciplines, including, political science, sociology, history, and law.

9. **Course learning objectives:**

   a. **Knowledge objectives:**
   (What do you expect students to know after taking this course?)
1) Students will know about various methodological and epistemological tools necessary to conduct interdisciplinary research in the socio-legal field.
2) Students will increase their knowledge concerning the tactics and strategies used by individuals and groups to induce social and institutional change through law.
3) Students will expand their understanding of the various barriers that interfere with the abilities of individuals and groups to induce social and institutional change through law.
4) Students will demonstrate enhanced knowledge of research ethics.

**b. Performance objectives:**
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

1) Students will be able to develop and evaluate research questions.
2) Students will be able to design and evaluate a feasible research project plan.
3) Students will be able to employ various methodological and epistemological tools necessary to conduct interdisciplinary research in the socio-legal field.
4) Students will be able to use various research databases.
5) Students will be able to evaluate the quality of outside sources.
6) Students will be familiar with the Independent Review Board process.

**c. Information literacy objectives:**

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

   a. As a research capstone, students will be required to locate, evaluate and use information to complete assignments throughout the semester. Students will perform these tasks through a series of shorter research and writing assignments that will eventually culminate in their productions of a substantial independent research paper. See the sample syllabus for one way in which this is envisioned.

ii. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

   a. Improving students’ information literacy is a primary aim of this course. Students will be thoroughly instructed in the fundamentals of research design (how to formulate a puzzle, select cases, state a hypothesis etc.) by being shepherded through the process of producing their own independent research. As part of this process, students will be required to use CUNY-wide library databases and materials (e.g. CUNY+, JSTOR, etc).
iii. How & where in the class calendar will students be taught in class how to use these information tools?

a. See days 9, 10, 11, and 14 in the sample syllabus for examples of when students will be directed how to use specific information tools other than class readings.

b. One of the objectives of the course will be to train students about the use of appropriate internet resources. Class discussions will repeatedly consider why certain sources are appropriate for scholarly use (i.e., databases for peer-reviewed articles), in comparison to other less credible sources they might encounter on the web (i.e. Wikipedia, Yahoo! Answers, etc.).

d. How do the above learning objectives relate to the objectives of the program, major or minor?)

The Law and Society major’s main objectives, as described in the major proposal, are listed below. Each bullet point objective is followed by a brief explanation of how this course contributes to meeting these stated goals.

- To provide students with multidisciplinary perspectives on law and legal institutions, their impact on society, and society’s impact on them, with a focus on the relationship between law and political and social change.
  - The course requires students to employ the multidisciplinary perspectives on law and legal institutions that they have studied over the course of the major by designing and executing their own interdisciplinary Law & Society research project. The final research paper will specifically demonstrate the student’s familiarity with relevant literature in the subfield, competence in research, research methods, writing and analysis, and the mastery of basic concepts in the discipline.

- To introduce students to the variety of research methods used to investigate the relationship between law and society;
  - As the sample syllabus demonstrates, the class will weave together examples and discussions of classic Law & Society scholarship that employ different research methods with intensive instruction in performing independent research. Days 16 and 17 from the sample syllabus are good examples of this mingling.

- To provide students with a curriculum that develops their oral and written communication skills, their ability to analyze arguments critically, and their ability to develop and express coherent arguments;
  - The course assignments from the attached sample syllabus are sequenced in order to require students to think deeply about the construction of their own and other’s arguments. Furthermore, the attached sample syllabus requires students to not only develop and execute a research plan culminating in a substantial research paper, but it also requires students to orally present their findings to their peers.
• To prepare students for graduate study and for professional or public service careers.
  ▪ This course will serve as the culmination of the Law & Society major. As a result, students will be required to simultaneously continue to develop and to demonstrating their understanding the connections between law and the broader social world from a variety of disciplinary perspectives. This will enable them to better understand the law in their careers and, more broadly, their lives. It will also further develop the basic writing and intellectual skills that are required in all careers and continued education. Finally, the course requires students to use the theories that they must understand in order to pursue graduate study in a range of social science disciplines.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Student progress will be assessed in a series of writing assignments and oral presentations. For example, the sample syllabus includes at least 11 writing assignments, one oral presentation, and the completion of the IRB approval process.

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

The course as presented in the sample syllabus below requires multiple types of writing assignments:

1. 7 Writing Journal Entries, 1-2 pages each.
2. Initial Potential Research Topic, 1 page.

More detailed explanations of each assignment are contained in the attached sample syllabus.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)
No

Yes. If yes, please give some examples.


Periodicals (available through the Library website under “Electronic Access to Periodicals”)

- Law and Society Review
- Law and Social inquiry
- Studies, in Law Politics and Society
- Journal of Legal Pluralism and Unofficial Law
- Journal of Comparative Legislation and International Law
- Islamic Law and Society

b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

No

Yes. If yes, please name them.

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.)
Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

N/A

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

____ No

___X Yes. If yes, please name them.

Available Databases:
Worldwide Political Science Abstracts Gale Virtual Reference Library
Oxford Reference Online Premium (Sage e-Reference Collection
Lexis-Nexis
WorldCat
JSTOR
Academic Search Premier
Heinonline

Name of library faculty member consulted:
Ellen Sexton, 12/2/10

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

____ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

___X Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at
http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf

The syllabus should include grading schemes and course policies. The sample syllabus should include a class calendar with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)
14. Date of **Department curriculum committee** approval: 1/11

15. **Course offerings**
   a. When will this course be taught?
      
      Every semester, starting **Spring 2013**
      
      One semester each year, starting __________
      
      One semester every two years, starting __________

   b. How many sections of this course will be offered? **1**

   c. Who will be assigned to teach this course?
      
      Joshua Wilson, Yüksel Sezgin, Erin Ackerman, James Cauthen

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

   ___X__ No
   
   ____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

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

   ___X__ Not applicable
   
   ____ No
   
   ____ Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

   Name(s): Prof. Harold Sullivan (Department Chair)
Date of approval: 2/9/11

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

___No

___Yes. If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
- Law & Society Major (Part VI)

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].

N/A
SAMPLE SYLLABUS

Law & Society 4XX:
Colloquium for Research in Law & Society

John Jay College of Criminal Justice, CUNY
445 W. 59th St., New York NY 10019

Professor: Joshua C. Wilson or other Professor
Semester: Fall/Spring 0000
Course Code: POL 4XX
Course Section: 00
Classroom: 0000
Class time: 00.00-00.00/period 0
Professor’s office: 3XXX, North Hall
Office Hours: M/W or T/Th @ 00.00-00.00

Course Prerequisite:

ENG 102 or 201, completion of Parts I, II and III in the major, at least two courses completed in Part V, and senior standing.

Course Description:

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

Learning Objectives:

The class’s first aim is to provide a forum for students to make connections between their various Law & Society courses and thus outline the scope of the discipline and identify their specific interests within the discipline. Once specific interests are identified, students, with the help of the professor, will further their knowledge of that substantive area of Law & Society.

The course’s second learning objective is to increase students’ abilities to identify and conduct rigorous research. This objective will be pursued by guiding students in selecting an appropriate research topic, designing a suitable research strategy, and executing this strategy.

The final course objective is to improve students’ presentation and writing skills. These goals will be sought by requiring students to present their and others research to the class, as well as by writing a final research paper.

Given the above, students will leave this class with the following skills:

1) Students will be able to develop and evaluate research questions.
2) Students will be able to design and evaluate a feasible research project plan.
3) Students will know about and be able to employ various methodological and epistemological tools necessary to conduct interdisciplinary research in the socio-legal field.
4) Students will have increased their knowledge concerning the tactics and strategies used by individuals and groups to induce social and institutional change through law.
5) Students will have expanded their understanding of the various barriers that interfere with the abilities of individuals and groups to induce social and institutional change through law.
6) Students will learn about research ethics.
Required Texts:


Remaining texts are available via the John Jay Library E-Reserve.

Assessment & Assignments:

This class includes the following assignments:

*Attendance, Preparedness, & Participation (10%)*
*Writing Journal (14%)*
*Research Topic & Argument Generation (20%)*
*Outside Material Collection (10%)*
*IRB Training Completion Certificate (5%)*
*Research Paper Draft & Peer Review (10%)*
*Research Presentation (11%)*
*Research Paper Final (20%)*

***All written assignments must be typed in 12 point Times New Roman font, double spacing, with 1 inch margins. All written assignments are also due in class as well as on turnitin.com.***

Due to the significant amount of writing involved in this course, I recommend that you use the Writing Center’s services. The Writing Center, located in room 2450 North Hall, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Attendance, Preparedness, & Participation** includes coming to class, being up-to-date and engaged with the material, asking and answering questions in the classroom, and regularly participating in group discussions. It also includes completing the Writing Journal assignments from *Salsa Dancing in the Social Sciences*. Everyone will begin with 0 points in this area. You must attend class, demonstrate your preparedness, and participate in the class discussions in order to improve from this starting point. Your participation is crucial to your success in (and enjoyment of) this class.

Each student will keep and periodically submit a **Writing Journal** (see the course outline for due dates). The writing journal topics are clearly noted at the end of each reading assignment in *Salsa Dancing into the Social Sciences*.

Each student will submit a short, typed **Initial Potential Research Topic**. This requires the student to state the substantive area that they wish to investigate, and to pose an initial question related to this topic. This should be completed in one paragraph. After receiving feedback on the initial proposed topic, the students must resubmit a **Refined Potential Research Topic**.

Each student will submit an **Annotated Bibliography** with 5 potential sources used for exploring their proposed research topic (more outside sources will be required for the final paper). The bibliography citations must be in APA style (http://www.lib.jjay.cuny.edu/research/). The annotations will briefly address how each text contributes to answering the proposed research topic.

The **Final Research Topic & Literature Review** requires students to pose the specific question that they will investigate in their final research project. This question should be clearly stated at the top of the page. After this, the student will write a 2-3 page literature review which uses the surveyed literature to situate the posed question in an established scholarly debate. You must cite at least 5 sources in your literature review.
Each student must complete the online **IRB Training** and submit the Completion Certificate ([https://irbmanager.becirb.com/index.cfm](https://irbmanager.becirb.com/index.cfm)).

The **Initial Argument** is a 1-2 page memo summarizing the initial argument that the student is beginning to construct through her or his ongoing research. You must cite *at least* 4 sources in developing the initial argument.

Each student will prepare a **Research Paper Draft for Peer Review**. This requires students to have a completed draft of the paper ready for a fellow student to review using a provided rubric. The draft must cite *at least* 9 sources that are properly cited in the text and in an attached bibliography. **THIS ASSIGNMENT CANNOT BE TURNED IN LATE.** Students who fail to submit a draft of their papers will receive 0 credit. Each student will meet with their peer reviewer to discuss their papers.

Three days of class will be used to conduct **Personal Research Presentations**. Students will write a research abstract that will be distributed to the class one class session prior to the scheduled presentation date. Based on reading this abstract, all students are required to type one question that they have for the presenter. These three class periods will be used to give each student 10 minutes to present their research, followed by a brief question and answer period with the audience.

The final **Research Paper** will be due on the final day of class.

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**Course Policies:**

You must complete all **course assignments** and **regularly participate** in the class discussions.

All assignment **due dates** are noted on the “Day-to-Day Course Plan” distributed in class.

**Late assignments** will be penalized one grade for every calendar day (not class day) that they are late, and *will not* be accepted more than 3 days after they are officially due. If you know in advance that you will not be able to turn in an assignment on time due to a religious or significant family reason you need to speak with me before the assignment is due to make alternative arrangements. Failure to do so may result in an inability to be excused from the late assignment rule.

**Plagiarism & cheating** of any kind will not be tolerated in this course. I assume that all work that you turn in is yours. Such work must be original and properly cited. *The inability to meet these standards will result in a failing grade in this course.* If you have any questions about plagiarism and/or cheating, please feel free to ask me for guidance. John Jay policies on plagiarism & cheating can be found at: [www.jjay.cuny.edu/academicStandards/graduate.asp](http://www.jjay.cuny.edu/academicStandards/graduate.asp).

You will be allowed 4 **absences, late arrivals, &/or early departures** from class. **After 4 your grade will be negatively affected and you are subject to failing the course.** **Sleeping or being otherwise occupied** in class counts as an absence – while your body may be present, it is your conscious participation that counts.

You are expected to extend the same degree of **courtesy and respect** to your peers in course discussions as you expect in return. This does NOT mean that you have to, or should, agree with everything anyone says. This DOES mean that you should think critically about what we discuss, and challenge or question what you disagree with in a civil manner.

**John Jay Email:** Please make sure that I am able to communicate with you via your John Jay email address. In other words, you should regularly check your John Jay email address, and make sure that you maintain your account so that your inbox does not exceed capacity, etc.

**Blackboard:** I will be using Blackboard for this course. You can reach Blackboard (version 8) through the CUNY portal ([http://portal.cuny.edu](http://portal.cuny.edu)). All announcements concerning the course that I make in class also will be posted on Blackboard. In addition, I will post copies of the syllabus, handouts, and assignments on Blackboard.
Please turn off all cell phones, don’t peruse the internet, send email, or text message while in class. Do your best to arrive on time, and be prepared to participate (e.g. do the reading before class). Everyone’s enjoyment of the class will be greatly enhanced by these simple steps.

Please visit me in office hours to discuss the course, readings, assignments, policies, real world legal & political developments, Cal sports, etc. I greatly prefer talking in-person to emailing, so please take note of when and where my office hours are.

---

Course Outline and Readings:

<table>
<thead>
<tr>
<th>Class Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Non-Reading Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Syllabus</td>
<td></td>
</tr>
</tbody>
</table>
- In Class Consultations on Research Topics | Initial Potential Research Topic (5%)                                  |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>Seeing Yourself in the Field</td>
<td>In Class Consultations about Final Topics &amp; Experience with Source Searches</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Exercise</td>
<td>Reading</td>
<td>Assignment</td>
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<td>--------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>23</td>
<td>Presenting Findings</td>
<td>Project Abstracts</td>
<td>Poster Session 1 (8%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poster Questions (3%)</td>
</tr>
<tr>
<td>24</td>
<td>Presenting Findings</td>
<td>Project Abstracts</td>
<td>Poster Session 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poster Questions</td>
</tr>
<tr>
<td>25</td>
<td>Presenting Findings</td>
<td>Project Abstracts</td>
<td>Poster Session 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poster Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research Paper Draft for Peer Review (6%)</td>
</tr>
<tr>
<td>26</td>
<td>Editing and Fine Tuning</td>
<td>In Class Peer Consultations</td>
<td>Peer Review Rubric Due (4%)</td>
</tr>
<tr>
<td>27</td>
<td>Editing and Fine Tuning</td>
<td>In Class Professor Consultations</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Celebrating your Success</td>
<td></td>
<td>Final Paper Due in Class (20%)</td>
</tr>
</tbody>
</table>

*End of Sample Course Syllabus*
New Course Proposal Form

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus must be attached as one file only and emailed to kkiloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course:
   Department of Economics and Department of Law, Police Science & Criminal Justice Administration
b. Date submitted to Office of Undergraduate Studies:
   February 12, 2011
c. Name and contact information of proposer(s):
   Randall LaSalle
   Email address(es): rlasalle@jjay.cuny.edu
   Phone number(s): 212-484-1308

2. a. Title of the course:
   Business Law
b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS):
   Business Law

3. a. Level of this course:
   _____100 Level   ___X__200 Level   ____300 Level   ____400 Level

   Please provide a brief rationale for why the course is at the level:
   A 200 level course is consistent with the ten other 200-level LAW courses that are offered. The course builds on the knowledge and skills received in introductory courses, providing more case studies and opportunities for more sophisticated forensic analyses of commercial-legal issues. Sophomores should have adequate skills.

   b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): ___ACC/LAW_______

4. Course description as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)
This course covers the role of law in business with a focus on contractual and other civil law. Topics include the legal environment, agency, the Uniform Commercial Code, debtor-creditor relationships, government regulation of business, and business structure. The course requires case analysis, problem solving, and oral and written communication.

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

   **Prerequisites:** ENG 101

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

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

   ____ Yes. If yes, then please provide:
   
   a. Semester(s) and year(s):
   b. Teacher(s):
   c. Enrollment(s):
   d. Prerequisites(s):

   ____ No

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

   A course in Business Law is beneficial for anyone who wants to be involved in business in a meaningful way. With respect to students studying under the forensic financial analysis curriculum, the principles and skills required to understand and apply legal concepts to issues commonly recurring in commercial and other forensic disputes will be discussed, analyzed, and practiced beyond that which occurs in survey courses. Students will obtain deeper knowledge and appreciation of the commercial contexts of forensic disputes. **The National Institute of Justice project to develop an educational model for forensic accounting and fraud examination includes Business Law as essential prerequisite knowledge to the study of forensic accounting and fraud examination.** (This course also closes a gap in the curriculum for students who want to prepare for the CPA exam.)
9. Course learning objectives:

a. Knowledge objectives:  
(What do you expect students to know after taking this course?)

Knowledge: What students should know

An understanding of the criminal justice system at the Federal and applicable State levels including:
1. An emphasis on the law as it relates to fraud, as it applies to individuals and corporations, with a particular focus on criminal intent and willfulness.
2. The legal and contractual rights of business entities and individuals.
3. The law as it applies to legal process, torts, and breaches of contract, including knowledge of legal remedies.
4. An understanding of the standards of conduct for performing litigation-type services.
5. Knowledge of alternative theories of business ethics and an understanding of the role of ethics in the context of corporate governance and the inappropriate (unethical and possibly illegal) use of corporate assets by management and employees.

b. Performance objectives:  
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

Conceptual and Applied skills: What students should be able to do

1. Analyze and discuss the impact of the legal and regulatory environment on perpetrators, witnesses, organizations and fraud and forensic accounting professional, given particular fact patterns and case examples.
2. Analyze the role of corporate governance mechanisms in fraud prevention and indentify corporate governance breakdowns in the facilitation of historical fraudulent acts.
3. Identify ethical issues, conflicts of interest and non-compliance with corporate policies and procedures in the context of a specific case.
4. Apply critical analytical skills and information literacy skills in choosing among alternative courses of actions in various aspects of fraud and forensic accounting within the framework of appropriate moral conduct.
5. Identify and evaluate alternative legal remedies, determine the impact of alternatives on investigations and identify ways that a fraud and forensic accounting professional could assist organizations and the legal community in pursuing appropriate remedies.
6. Identify appropriate standards, given fact patterns or case scenarios, and know how the standards impact issues such as professional responsibility, appropriate investigative response and the possibility of culpability of associated professionals.

c. Information literacy objectives:

i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.
Yes, each case study incorporates the following information literacy skills identified by Middle States Commission on Higher Education [2006]:

- Determine the nature and extent of needed information.
- Access information effectively and efficiently.
- Evaluate critically the sources and content of information.
- Incorporate selected information in the learner’s knowledge base and value system.
- Use information effectively to accomplish a specific purpose.
- Observe laws, regulations, and institutional policies related to the access and use of information.


i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

Class readings from the textbook are sufficient. However, students will also be expected to read and discuss some current news items (such as articles in the Financial Times, New York Times, the Wall Street Journal, and the Huffington Post). These articles will be available online or as class handouts.

iii. How & where in the class calendar will students be taught in class how to use these information tools?

Students will receive basic instructions on the first day of class and as needed thereafter.

d. How do the above learning objectives relate to the objectives of the program, major or minor?

The Forensic Financial Analysis Specialization is an interdisciplinary program of study that seeks to integrate knowledge of economics with law, criminal, civil and social justice, and accounting. The purpose is to obtain a more comprehensive view of fraud that extends beyond the limited framework of any single disciplinary framework. The knowledge obtained in this course in Business Law should assist students to view the problems of fraud from a legal perspective and help accomplish the interdisciplinary objectives in their upper level coursework.
e. Assessment:
How will students demonstrate that they have achieved these course objectives?

The primary assessment will be in-class exams. However, the case writing assignments, which include case summaries, will also be a significant portion (25%) of a student’s grade.

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatestudies/ and click the link for Writing Across the Curriculum.)

See attached syllabus for a description of the writing assignments. In brief, the course demands five writing assignments, each of which is intended to require three pages of applicable analysis and synthesis.

11. Please meet with a member of the Library faculty prior to responding to Question 11. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (esexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

___No

___Yes. If yes, please give some examples.


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

___ No

__ X __ Yes. If yes, please name them.

Wall Street Journal. Eastern edition, from 01/02/1984 to present
Wall Street Journal Report, from 07/01/1993 to present in LexisNexis Academic
Financial Times (London ed.), from 04/12/2006 to present in LexisNexis Academic
New York Times, from 1987 to present in Freely Accessible Journals

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.

This course does not require additional library resources.

d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

__ X __ No

___ Yes. If yes, please name them.

Name of library faculty member consulted:
Professor Ellen Sexton, on February 9, 2011

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

___ No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

__ X __ Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at
The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. **Date of Department curriculum committee** approval:
   **February 3, 2011**

15. **Course offerings**

   a. **When will this course be taught?**

      Every semester, starting **Spring 2012**

      One semester each year, starting __________

      One semester every two years, starting __________

   b. **How many sections of this course will be offered?** **one**

   c. **Who will be assigned to teach this course?**

      **David Shapiro, Department of Economics, is qualified to teach the course.**
      However, adjuncts may be asked to teach this course.

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

      **X** No

      ____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?
Did you consult with department(s) or program(s) offering similar or related courses or majors?

___X__ Not applicable*

___No

___Yes. If yes, give a short summary of the consultation process and results.
*The Business Law course is not similar to any other law courses. The proposal was received by the chair of the Department of Law, Police Science and Criminal Justice Administration and reviewed by its departmental curriculum committee. In an email dated March 2, 2011, the chair communicated the department’s intent to agree with the cross-listing of the course.

17. Will any course be withdrawn if this course is approved?

___X__ No

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

18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s):
Joan Hoffman, Chair of the Department of Economics

Randall E. LaSalle, Associate Professor of Economics, Forensic Financial Analysis Program Coordinator

Maki Haberfeld, Interim Chair, Department of Law, Police Science and Criminal Justice Administration
Date of approval:
February 3, 2011 and March 2, 2011

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

___No

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

It is an elective for the Forensic Financial Analysis Specialization of the Economics major.

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
c) Please attach a **letter, memo, or email of approval** with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department]. *See Appendix B.*
Proposed Course Syllabus
ACC/LAW 2xx BUSINESS LAW
SPRING 2012

Randall E. LaSalle, PhD, CPA, CFE
Office: 3509.1 North Hall
445 West 59th Street
New York, NY 10019
Office Phone: (212) 484-1308
Office Hours: Tuesday and Thursday 10:00 a.m. to 1:45 p.m.
I encourage students to walk-in during my regularly scheduled office hours. I will gladly
schedule an appointment if those hours are inconvenient.
Office email: rlasalle@jjay.cuny.edu

Required Textbooks:
Jeffrey F. Beatty - Boston University
Susan S. Samuelson - Boston University
1040 Pages, Paperback ©2012

Course Description:
This course provides an understanding of law and its role in business. The law of business
contracts will be examined in depth. Other topics include the legal environment, agency, the
Uniform Commercial Code, debtor-creditor relationships, government regulation of business
and business structure. The course requires case analysis, problem solving, development of
information literacy skills, and oral and written communication.

Prerequisites:
ENG 101: Composition I

Knowledge Performance Objectives:

What students should know
An understanding of the criminal justice system at the Federal and applicable State levels
including:
1. An emphasis on the law as it relates to fraud, as it applies to individuals and corporations,
   with a particular focus on criminal intent and willfulness.
2. The legal rights of business entities and individuals.
3. Criminal procedure.
4. An understanding of the civil litigation environment.
5. The law as it applies to torts and breach of contract.
6. The civil litigation process.
7. An understanding of the standards of conduct for performing litigation-type services.
8. Knowledge of legal remedies, including criminal, civil and other negotiated remedies.
9. Knowledge of alternative theories of business ethics and an understanding of the role of
   ethics in the context of corporate governance and the inappropriate (unethical and possibly
   illegal) use of corporate assets by management.

What students should be able to do
1. Analyze and discuss the impact of the legal and regulatory environment on perpetrators, witnesses, organizations and
   fraud and forensic accounting professional, given particular fact patterns and case examples.
2. Analyze the role of corporate governance mechanisms in fraud prevention and indentify corporate governance
   breakdowns in the facilitation of historical fraudulent acts.
3. Identify ethical issues, conflicts of interest and non-compliance with corporate policies and procedures in the
   context of a specific case.
4. Apply critical analytical skills and information literacy skills in choosing among alternative courses of actions in various
   aspects of fraud and forensic accounting within the framework of appropriate moral conduct.
5. Identify and evaluate alternative legal remedies, determine the impact of alternatives on investigations and identify
   ways that a fraud and forensic accounting professional could assist organizations and the legal community in
   pursuing appropriate remedies.
6. Identify appropriate standards, given fact patterns or case scenarios, and know how the standards impact issues such as professional responsibility, appropriate investigative response and the possibility of culpability of associated professionals.
Policies on attendance, lateness, quizzes, and classroom behavior

- Students are expected to attend and participate in all scheduled sessions of the course. Absences and tardiness impair both student proficiency and the letter grade. The semester average will be reduced by 3 percentage points for each absence in excess of two.
- Late assignments will not be accepted.
- There will be no make-ups for missed quizzes.
- Collegial classroom behavior is expected. Students are expected to read assigned chapters prior to the class in which it is reviewed.

Academic Dishonesty Policy for this course

Any act of academic dishonesty will result in a failing grade for this course.

Students will sign the following pledge on all assignments submitted in this course: I affirm that I have upheld the highest ideals of honesty and integrity in my academic work and have not witnessed other student violations of the John Jay College Policy on Academic Integrity.

Statement of College Policy on Plagiarism

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

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

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

(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Accommodations for persons with disabilities

The instructor wishes to make accommodations for students with disabilities. Please make your needs known by contacting the instructor and the Accessibility Program for Students with Disabilities at 212-237-8031; Room 3109 North Hall. Sufficient notice is needed in order to make accommodations possible.

Writing Assignments

Writing assignments are a crucial component of this course. There are 5 case studies assigned, each with different questions that need to be answered.

The most important criterion for grading the case studies is content. Have you addressed all the relevant legal issues? Secondly, write as concisely as possible and avoid unnecessary legal and technical jargon. Choose words that convey your meaning with precision and clarity. Opinions must be supported with facts. In other words, it is not sufficient to simply state, “fraud has occurred” or “fraud risk is high” without stating the facts that lead you to that conclusion or opinion. Assessment of writing assessments includes grammar, content, critical thinking, clarity, and conciseness. Glaring grammatical errors will reduce your grade by as much as ten out of 100 points. Most writing assignments should be three pages or fewer.
### Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Three in-class Exams @ 15% each</td>
<td>45%</td>
</tr>
<tr>
<td>Cumulative Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>5 Case Studies @ 5% each</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

### Make-up Policy:

The cumulative final exam serves as a make-up for a missed in-class exam. If an in-class exam is missed, the total weight of that in-class exam (15%) is assigned to the remaining in-class exams and the final. The remaining in-class exams will then count 20% each and the cumulative final will count 35%.
### PROPOSED COURSE OUTLINE

#### LAW 2xx BUSINESS LAW

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, including a discussion of information literacy skills. Specifically, as disputes and conflict are not uncommon in the present business environment students are expected to keep abreast of significant current issues affecting commerce through reading sources such as The New York Times and Wall Street Journal, including following up through other sources (e.g., research) where necessary.</td>
</tr>
<tr>
<td><strong>Part A. The Legal Environment</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chapter 1. Introduction to Law (pp. 1-25). The principles discussed in this course are practical. Neither the book nor the course is a theoretical exercise. The law will affect students, regardless of their career, whether they want it to or not. The more students understand the law, the more they can use it productively. Writing assignment for case 1 is due.</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 2. Business Ethics and Social Responsibility (pp. 26-43). Ethical behavior offers significant advantages. Society as a whole benefits; executives who behave ethically have happier, more fulfilled lives; and unethical behavior can destroy a company and the individuals who engage in it. Apparently many students have never discussed these issues with parents, instructors, or religious leaders. It is useful for an authority figure to say openly that ethical behavior is important.</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 3. Dispute Resolution (pp. 44-75). The process of litigation may influence the outcome of a dispute as strongly as the substantive law. That is all the more reason to use preventive law, and stay out of court. Writing assignment for case 2 is due.</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 4. Common Law, Statutory Law, and Administrative Law (pp. 76-103). Law is complex. Law can become less baffling if we understand the different types of law and how each type is made. Writing assignment for case 3 is due.</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 6. Torts (pp. 131-159). When someone’s person or property is hurt, how far should society extend liability? The law has struggled for centuries to find compensation for the injured without making every citizen the insurer of all others.</td>
</tr>
<tr>
<td>7</td>
<td><strong>EXAM #1 THE LEGAL ENVIRONMENT</strong></td>
</tr>
<tr>
<td>8</td>
<td><strong>Part B. CONTRACTS</strong></td>
</tr>
<tr>
<td>9</td>
<td>Chapter 11. Consideration (pp. 270-289). The law does not hold us accountable for every promise we make. The doctrine of consideration determines which promises a court must enforce.</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 12. Legality (pp. 290-308). No matter how profitable a particular contract clause may appear to be, it is worthless if it is illegal. For example, a noncompete or exculpatory clause that is too one-sided may lead a court to ignore it. Make</td>
</tr>
</tbody>
</table>

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
sure your agreement is lawful.

Chapter 13. Capacity and Consent (pp. 309-332).
Both parties must have the capacity to make a deal, and both must give genuine consent.

Chapter 14. Written Contracts (pp. 333-353).
The parties to every dispute in this chapter could have avoided litigation with a few carefully-crafted sentences. It is worth the time and effort to write them.

Chapter 15. Third Parties (pp. 354-373).
A moment’s caution should enable contracting parties to anticipate and realistically appraise any rights and responsibilities of third parties. Parties to a contract generally have the power to assign their contract rights and delegate their contract duties, with some limitations.

Chapter 16. Performance and Discharge (pp. 374-395).
Good faith and reasonable conduct will prevent many contract disputes.

Chapter 17. Remedies (pp. 396-420).
The flexible powers of a court should enable it to craft a just remedy for almost any breach of contract.

EXAM #2 CONTRACTS

Part C: COMMERCIAL TRANSACTIONS

Chapter 18. Introduction to Sales (pp. 421-448).
The Uniform Commercial Code (UCC) enables merchants to form contracts quickly and easily. But along with this increased facility goes greater responsibility, as informal discussions may suddenly turn into a contract.

Chapter 19. Ownership and Risk (pp. 449-472).
The Code has reduced the importance of abstract terms, such as “title,” and replaced them with practical rules designed to enable businesspeople to anticipate risk and protect against it.

Chapter 20. Warranties and Product Liability (pp. 473-499).
Products can hurt people, and the law provides many possible remedies for the injured.

Chapter 21. Performance and Remedies (pp. 500-525).
Performance and remedy under the Uniform Commercial Code (UCC) reflect contemporary commercial practices, but also demand a satisfactory level of sensible, ethical behavior.

Chapter 22. Creating a Negotiable Instrument (pp. 526-550).
This chapter lays the foundation for the three chapters on negotiable instruments. Students will learn the important fundamentals: the types of negotiable instruments, the concept of negotiability, and the rights of a holder in due course.

Chapter 23. Liability for Negotiable Instruments (pp. 551-576).
This chapter could also be entitled, “When Bad Things Happen to Good Instruments.” It deals with liability when a person who ought to be paid on an instrument is not and also when a person who ought not to be paid is.

Chapter 24. Liability for Negotiable Instruments: Banks and Their Customers (pp. 577-603).
This chapter should seem immediate and important to students. Banks play an enormously important role in all of our lives. We all write checks and withdraw funds from ATMs.

Chapter 25. Secured Transactions (pp. 604-640).
Secured transactions are essential to modern commerce but create pitfalls for the unknowing. A person or company doing business in ignorance of Article 9 risks losing goods and money.

EXAM #3 COMMERCIAL TRANSACTIONS

Part D: EMPLOYMENT, BUSINESS ORGANIZATIONS, AND PROPERTY

Chapter 27. Agency (pp. 666-692).
Once again, the subject is trade-offs. It is virtually impossible to run a business without using agents. But using an agent dramatically increases the risk of liability—in both contract and tort. It is important to understand agency law because it affects virtually everyone at some point in their lives.

Chapter 29. Starting a Business (pp. 724-751).
No one form of organization is right for every business. The proper choice depends upon factors such as sources of financing, tax issues, liability concerns, and the entrepreneur’s goals (to go public, for instance).
In choosing a form of organization, it is important for the entrepreneur to consider all of these issues.
Writing Assignments

Writing assignments are a crucial component of this course. There are 5 cases assigned, each with different questions that need to be answered. Each of these case studies requires students to (1) understand the relevant facts of the case, (2) identify the legal issues, and (3) concisely summarize the court's decision.

The most important criterion for grading the case studies will be content. Has the student addressed all the relevant legal issues and the information literacy skills? Secondly, has the student written as concisely as possible and avoided unnecessary legal and technical jargon? Has the student chosen words that convey meaning with precision and clarity? Assessment of the readability of writing assignments includes grammar, content, critical thinking, clarity, and conciseness. Glaring grammatical errors will reduce the grade by as much as ten out of 100 points. Most writing assignments should be three pages or less.

In addition to the specific questions asked for each case, the manuscript should include the following information literacy skills:

1. Determine the nature and extent of needed information
2. Access relevant information effectively and efficiently.
3. Evaluate critically the sources and content of information.
4. Incorporate selected information in your knowledge base and value system.
5. Use information effectively to accomplish the interdisciplinary objectives.
6. Observe laws, regulations, and institutional policies related to the access and use of information.

Each case study will be evaluated on the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - information literacy (are all 6 items addressed?)</td>
<td>30 points</td>
</tr>
<tr>
<td>Content - case specific questions</td>
<td>30 points</td>
</tr>
<tr>
<td>Readability (understandability, conciseness, and organization)</td>
<td>20 points</td>
</tr>
<tr>
<td>Reliability (do conclusions follow logically from arguments)</td>
<td>20 points</td>
</tr>
<tr>
<td>Total</td>
<td>100 points</td>
</tr>
</tbody>
</table>
# Proposed Cases for Writing Assignments

**LAW 2xx BUSINESS LAW**

<table>
<thead>
<tr>
<th>Case</th>
<th>Title</th>
<th>Reference</th>
<th>Chapter</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Oculist's Case</em></td>
<td>LI MS. Hale 137 (1), fo. 150, Nottingham, 1329</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td><em>Tarasoff v. Regents of The University of California</em></td>
<td>17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14 Supreme Court of California, 1976</td>
<td>4</td>
<td>78-79</td>
</tr>
<tr>
<td>4</td>
<td><em>Davis v. Mason</em></td>
<td>Court of King’s Bench, Michaelmas Term, 33d George III, p.118 (1792)</td>
<td>9</td>
<td>229</td>
</tr>
<tr>
<td>5</td>
<td><em>You Be the Judge: Cochran v. NorkunasThe Campus Con</em></td>
<td>398 Md.1, 919 A.2d 700, Court of Appeals of Maryland, 2007.</td>
<td>10</td>
<td>249</td>
</tr>
</tbody>
</table>


II. Business Law (17% - 21%)

A. Agency
1. Formation and termination
2. Authority of agents and principals
3. Duties and liabilities of agents and principals

B. Contracts
1. Formation
2. Performance
3. Third party assignments
4. Discharge, breach, and remedies

C. Uniform Commercial Code
1. Sales contracts
2. Negotiable instruments
3. Secured transactions
4. Documents of title and title transfer

D. Debtor-Creditor Relationships
1. Rights, duties, and liabilities of debtors, creditors, and guarantors
2. Bankruptcy and insolvency

E. Government Regulation of Business
1. Federal securities regulation
2. Other federal laws and regulations (antitrust, copyright, patents, money-laundering, labor, employment, and ERISA)

F. Business Structure (Selection of a Business Entity)
1. Advantages, disadvantages, implications, and constraints
2. Formation, operation, and termination
3. Financial structure, capitalization, profit and loss allocation, and distributions
4. Rights, duties, legal obligations, and authority of owners and management
APPENDIX B
Required Memo (see section 18 part c.)
Brief rationale for the addition from the program coordinator

To: Undergraduate Curriculum and Academic Standards Committee
From: Randall E. LaSalle, Associate Professor of Economics, Forensic Financial Analysis Program Coordinator
Date: February 12, 2011
Re: Business Law

Business Law is to replace LAW 203 Constitutional Law as an elective course for the Bachelor of Science in Economics Forensic Financial Analysis Specialization (Specialization C). Relevant sections of Constitutional Law (e.g., Fourth and Fifth amendments) is integrated into other courses (e.g., Forensic Accounting I, Forensic Accounting II, and Digital Forensics for the Fraud Examiner). Topics included in Business Law closes a gap in the curriculum for students who want to prepare for the CPA exam.
When completed, this proposal should be submitted to the Office of Undergraduate Studies-Room 634T for consideration by the College Curriculum Committee.

1. Department(s) proposing this course: History

2. Title of the course: History of World Slavery (to 1650 CE)
   Abbreviated title (up to 20 characters): HIST OF SLAVERY

3. Level of this course:
   ___100 Level ___200 Level ___300 Level ___400 Level

4. Course description as it is to appear in the College bulletin:
   (Write in complete sentences except for prerequisites, hours and credits.)
   This course will introduce students to the history of slavery from the ancient Greco-Roman world to the emergence of “New World” slavery and the trans-Atlantic slave trade. Students will examine the economic, social, and political structures allowing for the practice and growth of slavery, and the implications of such transformations. Students will gain a firm understanding of the different ways people understood and practiced slavery (and other forms of unfreedom) in the premodern world, and the global legacy of these institutions.

5. Has this course been taught on an experimental basis?
   ___X No
   ___Yes: Semester(s) and year(s):
   Teacher(s):
   Enrollment(s):
   Prerequisites(s):

6. Prerequisites: ENG 101, HIST 203 or HIST 204

7. Number of: class hours ___3___ lab hours n/a___ credits ___3___

8. Brief rationale for the course:
   This course will provide history majors with an elective that focuses on a critical component of the premodern world—slavery (including other states of unfreedom). The history of slavery provides an excellent context for students to explore critical thematic issues, including ethnic identity, citizenship, gender and sexuality, and the intersection between religion and social order.
9a. Knowledge and performance objectives of this course:
(What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

This course will provide a survey of slavery (and other forms of unfreedom) in the premodern world (antiquity to 1650 CE).

Students should be able to understand, explain, and compare:
- How premodern societies understood the concept of slavery and how they defined “slaves.”
- The different types of slavery and unfreedom practiced in the premodern world.
- How premodern societies used warfare/military strength, law, religion, and social convention to regulate and perpetuate slavery.
- The economic impact of slavery and why it was considered a viable means of production and economic growth.
- The types of labor frequently assigned to slaves.
- The status of slaves in premodern societies.
- Various methods of resistance adopted by slaves.

Students will practice:
- Reading, analyzing, and integrating primary and secondary sources.
- Contextualizing information and making historical arguments.
- Communicating ideas clearly both in oral discussion and in writing.

Students will demonstrate their knowledge and skills by:
- Participating in class discussions.
- Writing 4-5 page essays.

9b. Indicate learning objectives of this course related to information literacy.

The information literate student determines the nature and extent of the information needed, accesses information effectively, efficiently, and appropriately, and evaluates information and its sources critically. The student uses information effectively to accomplish a specific purpose, ethically and legally. (e.g., students demonstrate critical interpretation of required readings; and/or effective searching of appropriate discipline specific bibliographic databases; and/or primary data gathering by observation and experimentation; and/or finding and evaluating Internet resources. For many more examples of classroom performance indicators and outcomes see the ACRL standards for higher education at http://www.alr.org/ala/acrl/acrlstandards/informationliteracycompetency.htm). For questions on information literacy see the library’s curriculum committee representative.

Students must demonstrate critical interpretation of both primary source documents and secondary readings. One important aspect of such an interpretation is identifying the historical significance of texts and being able to explain how such a document fits into (and contributes to our understanding of) the historical narrative.

10. Recommended writing assignments:
(Indicate types of writing assignments and number of pages of each type. Writing assignments should satisfy the College’s requirements for writing across the curriculum.)
Students will complete three 4-5 page papers on specific prompts that address primary sources. Students will be required to analyze and compare historical documents introduced in the course reading.

11. Will this course be part of any major (s) or program (s)?
   _X_ Yes. Major or program: History
   What part of the major? (Prerequisite, core, skills, etc.)
   Elective course for chronological tracks A and B.

12. Is this course related to other specific courses?
   _X_ Yes. Indicate which course (s) and what the relationship will be (e.g., prerequisite, sequel, etc.).
   History 2xx- History of World Slavery (1650 CE to present)  [currently in development]
   The two courses will be complementary and cover different time periods.

13. Please meet with a member of the library faculty before answering question 13. The faculty member consulted should sign below. (Contact the library’s curriculum committee representative to identify which library faculty member to meet with).
   Identify and assess the adequacy of the following types of library resources to support this course: databases, books, periodicals. Attach a list of available resources.
   Attach a list of recommended resources that would further support this course. Both lists should be in a standard, recognized bibliographic format, preferably APA format.
   Signature of library faculty member consulted:  __Jeffrey Kroessler (2/16/2010)_______
   This course will not require students to use any library resources. (However, if needed or desired), the library has an excellent collection of reference works on the history of world slavery.

14. Are the current resources (e.g. computer labs, facilities, equipment) adequate to support this course?  
   _X_ Yes
   ____ No
   If not, what resources will be necessary? With whom have these resource needs been discussed?

15. Syllabus:
   Attach a sample syllabus for this course. It should be based on the College’s model syllabus. The sample syllabus must include a week by week or class by class listing of topics, readings, other assignments, tests, papers due, or other scheduled parts of the course. It must also include proposed texts. It should indicate how much various assignments or tests will count towards final grades. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)
16. This section is to be completed by the chair(s) of the department(s) proposing the course.

Name(s) of the Chairperson(s): Allison Kavey

Has this proposal been approved at a meeting of the department curriculum committee?
____No ______X_Yes: Meeting date: 4/21/10

When will this course be taught?
   Every semester, starting __________
   One semester each year, starting __Spring 2012____
   Once every two years, starting __________

How many sections of this course will be offered? ___1____

Who will be assigned to teach this course? Matthew Perry

Is this proposed course similar to or related to any course or major offered by any other department(s)?
____X_No

____Yes. What course(s) or major(s) is this course similar or related to?

Did you consult with department(s) offering similar or related courses or majors?
____Not applicable _____No _____Yes

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

Will any course be withdrawn if this course is approved?
____X_No

____Yes, namely:

Signature(s) of chair of Department(s) proposing this course: Allison Kavey

Date: __4/21/10____
History of World Slavery (to 1650 CE): Bibliography

**Course Description:** This course will introduce students to the history of slavery from the ancient Greco-Roman world to the emergence of “New World” slavery and the trans-Atlantic slave trade. Students will examine the economic, social, and political structures allowing for the practice and growth of slavery, and the implications of such transformations. Students should leave with a firm understanding of the different ways people understood and practiced slavery (and other forms of unfreedom) in the premodern world, and the global legacy of these institutions.

**Course Design:** Students are expected to complete reading assignments by the date for which they are assigned. There will be weekly quizzes designed to test students’ knowledge of the assigned reading. Class lectures and discussions will build on the assigned reading by exploring specific topics and themes in greater detail. Class discussions will also investigate and analyze assigned primary source documents.

**Course Objectives:** This course will provide a survey of slavery (and other forms of unfreedom) in the premodern world (antiquity to 1650 CE). Students will learn about:

- How different societies understood the concept of slavery and how they defined “slaves.”
- Different types of slavery and unfreedom practiced in the premodern world.
- How different societies used warfare/military strength, law, religion, and social convention to regulate and perpetuate slavery.
- The economic impact of slavery and why it was considered a viable means of production and economic growth.
- The types of labor frequently assigned to slaves.
- The status of slaves in different societies.
- Various methods of resistance adopted by slaves.

This course will also familiarize students with how historians interpret texts and accomplish the craft of history-writing. It will also give students the opportunity to practice reading and integrating primary and secondary sources. **Students should leave this class with an expanded knowledge of the history of slavery, improved critical thinking and reading skills, and the ability to communicate their ideas clearly.**

**Course Requirements:** The following requirements will determine students’ final grades:

**Quizzes (20%):** There will be thirteen quizzes, out of which the ten highest grades will contribute to students’ final grade. Quizzes will be given every Monday and will test students on the week’s reading assignment (the assignment due that Monday and the assignment due the previous Wednesday). **There will be no make-up quizzes given.**

**Midterm (20%):** The midterm will consist of short identifications, analysis of primary source passages, and a longer essay question. The midterm is scheduled for **Class # 13.**
**Final Exam (25%)**: A longer, comprehensive version of the midterm. The final exam will take place at the time and date determined by the John Jay final exam schedule.

Missing the midterm or final exam will result in a grade of zero for the assignment. **As a general policy, I will not give make-up exams.** Only in truly extraordinary and unavoidable cases (e.g. emergency hospitalization) will I consider the possibility of a make-up exam. In such instances, I will require appropriate documentation (and I will determine what documentation is appropriate). Please contact me as soon as possible if such a situation arises.

**Papers (10% each)**: Students will complete three 4-5 page papers on specific prompts that address primary and secondary sources. **The papers will be due in class on Class #10, Class #22 and Class #28.** Late papers will be penalized one-third of a grade (e.g. from A to A-) for each day they are late. **As a general policy, I do not grant paper extensions.** Only in truly extraordinary and unavoidable cases will I consider the possibility of an extension.

**Class Participation (5%)**: Students are expected to participate in class discussions and exercises. Missing more than five classes (for any reason, “excused” or “unexcused”) will have a negative impact on students’ class participation grade.

**Attendance**: Students are expected to attend all class meetings as scheduled, and, as per John Jay College and CUNY requirements, attendance will be taken at every class. Late arrivals or early departures from class will count as one-half of an absence. If a truly extraordinary situation arises where a student must miss an extended number of classes, the student should consult with the instructor immediately.

**A Note on Cheating and Plagiarism**: A student who cheats or plagiarizes will automatically fail the assignment and possibly the entire class.

Plagiarism is theft, and thus a serious academic offense. It is the failure to give credit to the source of ideas or words that are not one’s own; it is the copying of passages without attribution of the printed or online source; it is the insertion of someone else’s phrases or sentences—perhaps with small changes in vocabulary—into an essay and not supplying the name of the author and a set of quotation marks around the material; it is the downloading of part or all of an essay from the internet and presenting it as one’s own original work. It is also considered a form of plagiarism to turn in work that you have completed for another course or to copy from another student’s quiz/exam. **ASK FOR GUIDANCE IF YOU ARE UNCLEAR ABOUT WHAT CONSTITUTES PLAGIARISM.**

**Required Texts:**

Brent Shaw (ed.), *Spartacus and the Slave Wars: A Brief History with Documents*, Bedford/St. Martin’s, 2001.
Schedule and Readings:

**Week 1**
Class #1  Introduction

Class #2  Defining Slavery in the Premodern World
    Blackburn, pp. 1-25
    Engerman #2-3 (Aristotle), #4 (Cicero), #16 (Finley), #31
    (Patterson), #38 (Digest of Justinian), pp. 9-15, 40-41, 76-80,
    98-99

**Week 2**
Class #3  The Slave Society at Ancient Rome
    Bradley, pp. 1-56

Class #4  The Labor of Roman Slaves
    Bradley, pp. 57-80
    Engerman #146 (Xenophon), #147 (Aristotle), pp. 375-378

**Week 3**
Class #5  Slave Life and Resistance at Rome
    Bradley, pp. 81-131

Class #6  Spartacus and the Slave Wars I: Introduction
    Shaw, pp. 1-40

**Week 4**
Class #7  Spartacus and the Slave Wars II: Resistance and Runaways
    Shaw, pp. 41-68

Class #8  Spartacus and the Slave Wars III: The Second Sicilian Slave War
    Shaw, pp. 107-129

**Week 5**
Class #9  Spartacus and the Slave Wars IV: The Spartacus War
    Shaw, pp. 130-166

Class #10  Slavery and Early Christian Thought
    Bradley, pp. 132-173
    Engerman #1 (Bible), #23 (Bible), #24 (Augustine), #25
    (Ratherius), pp. 7-8, 60-63

    **Paper #1 Due**

**Week 6**
Class #11  The Decline of Ancient Slavery?
    M.I. Finley, “The Decline of Ancient Slavery” (Handout)
    Engerman #18 (Bonnassie), #169 (Finley), pp.44-47, 423-426

Class #12  The Slave Trade in Medieval Europe
    Michael McCormick, “New Light of the ‘Dark Ages’: How the
    Slave Trade Fuelled the Carolingian Economy” (Handout)
Week 7
Class #13  Midterm
Class #14  The Medieval Village
           Gies, pp. 1-43

Week 8
Class #15  Feudalism and Servitude in Medieval Europe
           Gies, pp. 88-128
           Engerman #19 (Freedman), #20 (Pelteret), #88 (Balthild), pp. 47-51, 228-229

Class #16  Life and Labor of the Medieval Peasant
           Gies, pp. 129-154

Week 9
Class #17  Obligation and Justice in the Medieval Village
           Gies, pp. 172-208

Class #18  Conceptions of Slavery in the Medieval Islamic World
           Gordon, pp. 1-47
           Engerman #32 (Lewis), #39 (Quran), pp. 80-81, 99-100

Week 10
Class #19  The Occupation and Status of Slaves in the Islamic World
           Gordon, pp. 48-78
           Engerman #32 (Lewis), pp. 80-81

Class #20  Sex and Slavery in the Islamic World
           Gordon, pp. 79-127

Week 11
Class #21  The Traffic of Slaves in the Islamic World
           Gordon, pp. 128-150
           Engerman #84 (Meillassoux), #86 (Constable), #116 (al-Tabari),
           pp. 214-216, 219-220, 303-308

Class #22  Serfdom and Slavery in Medieval Russia
           Engerman #17, 30, 40, 42 (Hellie), pp. 41-44, 74-76, 100-102,
           104-105

Paper #2 Due

Week 12
Class #23  Slavery in Africa
           John Thornton, “Slavery and African Social Structure” (Handout)

Class #24  The Old World Background of New World Slavery
           Blackburn, pp. 31-83
Engerman #5 (Bodin), #6 (Hobbes), pp. 15-19

**Week 13**

Class #25  Portugal and Africa, Spain and the Americas
Blackburn, pp. 95-123, 127-156
Engerman #34 (Eltis), #56 (Brandaon), #68 (Klein), #117 (Oviedo), pp. 85-88, 153-154, 181-183, 308-312

Class #26  European Struggles for Brazil and Africa
Blackburn, pp. 161-213
Engerman #81 (Schwartz), pp. 207-209

**Week 14**

Class #27  The Making of English Colonial Slavery I
Blackburn, pp. 217-235
Engerman #28 (Jordan), #35 (Vaughn), #41 (Massachusetts Code), pp. 68-72, 89-91, 102-103

Class #28  The Making of English Colonial Slavery II
Blackburn, pp. 235-271
Engerman #29 (Morgan), #43 (Barbados Act), #82 (Fogel), pp. 72-74, 105-113, 209-212

**Paper #3 Due**

Final Exam: TBA (as determined by the John Jay final exam schedule)
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

When completed, this proposal should be submitted to the Office of Undergraduate Studies for consideration by the Undergraduate Curriculum and Academic Standards Committee. The proposal form with syllabus & bibliography must be attached as one file only and emailed to kkilloran@jjay.cuny.edu

1. a. Department(s) or program(s) proposing this course: Psychology  
b. Date submitted to Office of Undergraduate Studies: 10/28/10; Revision 3/21/11  
c. Name and contact information of proposer(s): Angela Crossman  
   Email address(es): acrossman@jjay.cuny.edu  
   Phone number(s): 212-237-8653

2. a. Title of the course: Learning and Memory  
b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Learning and Memory

3. a. Level of this course:  
   _____100 Level _____200 Level _____x_____300 Level _____400 Level  
   Please provide a brief rational for why the course is at the level:  
   The course is designed to be an intensive follow-up to PSY 200 – Cognition.  
b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): _____PSY

4. Course description as it is to appear in the College Bulletin. (Keep in mind that this is for a student audience and so should be clear and informative; please write in complete sentences; we suggest not more than 75 words.)  
   This course explores the fundamental concepts and current issues in human learning and memory. Topics may include: memory systems for words, images, and personal facts; memory encoding and retrieval; principles of forgetting; the role of attention in memory; implicit memory; memory distortion; and individual differences (e.g., age, gender, ethnicity) in memory.

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
5. **Course Prerequisites or co-requisites** (Please note: All 200-level courses must have ENG 101 and all 300 & 400-level courses must have ENG 102/201 as prerequisites):

   **ENG 102/201 and PSY 200 and STA 250**

6. Number of:
   a. Class hours  ___3___
   b. Lab hours  ___0___
   c. Credits  ___3___

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

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

   **Learning and Memory** is a standard requirement for most graduate programs and, at present, John Jay does not offer a Psychology course on this topic. It is a key foundational course that our students should have access to. Moreover, this course will provide students with a more in-depth understanding of some of the concepts that they will have learned about in PSY200: Cognitive Psychology. In addition, having a course on learning and memory will be extremely helpful to students in terms of their metacognitive skills: understanding how they, and their colleagues, learn and remember.

9. **Course learning objectives:**

   a. **Knowledge objectives:** (What you expect students to know after taking this course)

   Students should be able to:
   
   • Explain the major historical and contemporary research advances in the study of learning and memory; in particular, in the factors that influence short-term, working and long-term memory.
   
   • Understand and explain the primary research methods used in the study of learning and memory (e.g., human versus animal models of cognition).
• Explain how individual differences (e.g., age, gender, ethnicity) influence the learning environment, and later, what people remember.

b. Performance objectives:
(What do you expect students to be able to do after taking this course? e.g. computer skills, data presentation, forms of writing, oral communication, research skills ... )

Student should also:
• Understand the advantages of scientific research.
• Be able to critique primary source materials (empirical research).
• Demonstrate effective writing skills including the use of APA style.
• Be able to conduct a PsycInfo search and evaluate the sources of a general internet search.
• Interact sensitively, respectfully, and effectively with people from diverse backgrounds and varied perspectives, reflecting on and learning from their own and others’ personal experiences.
• Respond effectively to constructive criticism.

c. Information literacy objectives:
  i. Does the course require students to locate, evaluate and use information to complete assignments? Please describe what you expect them to do.

    Yes, students will need to source up-to-date research to prepare their written assignments. Specifically, they will need to search databases in psychology (i.e., PsycInfo) for a recent, relevant empirical article, select an article, read and critique it, and write up their critical analysis.

    i. Will students be directed to use specific information tools other than class readings – e.g. specific library databases, specific web sites, specific reference books? Please identify.

    Yes, students will be directed specifically to PsycInfo and PsycArticles.

    iii. How & where in the class calendar will students be taught in class how to use these information tools?

    Students will be given resources (such as information posted on Blackboard or class handouts) and an in class demonstration of how to use PsycInfo by their professor early in the semester.

d. How do the above learning objectives relate to the objectives of the program, major or minor?
These objectives are central to the major's (and minor's) objectives. This course was created to provide a scaffolded opportunity for learning and skill development in the major. The learning objectives above derive directly from the program’s learning objectives and serve the broader goals of the revised major in Forensic Psychology, of which this course is a part.

e. Assessment:
How will students demonstrate that they have achieved these course objectives?

Through tests (midterm and end of term) that include essays and through a written assignment (see below).

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type. (Writing assignments should satisfy the College’s guidelines for Writing Across the Curriculum. Go to http://www.jjay.cuny.edu/undergraduatetudies/ and click the link for Writing Across the Curriculum.)

For the writing assignment, students will use the Library’s online database tools to find recent research relevant to a topic studied in class. They will write a critical review of research and theories in an area of learning and memory of their choice. Topics must be pre-approved by the instructor early in the semester based on a 1-page description outlining the basic topic and associated ideas. Citations and abstracts for at least three peer-reviewed journal articles will be due with the summary. Final papers will be 10 pages in length and must conform to APA format. Papers will be based on a minimum of 5 journal articles, book chapters, etc., NOT including the class textbook. The review should integrate theories from the sources by comparing and contrasting the articles and identifying inherent problems with methods and or conclusions. Students must also suggest directions for future research based on these criticisms. Real world applications of the concepts, theories, etc. should be discussed and the paper must conclude with an analysis of what students have personally gained from doing this paper. A draft of the assignment will be due in Week 10, and will be returned with feedback. The final assignment will be due Week 14.

Students will be given the following guidelines: Your synopsis and critique should be organized around the following questions:

i) Research Question: What is the exact question asked in the paper? Why is this interesting? What theoretical issues hinge on it?

ii) What is the logic of the experiment? That is, what is compared to what, and exactly how and why does any difference between these conditions (or lack thereof) answer the question posed in (i). Don't focus on the trivial experimental details. Rather, emphasize the main idea behind the paper (e.g. the task the

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
subject’s performed is likely to be important, the exact nature of the stimuli likely is not.)

iii) Results: What were the main findings? How did they answer the question posed?

iv) Implications: What can you conclude from the results - what are the broader implications?

v) Critique: What do you think about this paper? Does the design make sense or do you see flaws and if so what are they? If you don’t see any flaws, could you have answered the question with a different design? What further experiments would you want to try next, based on the results reported in this paper?

Important Point: Please note that the definition of “critique” is: a detailed analysis and assessment of something. Note that the definition doesn’t imply that the critique has to be negative. There may be a lot of good things to say about the paper. Instead, you might like to think about what new information the research gives us that we did not have before.

11. Please meet with a member of the Library faculty prior to responding to Question 12. Please provide the name of the Library faculty member consulted below. (If you are unsure who to contact, email Professor Ellen Sexton (sexton@jjay.cuny.edu).

a. Are there adequate books currently in the Lloyd Sealy Library to support student work in this course? (Please search the catalog, CUNY+, when answering this question.)

   ___ No

   ___ x Yes. If yes, please give some examples.


b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?
____No

__x__ Yes. If yes, please name them.
The forensic psychology subject guide:
http://guides.lib.jjay.cuny.edu/forensicpsychology

c. What books do you recommend the library acquire to support your course? (Please attach a list, in a standard, recognized bibliographic format, preferably APA.) Please note: Library purchases are dependent upon budgetary considerations and the collection development policy.


d. Will students be directed to use any specific bibliographic indexes/databases? (Please check the list of databases licensed by the library before answering this question.)

____No

__x__ Yes. If yes, please name them.

PsycInfo and PsycArticles

Name of library faculty member consulted:
Ellen Sexton

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

____No. (If no, what resources will be necessary? With whom have these resource needs been discussed?)

____x__ Yes

13. Syllabus

Attach a sample syllabus for this course, which should be based on the College’s model syllabus, found at

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
http://www.jjay.cuny.edu/undergraduatestudies/imagesUndergraduateStudies/ModelSyllabus.pdf. The syllabus should include grading schemes and course policies. The sample syllabus should include a **class calendar** with the following elements: a week-by-week or class-by-class listing of topics, readings (with page numbers), and assignments. We suggest indicating that students get performance feedback by before the 6th week of the semester. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

14. Date of **Department curriculum committee** approval: 10/22/10

15. **Course offerings**

a. When will this course be taught?  
   
   Every semester, starting __________
   
   One semester each year, starting **Fall 2012**
   
   One semester every two years, starting __________

b. How many sections of this course will be offered? __3-4____

c. Who will be assigned to teach this course?  
   **Dr Jill Grose-Fifer or Dr Deryn Strange**

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

   ____x____ No

   ____x____ Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to?

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

   ____x____ Not applicable

   ____x____ Yes. If yes, give a short summary of the consultation process and results.

17. Will any course be withdrawn if this course is approved?

   ____x____ No

   ____x____ Yes. If yes, number and name of course(s) to be withdrawn.

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18. a) Approval by the Department Chair(s) or Program Coordinator(s):

Name(s): Dr. L. Thomas Kucharski

Date of approval: 10/22/10

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

___ No

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

Revised Forensic Psychology Major, Part 2 Core Elective

c) Please attach a letter, memo, or email of approval with a brief rationale for the addition from the department chair(s) or program coordinator(s) [if other than the proposer’s department].
John Jay College of Criminal Justice, CUNY
445 W. 59th St., New York NY 10019
Syllabus for “Learning & Memory”

Professor: Deryn Strange
Semester: Spring 20xx
Course Code: PSY3xx
Course Section: xx
Classroom: xxxx
Class time: xxxx
Professor’s office: 2113 N
Office Hours: By appointment
Professor’s phone and e-mail: (212) 484-1345: dstrange@jjay.cuny.edu
Course Prerequisite: ENG 102/201, PSY101, PSY200, and STA250

Course Description: This course explores the fundamental concepts and current issues in human learning and memory. Topics may include: memory systems for words, images, and personal facts; memory encoding and retrieval; principles of forgetting; the role of attention in memory; implicit memory; memory distortion; and individual differences (e.g., age, gender, ethnicity) in memory.

Learning Objectives:
Students should demonstrate knowledge of:

• Explain the major historical and contemporary research advances in the study of learning and memory; in particular, in the factors that influence short-term, working and long-term memory.
• Understand and explain the primary research methods used in the study of learning and memory (e.g., human versus animal models of cognition).
• Explain how individual differences (e.g., age, gender, ethnicity) influence the learning environment, and later, what people remember.

Student should also:

• Understand the advantages of scientific research.
• Be able to critique primary source materials (empirical research).
• Demonstrate effective writing skills including the use of APA style.
• Be able to conduct a PsycInfo search and evaluate the sources of a general internet search.
• Interact sensitively, respectfully, and effectively with people from diverse backgrounds and varied perspectives, reflecting on and learning from their own and others’ personal experiences.
• Respond effectively to constructive criticism.


Class Policies
Make-up policy: There are no make-ups for any missed work in this class, unless you can produce a medical certificate (note that you are only allowed to be struck by lightning twice). If you miss the midterm, you get a zero, unless you have a medical certificate, in which case your End-of-term Test will expand to be worth 60% of your course grade.
Extension policy: Extensions will only be awarded for the article critiques when you can produce a medical certificate.
Disruptions: I also have some policies in place to minimize disruptions.
• Please turn your phone off in class. If it needs to be on, let me know why.
• Please, please try to be on time for this class!
The Writing Center: The Writing Center, located in room 2450 North Hall, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to

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help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

**Plagiarism:** Plagiarism and cheating are violations of CUNY’s policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

**Assessment:**
1. Mid-term Test – 30%
2. End-of-term Test – 30%
3. Pop-Quizzes – 10%
4. Two Article “Summary & Critiques” – 30%

Note that both the Mid-term and End-of-term Tests are multiple-choice with an essay component. The Mid-term will test you on material you will learn in the first half of the course. The End-of-term Test will assess what you have learnt in the second half of the course. In other words, it is not cumulative.

- Test items are not distributed, and tests are not returned to you, because I maintain a secure item test pool that I evaluate and refine after each use to ensure item quality. However, I will discuss the tests in class so that you can talk about the various concepts and items.
- For the essay component you will be given a set of 5 essay questions and asked to choose one or two to respond to.

There will be ten unannounced quizzes in this class. Each quiz will ask you anywhere from one to five questions, and each quiz is worth one percentage point of your final grade. The content of each quiz will be anything you should have learned up until the moment you take it. That means lecture material, readings, and labs that I may assign you. Although quizzes will concentrate on recent material, they will often contain material from previous weeks. In other words, quizzes are cumulative. The purpose of these pop quizzes is to make sure you keep on top of your reading and your work in this class. Pop quizzes will be handed out at the beginning of class, and they will last for only five minutes.

Note: If you are late to class you will miss out on the opportunity to earn the points allocated to that pop-quiz. There will be no make-ups for pop-quizzes.

For the writing assignment you will have the opportunity to use the Library’s online database tools to find recent research relevant to the topics we are studying in class. You will write a critical review of research and theories in an area of learning and memory of your choice. **Topics must be pre-approved** by me early in the semester based on a 1-page description outlining the basic topic and associated ideas. Citations and abstracts for at least three peer-reviewed journal articles will be due with the summary. Final papers will be 10 pages in length and must conform to APA format. Papers will be based on a minimum of 5 journal articles, book chapters, etc., NOT including the class textbook. The review should integrate theories from the sources by comparing and contrasting the articles and identifying inherent problems with methods and or conclusions. You should also suggest directions for future research based on these criticisms. Real world applications of the concepts, theories, etc. should be discussed and the paper must conclude with an analysis of what you have personally gained from doing this paper. **A draft of the assignment will be due in Week 10. The final assignment will be due Week 14.**

Your synopsis and critique should be organized around the following questions:

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i) **Research Question:** What is the exact question asked in the paper? Why is this interesting? What theoretical issues hinge on it?

ii) **What is the logic of the experiment?** That is, what is compared to what, and exactly how and why does any difference between these conditions (or lack thereof) answer the question posed in (i). Don't focus on the trivial experimental details. Rather, emphasize the main idea behind the paper (e.g. the task subjects performed is likely important, the exact nature of the stimuli likely is not.)

iii) **Results:** What were the main findings? How did they answer the question posed?

iv) **Implications:** What can you conclude from the results - what are the broader implications?

v) **Critique:** What do you think about this paper? Does the design make sense or do you see flaws and if so what are they? If you don’t see any flaws, could you have answered the question with a different design? What further experiments would you want to try next, based on the results reported in this paper?

Important Point: Please note that the definition of “critique” is: a detailed analysis and assessment of something. Note that the definition doesn’t imply that the critique has to be negative. What I mean is, the word “critique” doesn’t just mean “tear to shreds” … these papers are not necessarily bad papers, in fact, there are lots of good things to say about them and they appeared in good journals. You might like to use the critical thinking stems I’ve pasted below to help guide your thinking.

**Critical Thinking Question Stems**

These questions stems might help you to construct questions—and formulate your critique—for your chosen articles. I can’t emphasize enough that “critique” doesn’t just mean “focus on the negative” … instead I’m looking for you to examine the article in light of what you already know from what you’ve been studying in this course. One idea might be to pick two or three of the question stems, modify them for your articles and answer them.

1. What do we already know about...?
2. How does...tie in with what we learned before?
3. How does...affect...?
4. What do you think causes...? Why?
5. What is a new example of...?
6. How could...be used to...?
7. How does...apply to everyday life?
8. How does the phrase...help you to understand the meaning of...?
9. How is...a metaphor for...?
10. What are the strengths and weaknesses of...?
11. What is the difference between...and ...?
12. Explain why...Explain how...
13. What is the nature of...?
14. What are the implications of...?
15. What does...mean?
16. Why is...important?
17. How are...and...similar?
18. Compare...and...with regard to...
19. What is a counterargument for...?
20. What is a solution to the problem of...?
21. What would happen if...?
22. What is another way to look at...?
23. What is...analogous to?
24. What is the best...and why?
25. Do you agree or disagree with this statement...?
26. What evidence is there to support your answer?
Please Note: Grades will be assigned as follows
93-100%   A
90-92%     A-
87-89%     B+
83-86%     B
80-82%     B-
77-79%     C+
73-76%     C
70-72%     C-
67-69%     D+
60-66%     D
Below 60%  F
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductory Session</td>
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<tr>
<td>Week 2</td>
<td>The Nature of Learning &amp; Memory</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Neural Basis of Learning &amp; Memory</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 6</td>
<td>Classical Approaches to Learning &amp; Memory</td>
<td>Chapter 3</td>
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<tr>
<td>Week 8</td>
<td>MID-TERM TEST</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Models of Memory: Animal Models</td>
<td>Chapter 8</td>
</tr>
</tbody>
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*Note: Last day to withdraw without academic penalty*
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Models of Memory: Short-term &amp; Working Memory; Individual Differences</th>
<th>Chapter 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A draft of the writing assignment is due this week. This will allow you to get feedback before you submit the final version.</td>
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<tr>
<th>Week 11</th>
<th>Models of Memory: Long-term Memory</th>
<th>Chapter 9 and 10</th>
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</table>

<table>
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<tr>
<th>Week 12</th>
<th>Emotion and its Effects; Gender Differences</th>
<th>Chapter 7</th>
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|---------|-----------------------------------------|-----------------|

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| --- | --- | --- |

**Week 16**  
*END-OF-TERM TEST*

Please note that additional readings may be announced throughout the course.
New Course Proposal

When completed, this proposal should be submitted to the Office of Undergraduate Studies-Room 634T for consideration by the College Curriculum Committee.

1. Department(s) proposing this course: Communication and Theatre Arts (CTA)

2. Title of the course: Film Criticism
   Abbreviated title (up to 20 characters): Film Criticism.

3. Level of this course:
   ___100 Level ___200 Level _x__300 Level ___400 Level

4. Course description as it is to appear in the College bulletin:
   (Write in complete sentences except for prerequisites, hours and credits.)

   In this course students will master a range of approaches to the study of the cinema. They will watch and study individual films, including thrillers, comedies, musicals and horror movies, and study film movements and national cinemas, such as Asian action films, Bollywood dramas, European art cinema, feminist filmmaking, and cinema from developing nations. Students will apply a range of critical and theoretical approaches to these films and cinema movements, such as historical criticism, auteur theory, genre study, rhetoric, feminist and Marxist criticism, queer theory, postcolonial, and aesthetic theory. Students will generate written and verbal studies of film and deepen their critical, argumentation, and reasoning skills through participation in classroom debates and discussions. The topics explored will vary from semester-to-semester depending on the instructor’s area of specialization.

5. Has this course been taught on an experimental basis?
   ___No
   _x__Yes: Semester: Fall 2002 (It will also be offered as an experimental course in Fall 2011.)
   Teacher(s): Martin Wallenstein
   Enrollment (s): 19
   Prerequisites (s): SPE 113 or Eng. 102

6. Prerequisites: DRA106 Intro to Film or LIT275 The Language of Film or permission of instructor.
7. Number of: class hours 3, lab hours 0, credits 3

8. Brief rationale for the course:

This course has been designed to serve as a capstone for students taking the Film Studies Minor now offered jointly by CTA and English. For students taking this minor, there is a pressing need to provide an advanced level criticism and theory course that will provide a comprehensive introduction to the major critical theories and approaches used within the field of cinema studies. In this course, students will be guided through a study of some of the key analytical methodologies and critical concepts used to study film. Then, using appropriate terminology and critical frameworks, they will generate their own original research on film in the form of oral and written presentations. An ability to employ advanced critical thinking and theoretical analysis is essential to the intellectual maturity of students. This course will build on themes introduced in the 100-level and 200-level film courses offered at John Jay, to deepen student’s critical thinking, analytical, and reasoning skills, while also providing a solid foundation in a range of contemporary critical theories. For students seeking to pursue postgraduate studies in film or related disciplines, this course will serve as a foundation in the methodologies and theoretical practices they will use in their advanced scholarly work.

9a. Knowledge and performance objectives of this course:
(What knowledge will the student be expected to acquire and what conceptual and applied skills will be learned in this course?)

Knowledge objectives:

1. Building on the student knowledge acquired in John Jay’s 100-level and 200-level film offerings, in this course students will deepen their understanding of the critical/theoretical skills needed to study film as a form of art, communication, and mass culture.
2. Students will deepen their understanding of the various theoretical approaches (rhetoric, aesthetics, postcolonial, feminism, auteur theory, genre study, queer theory, etc.) that have defined critical responses to the cinema.
3. Students will increase their knowledge of a range of key film artworks and cinema movements, both contemporary and historical, including classic Hollywood cinema, Hindi popular cinema, Nollywood, European art cinema, national cinemas, Asia actions films, transnational cinema, etc.

Conceptual skills:

1. Through weekly reading assignments students will explore theories of the cinema and develop a conceptual understanding of film as a complex and layered communication form, one that encompasses an understanding of: a) textual elements as narrative, performance, aesthetics, film language, and haptic properties, and b) the reception of film by audiences, including divergent readings by different viewers, emotional responses, visual pleasure, and so on.
2. Students will deepen their understanding of the operation of the cinema as a defining feature of mass culture and as a social force that has played a role in shaping the modern consciousness.
C12

Applied skills:

1. Through verbal presentations, classroom discussion and debate, and writing assignments, students will advance their communication, argumentation, and logical reasoning skills. The course’s engagement with a variety of film theories will increase student skills in the areas of critical reasoning, the use of theoretical language and concepts, engagement with the multi-layered meanings of film as an art form, and ability to consider the way films can mean different things to different viewers.

9b. Indicate learning objectives of this course related to information literacy.

1. In their research projects over the semester, students will also deepen their information literacy skills with regard to retrieving information from online and print sources and assessing the quality of this information.

2. Through an examination of various approaches to film criticism and theory, students will deepen their ability to evaluate the credibility of theoretical propositions and arguments; they will compare the information presented by various critical approaches and evaluate the different conclusions presented by each.

3. In addition, building on the learning objectives of the 100-level and 200-level film courses offered at John Jay, in the course will deepen their ability to evaluate and examine film as a complex communication form, one that encompasses visual, aural, narrative, kinetic, performance, aesthetic, and other information elements.

SEE 9a ABOVE.

The information literate student determines the nature and extent of the information needed, accesses information effectively, efficiently, and appropriately, and evaluates information and its sources critically. The student uses information effectively to accomplish a specific purpose, ethically and legally. (e.g., students demonstrate critical interpretation of required readings; and/or effective searching of appropriate discipline specific bibliographic databases; and/or primary data gathering by observation and experimentation; and/or finding and evaluating Internet resources. For many more examples of classroom performance indicators and outcomes see the ACRL standards for higher education at http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm). For questions on information literacy see the library’s curriculum committee representative.

10. Recommended writing assignments:
(Indicate types of writing assignments and number of pages of each type. Writing assignments should satisfy the College’s requirements for writing across the curriculum.)

Writing assignments will vary depending on the requirements set by the instructor teaching the course. For instance, in Prof. Lyell Davies’ variation of the course there will be a strong focus on
world and transnational cinema, film theories linked to diaspora, postcolonialism, and national cinemas, and this will be reflected in the writing assignments; in Prof. Lorraine Moller’s variation of the course there will be a focus on film crime and cinema, gender, performance, and the social impact of the cinema. The assignments for the accompanying syllabus provided by Prof. Martin Wallenstein, highlight a study or rhetoric and film criticism, aesthetics, and film drama. The writing assignments for his sample course are:

1. Work book of film reviews from newspapers and magazines (Required but not graded) and plot summaries for five of the films assigned (300 words each). Due one week after viewing the film.
2. Comparative study of the methods and theories used by two of the assigned authors/critics (500 words, due week 5).
3. One film review using dramatic criticism. (600 words, due week 7).
4. One film review using historical method. (600 words, due week 9)
5. One comparative criticism of two or more films. (600 word minimum, Due week 11)
6. Rhetoric based Research Paper (600 word minimum). (Due week 13)
7. Oral reports: (These will entail informal writing in preparation for the speaking assignment)
8. Film summary (1 minute, due week 3-4), oral film review (2-4 minutes, Due week 10 ), and film debate (3-5 minutes Due week 14 & 15).
9. One Rhetoric or Semiotics based Research Paper (1200 word minimum). (Due week 13)
10. Oral reports (Writing required but not graded) (approximately 5 pages):
    - Film summary (1 minute) (Due week 3-4),
    - Oral film review (2 minutes), (Due week 10)
    - Film Debate (3-4 minutes) (Due week 14 & 15).

11. Will this course be part of any major (s) or program (s)?
   - X__No__
   - Yes.
   What part of the major? (Prerequisite, core, skills, etc.)
   This course is designed to serve as the required capstone course for the Film Studies Minor now offered jointly by CTA and English.

12. Is this course related to other specific courses?
   - ___No
   - X__Yes. Indicate which course (s) and what the relationship will be (e.g., prerequisite, sequel, etc.).
   This course builds on themes launched in DRA106 Intro to Film and other film courses offered by CTA and English. The current courses offered by these two departments provide students with an understanding of some of the theories that can be used to study film. For example, English’s LIT330 Alfred Hitchcock and LIT332 Martin Scorsese & Spike Lee, provide students with a understanding of auteur approaches to the study of film, and CTA’s DRA243 Black Female Sexuality in Film provides students with an introduction to the study of race and film. This class is designed to dovetail with these courses, and to reinforce the themes and critical methodologies employed across the college’s film offerings. As the capstone of the Film Minor, students
completing this course will have a robust understanding of the critical and theoretical skills that are employed in the contemporary field of cinema studies.

13. Please meet with a member of the library faculty before answering question 13. The faculty member consulted should sign below. (Contact the library’s curriculum committee representative to identify which library faculty member to meet with).

Identify and assess the adequacy of the following types of library resources to support this course: databases, books, periodicals. Attach a list of available resources.

The Sealy Library has a small but growing collection of material to support this course, including an expanding collection of films in DVD format. The library also has excellent online resources to support this course. “Communication and Mass Media Complete” provides access to 100 media and communication journals and handbooks including many on film. In addition, excellent media related materials are available through the CUNY+ network, and Hunter College, Queens College, and others, have extensive cinema related book and DVD. Among the film journals currently available through the library are, for instance, Film Quarterly, Journal of Film and Video, Journal of Popular Culture, Feminist Media Studies, Screen, Screen Education, etc.

Attach a list of recommended resources that would further support this course. Both lists should be in a standard, recognized bibliographic format, preferably APA format.

Signature of library faculty member consulted: _____ Ellen Sexton ______________

14. Are the current resources (e.g. computer labs, facilities, equipment) adequate to support this course?  
   x___ Yes  
   _____ No

If not, what resources will be necessary? With whom have these resource needs been discussed?

15. Syllabus:

Attach a sample syllabus for this course. It should be based on the College’s model syllabus. The sample syllabus must include a week-by-week or class by class listing of topics, readings, other assignments, tests, papers due, or other scheduled parts of the course. It must also include proposed texts. It should indicate how much various assignments or tests will count towards final grades. (If this course has been taught on an experimental basis, an actual syllabus may be attached, if suitable.)

16. This section is to be completed by the chair(s) of the department(s) proposing the course.

Name(s) of the Chairperson(s): Martin Wallenstein (Seth Baumrin, acting chair, Spring 2011)

Has this proposal been approved at a meeting of the department curriculum committee?
____No  ____X_Yes: Meeting date: Spring 2010

When will this course be taught?

Every semester, starting ________________
One semester each year, starting __ Fall 2012 ________________
Once every two years, starting ________________

How many sections of this course will be offered?  __1____

Who will be assigned to teach this course?

Martin Wallenstein
Lyell Davies
Lorraine Moller

Is this proposed course similar to or related to any course or major offered by any other department (s)?

____X No
____Yes. What course (s) or major (s) is this course similar or related to?

This course dovetails with current film course offerings by the English Department. These courses are exceptionally strong in the areas of genre and auteur analysis. The proposed course is designed to address a range of critical methodologies and theoretical approaches to the study of film that are not addressed in other course offerings at John Jay. During the preparation of this course proposal, English, the Philosophy Department, and the Sociology Department were consulted. None offers an equivalent course.

Did you consult with department (s) offering similar or related courses or majors?

____Not applicable  ____No  ____X Yes

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

In the preparation of this course proposal, Prof. Wallenstein (Chair, CTA) consulted with the chair of English. It was agreed on that the course would be positioned as the required capstone course of the Film Studies Minor, which was passed by the College Council in the Spring of 2010.

Will any course be withdrawn if this course is approved?

____X No
____Yes, namely:

Signature(s) of chair of Department(s) proposing this course:

Martin Wallenstein
Seth Baumrin (acting chair)

Date: ___________________
DRA 3XX  Film Criticism
Professor Martin Wallenstein
Spring 2010

Phone: 212-237-8364
E-mail: mwallenstein@jjay.cuny.edu
Office Hours:  MW 2-4, T/TH by appointment.

Course Goals: To enhance appreciation of criticism and to develop ability to write and perform film criticism; To understand the functions of film criticism; To improve ability to make and express critical judgments both in speaking and writing. Students will examine films and film reviews. Students will prepare written and oral criticism of films. This course examines and applies major critical approaches used in film criticism. It is designed to both enhance appreciation of film and critical abilities both written and spoken. Students will view films, read film criticism, critique films both in writing and in oral format and participate in debates and discussions about films with other members of the class. Students will look at a range of films and discuss the best ways to approach them with a critical eye. Students will learn how to apply a number of critical approaches to these films such as traditional dramatic criticism, semiotics, contemporary communication criticism, historical criticism, rhetorical criticism, feminist and Marxist criticism, pure aesthetics and genre approaches to criticism.

Required texts:

   New York: Longman. (Hereinafter readings from this text are labeled “C.”)

   New York: Bedford St. Martin. (Hereinafter readings from this text are labeled “C&W.”)

ASSIGNMENTS:

1. Work Book of Film Reviews from Newspapers and Magazines (Required but not graded) and Plot Summaries of 300 words each for 5 of the films assigned (Each summary due one class period after assigned viewings). (1500 Words) (10%)
2. Paper comparing the method and quality of the work of two film critics. (500 words, Due Week 5). (10%)
3. One film review using dramatic criticism. (600 words, Due Week 7). (10%)
4. One film review using historical method. (600 words minimum, Due week 9) (10%)
5. One comparative criticism of two or more films. (600 word minimum, Due week 11) (20%)
6. Oral reports: (These will entail informal writing in preparation for the speaking assignment) film summary (1 minute, due week 3-4), oral film review (2-4 minutes, Due week 10), and Film Debate (3-5 minutes Due week 14 & 15). (20%)
7. One Rhetoric or Semiotics based Research Paper (1200 word minimum). (Due week 13) (20%)

**All written work must be typed and double spaced.
**College policy on plagiarism will be strictly enforced (See Student handbook).**
**Attendance in this class constitutes an agreement to submit work to a computerized database to check for plagiarism and to allow that database to record your work for the purpose of future plagiarism checking.**
**Courteous attention to classmates and instructor is expected and disruptive behavior will lower final grades.**
**Instructor reserves the right to change syllabus and course requirements.**

COURSE SCHEDULE

All readings must be completed before class. Some films will be watched in their entirety in class, others are held on reserve in the John Jay library; these films should be watched before class. All titles for the course are easily available through the library, through commercial or online sources, or through copies placed on reserve by the instructor.

1. **Introduction to Course. Preparing for Film Criticism. Requirements and Grading**
   Understanding Film Criticism, and the Tone and Structure in Reviewing. *This class session will discuss subjects such as the following: What are the reasons for film criticism? Where does film criticism appear? How do we use film criticism?*
   *North by Northwest*  
   C & W Chap. 1 & pp. 16-19; C Chap. 1 &2

2. **Types of Criticism** *This class will preview the various methods used by critics in analyzing film and discuss how picking the method of criticism can be a crucial choice for the critic. Language and grammar of film shall also be discussed.*
   *Cyrano* (French Version)  
   C & W Chap. 13 & 14; C Chap. 3 & 4

3. **Criticizing Film Treatment of Theme and plot.** *It is crucial for the film critic to be able to distinguish and discuss both plot and theme. What do we mean by these concepts?*
   *To Kill a Mocking Bird*  

4. **Criticism of Formula Films:** *Certain films use “stock” formulas. This class will discuss how the formula may be used to avoid creative choices or may be a mask for deeper meaning.*
   *Double Indemnity*  
   C & W Chap. 10; C Chap. 5.

5. **Sociological Criticism.** *Films, like other artistic endeavors may reflect or project the fears, concerns, or values of the society that produced them. Should the critic look at the film as an artifact of the society that produced it?*
   *Invasion of the Body Snatchers*  
   C & W pp. 495-504

6. **Assigning responsibility for the Creative Process.** *Many in the film audience see the film as the vehicle of the actor who stars in the film. Some see the film as the product of the Director, others see the film as a total collaboration between writer, director, camera operator(s), editors, actors, set designers, costumers, makeup, etc. So, whose film is it, anyway?*
   *Tootsie*  
   C & CW pp. 383-392 & 12; C Chap. 5
7. Film Criticism as Theatrical Criticism While film is a different medium from theatre, some film criticism simply applies the criteria of the stage to the movie. Can this work? Raisin in the Sun C & W Chap. 3-5

8. The Evolution of Film Criticism While film is a new medium, film criticism is even newer. Has film criticism changed over the years? How? City Lights C & W Chap. 13

9. The Realism as Criteria for Film Criticism One criterion often applied to film criticism is that of “realism: how realistic was the movie? How appropriate is that criterion? Might this ever be the sole criteria? Might it not apply to some films? Fargo C & W. Chap. 8 & 9

10. Rhetorical Criticism of Film. Often films have a persuasive purpose. Some films persuade without even appearing to try. Rhetorical criticism looks at films as persuasive communication. What are the weapons in the filmmaker’s arsenal? Philadelphia C & W. Chap. 14


12. Audience Centered Reviewing Some audiences look at film criticism simply to determine whether the movie is one that they want to see. What obligation does the critic have beyond giving a mere thumbs up or thumbs down to a film? Harry Potter and the Sorcerer’s Stone C & W pp. 15-22.

13. Film Criticism as Social History. Some critics view film as historical artifacts that can tell us about the time period in which they were made. How does one do this type of criticism? Grapes of Wrath C & W pp. 371-382, 393-403; C pp. 88-90

14. FILM DEBATES Black Orpheus C & W Chap. 12.

15. FILM DEBATES FINAL EXAMINATION
FILM CRITICISM BIBLIOGRAPHY

Books (On Line or in Stacks at John Jay Library)


Selected Articles (Available on line through John Jay Library)

Coughlin, P. *Acting for Real: Performing characters in Miller’s Crossing and Fargo.* 41 *Journal of Popular Culture* 224, pp. 224-244.


Thompson, P.; Byrnes, P.; Urban, A.; Wilson, J; Cenere, O. (Spring 2004) *Film Criticism: Somebody’s got to do it.* 142 *Metro* 92, 92-95.


(Selected List of Relevant Film Titles Currently Available at John Jay College )

- Apocalypse Now
- Atomic Café
- Black Girl
- Bonnie & Clyde
- Burn
- Breakfast at Tiffany’s
- Capote
- City Lights
- Dil Se
- Double Indemnity
- Eternal Sunshine of the Spotless Mind
Fargo
In the Bedroom
In the Company of Men
Iron Jawed Angels
King Lear
Loneliness of a Long Distance Runner
Man for All Seasons
Much Ado About Nothing
Missing
Mohabbatein
North By Northwest
On the Waterfront
Othello
Paris is Burning
Pride and Prejudice
Raisin in the Sun
Reckoning
Rear Window
Romeo & Juliet
Run Lola Run
Rush
Sicko
Singh Is Kinng
Stand and Deliver
Sunshine State
The Caine Mutiny
The Color Purple
The Last King of Scotland
The Battle of Algiers
The Deep
The Scarlet Letter
To Kill a Mockingbird
Touch of Evil
Traffic
West Side Story
Welcome to Nollywood
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkiloran@jjay.cuny.edu.

Date Submitted: 5/16/10

1. Name of Department or Program: Psychology

2. Contact information of proposer(s):

   Name(s): Elizabeth Jeglic
   Email(s): ejeglic@jjay.cuny.edu
   Phone number(s): (212) 484-1195

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)

   **PSY 232 – Psychology of Adolescence and the Adolescent Offender**
   **(PSY ADOL&ADOL OFF)**

4. Current course description:

   This seminar will explore psychological development from the transition out of childhood to the transition into adulthood, with a special focus on the development of deviance and offending. The content of the course will cover typical and atypical adolescent development within several domains: cognitive social, and emotional. Readings will focus on both basic developmental theory and applied research.

   a. Number of credits and hours: 3

   b. Number of class hours (please specify if the course has lab hours): 3, no lab hours

   c. Current prerequisites: ENG 102/201, PSY 101 & PSY 231
6. Describe the nature of the revision:

The course will be revised to provide students with a more comprehensive overview of the basic psychology of adolescence, and will require a prerequisite of PSY 231 (Developmental Psychology). At present, many students lack the necessary background in basic theories of developmental psychology pertinent to adolescence to be able to integrate an appropriate coverage of the study of adolescence, including both normative and deviant processes. Whereas the prior description focused more narrowly on the concept of offending, the new perspective will include other critical elements of adolescence, including parent-child relations, peer relationships, sexuality, substance abuse, suicide, etc. A greater focus on multi-cultural perspectives will be added.

7. Rationale for the proposed change(s):

This approach described above reflects the state of the field, and is consistent with what is offered at leading universities around North America.

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

   a. Revised course description:

   The course deals with various aspects of typical and atypical development in adolescence, from the transition out of childhood to the transition into adulthood. Such topics as hormonal and physical changes, cognitive development (Piagetian, information-processing and psychometric views), the peer group, friendships, parent-adolescent interactions, sex roles and identity formation, sexuality, delinquency, drug abuse, suicide, and psychological disorders in adolescents may be discussed. Whenever possible, developmental issues in adolescence are considered from a cross-cultural as well as historical perspective. Readings will focus on both basic developmental theory and applied research.

   b. Revised course title: Psychology of Adolescence

   c. Revised number of credits and hours: 3 (Same are previous)

   d. Revised number of hours: Same

   e. Revised prerequisites: Same (PSY 101, ENG 102/201 PSY 231)

9. Enrollment in past semesters: Approximately 70 per semester

10. Does this change affect any other departments?

    ______ No

    X____ Yes

    What consultation has taken place?

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
For the revisions to the course - consultation has taken place with numerous scholars with expertise in developmental psychology at John Jay College, with current instructors of this course, as well as a review of courses descriptions offered across leading universities in North America.

With regard to effects on other departments, we notified the faculty advisor for the Culture and Deviance Studies major (Dr. Hegeman), the chair of the Anthropology department (and minor advisor; Dr. Curtis), and chair of the Sociology department curriculum committee (Dr. Karmen) of the proposed changes.

11. Date of Department or Program Curriculum Committee approval: 5/5/10

12. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Thomas Kucharski
PSY 3XX
Psychology of Adolescence
Spring Semester 2011

Instructor: Maureen Allwood, Ph.D.
Class: M W 3:35 – 4:50pm, Room 3317 North Hall
Office Hours: W 11:00 – 1:00, and by appointment
Office: North Hall, Room 2115N
Phone: 646-557-4405
E-mail: mallwood@jjay.cuny.edu

Pre-requisites:
PSY 101, ENG 102/201 PSY 231

Required Text:

Assigned Readings:
Additional readings will be posted on Blackboard throughout the semester, and are designated by “AR#” (assigned reading – number from readings list) on the class schedule.

Course Description:
The course deals with various aspects of typical and atypical development in adolescence, from the transition out of childhood to the transition into adulthood. Such topics as hormonal and physical changes, cognitive development (Piagetian, information-processing and psychometric views), the peer group, friendships, parent-adolescent interactions, sex roles and identity formation, sexuality, delinquency, drug abuse, suicide, and psychological disorders in adolescents may be discussed. Whenever possible, developmental issues in adolescence are considered from a cross-cultural as well as historical perspective. Readings will focus on both basic developmental theory and applied research.

Introduction:
This course is designed to help students understand the major psychological ideas and issues of adolescence in general and of adolescence who encounter difficulty with the law, specifically. Adolescent development will be discussed within the context of biological, familial, cultural and societal factors. We will also discuss research methodology and critically examine empirical findings. This course will make use of multiple learning and evaluative strategies to assure that each student’s strengths and learning styles are utilized. There will be writing assignments, class presentations, and multiple choice/short answer exams.

Learning Objectives:
After completing this course, students will be able to:
1. Identify theories of psychosocial, biological and cognitive development.
2. Critically analyze research articles related to adolescent development and delinquency.
3. Describe biopsychosocial, gender, and cultural factors that may influence adolescent development.
4. Describe current trends and issues in adolescent delinquency and drug use.
6. Improve written communication skills by utilizing instructor and peer feedback.
Course Requirements and Grading Policy:

1. **Exams (100 points)**
   
   There will be three non-cumulative exams, with each exam consisting of 50 multiple choice and short answer questions. There will be no make-up exams without proof of a valid emergency (e.g., death, extreme medical emergency). The exam with the lowest score will be dropped when calculating grades.

2. **Research Analysis (40 points)**
   
   Groups of 5-6 will be assigned a research article to read, review and present in class. Written reviews (individual and group) will accompany the class presentation. Each review is expected to be 4-5 pages long. The presentation will be no more than 15 minutes. Use of PowerPoint, handouts or other visual aids is encouraged.

3. **Adolescent Interview (50 points)**
   
   You will be responsible for conducting a brief (30-45 minute) interview with a teenager (age 13 to 19). John Jay students are excluded. The interview will cover a specific adolescent transition topic. The topic must be approved prior to any attempt to set up or conduct the interview. More advice will be given in class, including discussion of how to find an adolescent to interview, if you cannot identify someone you could interview. Possibilities include children or younger siblings of friends/relatives and non-John Jay College students. But, consider some of the essential steps of the assignment.
   
   **Step 1:** Decide on the topic of interest to you.
   
   **Step 2:** Decide on the person to be interviewed (male or female, age, other characteristics).
   
   **Step 3:** After your topic has been approved begin reading the research literature for your topic.
   
   **Step 4:** Develop a list of 15 to 20 interview questions. Be sure that your questions will adequately address the topic of interest (e.g., confirm / disconfirm theory, or perception of adolescents). Write primarily open-ended questions and avoid very sensitive questions.
   
   **Step 6:** Conduct the interview
   
   **Step 7:** Write up your interview as a research report. This must include a brief literature review that provides an appropriate theoretical background to the topic, the interview questions and answers, and a discussion section that links the responses to the appropriate literature. A complete bibliography must be provided in APA format. These papers should be 4 pages in length.

   **Note:** You will be given an opportunity to peer review a classmate’s paper for extra credit.

4. **In-Class Assignments (20 points)**
   
   There will be four brief in-class writing assignments. These assignments are intended to help to integrate topics discussed in class, enhance writing skills, and promote critical thinking. Be sure to fully respond to the topic, no need to restate the topic.

5. **Class Participation (10 points)**
Adolescent development is an area in which we have all had experience, even if it is only within the context of our own development. The entire class will benefit from each other’s input and questions. To receive full credit (10 points), you must participate actively in daily class and group discussions. To ensure sufficient participation, you must attend and participate in at least 90% of classes. This means no more than 3 absences during the semester. **Daily attendance is expected.**

**Grading**

Grades will be assigned as follows based on a **total of 220 points**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
<td>205 – 220</td>
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<tr>
<td>90-92%</td>
<td>A-</td>
<td>198 - 204</td>
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<td>87-89%</td>
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<td>83-86%</td>
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<td>77-79%</td>
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<td>73-76%</td>
<td>C</td>
<td>161 - 168</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
<td>154 - 160</td>
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<td>67-69%</td>
<td>D+</td>
<td>147 - 153</td>
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<td>60-66%</td>
<td>D</td>
<td>132 - 146</td>
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<tr>
<td>Below 60%</td>
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</table>

**Classroom Etiquette:** Cell phone conversations and texting will not be tolerated in the classroom. Please turn your cell phones off when you enter the classroom. If you are expecting an urgent call – leave your cell phone on vibrate and leave the room before answering the call. Any student texting or talking on their cell phone will be asked to leave the classroom immediately.

**Academic Dishonesty:** Academic integrity is expected of all students. A charge of academic dishonesty is a serious charge and can have serious consequences if guilt is established (e.g., failing grade, expulsion). In accordance with the Student Code of Conduct, all incidence of cheating, assisting in cheating, and plagiarism will be reported to the College’s Academic Integrity Officer.

**Plagiarism (from the John Jay website):** “Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.” All acts of plagiarism, intentional or unintentional, will be addressed.

**Students with Disabilities:** If you are visually, hearing, or physically impaired, have a learning disability, and/or have a communication disorder that may affect your performance in this class, please schedule an appointment with me as soon as possible so that provisions may be made to better ensure that you will have an equal opportunity to meet the requirements of the class.

The Office of Services for Students with Disabilities offers assistance for individuals who are temporarily or permanently disabled. The phone number is 212-237-8185, or x8031.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-31-11</td>
<td>Overview of Course / Theories</td>
<td></td>
</tr>
<tr>
<td>2-2-11</td>
<td>Theoretical Perspectives</td>
<td>TBA</td>
</tr>
<tr>
<td>2-7-11</td>
<td>Research Methods</td>
<td>TBA</td>
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<tr>
<td>2-9-11</td>
<td>Research Methods / Assignment</td>
<td>TBA</td>
</tr>
<tr>
<td>2-14-11</td>
<td>Pubertal &amp; Physical Development</td>
<td>Ch1</td>
</tr>
<tr>
<td>2-16-11</td>
<td>Pubertal &amp; Physical Development*</td>
<td>Ch1</td>
</tr>
<tr>
<td></td>
<td>*Discussion of the influence of gender, race and culture on pubertal development; How do different cultures view puberty?</td>
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<tr>
<td>3-16-11</td>
<td>Social Transitions, Identity Dev*</td>
<td>Ch3, AR1</td>
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<tr>
<td></td>
<td>*Discussion of the ways in which different societies view adolescence as a time of transitions. How does culture affect the ease with which adolescents negotiate this transition?</td>
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<td>3-21-11</td>
<td>Identity / Moral Development*</td>
<td>Ch3, 9</td>
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<td></td>
<td>*Discussion of how adolescents develop independence and the influence of parents and peers.</td>
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<tr>
<td>3-23-11</td>
<td>Moral Development</td>
<td>Ch9</td>
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<tr>
<td>3-28-11</td>
<td>Adolescent &amp; Families*</td>
<td>Ch4</td>
</tr>
<tr>
<td></td>
<td>*Discussion of cultural differences in family unit structure, and parenting styles.</td>
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<tr>
<td>3-30-11</td>
<td>School/Media/Peers*</td>
<td>Ch6, 7</td>
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<tr>
<td></td>
<td>*Discussion of structure of school system in USA and best practices in education for adolescents. Impact of youth employment, extracurricular activities/media on adolescents.</td>
<td></td>
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<tr>
<td>4-4-11</td>
<td>Adolescent Relationships/Mentors</td>
<td>Ch10</td>
</tr>
<tr>
<td>4-6-11</td>
<td>Adolescent Relationships</td>
<td>Ch10</td>
</tr>
</tbody>
</table>
*Discussion of cultural norms for intimate relationships and close friendships.
4-11-11 ........................................................... Adolescent Sexuality Ch11
*Discussion of cultural norms about adolescent sexuality, permissive societies, societal views of Homosexuality.
4-13-11 ........................................................... Exam II
4-18-11 to 4-26-11 ............................................. Spring Break
### Block III: Adolescents in Crisis

<table>
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<tr>
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<th>Topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>4-27-11</td>
<td>Teen Pregnancy*</td>
<td>Ch11</td>
</tr>
<tr>
<td></td>
<td>*Discussion of how culture and class may influence the likelihood of teen pregnancy and subsequent decisions regarding the future of the unborn child.</td>
<td></td>
</tr>
<tr>
<td>5-2-11</td>
<td>Developmental Psychopathology</td>
<td>Ch13/AR</td>
</tr>
<tr>
<td>3,5</td>
<td><strong>Interview Papers Due</strong></td>
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</tr>
<tr>
<td>5-4-11</td>
<td>The Role of Victimization</td>
<td>AR 7</td>
</tr>
<tr>
<td>5-9-11</td>
<td>Delinquent Behavior</td>
<td>Ch13/AR</td>
</tr>
<tr>
<td></td>
<td>*Discussion of socioeconomic factors and delinquency.</td>
<td></td>
</tr>
<tr>
<td>5-11-11</td>
<td>Delinquent Behaviors / Interventions</td>
<td>AR 2</td>
</tr>
<tr>
<td></td>
<td><strong>Peer Feedback Due</strong></td>
<td></td>
</tr>
<tr>
<td>5-16-11</td>
<td>Substance Use / Interventions*</td>
<td>AR 6</td>
</tr>
<tr>
<td>5-18-11</td>
<td>Substance Use / Interventions</td>
<td>AR 4</td>
</tr>
<tr>
<td>5-?-11</td>
<td><strong>Exam III</strong></td>
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</table>

#### Selected Assigned Readings

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkiloran@jjay.cuny.edu.

Date Submitted: 5/6/10; Revision submitted 3/24/11

1. Name of Department or Program: Forensic Psychology

2. Contact information of proposer(s):

   Name(s): Angela Crossman
   Email(s): acrossman@jjay.cuny.edu
   Phone number(s): 212-237-8653

3. Current number, title, and abbreviated title of course: PSY 236, Group Dynamics
   (Abbreviated title can be found on SIMS)

5. Current course description: This course will focus primarily on the psychology of the small group. A combination of lectures and action-oriented activities (e.g., role playing) will be used to give students an understanding of group processes and to improve their skills as group members or leaders. The aim of the course is to provide an integration of group theory, research and applied methods. Topics covered include group development, group conflict, conflict resolution within groups, and an overview of group theory and human relations training groups.

   a. Number of credits and hours: 3 credits; 3 hours

   b. Number of class hours (please specify if the course has lab hours): 2.5 hours

   c. Current prerequisites: ENG 101 and PSY 101

6. Describe the nature of the revision: Psychology Department is currently redesigning the undergraduate psychology major in order to bring the curriculum more in line with current national standards. In line with these changes, we are proposing 2 revisions to this course. First, we would like to add PSY 221 (Social Psychology) as a prerequisite course. Second, we would like to make this course a 300-level course (ideally PSY 336).
7. Rationale for the proposed change(s): Group Dynamics is heavily based on social psychological theories, so we feel that a background in Social Psychology (PSY 221) would allow students to more fully grasp the concepts and theories presented in the Group Dynamics course. Therefore, we would like to add PSY 221 as a prerequisite for PSY 236.

We would like to change the course from a 200-level course to a 300-level course so that it more accurately reflects the academic challenges of the course.

8. Text of proposed revisions (use NA, not applicable, where appropriate):
   
a. Revised course description: NA
b. Revised course title: NA
c. Revised number of credits and hours: NA
d. Revised number of hours: NA
e. Revised prerequisites: ENG 101, PSY 101, and PSY 221

9. Enrollment in past semesters: Fall 2009: 33; Spring 2010: 54

10. Does this change affect any other departments?

    _____ No

    ____ X Yes

    What consultation has taken place?

    We notified the advisors/directors of the following programs of the proposed changes: the Culture and Deviance Studies major (Dr. Hegeman), the Public Administration major (Dr. D’Agostino), the BA/MA program (Dr. Raghavan), the CASAC program (Dr. Gottdiener), the Dispute Resolution certificate program (Dr. Volpe), the chair of the Anthropology department (and minor advisor; Dr. Curtis), and the chair of the Sociology department curriculum committee (Dr. Karmen) of the proposed changes.

11. Date of Department or Program Curriculum Committee approval: 5/5/10

12. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

    Thomas Kucharski
GROUP DYNAMICS
PSY 3XX
Fall 2010
Mondays and Wednesdays: 7:50PM – 9:05PM
Room: 3419N
Instructor: Justyna Zapolska, Ph.D.
Office Hours: Wednesdays: 5:45PM-7:45PM Room 3508
Phone: 555-555-5555
E-Mail: jzapolska@jjay.cuny.edu

Course Description: This course will focus primarily on the psychology of the small group. A combination of lectures and action oriented activities (e.g., role playing) will be used to give students an understanding of group processes and to improve their skills as group members or leaders. The aim of the course is to provide an integration of group theory, research and applied methods. Topics covered include group development, group conflict, conflict resolution within groups, and an overview of group theory and human relations training groups.

Prerequisites: ENG 101, PSY 101 & PSY 221

Course Objectives: after completing this course, students should be able to:
1. Show knowledge of basic theories and empirical findings related to group processes
2. Critically analyze research findings on group dynamics.
3. Describe and integrate biological, social, and cultural factors that may influence group processes.
4. Demonstrate the application of conflict resolution knowledge and other group management skills.

Grading:
Grades for the course will be based on the following:
(1) Exam 1 15 points
(2) Exam 2 15 points
(3) Exam 3 15 points
(3) Paper 25 points
(4) Final 20 points
(5) Participation 10 points
Total = 100 points

Required Texts:

Learning Environment:

- Cell phones (including text-messaging) disrupt the class and limit your learning. Please turn your cell phones off so that the class is not disrupted.
- Please refrain from side-talking. If you have a comment on the material, raise your hand and share it with everyone in the room. This is especially true if something is unclear or if you have a question. There is a really good chance that if you are confused someone else is as well.
- Any disruptive behavior will impact the participation portion of your grade.
- If you have a certified and specific disability that qualifies you for academic accommodations, please notify me as soon as possible.

Policy on Academic Misconduct:
Academic misconduct of any variety will not be tolerated. All acts of dishonesty in any work constitute academic misconduct. You are required to do your own work on all class assignments, papers, and exams. Papers are to be the product of your own thinking and writing. Plagiarism in all forms is unacceptable. Official college statement on plagiarism:

“Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.”

Course Requirements:

Attendance is mandatory, as is on-time arrival.

This course is very interactive. Participation is the best way to ensure deep learning of the material. Thus, class participation is worth 10% of your grade.

There are four exams this semester. The first three will be given at the start of class. The final exam will be given on the date listed in the course schedule below. All exams include multiple choice, short answer and essay questions – and are cumulative, as the concepts in the course build on earlier concepts and theories. If you miss an exam, your grade on that exam will be zero. There are no make-up exams, although medical emergencies with documentation will be considered. There is no make-up or extra-credit work and no email assignments will be accepted.

Mock Group Paper Assignment: Three mock psychotherapy groups will be conducted in class
during the second half of the semester. Each student will be involved in one mock group as a participant. The student will be assigned a character to play as a group member and informed of the theme of the group. Students are encouraged to imagine what the person they are assigned might be likely to say during group psychotherapy and stay “in character” during the mock group. As a participant, students will pay attention to how their thoughts and feelings are affected by participating in the group. Students will also have an opportunity to observe two other mock groups. Students are encouraged to take careful notes on the dynamics played out in the mock groups they observe.

Students will then write a 10-12 page double-spaced paper using APA-style (with no greater that 1" margins all around, and no greater than 12 point font; Times New Roman or Arial, not Courier) that will summarize their reflections both on their participation as a group member, as well as what they observed taking place in one of the two mock groups they were not participating in. Students should pick 1-3 themes/arguments that they want to develop during the course of writing their paper, and find relevant research articles (from PsycInfo) to explore and support their themes/arguments. At least two articles should be used to address each theme presented (with a minimum of FOUR articles for the entire paper). Thus, the paper should NOT simply be a list of observations and experiences but should also review and integrate theories and research relating to the themes. Some possible topics include: If and how the ethnic or gender composition of the group affects group dynamics, how do overt and covert power dynamics affect the group’s ability to stay on task, how are group norms developed. Students are encouraged to come up with their own themes and can check with the instructor if they are unsure of the appropriateness of their choice. The paper is due on the date specified below. Any paper turned in after this time will be docked 10% for each day past the due date.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 30</td>
<td>Course Introduction/ Introduction to Group Dynamics How to conduct a literature search.</td>
<td>TEXT Ch. 1</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Group Formation, Development and Function</td>
<td>TEXT Ch. 2</td>
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<tr>
<td>Sept. 6</td>
<td>NO CLASS</td>
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<tr>
<td>Sept. 8</td>
<td>NO CLASS</td>
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<tr>
<td>Sept. 13</td>
<td>Studying Groups</td>
<td>Forsyth Ch. 2</td>
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<tr>
<td>Sept. 15</td>
<td>The Conscious Group</td>
<td>TEXT Ch. 3</td>
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<tr>
<td>Sept. 20</td>
<td>Purpose, Goals, Objectives, and Expectations</td>
<td>TEXT, Ch. 4</td>
</tr>
<tr>
<td>Sept. 22</td>
<td><strong>Exam 1</strong> (Chapters 1-4, Forsyth Ch. 2)</td>
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<tr>
<td>Sept. 27</td>
<td>Moral Issues in Groups</td>
<td>TEXT, Ch. 5</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Text/Author</td>
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<tr>
<td>Sept. 29</td>
<td>Inclusion and Identity</td>
<td>Forsyth Ch. 3</td>
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<tr>
<td>Oct. 4</td>
<td>Decision Making and Problem Solving</td>
<td>TEXT, Ch. 6</td>
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<tr>
<td>Oct. 6</td>
<td>Power and Conflict</td>
<td>TEXT, Ch. 7</td>
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<tr>
<td>Oct. 11</td>
<td><strong>NO CLASS</strong> (Columbus Day)</td>
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<tr>
<td>Oct. 13</td>
<td>Gender in Group Dynamics</td>
<td>TEXT, Ch. 8</td>
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<tr>
<td>Oct. 18</td>
<td>Group Leadership</td>
<td>TEXT, Ch. 9</td>
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<tr>
<td>Oct. 20</td>
<td>Environmental Factors Affecting Group</td>
<td>TEXT, Ch. 10</td>
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<tr>
<td>Oct. 25</td>
<td><strong>Exam 2</strong> (Chapters 5-9, Forsyth Ch.3)</td>
<td></td>
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<tr>
<td>Oct 27</td>
<td>Troubleshooting</td>
<td>TEXT, Ch. 11</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Intergroup Relations</td>
<td>Forsyth Ch. 14</td>
</tr>
<tr>
<td>Nov. 3</td>
<td>Groups in Context</td>
<td>Forsyth Ch. 15</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Groups and Change</td>
<td>Forsyth Ch. 16</td>
</tr>
<tr>
<td>Nov. 10</td>
<td>Psychotherapy Groups (Types and Dynamics)</td>
<td>Instructor</td>
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<tr>
<td>Nov. 15</td>
<td>Mock Group 1</td>
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<tr>
<td>Nov. 17</td>
<td>Mock Group 2</td>
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<tr>
<td>Nov. 22</td>
<td><strong>NO CLASS</strong> (Thanksgiving)</td>
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<tr>
<td>Nov. 24</td>
<td>Mock Group 3</td>
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<tr>
<td>Nov. 29</td>
<td>Crowd Dynamics</td>
<td>TEXT, Ch. 12</td>
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<td></td>
<td>First draft paper due</td>
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<tr>
<td>Dec. 1</td>
<td>Alternative Groups</td>
<td>TEXT, Ch. 13</td>
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<tr>
<td>Dec. 6</td>
<td>Diversity</td>
<td>TEXT, Ch. 14</td>
</tr>
<tr>
<td>Dec 8</td>
<td><strong>Exam 3</strong> (Chapters 10-11 and Forsyth 14,15,16)</td>
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<tr>
<td>Dec 13</td>
<td><strong>Final Paper Due</strong></td>
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<td></td>
<td>Review and Paper Discussion</td>
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<tr>
<td>Dec. 21</td>
<td><strong>FINAL EXAM</strong></td>
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<tr>
<td></td>
<td>(Text 12 – 14 and Review Questions)</td>
<td></td>
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</tbody>
</table>

Approved by UCASC, May 13, prepared for College Council, September 22, 2011
Selected Readings:


Williams, K. D. (2010). Dyads can be groups (and often are). *Small Group Research, 41*(2), 268-274.
Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Date Submitted: April 6, 2011

1. Name of Department or Program: History

2. Contact information of proposer(s):
   Name(s): Matthew Perry
   Email(s): mperry@jjay.cuny.edu
   Phone number(s): 212.237.8814

3. Current number, title, and abbreviated title of course:

   HIS 364 History of Gender and Sexuality: Prehistory to 1650 CE
   (Abbreviated title: History Gender I)

4. Current course description:

   This class will build on the introductory surveys in gender and sexuality and global history to provide students with two new lenses through which to view history. Given that gender and sexuality are cultural constructs that represent the social mores of the cultures and times in which they exist, and thus have changed throughout history, we will move from the ancient world through 1650 to provide a chronological and global perspective on the changing meanings of sex, sexuality, and gender, and the ways in which their changes represent broader shifts in cultural values and emphases. The course will address the history of gender and sexuality in China, sub-Saharan Africa, Europe, and India. Primary and secondary sources provide the basis for class discussion and written assignments.

   a. Number of credits and hours: 3

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

   c. Current prerequisites: ENG 102 or 201, GEN 101, HIS 203 or HIS 231, and HIS 204 or HIS 205 or HIS 232
5. Describe the nature of the revision:

Change prerequisites to:

ENG 102 or 201, GEN 101 or HIS 203 or HIS 204 or HIS 231

6. Rationale for the proposed change(s):

Mistake on the original proposal form. Revised prerequisites are correct.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: N/A
   b. Revised course title: N/A
   c. Revised number of credits and hours: N/A
   d. Revised number of hours: N/A
   e. Revised prerequisites: ENG 102 or 201, **GEN 101 or HIS 203 or HIS 204 or HIS 231**

8. Enrollment in past semesters: NA

9. Does this change affect any other departments?

   ___XX___ No
   _____ Yes

   What consultation has taken place?

**Approval granted from Chairs of History Department and Gender Studies Program**

10. Date of Department or Program Curriculum Committee approval: 4/5/11

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkilloran@jjay.cuny.edu.

Date Submitted: March 7, 2011

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

   Name(s): Andrew H. Sidman  
   Email(s): asidman@jjay.cuny.edu  
   Phone number(s): (646) 557-4613

3. Current number, title, and abbreviated title of course:  
   (Abbreviated title can be found on SIMS)
   
   POL 215: Legislative Process (Legislative Process)

4. Current course description:

   The status of the legislature within the American political system. The issue of executive encroachment on legislative powers in the wake of Watergate. Internal organization, leadership and the question of legislative reform. Systems of representation and apportionment. State legislative systems. The evolution of legislatures and their relationship to democratic theory.
   
   a. Number of credits and hours: 3 credits/hours
   
   b. Number of class hours (please specify if the course has lab hours): 3 hours (no lab time)
   
   c. Current prerequisites:
      ENG 101, and GOV 101 or POL 101 or permission of the section instructor
5. Describe the nature of the revision:

This proposal requests that the name of POL 215 be changed to “U.S. Congress” and that the course description be revised as described in Item 7a.

6. Rationale for the proposed change(s):

The course description and title of POL 215 are in need of revision because neither reflects the significant evolution of the course and the major over the last decade. First, this course no longer needs to cover the functioning of state and local legislatures. This topic is a primary focus of other courses in the department: POL 203, Municipal and State Government, and POL 206, Urban Politics. Second, given its focus on the American political system, the coverage of state legislatures in POL 203, and the coverage of local legislatures in POL 206, this course exclusively examines the U.S. Congress. Lastly, the course covers topics such as the historical development of the U.S. Congress and congressional elections. While these topics are related to legislative outcomes and the legislative process, “U.S. Congress” is a more appropriate title for the course.

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

a. Revised course description:

This course examines the U.S. Congress as part of the American political system. This course addresses issues relating to elections to Congress, including incumbency and the role of money in elections. Attention is paid to the issue of executive encroachment on legislative powers, internal organization, leadership, the question of legislative reform, and the relationship between representation, apportionment, and democratic theory.

b. Revised course title: **U.S. Congress**

c. Revised number of credits and hours: **N/A**

d. Revised number of hours: **N/A**

e. Revised prerequisites: **N/A**

8. Enrollment in past semesters:

   Fall 2007: 65
   Fall 2008: 71
   Fall 2009: 36
   Fall 2010: 45
9. Does this change affect any other departments?

___X___ No

_____ Yes

What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: **March 3, 2011**

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

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

Course Revision Form

This form should be used for revisions to course titles, prefixes/numbers, course descriptions, and/or prerequisites. For small course content changes please also submit a syllabus. (Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkilloran@jjay.cuny.edu.

Date Submitted: March 18, 2011

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

   Name(s): Andrew H. Sidman
   Email(s): asidman@jjay.cuny.edu
   Phone number(s): (646) 557-4613

3. Current number, title, and abbreviated title of course:
   (Abbreviated title can be found on SIMS)

   POL 220: The Chief Executive (Amer Presidency)

4. Current course description:

   An analysis of the political and administrative roles played by chief executives at the national, state and local levels of government. Close attention will be paid to the part they play in formulating and implementing public policy, managing the bureaucracy, guiding public opinion, leading political parties and serving as symbols of government.

   a. Number of credits and hours: 3 credits/hours

   b. Number of class hours (please specify if the course has lab hours): 3 hours (no lab time)

   c. Current prerequisites:

      ENG 101, and GOV 101 or POL 101 or permission of the section instructor
5. Describe the nature of the revision:

   This proposal requests that the name of POL 220 be changed to “The American Presidency” and that the course description be revised as described in Item 7a.

6. Rationale for the proposed change(s):

   The course description and title of POL 220 are in need of revision because neither reflects the significant evolution of the course and the major over the last decade. First, this course no longer needs to cover the functioning of state and local executives. This topic is a primary focus of other courses in the department: POL 203, Municipal and State Government, and POL 206, Urban Politics. Second, given its focus on the American political system and the coverage of state and local executives in POL 203 and POL 206, this course exclusively examines the American presidency. “The American Presidency” is a more appropriate title and is, in fact, already reflected in the abbreviated title of the course.

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

   a. Revised course description:

      This course examines the American presidency covering topics including the evolution of the Executive Branch, the relationships the President has with the media and the public, and how the President interacts with the other branches of the federal government. A central theme of the course is presidential power. Students will learn how the actions of presidents throughout U.S. history have both expanded and contracted the power vested in the office.

   b. Revised course title: The American Presidency

   c. Revised number of credits and hours: N/A

   d. Revised number of hours: N/A

   e. Revised prerequisites: N/A

8. Enrollment in past semesters:

   Spring 2008: 60
   Fall 2008: 1 (as a Directed Study)
   Spring 2009: 75
   Spring 2010: 74
   Spring 2011: 71
9. Does this change affect any other departments?

___X___ No

_____ Yes
What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: **March 16, 2011**

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   **Harold Sullivan**
A Proposal for a
Dual-Degree BA-MA Program
In Forensic Mental Health Counseling

John Jay College of Criminal Justice
The City University of New York

Draft 1.0
January 28, 2011

Contact Persons:

James S. Wulach, Ph.D., J.D.
Director, MA Program in Forensic Mental Health Counseling
Coordinator, Postgraduate Certificate in Forensic Psychology
John Jay College of Criminal Justice, CUNY
Phone: (212) 237-8782
Email: Jwulach@jjay.cuny.edu

Chitra Raghavan, Ph.D.
Director, BA/MA Program
John Jay College of Criminal Justice, CUNY
Phone: 212-237-8417
Email: Craghavan@jjay.cuny.edu
Purpose

This proposal describes the establishment of a state-registered dual-degree BA-MA Program between the BA Major in Forensic Psychology and the MA Program in Forensic Mental Health Counseling within the Psychology Department at John Jay College of Criminal Justice, CUNY. Students graduating from the proposed program will be eligible to obtain licensure as mental health counselors in the State of New York. Within the dual degree program, students will specialize in counseling in forensic settings, and will be uniquely prepared to work as licensed counselors in prisons, juvenile detention centers, probation and parole agencies, and social service agencies that counsel adolescents and adults at risk for criminal behavior.

Stringently selected full-time students who matriculate in the Program will be able to count 33 of their 60 MA level credits towards their BA degree, thus facilitating their graduation with both degrees in 4.5 years instead of 6.0. The collaboration of the two programs within the Psychology Department at John Jay College is an excellent fit, as many of the full-time faculty teach in both programs, and already offer related courses. The BA-MA Program will only be open to those BA Students with a 3.5 GPA, who have completed 60 credits. Thus, the best BA students in the Psychology Department will have an opportunity to enter and complete an MA Program that provides training to become a fully licensable New York Mental Health Counselor.

John Jay College is particularly well situated to offer a dual-degree BA-MA program in mental health counseling, with a forensic specialization, and is likely to be the premier program with this focus in the country. The Psychology Department alone has over 35 full-time faculty who specialize in forensic areas, including 6 members who are both attorneys and psychologists, and three Distinguished Professors. The President of John Jay College, a former Director of the National Institute of Justice, is a nationally recognized expert in the area of prisoners’ re-entry into society, a crucial area desperately in need of trained counselors. The proposed new program has strong support for a full commitment of faculty and staff resources from the President of the College, the strong endorsement of college-wide faculty, and the unanimous support of the John Jay College Psychology Department.

John Jay College already has a BA Program in Forensic Psychology that has over 1500 majors, an SED approved MA Program in Forensic Mental Health Counseling, and an MA Program in Forensic Psychology which offers 60 course sections per semester for over 250 students from across the United States and many other countries. The MA Programs in Forensic Psychology and Forensic Mental Health Counseling, in conjunction with the Addiction Studies Program, offers students the opportunity to complete the education and training requirements for the Credential in Alcoholism and Substance Abuse (CASAC) while attending John Jay College.
The CUNY Doctoral Programs in both Forensic Psychology and Criminal Justice are housed on the John Jay Campus, and provide additional resources and faculty depth. The John Jay College Library is recognized as having the most thorough collection of criminal justice-related materials in the country. Thus, for the purpose of training mental health counselors with a forensic focus, John Jay College of Criminal Justice is the ideal location.

**Educational Goals**

1. To prepare the best BA students in the Psychology Department at John Jay College for a career as professional mental health counselors, with the commensurate skills in interviewing, counseling, and assessment; based upon established principles and research regarding human development, personality, learning, psychopathology, and counseling.

2. To prepare students to develop a forensic specialization within mental health counseling, through courses and externships, for work in such settings as jails and prisons, family courts, juvenile detention centers, probation and parole offices, and social service agencies that assess and counsel adolescents and adults at risk for future criminal behavior.

3. To prepare those students who are interested in specializing in the field of forensic alcohol and drug counseling, an opportunity to combine courses leading to a certificate as a Certified Alcohol and Substance Abuse Counselor (CASAC) with the MA in Forensic Mental Health Counseling.

4. To provide those students who desire to further their academic studies through doctoral training with an opportunity to perform research in forensic mental health with faculty mentors.

5. To help students develop a critical perspective regarding current laws, institutions and professional practices regarding forensic mental health counseling, based upon an understanding of the best available research and practice in the developing field of forensic mental health.

**Background and Need**

Mental health counseling means the application of principles of human development, learning theory, group dynamics, and psychopathology to individuals, couples, families, groups, and organizations, for the purpose of treating mental disorders and promoting optimal mental health and functionality. It includes, but is not limited to, the assessment, diagnosis, and treatment of mental and emotional disorders, educational techniques developed to prevent such disorders, as well as the application of a wellness model of mental
health. Mental health counselors and programs strive to follow principles and standards established by the American Counseling Association (ACA) and the American Mental Health Counselors Association.

Licensed counselors have become one of the fastest growing professions in the United States. Currently, 48 states have authorized the licensure of counselors. New York has recently recognized the need to license mental health counselors with the passage of the Laws of 2002, Chapter 676, Education Law Article 163. In 2005, the Regulations of the Commissioner of Education, Sections 52.32-52.35, and Subparts 79-9 – 79-12, established educational criteria for licensing mental health counselors; and the State Education Department has begun authorizing university programs that prepare students for this career.

It is estimated by the US Department of Labor that the number of mental health counselors will grow from 85,000 to 107,000 between 2002-2012, an increase of 26.7%. This compares favorably to the total growth estimate in all occupations during that time of 14.8%. It is expected that the need for licensed mental health counselors in the State of New York will be even higher than national trends. As the result of the new law, New York City, New York State and non-profit agencies will be creating hundreds of new positions for licensed counselors, especially since non-licensed master’s level Psychologists will no longer be able to practice anywhere except in official state jobs, and their duties will need to be filled by licensed mental health professionals. The new program will provide a crucial public service function to the City and State, as well as to interested CUNY students, by providing the necessary training for such counselors, as the first CUNY program to offer such a degree.

Not only is there a strong need for mental health counselors, but there is a particular need for counselors to specialize in the area of forensic mental health, not only in New York City, but nationally. Forensic mental health involves the application of counseling theory and practice to criminal justice, family court, and other legal settings. Many counselors will be working in forensic treatment settings, with forensic populations that require specialized training. Such settings will include jails and prisons, juvenile detention centers, hospitals, clinics, social service agencies, probation and parole offices, child protective services, and the courts. In addition to the standard required courses in counseling, the Forensic Mental Health Counseling Program will offer students the opportunity to take specialized courses in criminal behavior and aggression, juvenile delinquency, alcohol and crime, correctional and reentry counseling, risk assessment, family violence, victimology, crisis intervention, policing, sex offenders, terrorism, violent cults, and criminal profiling, among others.

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1 RCW 18.19.120(2).
The need for specialized training for all mental health professionals working in forensic contexts is reflected in the burgeoning research and specialized professional journals that have been created in recent years, for example, Law & Human Behavior, Behavioral Sciences and the Law, Criminal Justice and Behavior, Psychology Public Policy and the Law, Psychology, Crime & Law and Criminological Psychology.

In related mental health fields, both psychiatry and psychology recognize the need for forensic specialization, as both the American Psychological Association and the American Psychiatric Association offer diplomate certification in forensics. John Jay College already offers highly competitive masters and doctoral programs that specialize in forensic psychology. The American Counseling Association, the primary national organization representing counselors, has recognized this need for specialized forensic training by recently creating a partnership with the National Board of Forensic Evaluators to provide a forensic certification process for licensed counselors and other licensed mental health professionals. Such certification will document training in essentially the same areas as those offered in the proposed program in Forensic Mental Health Counseling.

The need for a BA/MA Program in Forensic Mental Health Program is clear from the long path of training required for the 60 credit MA in this field, after a 120 credit BA. Many students are not able to afford to delay jobs and pay for such an MA after their BA. This is particularly true for many minorities and those with family financial hardship. However, for the best BA students, those who successfully maintain a 3.5 GPA in the BA and combined BA/MA Program, an accelerated 137 credit program will enable such students to achieve this difficult goal. Such students will be drawn from a highly diversified undergraduate population, comprised of 23% Black, 10% Asian, 41% Hispanic, and 25% White students. Mental health counselors with such diversity are desperately needed, particularly when working with forensic populations that have a high percentage of minority representation.

Curricular Design

The combined BA/MA degree will require 137 credits, of which 60 credits will be the fully approved MA Program in Forensic Mental Health Counseling; while 77 credits will be within the BA curriculum. The additional credits to satisfy the BA 120-credit degree will be “double-counted” MA credits, as per the traditional accelerated BA/MA CUNY model. Embedded within the 77 BA credits will be 19 Psychology Department Major credits; the remainder of the newly revised Psychology Major requirements will include 33 MA substituted credits. The

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remaining 58 undergraduate credits will be Liberal Arts & Sciences prerequisites and requirements.

The MA Forensic Mental Health Counseling degree requires 60 credits. The program contains a group of eleven required courses (33 credits) consistent with curricular content mandated in Regulations of the Commissioner, Section 52.32; another group of five to seven forensic mental health electives (15-21 credits); two permitted cognate courses (0-6 credits) for particularized student interests; plus a 600 hour (6 credits) supervised internship.

The overall orientation of the program is to develop licensable mental health counselors who have the standard training, plus the specialized ability to function as practitioners in a broad range of settings involving forensic assessment, counseling, and administration. The program will also provide an optional CASAC track, for the pursuit of drug and alcohol training, as well as an optional thesis track for those wishing to pursue doctoral education and research.

**BA COURSES:**

**Liberal Arts & Sciences**  
58 Credits\(^5\)

- Composition I (ENG 101).
- Speech Communications (SPE 113).
- General Psychology I (PSY 101).
- Modern Mathematics (MAT 105).
- Introductory Spanish (or equivalent) (SPA 101).
- Composition II (ENG 201).
- Social Science Mathematics (MAT 108).
- Introductory Spanish II (or equiv.). (SPA 102).
- Global History Prehistory to 500 CE (HIS 203) (or 204).
- Global History 1650 to Present (HIS 205).
- Classical Literature (LIT 230) or (LIT 231).
- Social Sciences 101 (ANT, ECO, POL, or SOC).
- Race and Ethnicity (ETH 125) or (ETH 123, or 124).
- Modern Literature (LIT 232 or (LIT 233).
- Introduction to Science (NSC 107). (4 Credits).
- Philosophical Methods (PHI 231).
- Fine Arts (Any 100 Level Course in Art, Music or Drama).
- Natural Science (ENV 108, FOS 108, PHY 101 or Equivalent) (4 Credits).

\(^5\) Three credits per course unless otherwise specified.
- Physical Education (PED 103 or Equivalent). (2 Credits).

**Forensic Psychology Undergraduate Major (19 Credits).**
- General Psychology II (PSY 200).
- Abnormal Psychology (PSY 242).
- Social Psychology (PSY 221).
- Principles of Statistics (STA 250).
- Independent Study (PSY 410).
- Experimental Psychology (PSY 311) (4 Credits).

**MA FMHC Courses Substituting for Undergraduate Major Courses (33 Credits).**
- Mental Health Professionals, Social Science & Law (PSY 700). (Substitutes for PSY 370, Psychology & Law).
- Intro to Forensic Mental Health Counseling (PSY 755). (Substitutes for PSY 342, Introduction to Counseling Psychology).
- Criminal Behavior (PSY 701). (Substitutes for PSY 476, Advanced Analysis of Criminal Behavior).
- Group Dynamics (PSY 765). (Substitutes for PSY 236, Group Dynamics).
- Theories of Personality (PSY 741). (Substitutes for PSY 243, Theories of Personality).
- Introduction to Assessment (PSY 795). (Substitutes for PSY XXX, Tests and Measurements).
- Fieldwork in Counseling I (PSY 780). (Substitutes for PSY 378, Fieldwork in Forensic Psychology).
- Brain & Behavior (PSY 779). (Substitutes for PSY 3XX, Brain & Behavior).
- Social Psychology & the Legal System (PSY 720). (Substitutes for PSY 421, Forensic Social & Experimental Psychology).

**MA Required Courses:** 33 Credits
- Introduction to Forensic Mental Health Counseling (PSY 755).
- Mental Health Professionals, Social Science, and the Law (PSY 700).
- Human Growth and Development (PSY 731).
- Theories of Personality (PSY 741).
- Counseling & Psychotherapy Methods (PSY 760).
- Psychopathology (PSY 745).
- Clinical Interviewing and Assessment (PSY 761).
- Introduction to Assessment (PSY 795).
- Research Methods (PSY 715).
- Intermediate Statistics in the Social Sciences (PSY 769).
• Clinical Instruction (PSY 758).

Required Supervised Internship  6 Credits
• Fieldwork in Counseling I (PSY 780).
• Fieldwork in Counseling II (PSY 781).

Students enrolling in Psychology 780 and 781 must have completed Clinical Instruction (PSY 758) as a prerequisite.

Forensic Mental Health Electives  6-21 Credits
• Criminal Behavior (PSY 701).
• Violence and Aggression (PSY 703).
• Victimology (PSY 705).
• Treatment and Rehabilitation of the Offender (PSY 707).
• Crisis Intervention and Short-term Treatment (PSY 708).
• Alcoholism and Substance Abuse (PSY 714).
• The Evaluation and Treatment of the Juvenile Offender (PSY 716).
• Social Science Evidence in Court (PSY 718).
• Social Psychology and the Legal System (PSY 720).
• The Evaluation and Treatment of the Sex Offenders (PSY 722).
• Mental Health Issues in Policing (PSY 726).
• Eyewitness Identification (PSY 727).
• Terrorism (PSY 729).
• Ethical Issues in Forensic Mental Health (PSY 730).
• Criminal Forensic Assessment (PSY 734).
• Clinical Crime Scene Analysis (PSY 739).
• Family Violence and Disputes (PSY 742).
• Empirical Profiling Methods (PSY 746).
• Empirical Crime Scene Analysis (PSY 748).
• Personality Assessment I: Intelligence and Cognition (PSY 751).
• Personality Assessment II: Projective Techniques (PSY 752).
• Personality Assessment III: Objective Personality Assessment (PSY 753).
• Mental Health Evaluation, Consultation and Testimony in the Criminal Justice System (PSY 754).
• Group Dynamics and Group Treatment (PSY 765).
• Personality Profiles of the Homicidal Offender (PSY 766).
• Brain and Behavior (PSY 779).
• Capital Punishment (PSY 800).
• Cults (PSY 806).
• Dissociation and Trauma (PSY 819).
• Diversity Issues in Forensic Mental Health (PSY 8XX).
• Descriptive and Statistical Data Analysis (PSY 737).
• Advanced Research Methods (PSY 738).
• Prospectus Seminar (PSY 791).
CASAC Track Electives

- Alcoholism and Substance Abuse (PSY 714).
- Social Aspects of Alcoholism and Drug Use (CRJ 714).
- Ethical Issues in Forensic Mental Health (PSY 730).

Students pursuing the Credential in Alcoholism and Substance Abuse Counseling (CASAC) must complete their fieldwork requirements (PSY 780 and 781) in a OASAS-licensed facility, in addition to PSY 714, 730 and CRJ 714. They must also complete five undergraduate courses (15 credits) in the John Jay CASAC program (beyond the CASAC master’s credits listed above) that will be in addition to the 137 credit BA-MA Program described in this proposal, bringing their combined BA-MA-CASAC credits to 152. They may graduate with the BA-MA degrees before completing their additional undergraduate CASAC courses.

Forensic Mental Health Thesis Track Electives 0-15 Credits)

- Descriptive and Statistical Data Analysis (PSY 737).
- Advanced Research Methods (PSY 738).
- Prospectus Seminar (PSY 791).

Students interested in the highly selective thesis track must achieve a grade of A or A- (or the permission of a thesis sponsor and the Program Director) in Psychology 715, 737, 738, and 769 before enrolling in the Prospectus Seminar 791. In this track, PSY 737 and 738 may count as Cognate Courses (below), and PSY 791 can be counted as a Forensic Elective. Students in this track also must complete PSY 780 and 781 Fieldwork, which may result in the delay of their graduation if the thesis takes longer than one semester to complete, as often occurs.

Cognate Courses 0-6 Credits

- Students may enroll in up to two additional graduate courses offered at John Jay College, including those courses in the MA Programs in Criminal Justice, Forensic Science, Forensic Computing, or Public Administration.

Governance of the Program

Governance of the BA-MA Program in Forensic Mental Health Counseling, involving major policy issues, is shared between the respective faculties of the Psychology Department, and the faculty of the MA Program in Forensic Mental Health Counseling. Such faculty governance is subject to college policy.

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6 Additional undergraduate courses required for the credential include Sociology 161, Chemical Dependency and the Dysfunctional Family; Psychology 268, Therapeutic Interventions in Chemical Dependency; Psychology 255, Group Dynamics in chemical Dependency counseling; Psychology 331, Assessment and Clinical Evaluation in Chemical Dependency Counseling; and Counseling 350, Advanced Topics in chemical Dependency Counseling.
regarding BA-MA programs, and policy oversight by respective college committees, including the Curriculum Committee, Graduate Studies Committee, and the College Council.

Daily administration of the BA-MA Program, including program advisement specific to dual-program concerns, admissions and retention decisions, will be handled by the BA-MA Director, in coordination with BA and MA Program advisors. These new responsibilities will be included in the reallocation of release time and College Assistant Funds to the BA-MA Director for administration of all college-wide BA-MA Programs. The Office of the Dean of Research and Graduate Studies will provide additional logistical support, making use of its current resources.

**Program Development and Self Assessment**

The BA-MA Program will be committed to an ongoing process of self assessment and program development, through a standing Assessment and Development Committee, elected by MA Forensic Mental Health Program Faculty and chaired by the Deputy Director, with the Forensic Mental Health Program Director and BA-MA Director serving ex-officio.

The Committee will develop a set of specific competencies that students are expected to master, consistent with the educational goals of the Program (supra). These competencies will be coordinated in two ways: First, they will be coordinated with course objectives and evaluated through traditional means such as grades and detailed supervisory assessments from supervisors, who evaluate the student's capstone externship, that applies classroom knowledge to clinical counseling settings. Secondly, competencies will be assessed through the creation of student portfolios, that will contain representative work samples of each student's skills, including case studies, clinical assessment reports, research projects, and essays reflecting knowledge and application of course content.

The Committee will regularly perform annual systematized reviews of sample student portfolios, to assess student and program success in mastering learning objectives. It will also conduct annual student and faculty surveys and create other systemized internal feedback systems for addressing concerns and for deriving new ideas and solutions. Finally, regular external reviews, from outside the college and university, will be conducted to provide for additional input, criticism and feedback, that will lead to further refinement and development of the Program.

**Resources Required**

John Jay College is prepared to provide the necessary resources to support the proposed dual degree BA-MA in Forensic Mental Health Counseling Program. The administration would provide funds for the Lloyd Sealy Library at John Jay College to acquire materials needed for the new program, although none are
anticipated. In fact, since the proposed program combines two already existing programs within the Psychology Department at the college, no additional resources are required beyond administrative support for the BA-MA Program Director, including additional College Assistant Funds and release time, as available and appropriate. In addition to the 35 full-time Psychology Department professors currently available for teaching in the new program, no additional full-time faculty lines will be necessary nor specifically allocated and filled by the time the program commences.

Admissions Requirements

The BA-MA Program in Forensic Mental Health Counseling will seek highly successful undergraduates who have the academic background, ability, and motivation to become competent licensed forensic mental health counselors. Admission to the program will be based upon the following criteria, which will be interpreted flexibly to take into account individual experiences and situations:

- Completion of 60-85 undergraduate credits, including at least 12 credits at John Jay College, and a minimum GPA of 3.5.
- Undergraduate background of at least 12 credits in psychology, plus registration for Statistics & Experimental Psychology upon acceptance into the Program.
- Completion of a BA-MA application form, including complete college transcript.
- 500-1000 word personal statement of the candidate’s interest, qualifications and career goals, that supports the applicant’s request for admission to the program.
- Three appropriate letters of recommendation, using the FMHC recommendation template, that consider the individual’s intellect, character, maturity, judgment and interpersonal skills.
- Submission of a writing sample that demonstrates writing/research skills, such as a term paper or research paper.
- Interviews with candidates, as indicated.

Students must maintain a 3.5 GPA and perform satisfactorily in all practicum and fieldwork counseling courses to graduate from the BA-MA Program. They also must maintain a separately calculated 3.0 GPA in their MA courses to maintain matriculation. Failure to maintain the 3.5 combined GPA will result in students being withdrawn from the dual-degree program, although they can continue the BA and the MA separately if they are meeting program requirements.

Expected Number of Students

This program would seek to admit a cohort of five highly qualified BA-MA students each semester, for the first few years of existence, which will allow for a sequence of course offerings. It is anticipated that full-time students will take
five semesters to complete the additional 77 credits for the full 137 credits of the dual-degree program. The program’s goal would be to maintain matriculation of 25 students per year, and graduate 10 students per year after two years of operation.

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Course Descriptions

BA COURSES

**ANT 101 Introduction to Anthropology**  
*3 hours, 3 credits*  
Comparative study of cultures, or ways of life, of people around the world, with emphasis on non-Western, preliterate cultures. Examples may include: Native American peoples, South American tribal peoples, the Amish, Gypsies, and the Inuit (Eskimos) of northern Canada and Alaska. Analysis of major aspects of culture, including language; marriage, birthing and child rearing; family and kinship; law, government, and social control; and religion.

**ECO 101 Principles of Economics**  
*3 hours, 3 credits*  
This course is a guide to economic literacy and the global economy in the 21st century. Topics covered include how markets work, including consumer behavior, economic cost analysis, and determination of prices; market structures and their impact on business behavior; the relationships among labor, business, and government; business cycles; money creation and the banking system; economic stabilization policies, including deficit financing and taxation; international trade, and prospects for sustainable development. Alternative
theoretical perspectives are introduced. Examples are drawn from the global economy.

**ENG 101 Composition I: Exploration and Authorship: An Inquiry-based Writing Course**

*3 hours, 3 credits*

This composition course introduces students to the skills, habits and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for exploring ideas and rhetorical strategies for completing investigative writing.

**ENG 201 Composition II: Disciplinary Investigations – Exploring Writing across the Disciplines**

*3 hours, 3 credits*

This composition course introduces students to the rhetorical characteristics of cross-disciplinary writing styles. Instructors choose a single theme and provide students with reading and writing assignments, which address the differing literacy conventions and processes of diverse fields. Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines.

**Prerequisites:** ENG 101 or a transferable course from another institution.

Note: ENG 201 is a prerequisite for all courses at the 300-level or above.

**ENV 108 Principles of Environmental Science**

*4 hours, 4 credits*

An introduction to environmental science including environmental toxicology. This course will provide an introduction to contemporary environmental problems such as solid waste, water and air pollution, climate change and habitat destruction. In addition, the course will examine the effects of pollutants, drugs and poisons on the human body.

**ETH 123 Race and American Society: the African-American Experience**

*3 hours, 3 credits*

African-Americans and the development of the United States from 1619 to the present. A survey course exploring the African origins of African-Americans and examining slavery, the Abolitionist movement, the Civil War, Reconstruction, segregation, African-American migration from the South, urbanization, the Civil Rights movement, contemporary issues and events, and African-American cultural expressions all within the context of American social history.

**ETH 124 Introduction to Latina/os in the United States**

*3 hours, 3 credits*

This course is an interdisciplinary introduction to the establishment, growth, and development of the diverse Latina/o communities in the United States. The
course focuses on Latino/as? contemporary histories and experiences of conquest, colonization, racialization and integration in US society. Students will explore the intersections of race, class, ethnicity, gender, and sexuality, through such topics as identity formation, and generational and socio-cultural change, bilingual education and language rights, economic and political participation, transnational immigration, law and civil rights, and the emergence and evolution of Latina/o social justice movements.

**ETH 125 Race and Ethnicity in America**  
*3 hours, 3 credits*  
Study of the many peoples who have contributed to the fashioning of American civilization from 1500 to the present. Survey of historical and contemporary issues related to racial, ethnic, religious, and cultural diversity in the United States through an examination of such concepts as assimilation, discrimination, integration, pluralism, racism, segregation.

**FOS 108 Concepts of Forensic Science**  
*4 hours, 4 credits*  
A discussion of the fundamental principles of the physical and biological sciences with emphasis on the application of these principles as an aid in the resolution of legal questions. The role of forensic science in criminal and civil investigations where questions regarding the interpretation of physical evidence are crucial will also be examined.  
**Prerequisite:** NSC 107 or equivalent.

**HIS 203 Global History: Prehistory to 500 CE**  
*3 hours, 3 credits*  
This course introduces students to critical themes and events in global history that occurred before 500CE. Students consider the major religious movements of the period, the changing meanings of civilization and empire, the emergence of evidence-based thought and systematized reason as alternatives to faith, and the defining cultural collisions and interactions of this long historical epoch.  
Civilizations and locations covered include Egypt, Mesopotamia, sub-Saharan Africa, India, China, and Europe. Students are examined on all readings either through quizzes or written assignments.  
Primary and secondary sources are assigned for class discussion.

**HIS 205 Global History**  
*3 hours, 3 credits*  
By examining events in Africa, Asia, Europe, and the Americas, this course explores the major historical processes that shaped the modern world, including industrialization, the rise of the nation-state, war, colonialism and anti-colonialism, and accelerating global contacts among peoples. The course considers how a globalized world dominated by a few industrialized nations arose, as well as how new and often competing ways of understanding the world took root. Students are examined on all readings either through quizzes or
written assignments. Primary and secondary sources are assigned for class discussion, written exercises, and examinations.

**LIT 230 Classical Literature**  
*3 hours, 3 credits*  
A study of early or fundamental literature in a variety of cultures. Close readings and analysis of epics, lyrics, dramas, and sacred texts, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as heroism, divinity, sacrifice, duty, and justice.

**LIT 231 Medieval and Early Modern Literature**  
*3 hours, 3 credits*  
A study of literature from 600 through the 17th century. Close readings and analysis of sagas, romances, plays, and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as faith, courtly love, loyalty, power, and loss.

**LIT 232 Modern Literature**  
*3 hours, 3 credits*  
A study of literature from the 18th century to the present. Close readings and analysis of fiction, drama, and poetry, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as reason, freedom, idealism, materialism, and alienation.

**LIT 233 American Literature**  
*3 hours, 3 credits*  
A study of American literature from its beginnings to the present. Close readings and analysis of American fiction, poetry, drama, and nonfiction, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as liberty, individualism, utopianism, race, and success.

**MAT 105 Modern Mathematics**  
*3 hours, 3 credits*  
A systematic treatment of the foundations of college algebra. Topics include complex numbers, systems of linear equations and inequalities, functions, the theory of equations, logarithms and exponential functions, and related applications.

**MAT 108 Social Science Mathematics**  
*3 hours, 3 credits*  
Recommended for students interested in the role of mathematical models in the quantification of the social sciences. Emphasis on mathematical skills and topics basic to the understanding of probability, linear programming, the power index, learning models, statistics, etc.

**NSC 107 Introduction to Science in Society**  
*4 hours, 4 credits*
A course in the basic principles of atomic and molecular physical science including concepts of measurement and data collection, the scientific method, the structure of matter and living organisms, with emphasis on the relationships between science and society.

**Prerequisite:** MAT 103, MAT 104, MAT 105 or the equivalent.

**PED 103 Personal Physical Fitness and Dynamic Health**

*3 hours, 3 credits*

The student will analyze modern concepts of fitness, evaluate one's personal level of health and fitness, examine the values of various exercise programs, perform exercises designed to improve muscular and cardiovascular systems, and understand concepts of weight management, diet and nutrition, and stress management.

**PHI 231 Philosophical Methods**

*3 hours, 3 credits*

An introduction to four major philosophical questions: What can I know for certain? Does God exist? How should I act toward others? What is justice? This analysis of the foundations of knowledge, religious belief, ethical theory, and social justice includes readings from Plato, Aristotle, St. Thomas, Descartes, Kant, Mill, and contemporary philosophers.

**POL 101 American Government and Politics**

*3 hours, 3 credits*

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

**PHY 101 College Physics I Liberal Arts Physics**

*4 hours, 4 credits*

Topics include kinematics, vectors, forces, Newton's law of motion, weight, gravitational field, free fall, non-uniformly accelerated motion, momentum and impulse, kinetic and potential energy, heat and thermodynamics, illumination and photometry, reflection of light, refraction.

**PSY 101 General Psychology I**

*3 hours, 3 credits*

A survey of human behavior with an emphasis on interpersonal processes. Subjects covered include personality and personality assessment; behavior pathology and treatment; behavioral aspects of motivation and emotion; social psychology; psychological research methods; applications of psychology.

**PSY 200 General Psychology II**

*3 hours, 3 credits*

A continued survey of major topics in psychology. Subjects covered include: learning and memory; motivation and emotion; sensation and perception;
experimental design; behavior genetics; languages, thinking and problem solving; and the history of psychology.

**PSY 221 Social Psychology**  
*3 hours, 3 credits*  
A survey of the theories, research and findings related to the individual's functioning and behavior in society and society's effect on the individual. Among the major topics covered are socialization, social roles, group process, leadership, communication and language development, and attitude formation and change.

**PSY 242 Abnormal Psychology**  
*3 hours, 3 credits*  
A survey of the causes, classification, and treatment of abnormal behavior. The course examines topics such as reactions to stress and adjustment disorders, anxiety disorders, personality disorders, psychoses, alcohol and drug abuse, sexual disorders and sexual deviations, disorders of mood, behavioral disorders of adolescence and childhood, and the psychology of criminal behavior. Methods of assessment, including psychological testing, and various approaches to treatment will also be considered.

**PSY 311 Experimental Psychology**  
*4 hours, 4 credits*  

**PSY 410 Independent Study**  
*3 hours, 3 credits*  
A program of reading and reporting planned and carried out under the guidance of a faculty member. Concerned with a selected topic, issue, or area of interest in anthropology, psychology, or sociology.  
**Prerequisites:** 12 credits in psychology; and permission of the chairperson of the department and the section instructor.

**SOC 101 Introductory Sociology: Sociological Analysis**  
*3 hours, 3 credits*  
The study of modern society: social groups, social organization, process of interaction, social disorganization, and change. Such topics as deviant behavior, social control, ethnic and class relations, culture and personality and urbanization are considered.

**SPA 101 Introductory Spanish I**  
*3 hours, 3 credits*  
A basic course in the Spanish language with an emphasis on oral and written communication, reading, vocabulary, and the customs and culture of Spanish-speaking countries. Students who take SPA 101 cannot fulfill the 6-credit
language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS requirements. Students cannot receive credit for SPA 101 if it is taken after SPA 102. Ten laboratory hours are required during the semester.

**SPA 102 Introductory Spanish II**

*3 hours, 3 credits*
This course will enable the student to speak, comprehend, read and write Spanish on a basic level. Students who take SPA 101 cannot fulfill the 6-credit language requirement by taking SPA 111. Students who take SPA 111 must also take SPA 112 or an intermediate level course to satisfy the BA/BS degree requirements. Ten laboratory hours are required during the semester.

**SPE 113 Speech Communication**

*3 hours, 3 credits*
Development of clear, confident and effective oral communication through instruction in both the theory and practice of voice and diction, oral interpretation, public speaking, and group discussion.

**STA 250 Principles and Methods of Statistics**

*3 hours, 3 credits*
Introduction to statistics as applied to the social sciences. Emphasis on the basic assumptions underlying statistical concepts and the role of statistics in the analysis and interpretation of data. Problems in frequency distribution, measures of location and variation, probability and sampling, tests of hypotheses and significance, linear regression and correlation, time series and index numbers.

**MA COURSES**

**PSY 700. Mental Health Professionals, Social Science, and the Law**
Reviews the various areas, and ways, in which mental health issues interact with the law and, in particular, the criminal justice system. Explores topics such as mental health testimony; civil commitment; the rights of mental patients; competency to stand trial; the insanity defense; the antisocial personality; and child custody disputes and determinations. Considers the utility and the limitations of mental health expertise in relation to the legal system. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 701. Criminal Behavior**
Focuses on the major theories of criminal and aggressive behavior. Viewpoints from cognitive, psychodynamic, behavioral, social learning, descriptive and developmental theorists are discussed and compared with current classification systems. Case examples are used to illustrate the various theories. If time permits, selected specialized topics may be considered including alcohol and crime; sex crimes; juvenile delinquency; and women and crime. Suggested
prerequisite: PSY 745. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 703. Violence and Aggression**
Critical evaluation and examination of violence and aggression, their origins and determinants, and their impact on the individual and society. Application to forensic issues will be emphasized through the liberal use of clinical and research material. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 705. Victimology**
Presents an intensive study, both theoretical and clinical, of the victim. Concentrates on community attitudes towards victims, the interaction of the victim with the criminal justice system, and programs for rehabilitation of the victim. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 707. Counseling and Rehabilitation of the Offender**
Reviews the wide gamut of approaches to the treatment and rehabilitation of offenders in the context of the various goals of offender dispositions. Surveys the contexts of offender treatment through the criminal justice system, with particular emphasis on prisons, jails, halfway houses, and special treatment programs. Debates issues such as mandatory versus voluntary treatment, confidentiality, and the agency and the individual client. Reviews the range of therapeutic and other interventions utilized in dealing with offender populations, with attention to evaluations of their effectiveness. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 708. Crisis Intervention and Short-term Counseling**
Considers crisis intervention as a system for dealing with emotional upheavals with particular application to such police problems as dealing with family disputes, suicides, hostage situations, and conflicts of police personnel. Approaches to short-term counseling utilize case studies and field trips, as appropriate. Prerequisite: PSY 745 is recommended. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 714. Alcoholism and Substance Abuse**
Examines principles for alcoholism and substance abuse counseling. Techniques for assessment are outlined. Current treatment models are reviewed. The special issues of counseling for alcoholics and substance abusers, including transference and countertransference problems, forming the therapeutic alliance, and concurrent diagnoses are the major topics of the course. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 715. Research Design and Methods**
Presents the nature of the research process and guidelines for formulating researchable questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, and collecting data, including designing experiments, carrying out surveys, and evaluating programs. Explains
data analysis strategies leading to a written report. Prerequisite: Undergraduate statistics. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 716. Assessment and Counseling of the Juvenile Offender**
Addresses the factors leading to the causes, assessment, classification, and treatment of juvenile delinquency. Examines cognitive behavioral, psychodynamic and developmental approaches, emphasizing neurotic, constitutional and psychopathological factors contributing to delinquency. Reviews the major counseling approaches, with relevant case studies presented for illustrative detail. Analyzes legal and institutional responses to juvenile crime from the varying theoretical perspectives. Discusses the role of the mental health professional in the juvenile justice system. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 718. Social Science Evidence in Court**
This course will focus on the ways in which social science information is being used in court. The course will examine the empirical issues raised in criminal law, tort law, trademark law, etc. The use, misuse, and nonuse of social science information in court will be considered. 30 hours plus conferences, 3 credits. (Offered Spring 2006.)

**PSY 720. Social Psychology and the Legal System**
Applies social science knowledge to the criminal and civil justice systems. Places special focus on topics such as social psychology of justice institutions, environmental social science, socialization into roles and identity, collective behavior, research on juries, attitude formation and change, and criminal identification. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 722. Evaluation and Counseling of the Sex Offender** This course will focus on the dilemmas facing mental health professionals in evaluating and treating sex offenders. Students will learn about the assessment and treatment of interpersonal and intrapsychic dynamics of such offenders. This will include such issues as the common cognitive distortions used by offenders, deviant arousal patterns, risk assessment, and relapse prevention techniques. 30 hours plus conferences, 3 credits. (Offered in fall semesters.)

**PSY 726. Mental Health Issues in Policing**
The focus of the course is on using mental health principles, research, and clinical experience to gain an in-depth understanding of important topics within the field of policing including: the personality of police officers, police stress, police suicide, police selection, treatment techniques, and services to police officers and agencies. 30 hours plus conferences, 3 credits. (Offered fall semesters.)

**PSY 727. Eyewitness Identification**
Examines selected recent and current research on eyewitness performance including research on the effects of witness and crime characteristics. Particular emphasis is given to the impact on witness errors of police identification
procedures such as methods of foil selection; mug shots, show-ups, photo arrays and lineups, and alternative methods for presenting lineups to witnesses. Attention is also given to the strengths and weaknesses of alternative eyewitness methods including laboratory and field experiments and archival studies. 30 hours plus conferences, 3 credits. (Offered Spring 2005.)

**PSY 729. Terrorism**
This course will consider the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism typologies. Various forms of political, religious, and cultural terrorism will be examined, as well as their causes. Learning theory, Psychodynamic theory, and other theoretical constructs will be considered for their salience in helping to reach an understanding of terrorism from a mental health perspective. 30 hours plus conferences, 3 credits. (Offered fall semesters.)

**PSY 730. Ethical Issues in Forensic Mental Health**
Forensic clinicians encounter ethical conflicts and dilemmas when called upon to function in the legal system either as evaluators or as expert witnesses. This seminar will focus on ethical, legal, and professional controversies, methods for analyzing these ethical dilemmas, and attempts to resolve such conflicts. Areas to be considered include: role of the expert witness, standards of practice in forensic mental health, addressing the “ultimate issue”; protecting the constitutional rights of criminal defendants; evaluating competency to be executed; confidentiality and duty to protect; right to refuse and consent to treatment; research and the role of Amicus Curiae briefs; and the forensic clinician versus the media. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 731. Human Growth and Development**
This course traces human development throughout the life span, including prenatal, infancy, toddlerhood, childhood, adolescence and adulthood. The goal of the course is to develop a clear picture of observable developmental milestones for each era, within the traditional domains of behavior (i.e. cognitive, social/relational, emotional, motivational, and physical/biological). In addition, issues related to the relationship between developmental issues and forensics will be emphasized, including attachment, as it relates to the development of conscience and self control; risk and preventive factors as they relate to the development of violent lifestyles; and delinquent and criminal career transitions in the adolescent and adult life cycle. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 734. Criminal Forensic Assessment**
This testing course will consider current forensic assessment instruments associated with relevant issues in criminal forensic assessment. Students will learn to administer, score, and interpret selected forensic assessment instruments. Such tests will involve the measurement of risk assessment, competency, mental state at the time of the offense, psychopathy, and malingering. 30 hours plus conferences, 3 credits. (Offered spring semesters.)
PSY 737. Descriptive and Statistical Data Analysis
This course introduces the use of computer software to manage and manipulate data sets, produce descriptive statistics, graphs, or other output that appropriately summarize patterns and relationships in the data, and produce inferential statistics that appropriately test hypotheses and support substantive interpretations and conclusions. Inferential statistics include bivariate and multivariate models. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 738. Advanced Research Methods
This course addresses advanced issues in conducting research in forensic mental health, including experimental and non-experimental research design and methods, theory development and the conceptualization of research problems, the formation of testable hypotheses and the use of statistics, operationalizing and measuring variables, ethical issues, analysis and interpretation of findings, and the development of a research proposal. These issues will be considered in the context of readings and presentations related to current forensic faculty research. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 741. Theories of Personality and Counseling
Critically examines and compares the major personality theories, and their implications for counseling. Readings from original sources emphasize scientific and professional research generated by cognitive, psychodynamic and learning theorists. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 742. Family Violence and Disputes
Explores the psychopathology and dynamics of child abuse, spouse abuse, incest, and other forms of intrafamilial violence that frequently come to the attention of the legal system. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 745. Psychopathology
Evaluates the theoretical and practical considerations involved in the etiology, symptomatology, and dynamics of personality deviation and emotional disorder. Provides an intensive study of case material appearing in the scientific and professional literature. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 751. Intellectual and Cognitive Assessment
Provides practical experience in the evaluation of cognitive and intellectual functioning in children, adolescents, and adults. Focuses on the administration, scoring and interpretation of instruments such as the WAIS-R, the WISC-R, the WPPSI, and the Stanford-Binet. Discusses general issues such as the nature of human intelligence and its measurements with explicit linkage to issues in forensic mental health. 30 hours plus conferences, 3 credits. (Offered every semester.)
**PSY 752. Projective Personality Assessment**
Provides advanced experience in the administration and interpretation of projective techniques, particularly the Rorschach Test, using Exner’s Comprehensive System. The TAT, figure drawings, and other tests may also be considered. Surveys the scientific literature relating to projective measures on personality. Forensic applications of such personality measures are discussed. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 753. Objective Personality Assessment**
Provides advanced experience in the administration and interpretation of objective personality tests such as the MMPI, MCMI, CPI, etc. Surveys the literature regarding the developments and validity of objective measures of personality. Forensic applications of objective personality measures are discussed. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 754. Advanced Forensic Assessment**
This capstone assessment course further develops the capacity of students to perform forensic evaluations, integrating multiple sources of data, and enables the student to present the results of such evaluations in a lucid and useful manner. Focuses on detailed interpretations of representative forensic assessment protocols and case histories. Topics include competency to stand trial; criminal insanity defenses; presentencing evaluations; dangerousness; assessment of police candidates; job disability and fitness to return to full-duty status; malingering; and forensic hypnosis. Lays special emphasis on ethical standards as they relate to confidentiality, selection of testing procedures, and responsibilities to the “client” as well as the role of the forensic clinician as a consultant to attorneys, judges, and criminal justice personnel. Prerequisites: PSY 700 or the equivalent; Completion of either 751, 752, 753, or 779; and enrollment in a second assessment course. 30 hours plus conferences, 3 credits. (Offered fall semesters.)

**PSY 760. Counseling and Psychotherapy Methods**
Examines the techniques and processes of individual and group counseling and psychotherapy from the cognitive behavioral perspective as well as from the psychodynamic viewpoint. Particular attention will be paid to the extent to which various counseling methods are evidenced based. An additional focus will be the study of counseling with persons suffering from DSM-IV antisocial, narcissistic and borderline disorders, whose difficulties are of interest to the forensic clinician. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 761. Clinical Interviewing and Assessment**
Focuses on the clinical interview as a means of gathering relevant life data, defining problems, resolving conflicts, and establishing diagnoses where appropriate. Surveys the theory and use of the interview, particularly as related to various counseling theories. Interviewing for specific forensic mental health issues such as competency, insanity and dangerousness will also be discussed. (Offered every semester.)
PSY 765. Group Dynamics and Group Treatment
Facilitates the understanding of the dynamics of small groups and larger organizations. Topics include leadership, role specialization, group formation and development; composition and goals; group violence; group resistance to change; and those factors that facilitate positive growth within groups. emphasizing groups formed for the purpose of counseling and rehabilitation of offenders, as well as the group dynamics of institutions designed to work with delinquent populations. 30 hours plus conferences, 3 credits.

PSY 766. Clinical Profiles of the Homicidal Offender
The goal of this course is to acquaint the student with the varying personality profiles, levels of motivation, and prognoses of the homicidal offender. Homicide will be studied, not as a unitary event, but as a complex behavior with differing phenomenology Psychopathology and dynamics. In addition to the study of typologies, theories and research, a major focus throughout will be on criminal profiling through presentation of case material and applying case finding to further the understanding of murder. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 769. Graduate Statistics
The primary purpose of the course is to educate students about basic statistical theories and techniques used in the behavioral sciences. The instructor will briefly review information typically covered in undergraduate statistics, and will then introduce more advanced statistical techniques. Upon completion, the student is expected to possess an awareness of the theoretical underpinnings for the various statistical techniques and of the assumptions data must meet to validly use these statistics. The student will also gain an introduction to computer-based statistical analysis. 30 hours plus conferences, 3 credits.

PSY 779. Brain and Behavior
Surveys the field of brain and behavior, including its relevant philosophical underpinnings, its place within traditional and forensic settings, and practical applications in the areas of assessment and rehabilitation of brain injury and deficits. This introduction examines brain-behavior correlates, test employed in the evaluation of nervous system trauma, and the common syndromes affiliated with such injury. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 780. Fieldwork in Counseling
Provides supervised experience assisting mental health professionals in the assessment, management, and counseling of clients. Students work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences. Field work training is supplemented by conferences with a faculty advisor. Prerequisites: Completion of a minimum of 12 graduates credits in the MA Program, and permission of the
program director. 300 hours including weekly supervision by adjunct clinical faculty.

PSY 781. Fieldwork in Counseling II
This course is a continuation of Psychology 780, for those students choosing additional fieldwork experience. Provides supervised experience assisting mental health professionals in the assessment, management, and counseling of clients. Students work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences. Field work training is supplemented by conferences with a faculty advisor. Prerequisites: Completion of a minimum of 12 graduates credits in the MA Program, and permission of the program director. 300 hours including weekly supervision by adjunct clinical faculty.

PSY 791. Prospectus Seminar
Assists students in the identification and delineation of researchable topics, leading to the development of a thesis prospectus by the end of the semester. The prospectus is expected to include a literature review, hypotheses, and a methodology. Prerequisites: Permission of the instructor, and an “A” or A- in the following three courses, except with permission of the Director of the MA Program: Graduate Statistics 8XX, Research Design and Methods PSY 715, Descriptive and Statistical Analysis PSY 737, Advanced Research Methods PSY 738). 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 800. Capital Punishment
This course focuses on the role of the forensic practitioner in capital cases: trial consultant; expert witness; and, involvement in post-conviction relief cases. Death penalty statutes, both federal and state, will be reviewed along with relevant landmark legal decisions. Ethical issues related to the practice of forensic mental health and specific to capital case involvement will be discussed. Prime attention will be given to assessment methodology, the evaluation of malingering, report writing, and expert testimony. A number of death penalty cases will be reviewed in detail. 30 hours plus conferences, 3 credits.

PSY 806. Cults. This course will discuss the definition of cults and place the development of cults in a historical perspective. Cult leaders and cult members will be studied from various personality perspectives. Individual, family, and group counseling approaches will be considered. In addition, research issues and forensic perspectives will be discussed. 30 hours plus conferences, 3 credits.

PSY 739. Clinical crime scene analysis
This course is a research practicum in crime scene analysis. Students will review FBI files and code data relating to crime scene variables. Students will be expected to develop their own hypotheses about criminality through the research and class discussion. Prerequisite: PSY 766. 30 hours plus conferences, 3 credits.
PSY 819. Dissociation and trauma: This course reviews issues arising from inter-connections among trauma, memory, and dissociation. The impact of trauma on family systems and the reliability of memory for trauma are studied, as well as counseling, and forensic questions such as: “false memory syndrome,” diminished responsibility, and competence to stand trial. 30 hours plus conferences, 3 credits.

PSY 746. Empirical Profiling Methods: This course will deal with advanced issues relating to the empirical and scientific study, development and evaluation of offender profiling as an applied method for use in police investigations. The main psychological principles upon which offender profiling is based will be outlined, including classification of criminal behavior, and behavioral change and consistency. The course will further build on this by focusing on methodological questions relating to classifying crime scene behaviors, linking behavioral types to offender characteristics, and linking serial offences. 30 hours plus conferences, 3 credits.

PSY 748. Empirical Crime Scene Analysis.
This is an advanced level course, aimed at introducing students to empirical methods of crime scene analysis and profiling research, using the FBI crime files held at John Jay. Students will learn how to develop the theoretical knowledge of profiling, learned in PSY 821, into applied research. The course will take them through the process of completing a publication-level research project from start to finish. This is a time intensive course which will consist of some lectures, student-led group research, and regular meetings to discuss progress. Prerequisites: PSY 715, 737 & 821. 30 hours plus conferences, 3 credits.

PSY 758. Clinical Instruction
This course provides the initial clinical instruction for students, providing assessment, counseling and case management services in a supervised institutional setting. A variety of mental health and correctional settings will be offered, depending upon the needs of students and clients. Training includes interviewing and taking case histories, observations, counseling, staff and case conferences. Clinical instruction involves frequent individual and group clinical supervision with an onsite supervisor, as well as faculty feedback. Prerequisites: Completion of a minimum of 12 graduates credits in the MA Program, and permission of the program director. 100 hours of supervised practicum experience, including 40 hours of direct service with clients.

PSY 755. Introduction to Forensic Mental Health Counseling
This course will first explore the history and professional orientation of the counseling profession, the development of licensure laws, and the role of mental health counseling in the forensic mental health field. Next, ethical codes of the American Counseling Association and others will be considered, along with regulatory standards of professional conduct. Finally, social and cultural issues will be discussed, with particular reference to diversity issues pertaining to forensic mental health. 30 hours plus conferences, 3 credits
### Table 1a: Undergraduate Program Schedule

- **Indicate academic calendar type:** __Semester_ __x_Quarter __Trimester __Other (describe)
- **Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Use the table to show how a typical student may progress through the program; copy/expand the table as needed.**

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<td>PSY 101 General Psychology I</td>
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<td>MAT 105 Modern Mathematics (or MAT 104)</td>
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<td>HIS 205 Global History</td>
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<td>LIT 230 Classical Literature (or LIT 231)</td>
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<td>PSY 242 Abnormal Psychology</td>
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<td>Social Sciences101 (ANT, ECO, POL, or SOC)</td>
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<td>Natural Science ENV 108, FOS 108, or PHY 101**</td>
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<td>STA 250 Principles of Statistics</td>
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<td>PSY 700 Mental Health Professionals, Social Sciences &amp; Law*</td>
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<td>Physical Education (PED 103 or equivalent)</td>
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<td>PSY 761 Clinical Interviewing &amp; Assessment*</td>
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<td>PSY 765 Group Dynamics and Treatment*</td>
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**Term credit total:** 15 0 6

**Term: Fall 5**

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**Term credit total:** 15 0 6

**Program Totals:**

- **Credits:** 137
- **Liberal Arts & Sciences:** 58
- **Major:** 52 (19 BA + 33 MA substitutes)
- **BA Other:** 0
- **MA:** 60 (27 MA + 33 MA also counted towards BA major)

**Cr:** credits  
**LAS:** liberal arts & sciences  
**Maj:** major requirement  
**New:** new course  
**Prerequisite(s):** list prerequisite(s) for the noted courses

*Graduate level course.  
**See catalog for other Natural Science alternatives.
## Expedited Application for Registration of a New Certificate or Advanced Certificate Program

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<td>![x] Advanced Certificate</td>
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<td>Institution name and address</td>
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</tr>
<tr>
<td></td>
<td>![City University of New York]</td>
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<tr>
<td></td>
<td>![899 Tenth Avenue]</td>
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<tr>
<td></td>
<td>![New York, NY 10019]</td>
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<tr>
<td>Program title, credits, and proposed HEGIS code</td>
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<td></td>
<td>![Credits: 12 credits plus an examination]</td>
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<td>![Proposed HEGIS code: ]</td>
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<td>Related degree program(s)</td>
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<tr>
<td>Contact person for this proposal</td>
<td>![Name and title: Richard W. Lovely]</td>
</tr>
<tr>
<td></td>
<td>![Associate Professor of Sociology]</td>
</tr>
<tr>
<td></td>
<td>![Director, MS in Forensic Computing Program]</td>
</tr>
<tr>
<td></td>
<td>![Telephone: 212-237-8685] Fax: 212-237-9741 E-mail: <a href="mailto:rlovely@jjay.cuny.edu">rlovely@jjay.cuny.edu</a>]</td>
</tr>
<tr>
<td>CEO (or designee)</td>
<td>![Name and title: Jane Bowers, PhD, Provost]</td>
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Please enter the requested information about the proposed program. Answer rows will expand as needed when information is entered.

1. Program Description and Purpose

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

**CAD4SCI: Certificate of Applied Digital Forensic Science.** The Certificate of Applied Digital Forensic Science, CAD4SCI, is awarded by the Forensic Computing Program faculty to recognize a high level of training and demonstrated skill in the application of computer science knowledge and technology to practical digital forensic and security problems. Students may earn the Certificate by completing a core set of courses that link theory to practice, FCM 710, FCM 742, FCM 745, FCM 760, plus distinguishing themselves on a Applied Digital Forensic Science Exam administered by the program faculty.

List educational and (if appropriate) career objectives.

*Answer:* The Master of Science in Digital Forensics and Cyber Security provides instruction grounded in computer science theory in order to prepare students to be Digital Forensic Scientists. The educational objective of the certificate program is to assure a link between theory and practice by providing academic incentives for faculty to provide and for students to attain a certified high level of practical skill in applied digital forensic science. This dovetails with the career objectives of most graduates who seek careers as professional practitioners that require the capacity to quickly solve practical problems managing digital evidence or providing cyber security. For graduates of the MS in Forensic Computing Program the Certificate of Applied Digital Forensic Science complements the academic credential represented by their Master of Science degree.

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

*Answer:* John Jay College of Criminal Justice “serves the community by developing graduates who have the intellectual acuity, moral commitment and professional competence to confront the challenges of crime, justice and public safety in a free society.” This certificate program enhances the college's potential to accelerate the contributions of graduates as practicing digital forensic scientists by facilitating their acquisition of a high level of practical skill based on the theoretical knowledge imparted through coursework.

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

*Answer:* First, the faculty revised the objectives of the four designated courses that comprise the Applied Digital Forensic Science Certificate's program of study to include a stronger practical focus that complements the theory presented in these courses. Second, the faculty designed a new Applied Digital Forensic Science Exam that tests the student's capacity to apply and extend their computer science knowledge from those courses to practical problems. This new exam replaces the program's prior

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1 If the partner institution is non-degree-granting, see CEO Memo 94-04 at [www.highered.nysed.gov/ocue/ceo94-04.htm](www.highered.nysed.gov/ocue/ceo94-04.htm).
Describe the input by external partners, if any (e.g., employers and institutions offering further education).

Answer: No external partners are included; however, consultations were held with program alumni who are working digital forensic scientists, along with agency and corporate friends of the program to test the potential value of a Certificate for vouchsafing a graduate's practical acumen to complement the theoretical grounding provided by the degree. There was consensus that such a certificate will be of value to graduates and to the field.

What are the anticipated Year 1 through Year 5 enrollments?

Answer: We anticipate the following number of students to attempt to earn the certificate: Year 1: 10 Year 2: 15 Year 3: 20 Year 4: 20 and Year 5: 20

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).

See Table 1 for Sample Program Schedule

- If the program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.

  Not applicable

- 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.

FCM 710. Architecture of Secure Operating Systems
The design, implementation and administration of modern operating systems are reviewed. Topics covered include concurrent execution, process and memory management, local and networked file systems. Security models, access control mechanisms and security enhanced version of current operating systems are discussed. (Prerequisites: Undergraduate FCM course requirements)

FCM 742. Network Security
Fundamentals of computer networks and distributed processing. Network security policy, risk assessment and management, and protocols for secure network infrastructures are emphasized. (Prerequisites: Undergraduate FCM course requirements)

FCM 745. Network Forensics
Concerns the forensic and security issues related to access to data stored on computer systems and the transmission of data between systems. Topics include detecting and monitoring intrusions of networks and systems, authentication protocols, viruses and worms, and management of intrusion response teams. The course includes laboratory work, such as attack and defend exercises. (Prerequisites: FCM 710 Architecture of Secure Operating Systems; FCM 742 Network Security;).

FCM 760. Forensic Management of Digital Evidence
Students are introduced to information systems used in forensic computing and the methods for analyzing the information exposed by these systems. Emphasis will be on technology permitting the retrieval, preservation, and analysis of computer data which might be used in potential legal cases. Among the topics studied are evidence collection and preservation, data copying, data warehousing and data mining, probability and statistics methods, classification, prediction and cluster analysis. (Prerequisites: FCM 710 Architecture of Secure Operating Systems)
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.

   *See Table 2 for full-time faculty*

   *Table 3 has been omitted as there are no part-time faculty involved in the Certificate Program*

   *Table 4 has been omitted as there are no new faculty to be hired*

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

   *Answer:* A full-time faculty member is tenured or on a tenure-track line.

4. **Financial Resources and Instructional Facilities**
   a) **Summarize** the instructional facilities and equipment committed to ensure the success of the program.

   *Answer:* The link between theory and practice plays out in the program’s forensic computing laboratory that is exclusively dedicated to research and teaching of digital forensics and cyber security. The lab is equipped with machines and software expressly designed for research and teaching in digital forensic science. To enhance access to features of the lab, faculty and students can use some features of this network through secure access from home while other features must be used in the lab.

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

   *Table 5 for new resources has been omitted as there are new resources required.*

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

   *Answer:* Applicants admitted either expressly for the Certificate Program or for the Master of Science in Forensic Computing program are required to submit transcripts, references, GRE scores, have a background in computer science and demonstrate a capacity to succeed in graduate computer science courses.

   **Describe the process for evaluating exceptions to those requirements.**

   *Answer:* There will be no exceptions to the admissions requirements.

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

   *Answer:* John Jay is a partner in the Collegiate Science and Technology Entry Program (CSTEP), expressly intended to attract unrepresented groups into forensic science and is recognized as an institution that serves underrepresented groups at large.

6. **Academic Support Services**
   **Summarize the academic support services available** to help students succeed in the program.
Normal guidance from faculty and the program director applies as students navigate through the required courses toward the certificate examination. Past exams are published for students to practice. Students are provided two chances to be graded on the examination and may seek counseling on their exam performance from faculty.

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 reduction of credits required for the certificate will be allowed based on learning derived from experience. However, students may claim equivalency credit for courses in the certificate program of study based on non-academic training plus experience but must still take four courses or twelve credits approved by the Program Director in order to qualify to take the Certification Exam and earn the certificate.

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: Each administration of the exam requires a fresh version created by the program faculty. The new version is based on a critique of the outcomes from the previous exam and effectively serves as a running outcomes assessment of the exam and certification program. This routine review will also provide real time monitoring of how well the courses included in the exam provide the background needed to pass the exam.

9. Transfer Programs

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

Not applicable
# Table I.
## Sample Program Schedule

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>FALL</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE TITLE</td>
<td>CREDIT S</td>
<td>COURSE TITLE</td>
<td>CREDIT S</td>
</tr>
<tr>
<td>FCM 710 Architecture of Secure Operating Systems</td>
<td>3</td>
<td>FCM 742 Network Security</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>FCM 760 Forensic Management of Digital Evidence</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>3</td>
<td>Total Credits</td>
<td>3</td>
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# Table 2
## Full-Time Faculty

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Bilal Khan</td>
<td>FCM 710 FCM 742 FCM 745</td>
<td>15.00%</td>
<td>PhD, Math, CUNY</td>
<td></td>
</tr>
<tr>
<td>Prof Ping Ji</td>
<td>FCM 710 FCM 742 FCM 745</td>
<td>15.00%</td>
<td>PhD, Computer Science, UMass</td>
<td></td>
</tr>
<tr>
<td>Prof Douglas Salane</td>
<td>FCM 742 FCM 745</td>
<td>15.00%</td>
<td>PhD, Math, Stony Brook</td>
<td></td>
</tr>
<tr>
<td>Prof Samuel Graff</td>
<td>FCM 710 FCM 742</td>
<td>15.00%</td>
<td>Ph.D, Math, NYU,</td>
<td></td>
</tr>
<tr>
<td>Prof Jin Woo Kim</td>
<td>FCM 760</td>
<td>15.00%</td>
<td>PhD, Computer Science, Georgia Tech</td>
<td></td>
</tr>
<tr>
<td>Prof Spiros Bakiras</td>
<td>FCM 760</td>
<td>15.00%</td>
<td>PhD, Electrical Engineering, Southern California</td>
<td></td>
</tr>
<tr>
<td>Prof Shamik Sengupta</td>
<td>FCM 710 FCM 742 FCM 760</td>
<td>15.00%</td>
<td>PhD, Computer Engineering, Central Florida</td>
<td></td>
</tr>
<tr>
<td>Prof Richard Lovely, Program Director</td>
<td></td>
<td>50.00%</td>
<td>PhD, Sociology, Yale</td>
<td></td>
</tr>
</tbody>
</table>
Table 3
Part-Time Faculty

*Table 3 has been omitted as there are no part-time faculty involved in the Certificate Program*

Table 4
New Faculty

*Table 4 has been omitted as there are no new faculty to be hired for the Certificate program.*

Table 5
Resources Required

*Table 5 has been omitted as there are no new resources required for the Certificate Program*
Motion to increase the external credit allowed by the Forensic Computing MS program from 3 to 6 credits.

Rationale:
Allowing additional external credit provides the Forensic Computing program with a means of more appropriately acknowledging relevant experience and thus encouraging the enrollment of practitioners. Sworn and non-sworn practitioners who enter the program with relevant professional non-academic training or certificates comparable to content of courses in the program of study may apply for and be granted up to 6 equivalency credits based on such training and certifications. Applications for equivalency credit will continue to be evaluated by the program admissions committee.
### 2010-2011 College Council Committee Activity Report

<table>
<thead>
<tr>
<th>Committee</th>
<th>Agendas</th>
<th>Minutes</th>
<th>Attendance Lists</th>
<th>No. Scheduled Meetings</th>
<th>Meetings Held</th>
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<tbody>
<tr>
<td>Faculty Personnel Committee</td>
<td>Y</td>
<td>N/R</td>
<td>Y</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>College Council</td>
<td>Y</td>
<td>Y(7)*</td>
<td>Y</td>
<td>8</td>
<td>8</td>
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<tr>
<td>Graduate Studies</td>
<td>Y</td>
<td>Y(7)*</td>
<td>Y</td>
<td>8</td>
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<tr>
<td>Honors, Prizes and Awards</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>1</td>
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<tr>
<td>Student Evaluation on the Faculty</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Council of Undergraduate Program Coordinators</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Student Interests</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>7</td>
<td>6</td>
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<tr>
<td>UCASC</td>
<td>Y</td>
<td>Y(8)*</td>
<td>Y</td>
<td>9</td>
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<tr>
<td>Judicial Committee</td>
<td>N/R</td>
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<td>Y</td>
<td>7</td>
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<tr>
<td>Budget and Planning Committee</td>
<td>Y(2)</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
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</tr>
<tr>
<td>Strategic Planning Subcommittee of the Budget &amp; Planning</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>4</td>
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<tr>
<td>Executive Committee of the College Council</td>
<td>Y</td>
<td>Y(7)*</td>
<td>Y</td>
<td>8</td>
<td>9</td>
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<tr>
<td>Financial Planning Subcommittee of the Budget and Planning Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Joint meetings of the Financial Planning Subcommittee of the Budget and Planning Committee</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

* May minutes have not yet been approved, therefore not yet submitted
N/R: not required due to confidentiality of its nature

109 proposals were submitted to the College Council for consideration in academic year 2010-2011.

### Submitted Proposals and Reports for Academic Year 2010-2011

<table>
<thead>
<tr>
<th>Committee</th>
<th>Number of Proposals/Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Curriculum and Academic Standards</td>
<td>69</td>
</tr>
<tr>
<td>Graduate Studies</td>
<td>30</td>
</tr>
<tr>
<td>Executive Committee of the College Council</td>
<td>2</td>
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<tr>
<td>Faculty Senate</td>
<td>5</td>
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<tr>
<td>Provost Bowers</td>
<td>1</td>
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<td>Middle States Steering Committee</td>
<td>1</td>
</tr>
<tr>
<td>Honors, Prizes and Awards</td>
<td>1</td>
</tr>
<tr>
<td>VP Richard Saulnier/ Enrollment Management</td>
<td>1</td>
</tr>
</tbody>
</table>

**Last Updated: September 19, 2011**
John Jay College of Criminal Justice  
The City University of New York  

College Council Calendar 2011-2012  

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 29, 2011</td>
<td>Monday, September 12, 2011</td>
<td>Thursday, September 22, 2011</td>
</tr>
<tr>
<td>Monday, September 26, 2011</td>
<td>Wednesday, October 5, 2011</td>
<td>Wednesday, October 19, 2011</td>
</tr>
<tr>
<td>Monday, October 31, 2011</td>
<td>Tuesday, November 8, 2011</td>
<td>Monday, November 21, 2011</td>
</tr>
</tbody>
</table>

**NO MEETINGS IN JANUARY**  

| Tuesday, April 3, 2012            | Tuesday, April 17, 2012   | Wednesday, April 25, 2012       |
| Friday, April 27, 2012            | Wednesday, May 2, 2012    | Tuesday, May 15, 2012           |

All meetings begin at 1:40 p.m. and are open to the College Community. The Executive Committee meetings are held in room 610T and the College Council meetings and are held in room 630T.

The multicolored chairs are reserved for members of the Council. Non-members are asked to sit in the blue chairs.