I. Adoption of the Agenda

II. Minutes of the April 25, 2012 College Council (attachment A), Pg.3

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 – B18) – Anne Lopes, Dean of Undergraduate Studies

New Courses:
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B2. CJBA 4XX Senior Thesis I (CJBA 410), Pg.19
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IV. Report from the Committee on Graduate Studies (attachments C1 & C2) – Jannette Domingo, Dean of Graduate Studies

C1. A course revision of the CRJ program, Pg.131
C2. The Annual Report of the MPA Inspector General Online Program, *Pg.133*

V. Proposed College Council Calendar (attachment D), *Pg.152*

VI. New Business

- Application for the MPA-PPA Program (attachment E), *Pg.153*

VII. Administrative Announcements – President Jeremy Travis

VIII. Announcements from the Faculty Senate – Professor Karen Kaplowitz

IX. Announcements from the Student Council – President Whitney Brown
The College Council held its seventh meeting of the 2011-2012 academic year on Wednesday April 25, 2012. The meeting was called to order at 1:51 p.m. and the following members were present: Jeffrey Aikens, Jana Arsovska, Andrea Balis, Elton Beckett, Jane Bowers, Whitney Brown, Erica Burleigh, James Cauthen, Kinya Chandler, Demi Cheng, Kathleen Collins, Lyell Davies, Joseph DeLuca, James DiGiovanna, Jannette Domingo, Mathieu Dufour, Terry Furst, Demis Glasford, Maki Haberfeld, Richard Haw, Veronica Hendrick, Berenecea Johnson Eanes, Karen Kaplowitz, Mehak Kapoor, Kwando Kinshasa, Nilsa Lam, Anru Lee, Richard Li, Anne Lopes, Yue Ma, Vincent Maiorino, Roger McDonald, Sara McDougall, Shavonne McKiever, Mickey Melendez, Brian Montes, Catherine Mulder, Richard Ocejo, Robert Pignatello, Carina Quintian, Rick Richardson, Raul Rubio, Richard Saulnier, Michael Scaduto, Francis Sheehan, Staci Strobl, Denise Thompson, Donica Thompson, Patricia Tovar, and Jeremy Travis.

Absent were:

Alternates Present:
Janice Dunham for Laura Greenberg

I. Adoption of the Agenda

It was moved to adopt the minutes as presented. The motion was seconded and passed unanimously.

II. Minutes of the March 29, 2012 College Council Meeting

It was moved to adopt the minutes as presented. The motion was seconded and passed unanimously.

III. Report from the Undergraduate Curriculum and Academic Standards Committee (attachments B1 – B9)

It was moved to adopt the new course proposal marked “B1. PSY 4XX: Clinical Topics in Forensic Psychology.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B2. ECO 3XX: Sustainability: Preserving the Earth as a Human Habitat.” The motion was seconded and approved unanimously.
It was moved to adopt the new course proposal marked “B3. BIO 3XX: Human Physiology.” The motion was seconded and approved unanimously.

It was moved to adopt the new course proposal marked “B4. MUS 1XX: Introduction to Guitar.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “B5. SOC 222: Sociology of Mass Communication.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “B6. ECO 210: American Economic History and Development.” The motion was seconded and approved unanimously.

It was moved to adopt the revised course proposal marked “B7. PSY/ANT 445: Culture, Psychopathology and Healing.” The motion was seconded and approved unanimously.

It was moved to adopt the program proposal marked “B8. Proposal to Revise the BA Degree in Political Science.” The motion was seconded and approved unanimously.

It was moved that the program proposal marked “B9. Proposal to Revise the Minor in Gender Studies.” The motion was seconded and approved unanimously.

IV. Report from the Committee on Graduate Studies (attachments C1 – C3)

It was moved to adopt the proposal marked “C1. A Resolution for Changes to be made in the Graduate Bulletin for Submission of a Grade Appeal Application.” The motion was seconded and approved unanimously.

It was moved to adopt the proposal marked “C2. A Proposal to Revise the Curriculum of the MPA: Inspection and Oversight Program.” The motion was seconded and approved unanimously.

It was moved to adopt the proposal marked “C3. A Proposal to Revise the Curriculum of the MPA: Public Policy and Administration Program.” The motion was seconded and approved unanimously.

V. Report from The Committee on Honors, Prizes, and Awards (attachment D)

It was moved to adopt the Committee on Honors, Prizes and Awards decision to bestow Graduation Awards to the recipients listed. The motion was seconded and approved unanimously.

VI. New Business

It was moved to adopt the College Council Membership List as presented with two additions. Navila Abbas and David Guadeloupe were nominated by the Student Council to the Undergraduate Curriculum and Academic Standards Committee. The motion was seconded and approved unanimously.

A motion was made to adjourn the meeting at 2:52 p.m.
New Course Proposal Form

1. a. **Department(s) or program(s)** proposing this course:
   
   *This course is proposed by the Department of Sciences*

   b. **Date** submitted to Office of Undergraduate Studies:
   
   *November, 2011*

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

   *Shu-Yuan Cheng*

   Email address(es): *shcheng@jjay.cuny.edu*

   Phone number(s): *646-557-4637*

2. a. **Title of the course:**

   Human Anatomy and Physiology Laboratory

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

   *Anatomy & Physio Lab*

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:

   *This course introduces students to the structure and function of the human body. Students will not only learn the basic knowledge of Anatomy and Physiology, but will also apply and integrate this fundamental knowledge to explore the pathological mechanism of disease. This course builds upon science skills and knowledge learned in BIO104. 300-level reading and writing skills will be essential for comprehending the pathophysiological mechanism of disease, problem-solving, deductive reasoning, and for the writing of laboratory reports for the physiology experiments. The reading materials will be at an advanced level (textbook chapters, primary journal articles, and discussions from scientific forums). That content will be included in class discussions and demonstrations to incorporate the problem solving, reasoning, and critical thinking skills into the class discussions. The course will also introduce students to the nature of physiological research, and how our knowledge of physiological phenomena has developed, including the use and care of animals in scientific and medical research.*
b. Three letter course prefix to be used (i.e. ENG, SOC, HIS, etc.): _BIO3YY (BIO356)___

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.)

   The course will provide students with a hands-on exploration of the structure and physiology of the human body by using various dissecting models, sheep organs, microscope slides, and preserved rats. There will also be exploration of human physiology and physiological experiments on, and dissection of, live frogs. The course will begin with a discussion on the ethics of live dissections and the use of animals in scientific and medical research. The course will then continue with an introduction to anatomy and its various branches. The course will connect anatomical structure to physiological function and then to pathophysiology of special topics including pregnancy, injury, aging, and disease states.

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):
   
   Pre requisite or Co-requisite: BIO355 Human Physiology

6. Number of:
   
   a. Class hours 0
   
   b. Lab hours 3
   
   c. Credits 2

7. Has this course been taught on an experimental basis?
   
   _XX_ No _____ Yes.

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.)

   This course will supplement the course Bio391 – Human Physiology and co-registration will be strongly encouraged. There are three needs being served by this course. First, anatomy is a topic that is covered in great detail on several placement/assessment examinations necessary for acceptance to graduate and professional schools, most specifically: MCAT (Medical School), PCAT (Pharmacy School), DAT (Dental School), VCAT (Veterinary School), the Biology GRE (Graduate School in any biomedical field), and others. A combination Anatomy and Physiology course (which could now be satisfied by taking both this course and Bio391 – Human Physiology), is a required pre-requisite for some professional programs including nursing, nurse anesthesiology, physical therapy, occupational therapy, clinical lab science, and others. This is the principal reason why our students take Anatomy and Physiology at Hunter, City, Queens, or Brooklyn College: to prepare themselves for one of these exams or programs. Currently, the costs for private prep courses for these exams reach nearly $2,000, well out of reach for many of our students. But without the necessary background in anatomy and physiology, our students are at a severe disadvantage when taking these admission exams and competing for spots in graduate and professional schools.
Secondly, even our students who will not immediately pursue graduate or professional education will be well-served by a solid grounding in human anatomy. This is because, many of our B.S. graduates will move on to careers as criminalists in the Office of the Chief Medical Examiner or the Coroner’s office, to name two examples, while others may enter careers as medical technicians, research assistants, or similar, and a strong working knowledge of human anatomy will help our graduates secure these positions and compete for promotions. Particularly our toxicology track students will be well-served by an anatomy course. An elective in anatomy, ideally taken during the junior year, would strengthen their scientific background and help them achieve success in the specialized courses and beyond.

Thirdly, despite some recent additions, our department is still lacking in upper level science electives. Currently, our students have very limited elective options, as noted by our FEPAC accreditation review.

Fourthly, there is a committee in our department actively working on proposing a minor in Biology, and the department-at-large is considering splitting the three tracks into distinct majors at some point in the future, which would bring the biology major into existence. For both the major and the minor, we need additional courses, both required and elective. An anatomy course will be a prominent feature of both the minor and the potential major. Not until anatomy is launched successfully and one more biology course is developed and approved can the committee propose the minor.

In response to the question, “Why not just add this lab as a required component of the physiology course?”, the answer is that the physiology course meets some needs on its own and requirement of the laboratory component will discourage students that do not require it and thus hurt enrollment. The lecture-only physiology course makes a nice elective and will serve the new biology minor and eventually major, but not all of those students will be interested in the anatomy lab. In the reverse scenario, however, substantial knowledge of physiology is strictly required for students taking the anatomy course, particularly for the reasoning, critical thinking, and problem-solving aspects of the course. We consider those parts essential, as their absence would leave a memorization-only experience that, frankly, serves little purpose. In addition, some students may find it difficult to take both physiology and anatomy at the same time, and thus, having physiology as a co- or pre-requisite allows that flexibility, if necessary.

9. **Course learning objectives:**
   Students that complete this course will be able to:

   **Reasoning**
   
   - Apply knowledge of anatomy and physiology to specific problems and cases
   - Analyze the process and mechanics of human physiology
   - Explain the relationship between human anatomy and physiology
   - Explain how body systems work together to maintain homeostasis

   **Knowledge**
• Understand the ethical concerns and issues surrounding the use of animals in scientific/medical research and teaching
• Identify the basic anatomical structures of the human body
• Describe the major organ systems of the human body and their physiological functions
• Describe the physiological functions of human body systems
• Identify the levels of structural organization that make up the human body and explain how they are related

Practical skills

• Research and analyze information about selected topics in anatomy and physiology, such as cardiovascular functions
• Demonstrate competent analytical skills to perform physiological experiments
• Demonstrate competent skills in animal tissue and organ dissection and preparation
• Show proficient ability to analyze and interpret data from physiological experiments
• Show competence in applying fundamental anatomy knowledge to comprehend the pathological mechanism of diseases

Assessment:
How will students demonstrate that they have achieved these course objectives?
This course will consist of two practical exams: a midterm exam and a final exam. There will also be ten quizzes designed to ensure the learning. Finally, there are 2 reports for physiology labs. All of these count toward the final grades.

10. Recommended writing assignments
Indicate the types of writing assignments this course would require, as well as the number of pages of each type.
This course will have 2 written reports (10-12 pages each). Each report will consist of title, purpose, background, procedure, results, conclusion, discussion, and references.

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.

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  XX__Yes.
Students have access through CUNY+ to the excellent biology collections at some of the other CUNY schools such as Hunter.
b. Are there reference sources (print or electronic format) that would be especially useful to students in this course?

__No  ___XX   Yes.

John Jay Lloyd Sealy Library has a useful link (http://guides.lib.jjay.cuny.edu/health) for students.

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.)


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.)

___XX__ No  ___Yes

Name of library faculty member consulted: N/A

12. Are current College resources adequate to support this course?

____No. ___XX__ Yes

13. Syllabus

Example Syllabus Attached

14. Date of Department curriculum committee approval: Not yet

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? ___1____

c. Who will be assigned to teach this course? Shu-Yuan Cheng (Dept. of Sciences)

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

___XX__ No  ___Yes.
Did you consult with department(s) or program(s) offering similar or related courses or majors?

_XX_ Not applicable   ____No   ____Yes.

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

_XX_ No   ____Yes.

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

   Name: Lawrence Kobilinsky, Chair, Department of Sciences
   Date of approval: November, 2011

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

_XX_ No   ____Yes

   However, please see point above about imminent proposal of a biology minor. This course will be key to that program of study, once it exists.

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].
Anatomy and Physiology Laboratory

Instructor: Shu-Yuan Cheng, Ph.D.
Room: 4411N (Office)          Tel: (646) 557-4637          Email: shcheng@jjay.cuny.edu
Office hours: TBA

Course description:
The course will provide students with a hands-on exploration of the structure and physiology of the human body by using various dissecting models, sheep organs, microscope slides, and preserved rats. There will also be exploration of human physiology and physiological experiments on, and dissection of, live frogs. The course will begin with a discussion on the ethics of live dissections and the use of animals in scientific and medical research. The course will then continue with an introduction to anatomy and its various branches. The course will connect anatomical structure to physiological function and then to pathophysiology of special topics including pregnancy, injury, aging, and disease states.

Learning Objectives:
Students that complete this course will be able to:
Reasoning
- Apply knowledge of anatomy and physiology to specific problems and cases
- Analyze the process and mechanics of human physiology
- Explain the relationship between human anatomy and physiology
- Explain how body systems work together to maintain homeostasis

Knowledge
- Understand the ethical concerns and issues surrounding the use of animals in scientific/medical research and teaching
- Identify the basic anatomical structures of the human body
- Describe the major organ systems of the human body and their physiological functions
- Describe the physiological functions of human body systems
- Identify the levels of structural organization that make up the human body and explain how they are related

Practical skills
- Research and analyze information about selected topics in anatomy and physiology, such as cardiovascular functions.
- Demonstrate competent analytical skills to perform physiological experiments
Biological Sciences \hspace{1cm} \textit{Fall 2013} \hspace{1cm} --- \hspace{1cm} \textit{Course No.} Bio356 \hspace{1cm} --- \hspace{1cm} \textit{Instructor Name} \\

1. 
- Demonstrate competent skills in animal tissue and organ dissection and preparation
- Show proficient ability to analyze and interpret data from physiological experiments
- Show competence in applying fundamental anatomy knowledge to comprehend the pathological mechanism of diseases

2. 

**Required Texts/equipments:**

**Laboratory Manual:** Elaine Marieb, Susan Mitchell and Linda Kollett 2011. 

Dissection kit, lab coat, goggles

Laboratory sessions will require the entire scheduled period. You will be responsible for cleaning up before you leave lab. Therefore, do not expect to be out of lab before the scheduled time. You will need to read the relevant text material and the appropriate lab material before you come to class or lab. You will need your textbook and all lecture handouts during all class meeting. You will need your textbook, your lab manual, and other lab materials with you during all lab meetings. Students should be aware that, because the dissection of preserved organs and whole intact animals is the major focus of Bio-356, students that are not comfortable performing these dissections will not be able to complete the course.

3. 

**Statement of the College Policy on Plagiarism:**

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

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

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

* This course will use turnitin.com for all written assignments.

* Plagiarism will result in an automatic “zero” for the assignment, and the instructor reserves the right to report the academic dishonesty to the college disciplinary mechanisms.

4. 

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

**Grades:** The grade for Bio356 is a composite of two practical exams, worth 25% each; ten in-class quizzes, worth a combined total of 30%; and two physiological experiment reports, worth 10% each.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>93.0 and above</td>
<td>A</td>
</tr>
<tr>
<td>90.0 - 92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0 - 89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.0 - 86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0 - 82.9</td>
<td>B-</td>
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<tr>
<td>77.0 - 79.9</td>
<td>C+</td>
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<td>73.0 - 76.9</td>
<td>C</td>
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<tr>
<td>70.0 - 72.9</td>
<td>C-</td>
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<tr>
<td>67.0 - 69.9</td>
<td>D+</td>
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<tr>
<td>63.0 - 66.9</td>
<td>D</td>
</tr>
<tr>
<td>60.0 - 62.9</td>
<td>D-</td>
</tr>
<tr>
<td>below 60.0</td>
<td>F</td>
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</tbody>
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Students that have a genuine conscientious or moral objection to the use of live frog and choose not to participate in those laboratories will be excused from direct participation and may choose whether or not to be present while the other students complete the laboratory work. Students with such an objection must present this objection in the form of a written statement at least two weeks prior to the beginning of the frog lab. The student will make up the work with a simulated dissection program and the writing of an additional graded laboratory report assigned by the instructor. No penalty points will be deducted, per se, but students will be responsible for the same exam and must thus get notes taken by other students in order to prepare.

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

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

Course Attendance: As this course is practical in nature, you are required to attend the class sessions. An attendance sheet will be circulated during class. It is your responsibility to sign the sheet during class. You will not be permitted to sign the attendance sheet after the class has been dismissed. You will be allowed one absence with no required documentation. However, beginning with the second undocumented absence, your final course grade will be penalized by five percentage points (2%) for each undocumented absence, in addition to the lost points incurred from missing any quizzes or assignments. Arrivals later than five minutes after the start of class will count as a one-half absence.

Laboratory sessions will require the entire scheduled period. You will be responsible for cleaning up before you leave lab. Therefore, do not expect to be out of lab before the scheduled time. You will need to read the relevant text material and the appropriate lab material before you come to class or lab. You will need your textbook and all lecture handouts during all class meeting. You will need your textbook, your lab manual, and other lab materials with you during all lab meetings.

Exams: There will be two practical exams: a midterm, and a final. The midterm will cover the first half of the course and occur as scheduled in the syllabus. The final exam will cover the second half of the course. The two exams will each form 25 points of the possible 100 points for the course grade.

Quizzes: There will be ten (10) in-class quizzes covering previous lab subject. These quizzes will be announced at least one class period ahead of time. The quiz grade will be combined to form 30 points of the possible 100 points for the course grade.

Physiological experiment reports: There will be two (2) papers covering specific physiological experiments. More detail will be given in class. These papers will be graded and checked for plagiarism through turnitin.com – thus digital copies MUST be provided by email or Blackboard. The grades of reports will be combined to form 20 points of the possible 100 points for the course grade.

Course Reading List

Required Texts:


Suggested reading text:

| Lesson 1: Introduction to Anatomy and Physiology: Ethics and terminology | 1. Ethics of live dissection and animal use: the three "R" (replacement, refinement, and reduction) and other ethical concepts about animal use.  
2. Define and outline the organization of human anatomy and physiology.  
3. Anatomical terminology |
| --- | --- |
| Lesson 2: The classification of tissue | 1. Cell and tissue --- histology  
2. Types of tissues and their origins |
| Lesson 3: The Skeletal System I | 1. Axial skeleton and appendicular skeleton  
2. Functions, structure and histology of bone tissue  
3. Bone formation and growth  
4. Divisions and types of bones |
| Lesson 4: The Skeletal System II | 1. Skull  
2. Development of skeletal system  
3. Joint classifications  
4. Types of movement |
| Lesson 5: The Muscular System | 1. Types, functions and properties of three types of muscle tissue (skeletal, smooth, and cardiac muscles)  
2. The relationship between bones and muscles --- origin and insertion |
| Lesson 6: Muscular Physiology | 1. Muscular physiology --- frog muscle *  
2. Contraction and relaxation of muscle fibers  
3. Muscle metabolism and control of muscle tension |
| Lesson 7: The Mid-term | In class practical exam |
| Lesson 8: Nervous system | 1. The principal anatomical and functional features of the brain (sheep brain)  
2. Electroencephalogram (EEG)  
3. Structures, basic functions and organization of the nervous system.  
4. Histology of nervous tissue  
5. Electrical signals of neurons, signal transmissions, and neurotransmitters  
6. The principal anatomical and functional features of the spinal cord, the meninges, and the vertebral column. |
| Lesson 9: Ear, Eye, and Nose | 1. The detailed anatomy and physiology of the special senses, including the eyes, ears, and nose  
2. Hearing test  
3. Eye examination |
| Lesson 10: The Cardiovascular System | 1. The Cardiovascular System: the Heart  
a. The major anatomical and physiological functions of the heart  
b. The location and surface features of the heart, structures and function of the heart, circulation of blood, the cardiac muscle, and the conduction system.  
c. Disorders and clinical applications are discussed in detail  
2. Cardiovascular Physiology --- frog heart* and electrocardiogram (EKG), and cardiac output (stroke volume, heart rate, and regulation)  
3. The functions and physical characteristics of blood:  
a. Red blood cells, white blood cells and platelets.  
b. Hemostasis and Hemostatic Imbalances  
c. Blood Groups and Blood Types |
| Lesson 11: The Respiratory System | 1. A detailed analysis of the structure and physiology of the organs of respiration.  
   a. The mechanisms involved in pulmonary ventilation, compliance, airway resistance, breathing patterns and modified respiratory movements, pulmonary air volumes and capacities. 
   b. The exchange of respiratory gases, gas laws, gaseous exchange during external (pulmonary) and internal (tissue) respiration. 
   c. The transport of oxygen and carbon dioxide, and the factors that control respiration. |
| Lesson 12: The Digestive System | 1. The anatomy, histology, mechanical and chemical digestive processes of the gastrointestinal (GI) tract and the accessory organs of digestion. 
2. The nervous and hormonal mechanisms regulating control of secretion in the digestive organs. 
3. Disorders of the digestive system described include dental caries, periodontal disease, peptic ulcer disease, diverticulitis, colorectal cancer, hepatitis, and anorexia nervosa. |
| Lesson 13: The Urinary System | The anatomy and physiology of the urinary system; its role in maintaining homeostasis of blood composition, volume, pH, and pressure; and its importance as an excretory system. 
   a. The role of the kidneys in filtering blood and restoring selected amounts of water and solutes to the bloodstream. 
   b. The stages of urine formation 
   c. The mechanisms of urine dilution and urine concentration. 
   d. The structure, histology, and physiology of ureters, urinary bladder, and urethra. 
   e. Homeostasis, disorders, and clinical applications of the urinary system. |
| Lesson 14: The Reproductive System | 1. The anatomy and physiology of the male and female reproductive systems.  
2. The effects of the endocrine system in the male and female systems.  
3. The developmental anatomy of the reproductive system is covered followed by the effects of aging.  
4. The disorders and clinical applications of the reproductive systems.  
5. Pregnancy. |

| Lesson 15: The Final Exam | In class practical exam |

* For the frog physiology experiments, the frogs will be anesthetized before dissection.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

New Course Proposal Form

Date Submitted ___April 16, 2012___

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

1. a. Department(s) or program(s) proposing this course ___Criminal Justice___________

   b. Name and contact information of proposer(s) ___Hung-En Sung, Ph.D.___________

      Email address(es) ___hsung@jjay.cuny.edu

      Phone number(s) ___(212) 237-8412________________________

2. a. Title of the course ___Senior Thesis I________________________

   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___Senior Thesis I________________________

   c. Level of this course ____100 Level ____200 Level ____300 Level _X_ 400 Level

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

      Senior Thesis I and II are sequential courses designed to provide the Capstone experience and a structure in which thesis-track senior students in the Criminal Justice BA program initiate and complete the writing of their bachelor’s thesis. The two courses are organized in discrete steps from the development of a research topic through the written submission of the final thesis. In this first course, each senior student must identify a full-time Faculty Mentor, establish a foundational theme to serve as the reference point to conduct research, and write a formal research proposal. A senior student is given the permission to write the thesis only after the Faculty Mentor has approved his or her research proposal. Subsequently, the student writes the thesis while enrolled in Senior Thesis II and submits the completed thesis to the Faculty Mentor and the chair of the Department of Criminal Justice for final review and approval. Therefore, the Criminal Justice BA thesis is a two-semester project completed under the supervision of a Faculty Mentor.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ____CJBA___________
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

All students in the Criminal Justice BA program who have selected thesis-track are required to complete a bachelor’s thesis in their senior year before their graduation. Senior Thesis I and II are sequential courses designed to provide a structure in which thesis-track senior students in the Criminal Justice BA program initiate and complete the writing of their bachelor’s thesis. Senior Thesis I offers students an opportunity to critically engage a criminal justice issue and design a methodological inquiry with a Faculty Mentor.

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 first Senior Thesis course will provide structured guidance to thesis-track senior students in the Criminal Justice BA program in the craft of proposing a research study. Students will select a topic and develop a research proposal under a Faculty Mentor. They will review scientific literature, formulate relevant hypothesis, plan analytical strategies, and report to the Faculty Mentor in regular meetings. Ethical issues in research involving human subjects and vulnerable populations, including the role of IRB oversight, will be examined. Pilot testing of instruments and collection of preliminary data may also be required. Students will produce a formal research proposal at the end of the semester.

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, CJBA 240; CJBA 340, senior standing, and permission of instructor

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

- Students will synthesize knowledge that they have acquired throughout their studies and apply it to an area of criminal justice.
- Students will formulate research questions and hypotheses;
- Students will find, read and critically evaluate existing research relevant to their questions and hypotheses;
- Students will design a strategy to empirically and/or analytically address their own research questions and hypotheses;
- Students will know how to write a conventional academic style research proposal;
- Students will understand the ethics of human subject protection and know how to obtain IRB approval on their chosen design.

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

   No  
   X Yes

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

This course will be mandatory for all senior students in the Criminal Justice BA program who have opted for the thesis track; they are required to complete a bachelor’s thesis prior to their graduation. No other students will be admitted to this course.

10. How will you assess student learning?

The following assessments will be used to ascertain whether students have achieved course objectives:

1. **Attendance (25%)** at mentoring meetings will be used to assess the student’s ability to understand how the material they have learned in their courses to date is applied to research in criminal justice.

2. **Weekly Progress Reports (5%)** in an agreed-upon format will be submitted to the Faculty Mentor to identify and assess challenges and advances in students’ research proposal process. These progress reports will also be used to monitor students’ adherence to the established work plan and timeline.
3. **CITI Training and IRB Approval (5%)** will assess students’ appreciation for ethical concerns in research with human subjects.

4. **Research Proposal (65%)**: This task will reflect students’ abilities to critically evaluate the research in an area of criminal justice and write an academic style literature review or research study proposal. It will also be used to assess whether students can use Criminal Justice Abstracts, Criminal Justice Periodicals Index, NCJRS Abstracts Database effectively, and Sociological Abstracts. The grade for the final paper will include the literature review (15%), the first draft (15%) and the final draft (35%).

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

   Yes _X_ No ___

   • If yes, please state the librarian’s name _Professor Ellen Sexton_

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

     Yes _X_ No ___

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

     X The library catalog, CUNY+
     - EBSCOhost Academic Search Complete
     - Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
     - LexisNexis Universe
     X Criminal Justice Abstracts
     - PsycINFO
     X Sociological Abstracts
     - JSTOR
     - SCOPUS
     - Other (please name): Criminal Justice Periodicals Index and NCJRS Abstracts Database

12. **Syllabus**

    Attach a sample syllabus for this course, based on the College’s model syllabus, found at http://www.jjay.cuny.edu/ModelSyllabus.pdf - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php

13. Date of Department curriculum committee approval __February 13, 2012__

14. **Faculty** - Who will be assigned to teach this course? ________________________________
Marcia Esparza
Joshua Freilich
William Heffernan
Stanley Ingber
David Kennedy
Dennis Kenney
John Kleinig
Barry Latzer
James Lynch
Evan Mandery
Michael Maxfield
Jeff Mellow
Mangai Natarajan
Frank Pezzella
Charles Strozier
Hung-En Sung
Karen Terry
Valerie West
Sung-suk Violet Yu

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

____X No

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

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

____X Not applicable

_____ No

_____ Yes. If yes, give a short summary of the consultation process and results.

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

____X No

_____ Yes. If yes, number and name of course(s) to be withdrawn.
18. Signature/s of Endorsement

Chair, Proposer’s Department

Major or Minor Coordinator

Chair or Major Coordinator, Affiliated Department
I. Course Description

This first Senior Thesis course will provide structured guidance to thesis-track senior students in the Criminal Justice BA program in the craft of proposing a research study. The course adopts the format of a supervised independent study in which students work on open-ended research problems with a Faculty Mentor. Students will select a topic and develop a research proposal. They will review scientific literature, formulate relevant hypothesis, plan analytical strategies, and report to the Faculty Mentor in regular meetings. Ethical issues in research involving human subjects and vulnerable populations, including the role of IRB oversight, will be examined. Pilot testing of instruments and collection of preliminary data may also be required. Students will produce a formal research proposal at the end of the semester.

II. Course Pre-requisites or Co-requisites

1. ENG 102 / 201 Composition 2: Disciplinary Investigations - Exploring Writing Across the Disciplines;
2. CJBA 240 Quantitative Inquiry in Criminal Justice;
3. CJBA 340 Research Methods;
4. Senior standing;
5. Permission of instructor.

III. Knowledge and Performance Objectives

Over the course of this mentoring experience, students will develop competence and confidence in:

- Synthesizing knowledge that they have acquired throughout their studies and apply it to an area of criminal justice.
- Asking appropriate and ethical research questions and hypotheses;
- Finding, reading and critically evaluating existing research relevant to their questions and hypotheses;
- Designing a strategy to empirically and/or analytically address their own research questions and hypotheses;
- Writing a conventional academic style research proposal;
• Completing CITI training and obtaining IRB approval on their chosen design.

IV. Readings

Required:


Recommended (available from Lloyd Sealy Library):


V. Requirements and Grading

Grades will be calculated based on the following weights:
1. **Attendance**: Students are required to maintain close and regular contacts with their Faculty Mentor. Whereas telephone and email exchanges are useful and expected methods of communication in this context, a weekly 30-minute face-to-face meeting with the Faculty Mentor is mandatory. Under unusual circumstances or to accommodate students with special needs, face-to-face mentoring meetings may be substituted with alternative methods of conferencing of comparable intensity and duration upon approval by the Faculty Mentor. Punctuality and attendance at all mentoring meetings are required.

2. **Weekly Progress Reports**: Students are to submit weekly progress reports in an agreed-upon format to identify and assess challenges and advances in their research proposal process. These progress reports will also be used to monitor students’ adherence to the timeline outlined in Course Schedule.

3. **CITI Training and IRB Approval**: Students are required to complete the basic online courses in the protection of human research subjects with a social and behavioral focus offered by the Collaborative Institutional Training Initiative (CITI) at [https://www.citiprogram.org](https://www.citiprogram.org). They are expected to pass the CITI test within the first two weeks of the semester. The experience will enhance students’ appreciation for ethical concerns in research with human subjects. Students will demonstrate their competence in safeguarding the rights and wellbeing of research subjects by applying for and obtaining IRB approval for their research project by the end of the semester.

4. **Research Proposal**: The final paper will comprise of a full research proposal, which will reflect students’ abilities to critically evaluate the research in an area of criminal justice, design an empirical or analytical study, and write an academic style research proposal. It will also be used to assess whether students can use Criminal Justice Abstracts, Criminal Justice Periodicals Index, and/or NCJRS Abstracts Database effectively. The final paper will begin with a problem statement and a literature review in which students are required to surveys scholarly works relevant to their particular area of research, providing a summary and critical evaluation of extant literature. The goal is to propose and justify new research questions and a pertinent, detailed research plan that could advance our current state of knowledge. The 20- to 25-page research proposal must be typewritten, double-spaced, properly structured, and adequately copy-edited. Please leave one-inch margins on all sides, number all pages, and use a standard 12-pitch font size. Manuscript should be prepared in accordance with the chosen academic style. The grade for the final paper will include the literature review (15%), the first draft (15%), and the final draft (35%).

VI. Policies on Plagiarism and Cheating
Cheating and plagiarism are fraudulent misrepresentations for which no credit can be given and for which appropriate sanctions are warranted and will be applied. Falsifying data and misrepresenting results will result in a grade of zero on that particular assignment; serious or repeated infractions will result in failure of the course. Grade penalty that will be issued to you should you be found responsible for academic dishonesty will be F on assignment.

John Jay College of Criminal Justice Statement of College Policy on Plagiarism: Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

VII. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Planned Topic and Projected Progress</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, semester overview; IRB CITI training introduction</td>
<td>Booth et al (2008): Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Research ethics – Human subject protection and academic integrity</td>
<td>Booth et al (2008): Section V Completion of CITI training</td>
</tr>
<tr>
<td>3</td>
<td>Research topics selection</td>
<td>Booth et al (2008): Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Problem statement</td>
<td>Booth et al (2008): Chapter 4</td>
</tr>
<tr>
<td>6</td>
<td>Reading and organizing the literature</td>
<td>Booth et al (2008): Chapter 6</td>
</tr>
<tr>
<td>7</td>
<td>Critiquing the literature</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Generating questions &amp; formulating hypotheses</td>
<td>Literature review due</td>
</tr>
<tr>
<td>9</td>
<td>Designing research: Sample, and data</td>
<td></td>
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<tr>
<td>10</td>
<td>IRB review: Rationale and process</td>
<td>Ward &amp; Willis, 2010 Wolf, Croughan, &amp; Lo, 2002 Submission of IRB application</td>
</tr>
<tr>
<td>11</td>
<td>Designing research: Analytical approaches &amp; methods</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Academic writing</td>
<td>Booth et al (2008): Chapter 13 First proposal draft due</td>
</tr>
<tr>
<td>14</td>
<td>Manuscript revision II</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final Paper (full research proposal)</td>
<td>Final paper due</td>
</tr>
</tbody>
</table>
New Course Proposal Form

Date Submitted __April 16, 2012____

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

1. a. Department(s) or program(s) proposing this course___Criminal Justice___________
   b. Name and contact information of proposer(s)_____Hung-En Sung, Ph.D.___________
      Email address(es)___hsung@jjay.cuny.edu___________________________________
      Phone number(s)____ (212) 237-8412 ______________________________________

2. a. Title of the course ___Senior Thesis II_____________________________________
   b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) ___Senior Thesis II_____________________________________
   c. Level of this course ____100 Level ____200 Level ____300 Level _X_ 400 Level

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

   Senior Thesis I and II are sequential courses designed to provide the Capstone experience and a structure in which thesis-track senior students in the Criminal Justice BA program initiate and complete the writing of their bachelor’s thesis. The two courses are organized in discrete steps from the development of a research topic through the written submission of the final thesis. In this second course, the senior student must execute the research plan proposed in Senior Thesis I and write up the final thesis in which study findings are reported and policy implications are discussed. The completed thesis must be submitted to the Faculty Mentor and the chair of the Department of Criminal Justice for final review and approval.

   d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ___CJBA________________
3. **Rationale** for the course (will be submitted to CUNY in the Chancellor’s Report). Why should John Jay College offer this course? (Explain briefly, 1-3 paragraphs.)

All students in the Criminal Justice BA program who have selected thesis-track are required to complete a bachelor’s thesis in their senior year before their graduation. Senior Thesis I and II are sequential courses designed to provide a structure in which thesis-track senior students in the Criminal Justice BA program initiate and complete the writing of their bachelor’s thesis. In Senior Thesis II, the Faculty Mentor acts as the instructor, guides the student through the implementation of a previously approved research proposal, and advises on the successful production of the bachelor’s thesis.

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 second Senior Thesis course provides structured guidance to thesis-track senior students in the Criminal Justice BA program in the execution of a previously approved research proposal and the production of an academic report. Students will engage in data collection and analysis, evidence-based logical reasoning and argument formation, elaboration of data-informed policy recommendations, and identification of design limitations under a Faculty Mentor. Academic writing, related documentation processes, and protection of human subjects will also be emphasized. Students will produce the bachelor’s thesis at the end of the semester.

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, CJBA 240; CJBA 340, CJBA 410; senior standing, and permission of instructor

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

- Students will master the content of the criminal justice literature relevant to their research questions of interest;
- Students will know how to implement IRB protocols for the protection of human subjects;
- Students will learn how to execute a research design, collect data, and compute and analyze results;
- Students will learn to conduct evidence-based logical reasoning and argument formation as well as elaboration of data-informed policy recommendations;
- Students will know how to identify flaws in their own design as well as topics for further research;
- Students will learn the ethics and practice of scientific writing and/or academic publishing.

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

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<tr>
<td>_No _</td>
<td>_Yes</td>
</tr>
</tbody>
</table>

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

This course will be mandatory for all senior students in the Criminal Justice BA program who have opted for the thesis track; they are required to complete a bachelor’s thesis prior to their graduation.

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

The following assessments will be used to ascertain whether students have achieved course objectives:

1. **Attendance (25%)** at mentoring meetings will facilitate the assessment of the student’s ability to understand how the material they have learned in their courses to date is applied to research in criminal justice.

2. **Weekly Progress Reports (5%)** in an agreed-upon format will be submitted to the Faculty Mentor to identify and assess challenges and advances in students’ research process. These
progress reports will also be used to monitor students’ adherence to the established work plan and timeline.

3. **Research Paper (70%)**: This task will reflect students’ abilities to ethically and methodologically collect and analyze data, reflect on the scientific and political ramifications of the findings, and write an APA style research report. It will also be used to assess whether students can effectively use computer packages for statistical, qualitative, or geospatial analysis of empirical data. The grade for the final paper will include the summary of analytical outcomes (15%), the first draft (15%) and the final draft (35%).

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

   Yes ___ X ___ No ___

   • If yes, please state the librarian’s name ___ Professor Ellen Sexton ________________

   • Are there adequate resources in the library to support students’ work in the course?
     Yes ___ X ___ No ______

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

     X The library catalog, CUNY+
     – EBSCOhost Academic Search Complete
     – Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
     – LexisNexis Universe
     X Criminal Justice Abstracts
     – PsycINFO
     X Sociological Abstracts
     – JSTOR
     – SCOPUS
     X Other (please name): Criminal Justice Periodicals Index and NCJRS Abstracts Database

12. **Syllabus**

    Attach a sample syllabus for this course, based on the College’s model syllabus, found at [http://www.jjay.cuny.edu/ModelSyllabus.pdf](http://www.jjay.cuny.edu/ModelSyllabus.pdf) - See syllabus template available in the Faculty eHandbook at: [http://resources.jjay.cuny.edu/ehandbook/planning.php](http://resources.jjay.cuny.edu/ehandbook/planning.php)

13. **Date of Department curriculum committee approval** ___ February 13, 2012 _______
14. **Faculty** - Who will be assigned to teach this course? __________________________________________

Marcia Esparza  
Joshua Freilich  
William Heffernan  
Stanley Ingber  
David Kennedy  
Dennis Kenney  
John Kleinig  
Barry Latzer  
James Lynch  
Evan Mandery  
Michael Maxfield  
Jeff Mellow  
Mangai Natarajan  
Frank Pezzella  
Charles Strozier  
Hung-En Sung  
Karen Terry  
Valerie West  
Sung-suk Violet Yu

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

   ____X No  
   ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   ____X Not applicable  
   ____No  
   ____Yes. If yes, give a short summary of the consultation process and results.

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

   ____X No  
   ____Yes. If yes, number and name of course(s) to be withdrawn.
18. Signature/s of Endorsement

Chair, Proposer’s Department

Major or Minor Coordinator

Chair or Major Coordinator, Affiliated Department
I. Course Description

This second Senior Thesis course provides structured guidance to thesis-track senior students in the Criminal Justice BA program in the execution of a previously approved research proposal and the production of an academic report. Students will have sought IRB approval for their research study as part of their CJBA 410 (Senior Thesis I) course. Students will engage in data collection and analysis, evidence-based logical reasoning and argument formation, elaboration of data-informed policy recommendations, and identification of design limitations under a Faculty Mentor. Academic writing and related documentation processes will also be emphasized. Students will produce the bachelor’s thesis at the end of the semester.

II. Course Pre-requisites or Co-requisites

1. ENG 102 / 201 Composition 2: Disciplinary Investigations - Exploring Writing Across the Disciplines;
2. CJBA 240 Quantitative Inquiry in Criminal Justice;
3. CJBA 340 Research Methods;
4. CJBA 410 Senior Thesis I
5. Senior standing;
6. Permission of instructor.

III. Knowledge and Performance Objectives

Over the course of this mentoring experience, students will develop competence and confidence in:

- Mastering the content of the criminal justice literature relevant to their research questions of interest;
- Implementing IRB protocols for the protection of human subjects;
- Executing a research design, collecting data, and computing and analyzing results;
- Conducting evidence-based logical reasoning and argument formation and elaboration of data-informed policy recommendations
- Identifying flaws in their own design as well as topics for further study;
Knowing the ethics and practice of scientific writing and/or academic publishing.

IV. Readings

Required:


Recommended (available from Lloyd Sealy Library):


V. Requirements and Grading

Grades will be calculated based on the following weights:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Attendance</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly Progress Reports</td>
<td>5%</td>
</tr>
<tr>
<td>Research Paper – Summary of analytical outcomes:</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper – first draft:</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper – final draft:</td>
<td>35%</td>
</tr>
</tbody>
</table>

1. **Attendance**: Students are required to maintain close and regular contacts with their Faculty Mentor. Whereas telephone and email exchanges are useful and expected
methods of communication in this context, a weekly 30-minute face-to-face meeting with
the Faculty Mentor is mandatory. Under unusual circumstances or to accommodate
students with special needs, face-to-face mentoring meetings may be substituted with
alternative methods of conferencing of comparable intensity and duration upon approval
by the Faculty Mentor. Punctuality and attendance at all mentoring meetings are required.

2. **Weekly Progress Reports**: Students are to submit weekly progress reports in an agreed-upon format to identify and assess challenges and advances in their research process. These progress reports will also be used to monitor students’ adherence to the timeline outlined in Course Schedule.

3. **Research Paper**: The final paper will comprise of a completed thesis, which will reflect students’ abilities to independently conduct methodological inquiry, generate useful knowledge, and communicate findings in a specific area of criminal justice. It will also be used to assess whether students can effectively use computer packages for statistical, qualitative, or geospatial analysis of criminal justice data. The structure of the thesis explains the purpose, the methods used and the findings of the research project. It must adopt a 5-section format: a) an introduction, which introduces the research topic, the methodology, as well as its scope and significance; b) a literature review, reviewing relevant literature and showing how this has informed the research issue; c) a methodology section, explaining how the research has been designed and why the research methods/population/data collection and analysis being used have been chosen; d) a findings section, outlining the findings of the research itself; e) an analysis and discussion section, analyzing the findings and discussing them in the context of the literature review (this section is often divided into two—analysis and discussion); f) a conclusion. The 40- to 50-page thesis must be typewritten, double-spaced, properly structured, and adequately copy-edited. Please leave one-inch margins on all sides, number all pages, and use a standard 12-pitch font size. Manuscript should be prepared in accordance with the chosen academic style. The grade for the final paper will include the summary of analytical findings (20%), the first draft (15%), and the final draft (35%).

**VII. Policies on Plagiarism and Cheating**

Cheating and plagiarism are fraudulent misrepresentations for which no credit can be given and for which appropriate sanctions are warranted and will be applied. Falsifying data and misrepresenting results will result in a grade of zero on that particular assignment; serious or repeated infractions will result in failure of the course. Grade penalty that will be issued to you should you be found responsible for academic dishonesty will be F on assignment.

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long as the source is cited. Internet plagiarism includes submitting downloaded term papers or part of
term papers, paraphrasing or copying information from the Internet without citing the source, and
“cutting and pasting” from various sources without proper attribution. Students who are unsure how and
when to provide documentation are advised to consult with their instructors. The Library has free guides
designed to help students with problems of documentation.

VII. Course Schedule

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<td>1</td>
<td>Introduction, semester overview</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Data acquisition/collection/cleaning</td>
<td></td>
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<tr>
<td>4</td>
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<td>Data collection/analysis</td>
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<td>Data analysis</td>
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<tr>
<td>9</td>
<td>Data analysis</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Assembling a research argument</td>
<td>Booth et al (2008): Chapter 7</td>
</tr>
<tr>
<td></td>
<td><strong>Summary of analytical outcomes due</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>First draft due</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Manuscript revision</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final paper</td>
<td><strong>Final draft due</strong></td>
</tr>
</tbody>
</table>
JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  

Undergraduate Curriculum and Academic Standards Committee  

New Course Proposal Form  

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

1. a. Department(s) or program(s) proposing this course: Psychology_______________________
   
b. Name and contact information of proposer(s)___Joshua W. Clegg_____________________
      
      Email address (es) jclegg@jjay.cuny.edu________________________________
      
      Phone number(s) 646-557-4682______________________________________

2. a. Title of the course _____History of Psychology______________________________
   
b. Abbreviated title (not more than 20 characters including spaces to appear on student transcripts and in SIMS) HISTORY OF PSY
   
   c. Level of this course  ____100 Level  ____200 Level  ____300 Level  ____400 Level
      
      Please provide a brief rationale for why the course is at the level:
      
      In the new undergraduate psychology curriculum, required courses are listed at the 200 level while core electives are listed at the 300 level. The department curriculum committee has decided that History of Psychology should be a core elective because it is a more advanced course and requires the preparation of some of the lower level courses.
      
      d. Course prefix to be used (i.e. ENG, SOC, HIS, etc.): ___PSY________

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

   History of Psychology is a standard course offered in nearly every major psychology program in the country. The material covered in this course is important for a number of reasons. First, the psychology subject test on the GRE has traditionally included a significant number of questions dealing with the history of psychology and so all undergraduate psychology majors who plan on pursuing graduate education will be better prepared if they take
a history of psychology course. Second, the material in a history of psychology course gives clarity and context to all other topics in psychology and so this course provides students with a foundation for advanced studies and research projects in all areas of psychology. Finally, because of the nature of its material, this course provides special opportunities for critical thinking about psychology, a skill fundamental to a substantive, complete education in the field. These particular benefits are important for any undergraduate psychology program, including the program at John Jay College.

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.)

In this course students will develop, integrate, and critique historical knowledge in the major psychological subfields. Material covered will include the social and cultural contexts, disciplinary movements, prominent figures, and events in fields like experimental, clinical, social, developmental, behavioral, biological, and cognitive psychology. The primary goals of this historical training are to help students build coherent frameworks for organizing and expressing their knowledge of the discipline, and to provide students with the tools to analyze and critique the discipline in transformative ways.

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, PSY 101, and PSY 311

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

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

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

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

   Upon completion of the course, students will be able to:
1) Construct a basic critical analysis of a particular figure, practice, school, movement, event, etc. from the history of psychology that:

   a. Considers the general social and historical context.
   b. Describes and analyzes some relevant primary source documents.
   c. Evaluates the significance and relevance of the historical materials for present-day psychology.

2) Coherently and accurately answer specific questions about the major historical events, figures, and movements in the field of psychology (for example, questions from the GRE Psychology subject test preparation booklet).

Major objectives addressed in the course include:

From area 1 (knowledge base)
   Define psychology
   Understand major psychological theories (behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural)
   Demonstrate knowledge of history of psychology
From area 3 (critical thinking skills)
   Critique primary source materials
From area 4 (application of psychology)
   Describe Major Theoretical areas of psychology (e.g. clinical, counseling, industrial/organizational, school, health),
   Critically evaluate the interpretation of psychological research and applications in the media, society, practice etc.
From area 5 (ethics and values)
   Respect for other points of view
From area 7 (communication skills)
   Demonstrate effective writing skills, including use of APA style for empirically based reports, literature reviews, and/or theoretical papers
From area 8 (awareness and respect for diversity)
   Examine sociocultural, international and other contexts that influence individual differences

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

   ___ No
   X Yes
   If yes, indicate the major(s), minor(s), or program(s) and indicate the part, category, etc. (Please be specific)
   Psychology major, core elective (Part Two)

10. How will you assess student learning?
Critical historical analysis (outcomes 1a-1c) will be assessed through the following graded assignments (see syllabus for full description):

Timeline
Profile

Knowledge of historical information (outcome 2) will be assessed using the following graded assignments (see syllabus for full description):

Study Guides
Quizzes

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

   Yes X No __

   • If yes, please state the librarian’s name __Ellen Sexton_____________________
   • Are there adequate resources in the library to support students’ work in the course   Yes X No

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

     X The library catalog, CUNY+
     X EBSCOhost Academic Search Complete
     — Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford Uni Press)
     — LexisNexis Universe
     — Criminal Justice Abstracts
     X PsycINFO
     — Sociological Abstracts
     — JSTOR
     — SCOPUS
     — Other (please name) ________________

12. Syllabus

   Attach a sample syllabus for this course, based on the College’s model syllabus, found at http://www.jjay.cuny.edu/ModelSyllabus.pdf - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php

13. Date of Department curriculum committee approval ___ Fall 2009 ________________
14. **Faculty** - Who will be assigned to teach this course? ____Joshua W. Clegg, Ph.D.____

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

   - **X** No
   - ____Yes. If yes, what course(s), major(s), or program(s) is this course similar or related to? With whom did you meet? Provide a brief description.

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

   - **X** Not applicable
   - ____No
   - ____Yes. If yes, give a short summary of the consultation process and results.

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

   - **X** No
   - ____Yes. If yes, number and name of course(s) to be withdrawn.

18. **Signature/s of Endorsement**

    Thomas Kucharski

    Chair, Proposer’s Department
Course Description

In this course students will develop, integrate, and critique historical knowledge in the major psychological sub-fields. Material covered will include the social and cultural contexts, disciplinary movements, prominent figures, and events in fields like experimental, clinical, social, developmental, behavioral, biological, and cognitive psychology. The primary goals of this historical training are to help students build coherent frameworks for organizing and expressing their knowledge of the discipline, and to provide students with the tools to analyze and critique the discipline in transformative ways.

Learning Outcomes

Upon completion of the course, students should be able to:

3) Construct a basic critical analysis of a particular figure, practice, school, movement, event, etc. from the history of psychology that:

   a. Considers the general social and historical context.
   b. Describes and analyzes some relevant primary source documents.
   c. Evaluates the significance and relevance of the historical materials for present-day psychology.

4) Coherently and accurately answer specific questions about the major historical events, figures, and movements in the field of psychology (for example, questions from the GRE Psychology subject test preparation booklet).

Text and Materials

Pickren, W. E., & Rutherford, A. (2010). A history of modern psychology in context. Hoboken, NJ: Wiley. This text considers the history of psychology from a critical perspective, and so many of the events and figures discussed may be unfamiliar to you. In addition, those events and figures that are more familiar will be discussed in ways that highlight their place in particular cultures and times. This text is not simply a history of individuals or ideas; it is a history of the times, places, and everyday lives that gave those ideas their shape and significance.

Additional course materials will be available on the course website: [http://www.chronicstrangers.com/history/history.html](http://www.chronicstrangers.com/history/history.html)
Course Requirements

Paperless Class. All materials for this course, with the exception of the text, will be available online and all assignments are expected to be turned in using the course website (listed above). Your password for the course website is your John Jay user name (ex: for the jjay email: jclegg@jjay.cuny.edu, the password would be: jclegg). All assignments must be Word documents, with the .doc or .docx file extension (if you do not have Word, you can use Open Office, a free program that can create Word documents), and cannot exceed 5MB. Assignments can be submitted on the course website any time before the assignment due date (by clicking on the “Browse” button in the row where any given assignment is listed and navigating to file you wish to upload from your local machine), after which the assignment submission box will be disabled. Only one document per assignment can be submitted, but that document can be changed any time up until the assignment due date. All documents that you submit should use the following naming convention: 1) your last name, followed by 2) your first name, followed by 3) the name of the assignment, as listed in the course schedule; use no spaces between words and all text should be lower case (Ex: “clegghostudyguide1.doc”). Frequent course communications will be carried out using your John Jay email address. Make sure that your jjay email is correctly listed in your Blackboard user information, that it is not over quota, and that you check it regularly. Come and talk to me if, for any reason, you have trouble fulfilling these requirements. One of the purposes of going paperless is to reduce paper consumption and so I encourage you not to print out the course materials (your choice, of course).

Attendance. There is no way to learn the material, complete the assignments, or to get a good grade without regular attendance. Some course work will be completed only in class, including quizzes and in-class writings, and this work cannot be made up.

Readings. You are expected to come to each lecture having read the materials listed on the same date as that lecture (see course outline below). Each day’s lecture and class activities will cover material relevant to the assigned reading so you will be more prepared to understand the material if you come to class having read the assignment. Chapters from the text will provide historical and critical context for the events, places, and figures we discuss in class and the additional assigned readings are all specific examples of research, scholarship, or life narratives from the eras and traditions we will be discussing that week.

Study Guides. Every other class period, you will be assigned one chapter from the Pickren and Rutherford text, and by the beginning of class that day, you are required to submit a short study guide listing what you consider to be the major figures, events, and ideas from the history of psychology covered in the chapter assigned for that day. These study guides should be in list format and should not include any explanatory text. These study guides are worth 2 points each, and will be graded in terms of how completely they cover the material from the chapter. Material from these study guides (along with my own notes on the text) will be used to make up the quizzes.

Quizzes. Five times over the course of the semester (see the schedule below), you will be required to take a short quiz based on the materials from the Pickren and Rutherford text. All quizzes will be administered at the beginning of class. Each quiz will be worth 3 points.

In-class Writings. Throughout the course of the semester, you will be required to complete 10 in-class writings. These writings will be short reflections on the reading and lecture for that day and will be graded on the basis of their relevance,
clarity, and insight. All in-class writings will be unannounced. Each in-class writing will be worth 2 points (with the exception of the first writing which will be worth 1 point).

Profile. The largest project that you will be required to complete in this course will be a profile of a particular figure, practice, school, movement, event, etc. from the history of psychology. This profile will be completed throughout the semester and will consist of the following elements (see the schedule below for due dates of each portion of the profile):

1) **Timeline** – your timeline will consist of two parallel tracks. In the first track, you will list, in the order in which they occurred and including the relevant dates, all of the principle events from the story you have chosen to tell (for example, if you choose to profile a person, this track might include the major events, accomplishments, writings, etc. from that person’s life and/or career). In the second track, you will list important local or national events occurring in the same time and place as your story, also ordered along a timeline (for example, if you choose to profile Sigmund Freud, you might include important events occurring in Austria, in medicine, and in psychology during his lifetime). Timeline topics will be chosen in class on September 18th and the final timeline will be due on October 21st. The timeline is worth 10 points and will be graded on the basis of its detail and accuracy.

2) **Dialogue** – you will be required to choose one figure from the history of psychology (from among those figures relevant to your chosen story) and to write a script for a roughly 10 minute staged dialogue between that figure and some other figure from contemporary psychology – that is, someone who has written in psychology in the last 20 years (for example, if you chose to profile the Third Force movement, you could stage a dialogue between Wolfgang Kohler and your adolescent development professor, Maureen Allwood). The text of the dialogue should, as much as possible, come directly from materials (articles, books, letters, etc.) written by the figures themselves (these could include personal communications with you). All dialogue should be consistent with the writings of the figures chosen. These dialogues will be worth 15 points and will be graded on the basis of their insight and accuracy, on the degree to which they are based on original texts, and on the quality of writing.

3) **Essay** – near the end of the semester, you will be required to write a short (5-6 pages, double-spaced) essay describing the story you have chosen to profile, relating that story to its social and historical context, and discussing its relevance to contemporary psychology. You will be required to turn in a draft of the essay on December 4th and the final on December 16th. The essay is worth 15 points and will be graded on the basis of its insight, accuracy, and on the quality of writing.

**Methods of Evaluation**

There are a total of 100 points possible in the course. The study guides are worth a total of 26 points, the quizzes are worth a total of 15 points, the in-class writings are worth a total of 19 points, and the profile is worth a total of 40 points. These 100 points will be used to calculate a percentage grade according to the standard percentage point divisions (see table below):

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
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<tbody>
<tr>
<td>93-100</td>
<td>83-86</td>
<td>73-76</td>
<td>63-66</td>
<td>60-62</td>
<td>&lt;59</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>80-82</td>
<td>70-72</td>
<td>60-62</td>
<td>&lt;59</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>77-79</td>
<td>67-69</td>
<td>60-62</td>
<td>&lt;59</td>
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</table>

**Late Work**
All assignments are due (i.e., submitted on the course website) by the beginning of the class period corresponding to the due date of the assignment (see the course schedule). No late work will be accepted.

**College Policy on Plagiarism**

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

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

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

**Students with Disabilities**

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

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 28</td>
<td>Thursday</td>
<td>Teaching Philosophies</td>
<td>Syllabus</td>
</tr>
<tr>
<td>2 Tuesday</td>
<td>Origins of a science of mind</td>
<td>P&amp;R, Ch 1</td>
<td>Study Guide Ch 1</td>
</tr>
<tr>
<td>4 Thursday</td>
<td>Psychological science and material philosophy</td>
<td>Hobbles*</td>
<td></td>
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<tr>
<td>9 Tuesday</td>
<td>Everyday life and psychological practices</td>
<td>P&amp;R, Ch 2</td>
<td>Study Guide Ch 2</td>
</tr>
<tr>
<td>11 Thursday</td>
<td>Everyday life and psychological practices</td>
<td>Phrenology</td>
<td></td>
</tr>
<tr>
<td>16 Tuesday</td>
<td>Subject matter, methods, and the making of a new science</td>
<td>P&amp;R, Ch 3</td>
<td>Study Guide Ch 3</td>
</tr>
<tr>
<td>18 Thursday</td>
<td>Self-observation in the history of psychology</td>
<td>Ebbinghaus</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>23 Tuesday</td>
<td>From periphery to center: creating an American psychology</td>
<td>P&amp;R, Ch 4</td>
<td>Study Guide Ch 4</td>
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<tr>
<td>25 Thursday</td>
<td>Applied psychology: Munsterberg and the origins of forensic psychology</td>
<td>Munsterberg</td>
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<tr>
<td>October 2 Tuesday</td>
<td>The practice of psychology at the interface with medicine</td>
<td>P&amp;R, Ch 5</td>
<td>Study Guide Ch 5</td>
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<tr>
<td>7 Thursday</td>
<td><strong>Freud, Breuer, and the early years of psychoanalytic thought</strong></td>
<td>Kaplan</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Author(s)</td>
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<tr>
<td>16</td>
<td>Tuesday</td>
<td>Psychologists as testers: applying psychology, ordering society</td>
<td>P&amp;R, Ch 6</td>
</tr>
<tr>
<td>21</td>
<td>Tuesday</td>
<td>Early educational testing</td>
<td>Binet</td>
</tr>
<tr>
<td>23</td>
<td>Thursday</td>
<td>American psychological science and practice between the World Wars</td>
<td>P&amp;R, Ch 7</td>
</tr>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>The behavioral “revolution”</td>
<td>Watson</td>
</tr>
<tr>
<td>30</td>
<td>Thursday</td>
<td>Psychology in Europe between the World Wars</td>
<td>P&amp;R, Ch 8</td>
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<tr>
<td>4</td>
<td>Tuesday</td>
<td>Gestalt traditions in psychology</td>
<td>Kohler</td>
</tr>
<tr>
<td>6</td>
<td>Thursday</td>
<td>The golden age of American psychology</td>
<td>P&amp;R, Ch 9</td>
</tr>
<tr>
<td>11</td>
<td>Tuesday</td>
<td>The golden age of social psychology</td>
<td>Milgram</td>
</tr>
<tr>
<td>13</td>
<td>Thursday</td>
<td>Internationalization and indigenization of psychology after World War II</td>
<td>P&amp;R, Ch 10</td>
</tr>
<tr>
<td>18</td>
<td>Tuesday</td>
<td>Liberation psychology</td>
<td>Baro, Freire</td>
</tr>
<tr>
<td>20</td>
<td>Thursday</td>
<td>Feminism and American psychology: the science and politics of gender</td>
<td>P&amp;R, Ch 11</td>
</tr>
<tr>
<td>25</td>
<td>Tuesday</td>
<td>Resistance and feminist psychology</td>
<td>Weisstein</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday</td>
<td>Inclusiveness, identity, and conflict in late 20th-Century American psychology</td>
<td>P&amp;R, Ch 12</td>
</tr>
<tr>
<td>4</td>
<td>Thursday</td>
<td>Race and researcher activism in psychology</td>
<td>Clark</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday</td>
<td>Brain, behavior, and cognition since 1945</td>
<td>P&amp;R, Ch 13</td>
</tr>
<tr>
<td>11</td>
<td>Thursday</td>
<td>Theories of mind and the cognitive “revolution”</td>
<td>Piaget, Skinner</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday</td>
<td>Essay due by 12:00 p.m.</td>
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</tbody>
</table>

*See list of readings below for complete references for all additional readings. All additional readings will be posted on the course website.

**List of Additional Readings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11</td>
<td>Explore the website: <a href="http://www.historyofphrenology.org.uk/">http://www.historyofphrenology.org.uk/</a></td>
<td></td>
</tr>
</tbody>
</table>

Approved by UCASC, April 20, prepared for College Council, May 15, 2012
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
   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: Multicultural Psychology
   b. Abbreviated title (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Multicultural Psych

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:
   
   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 will investigate the influence of sociocultural factors, such as race, ethnicity, gender and class, on human thought and behavior. Students will explore different theoretical ways in which psychology addresses the tensions between cultural differences and universals, with a focus on how cultures construct human thought, behavior and identity. Building on this theoretical foundation, the course examines varying perspectives on psychological constructs, such as gender, sexuality, parenting and identity, as crucial components of self-hood. Students will be challenged to think critically about universal assumptions in psychology and to become aware of cultural influences on individuals. The application of multicultural principles to psychological practice and research will be integrated throughout the course.
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, PSY 101, 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**?

   ___ No
   ___X Yes. If yes, then please provide: (pending)

   a. Semester(s) and year(s): Summer 2012
   b. Teacher(s): Dr. Chitra Raghavan
   c. Enrollment(s): TBA
   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.)

   Multicultural psychology is a critical aspect of education for students in psychology. This is particularly true in light of current trends towards globalization and the increasingly diverse American society. As a community, John Jay College is an especially culturally diverse college, and it is the view of this department that our course offerings should include at least one course that encourages our students to consider psychological concepts through a culturally diverse lens. Students will be exposed to both cultural and cross-cultural perspectives in learning to critically consider the role of culture in human psychology.

9. **Course learning objectives:**

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

   By the end of the course, students will:
   1. Articulate orally and in writing an understanding of the tensions between universals and cultural differences in psychology, and their relevance to psychology research and practice.
   2. appreciate the ways in which cultural factors (e.g., race, gender, class, nationality) influence and construct aspects of human psychology, such as the self, emotion, etc.
3. Critically evaluate psychological theories with respect to cultural context and be able to challenge universal concepts in psychology using a more culturally informed perspective.

4. Explain and analyze issues surrounding research and assessment of diverse populations; appreciate the impact of stereotypes, biases and prejudices on society; and develop increased self-awareness as a cultural being and appreciation for the value of diversity within a society.

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 ... )

After taking this course, students will:
1. Integrate current theoretical and empirical research on sociocultural factors that influence major concepts in psychology.
2. Critically evaluate universal concepts in psychology, by comparing and contrasting perspectives on such concepts as emotion, family functioning, identity, etc., from traditional universal perspectives versus culturally informed perspectives.
3. Interpret data from peer-reviewed, original 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.

No, articles and other written and oral materials will be provided. Student assignments will require integration of course materials, as well as a great deal of introspection and critical analysis of assigned materials and of materials learned in previous courses.

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.

No

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

N/A

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

Students majoring in psychology should be able to consider and critique major psychological theories, concepts, and research, taking into account the major
sociocultural factors that influence and construct our current society. This is one of the primary learning objectives of the major.

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

Students will complete written assignments that require them to respond to readings (e.g., reaction papers; approx 10 pgs), to integrate course information (e.g., blog entries; approx 5 pgs), papers to document their observations and personal growth (e.g., genealogy paper, experience of a multicultural event; approx 8 pgs), and multi-media presentations that document an aspect of multiculturalism. Some professors might include written examinations as well.

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.)

See above 9e.

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](mailto: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.
Newspaper database:

**Ethnic Newswatch** - FULL-TEXT collection of more than 200 newspapers, magazines and journals of the ethnic, minority and native press; includes over 130,000 articles in Spanish.

New on-line video collection:

**Ethnographic Video Online** - 750 hours of videos from the most influential documentary filmmakers of the 20th century, including interviews, previously unreleased raw footage, field notes, and study guides

**PsycINFO**

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.

They would be notified of the accessibility of PSYCINFO, possibly Ethnic newswatch and Ethnographic video online, though they would not be required for assignment completion.

**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**

Syllabus below

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? __2__

c. Who will be assigned to teach this course?

   Drs. Kevin Nadal, Silvia Mazzula and Chitra Rhagavan have expressed interest in teaching this course. They are full time faculty members in the department of psychology.

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?

   1) This course is related marginally to “Culture, Psychopathology and Healing” (PSY 445/PSY3XX). However, that course does not encompass a broad approach to the consideration of a wide range of cultural factors, including gender and class, on a wide range of psychological concepts. Rather, that course focuses specifically on the concept of psychological healing. The proposed course would be substantially more inclusive. Indeed, the proposed course provided a useful foundation for the healing course.

   2) The course is also somewhat related to CSL 233, Multicultural Issues in Human Services Counseling. However, that course focuses exclusively on applications to human services delivery, and its breadth is too narrow to address the educational needs of psychology students who are not pursuing careers in human services delivery.

   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.

   The course and syllabus were designed through the efforts of 3 psychology department faculty members who have academic expertise in the area of multicultural psychology, including Drs. Kevin Nadal, Maureen Allwood, and Chitra Rhagavan. These scholars contributed to both the content and format of the course and student evaluation approaches. In addition, significant input for the revised proposal was provided by Dr. Jama.
Adams. Further, we are currently seeking feedback from both the Anthropology (Drs. Curtis and Snajdr) and Latin American and Latina/o Studies departments (i.e., Drs. Barrios and Pérez), as well as Dr. Adams, that we will use to inform 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): 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)

This course will be one of the six courses students can take to fulfill Part 2 (Core Electives in General Psychology) of the Forensic Psychology major. Students must take two courses in this part of the major.

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].

The Psychology Department is attempting to revise its Forensic Psychology major curriculum. This is an important course to include in the revised major.
**This is a sample syllabus for a version of the course to be taught off campus, in Bali, adapted for typical JJ classes on campus**

MULTICULTURAL ISSUES IN PSYCHOLOGY
PSYCHOLOGY 300XX
FALL 2012

| Professor: | Chitra Raghavan |
| Class Location: | Ubud, Bali |
| Office: | 2122 North Hall |
| Class Days: | Mon-Wed lectures by instructor; Thursdays, guest lecturers and field trips |
| E-mail: | craghavan@jjay.cuny.edu |
| Time: | Mon-Wed: 11-12:15 |
| Phone: | 212-237-8417 |
| Office Hours: | 6-9 pm Mon-Thursday or by appt |

Policies

- One of the goals of the program is to develop a close group identity. Thus, absolutely no one outside of the program is allowed to attend classes, trips or any program activities. Outside participants should not be invited to use program facilities under any circumstances. Inviting non-participants who have no relationship to the summer abroad program and “sharing” program space/accommodation/activities in any way is grounds for dismissal.
- Two missed classes without an explanation is grounds for dismissal from the program.
- Consumption of illegal drugs is grounds for dismissal from the program.
- Missing any excursion or field trip unless as a result of serious illness is grounds for dismissal from the program.

Field Excursions

In addition to two weekend trips, the course will require visits to community based organizations, cultural shows and trips to local markets and public spaces to experience and observe the role of men and women in everyday life. Trips will include assignments and written reports for a grade.

Classroom conduct and conduct in Bali

You are expected to conduct yourself in an appropriate manner, respecting the rights of your instructor and fellow students. Dress codes that are congruent with Balinese expectations of modestly will be enforced for all trips and classes with guest lecturers or outside visitors.

Required Texts/Readings:

- Articles as assigned – to be available on blackboard. Students are expected to print/download readings and have them accessible prior to class.

Course Description:

In this course, students will be introduced to the different theoretical ways in which psychology has addressed the tensions of cultural differences and universals in psychology with a focus on
how cultures construct what it means to a person. Building upon these theoretical foundations, the course will introduce students to varying perspectives on gender and sexuality as one crucial component of self-hood and the core of many issues in multiculturalism. Readings will be drawn from classic psychology articles on self, gender, and sexuality as well as specific case studies of the self, gender, and sexuality in Bali.

Topics will include what it means to be a person in American and Balinese society, how gender shapes our psychological lives and how the psycho-social world shapes our construction of self and gender; and how culture, religion, and the media shape and reinforce ideas about self, gender, and sexuality. The application of multicultural principles to psychological practice and research will be integrated throughout the course.

A key goal of the course is to increase awareness of students of different ways of carving up the perceived world, recognizing and being sensitive to how Western based models of psychology offer only one way of understanding the self and how this model has been challenged from within psychology. The results of such debates have challenged us to find ways of understanding the self and have lead to a key question: Can we or can we not assume that the self and its psychology is universal?” If it is, then what is multiculturalism? If it is not, then what is multiculturalism?

Learning objectives of Multicultural Psychology as taught in Bali:
   a. An introduction to the attempts of psychologists’ efforts to reconcile the formal study of psychology with different cultural realities
   b. Challenge universal assumptions about concepts in psychology
   c. An application of these theories to existing perspectives on gender and sexuality
   d. An analysis of theories of culture, gender, and sexuality to current realities in Bali
   e. Ability to interpret data from peer-review articles
   f. Ability to critically evaluate theories in different cultural contexts
   g. Increase understanding of various socio-cultural contexts which influence the development of cultural identity.
   h. Ability to understand tensions between cultural relativity, cultural practice, and informing change

Further Learning Objectives include:
   i. Become familiar with issues surrounding research and assessment of diverse populations
   j. Increase personal self-awareness as a cultural being in a diverse society
   k. Develop knowledge of how stereotypes, biases, and prejudices are shaped and impact society
   l. Increase valuing of diversity and understanding of the experiences of others.

Course Grades
   Reaction Papers (7) = 5pts each = 35 pts total
   Blog Entries (4) = 5pts each = 20 pts
   Observations (4) = 3 points each = 12 pts
   Experience and Growth Paper (1) = 8 pts
   Visual Presentation=15 pts
   Participation and Attendance =10 pts

   Total = 100 points
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**Notes:**


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*Approved by UCASC, April 20, prepared for College Council, May 15, 2012*
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Blog 4 due Reaction paper 6 on readings due Field Observation 4 integrating gender and sexuality due Reaction Paper 7 due Experience and growth paper due by beginning of class
Written Assignments

All assignments must be typed, double-spaced and stapled. Assignments must be handed in—e-mail copies will not be accepted unless previously arranged. Late Assignments will generally not be considered unless there is a major, documented illness or emergency, in which case they may be handled on a case by case basis. Assignments are due at the beginning of class on the due date! An assignment not turned in at the start of class is considered late and results in the loss of a letter grade for the assignment. One letter grade will be lost for each subsequent day the assignment is late.

Reaction Papers

Total Possible Points: 5 each (35 points)
1. There will be 7 reaction papers this semester. Papers cannot be more than 2 single space typed pages. All papers must first be read by your graduate student mentor. All papers will be graded with a letter grade. Reactions can incorporate:
   a. Your reaction to the lecture
   b. Your reaction to the readings
   c. News items related to the course
   d. Class discussions
2. All assignments must be typed (double-spaced) and stapled. Assignments will be graded based on how thoroughly, and thoughtfully, you answer the questions. Be very careful not to plagiarize- see your syllabus for the department’s policy on plagiarism.

Blog: 5 points each (20 points)
1. There will be 4 blog entries required this semester. Blogs will be graded as Pass/Fail where as a pass is 5 points and a fail is 0.
2. Blog questions will be posted weekly on blackboard if internet is available daily.
3. If internet is intermittent, blogs will be completed as a journal writing exercise and turned in the old-fashioned way.

Observations: 3 points each (12 points)
1. There will be 4 field observations due culminating in a short “experience paper” on these observations.
2. Observations can be in the form of field notes or completed paragraphs. While there is no maximum page length, minimum page length is at least 1 double-spaced page.
3. Observations will be graded as Pass/Fail.

Field Experience/Growth Paper (8 points)
1. Prepare a 2-4 page typed double-spaced paper on the most significant or important field experience.
   a. Include:
      i. A brief summary of the activity (2)
      ii. Describe the affective/emotional impact it had on you (2)
      iii. What you learned from the experience (2)
      iv. How you plan to continue your experiential multicultural growth and development (2)
Visual Psychology and Sociology Project/Collaborative Final Exam

Total Possible Points: 15

1. The best way to understand and appreciate psychology and culture is to experience it. Multicultural refers to, but is not necessarily limited to, ethnic, racial, cultural and GLBT groups, people with disabilities, older adults, gender, and class as well as the interface among these dimensions.

2. You are required to document some aspect of multiculturalism discussed during the course of the proposal or that you argue is relevant to the proposal.

3. The instructors will discuss group topics with you throughout the course as you develop your projects.

4. You and your team will present your project using a mix of photographs, videoclips that your team shot, and verbal presentation.

5. The presentation should begin with a verbal or written description of the project and include your “study” goals, importance/relevance of project, and brief conclusion/discussion.

6. Any written material should be presented as part of power point presentation with embedded media.

7. If your focus is on gender, you may want to surf the website: http://www.genderads.com/Gender_Ads.com to give you ideas—but beware, it can be very overwhelming.

8. Each team will comprise 3-5 members and will have 30 minutes to make their presentation (allow yourselves 5 minutes for set-up). Thus, your actual presentation should be 25 minutes.

9. We will have a combined 20-30 minute discussion after every three presentations.

10. All groups are expected to have 1 written question for the presenting group members to advance discussion.

General Writing Guidelines

- All papers should have a title and your name. To save trees, I will not require a title page. I also require that all papers be double-sided.
- Spelling and grammar are expected to be college level. PROOF-READ.
- Late papers will only be accepted by prior arrangement. You will lose one letter grade for each day that it is late. Weekends count.
- This paper uses the APA guidelines regarding margins, type font, double spacing, and citation (when applicable). Most of your documentation will be personal communication and actual documents.
- All assignments must be typed (double-spaced) and stapled. Assignments will be graded based on how thoroughly, and thoughtfully, you answer the questions. Be very careful not to plagiarize- see your syllabus for the department’s policy on plagiarism.
- Your paper (and all homework, drafts, etc.) should be handed in as a paper copy. I do not accept emailed papers or home, papers on disc, CD, or flashdrive, or faxed copies. Be sure to keep a copy of all work. Staple papers before coming to class.
Department Policies

**Academic Misconduct**

Instances of cheating, plagiarism and any other form of academic misconduct **will** be prosecuted according to the procedures adopted by John Jay College. I will not accept as an excuse that you were unaware that your behavior constituted plagiarism. Therefore, I highly recommend that you familiarize yourself with the concept of plagiarism and that you approach me if you have any questions.

**HOW TO AVOID PLAGIARISM**

You must always cite the references you consulted in your research. Failure to do so constitutes plagiarism. A few guidelines for acknowledging sources are noted below (from Northwestern University’s “Some Notes on Plagiarism and How to Avoid It”):

A simple principle can be helpful when one is trying to determine whether in a specific case acknowledgment is necessary: If you knew it or held it as your own opinion before you began preparing your paper, it need not be acknowledged (unless you had recently acquired it from your reading). If you got it from some outside source after beginning preparations, it must be acknowledged. . . . Wherever there are specified facts, explanations, judgments, opinions, or hypotheses, their exact source must be given... **such acknowledgment is required even when you present this specific material entirely in your own words.** (p. 4) **Any direct quotation must be placed in quotation marks** (or otherwise designated as a direct quotation) and **the source immediately cited** (after the quote). Some students have the odd notion that it applies only when the quotation is at least a complete sentence and that phrases can be transcribed without quotation or acknowledgment. But any phrase so appropriate and effective as to be taken from the original should be treated this way. (p. 4)

**Administrative Information**

Any student who has a disability and needs classroom accommodations should notify both me and the Office of Services for Students with Disabilities at 212/237-8185.
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:** Counseling Department
   
b. **Date** submitted to Office of Undergraduate Studies:
   February 20, 2012

c. **Name and contact information of proposer(s):** Mickey C. Melendez, Ph.D., Deputy Chair; Vice President Berenecea Johnson Eanes, PhD; Department Curriculum Committee
   
   Email address(es): mimelendez@jjay.cuny.edu
   Phone number(s): 212 237-8101

   a. **Title of the course:** Vocational Development and Social Justice in Human Services

   b. **Abbreviated title** (not more than 20 characters including spaces, to appear on student transcripts and in SIMS): Voc Dev Soc Jus HS

   c. **Level of this course:**

   
   ____100 Level   ____200 Level   ____300 Level   ____400 Level

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

   Vocational Development and Social Justice in Human Service entails a higher level of inquiry building on the fundamentals learned in ENG 101, CSL 150, CSL 233, CSL 235, and CSL/PSY 342. The course will provide students theoretical knowledge and practical skills related to the information learned in the above pre-requisite courses.

   d. Three letter **course prefix** to be used (i.e. ENG, SOC, HIS, etc.): ___CSL__

2. **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.)

   CSL 3XX is designed to introduce students to historical and sociopolitical factors influencing career development in our society, career development theories, occupational choice issues, work preparation strategies, and the impact of employment on social justice in our society. Emphasis is given to psychological, vocational, and human service theory
and research as the foundations for the development of effective strategies in assisting people in securing employment through fostering knowledge and self-awareness regarding vocational interests, values, and needs. The course also covers theories of career counseling, career assessments, and applied concepts and methodologies of career counseling as they apply to the role of the human service professional. Learning in class will be promoted through lectures, class discussions, presentations, small group work, experiential activities and/or various other methods of information.

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.)

The course introduces students to the field of career development within a human services context. Topics include the roles and functions of a career counselor; the role of work in society currently and historically; the impact of recession and unemployment on individuals, families and communities, current models of career choice and development; ethical and legal issues; professional development; and career assessment and program implementation. Students will create vocational genograms and take career assessments in order to explore their own career development allowing for the integration of vocational theory with their own personal life experiences.

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, CSL 150

6. Number of:
   a. Class hours __3__
   b. Lab hours _____
   c. Credits __3_

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

   ____ No
   ____X Yes. If yes, then please provide:

   a. Semester(s) and year(s): See below
   b. Teacher(s): Mickey C. Melendez, Ph.D.
   d. Prerequisites(s): ENG 102/201, CSL 150

8. **Course learning outcomes:**
• Students will be able to describe and critique theories and principals of vocational development utilized by Human Service professionals (through classroom discussion, exams, written assignments, and student presentations)

• Students will be able to describe and discuss implications of the historical, political, economic, and sociological factors impacting the role of work in society, and how related factors such as unemployment impact human functioning (through class discussion, exams, written assignments, and presentations).

• Students will be able to discuss and debate the importance of interest, value, and personality type questionnaires to career exploration and vocational development in human service settings (through in class self-assessment, class discussions, and written assignments).

• Students will be able to examine and discuss the ethics and values necessary for working as an effective vocational development specialist within a human service context (through class discussions, written assignments, and presentations).

• Students will be able to evaluate the impact of gender, race/ethnicity, and SES on vocational development throughout the lifespan (through in class discussions, exams, written assignments, and class presentations).

The Human Service minor represents an educational opportunity for students interested in gaining an understanding of human growth, diversity, and development with the goal of preparing them to become compassionate and competent human service professionals. Course offerings explore topics relevant to the fields of counseling, psychology, social work, and human services in the effort to provide students with the foundational competencies requisite for graduate training and careers in the human service field.

Career development is integral to training and research in counseling psychology, social work and human services fields, and is considered a core requirement in many Counseling Psychology, School Psychology, and Human Service training programs. The learning objectives achieved through the Vocational Development course provides students with fundamental skills essential in the Human Services field or related fields (social work, psychology, and counseling).

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

X Yes

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

This course will be part of the Human Service minor and the Major in Human Service which is currently under development.

10. How will you assess learning?

Class participation:

• Each student will be assessed on their participation in class discussions and case studies.

Quizzes/Examinations:
- 5 Topical Quizzes will consist of 1 short essay questioning addressing a major topic of discussion in class or in the reading.

- Midterm and final examinations will consist of 10 multiple choice, 10 fill-in, and 3 brief essay questions.

Vocational Interview Paper:

- A vocational interview paper (length approximately 12 pages) requires students to conduct a structured interview with person of their choosing who demonstrates long-term career success and satisfaction (inclusion criteria discussed in class). Students are then expected conceptualize the interviewees career development employing several vocational theories discussed in class

Project/Presentation:

- Final project/presentation: will require students to present a topic to the class on any topic relevant to the work and/or vocational development. Specific requirements are as follows:

  1. In class multimedia presentation (individual or group) on any topic relevant to the field of vocational development, social justice, and human service. All topics must obtain prior approval of the instructor.

  2. Final written report outlining the key points of the presentation. Must follow APA style. Report must contain the following sections:

     a. Face/Cover Sheet with abstract (1 page)
     b. Introduction to and relevance of the topic (2 page)
     c. Review of relevant literature and/or discussion and critique of any relevant program, interventions, or legislation (5-6 pages)
     d. Identification of gaps in the literature and future directions for research, programming, or policy (2-4 pages)
     e. Key conclusions and discussion of findings (2-4 pages)
     f. APA style bibliography (1-2pages)

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

    __X__ Yes       ____ No

    • If yes, please state librarian’s name __Ellen Sexton__

    • Are there adequate resources in the library to support student’s work in the course?

    __X__ Yes       ____ No
• Will your students be expected to use any of the following library resources? Check all that apply.

  X The library catalog, CUNY+
  X EBSCOhost Academic Search Complete
  – Electronic encyclopedia collections (e.g. from Gale; Sage; Oxford University Press)
  – LexisNexis Universe
  X Criminal Justice Abstracts
  X PsycINFO
  X Sociological Abstracts
  – JSTOR
  – SCOPUS
  – Other (please name) ___________________________

12. Syllabus

Attach a sample syllabus for this course, based on the College’s model syllabus, found at http://www.jjay.cuny.edu/ModelSyllabus.pdf - See syllabus template available in the Faculty eHandbook at: http://resources.jjay.cuny.edu/ehandbook/planning.php

13. Date of Department curriculum committee approval: February 8, 2012

14. Faculty

Who will be assigned to teach this course? Mickey C. Melendez, Ph.D. and other departmental faculty as assigned.

15. 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?

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

  _X_ Not Applicable

  ___ No

  ___ Yes. If yes, give a short summary of the consultation process and results.
17. Will any course be withdrawn if this course is approved?

___X No

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

18. Signature/s of Endorsement

Chair, Proposer’s Department

Major or Minor Coordinator

Chair or Major Coordinator, Affiliated Department
John Jay College of Criminal Justice  
The City University of New York

CSL 395 – Vocational Development and Social Justice in Human Services

Professor:  
Office hours:  
E-mail:

Phone:  
Office:

Required Text:


Supplemental Text: (On reserve at the Sealy library)


Course Description:

The course is designed to introduce students to career development theories, occupational choice issues, work preparation strategies, and career assessment information relevant to human service professionals. Emphasis is given to psychological and vocational theory and research as the foundations for the development of effective strategies in fostering knowledge and self-awareness regarding vocational interests, values, and needs, and in making appropriate career choices. The course also covers career counseling interventions, career assessments, and applied concepts and methodologies relevant to human service work. Learning in class will be promoted through lectures, class discussions, presentations, small group work, experiential activities and/or various other methods of information delivery.

Note: This course focuses on issues related to career development in human service contexts. Due to the experiential and developmental nature of the materials employed, occasionally sensitive responses may result. Should the content of the course material trigger any such responses, the college has a professional staff that is available for career and personal counseling, as well as additional support. Please see the course instructor if you would like further information, or visit suite L:68 of the New Building for a confidential appointment.
Course Outcomes:

Achievement of these outcomes will be assessed through student performance on written examinations, in class quizzes, discussions and presentations.

- Demonstrate knowledge of theories, principles, and techniques of vocational counseling and development.
- Demonstrate knowledge of the historical, political, economic, and psychosocial factors impacting the role and nature of work throughout the lifespan in contemporary American culture.
- Demonstrate knowledge of the ethics and values necessary for working as an effective vocational development specialist within a human service context.
- To develop a practical understanding of how to assist clients with career related issues within human service settings through the use of case studies and role plays scenarios.
- To develop literacy regarding vocational databases and other informational resources relevant to helping clients explore employment opportunities in Human Service settings.

Course Requirements:

1. Attendance, Participation, and Preparation:

   - Regular attendance, promptness, evidence that you are prepared, good grades your assignments and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments and not participating in classroom discussions will result in a low grade or failure.

   - All assignments and readings are expected to be complete on the date they are due. Late work will result in grade reduction.

   - Students must turn off all personal electronic devices before entering class and must arrive and depart at the designated class times.

   - All students have the right to express their opinions and values and engage in critical thinking about issues discussed in this class. Students are expected to conduct themselves in a fashion that delineates sensitivity, openness, and respect for their fellow students’ opinions, values, and feelings. If a student is in violation of this policy, the student will immediately be asked to leave the classroom and a mandatory meeting with the professor will be scheduled prior to the student being permitted to attend the next class. Lastly, all opinions expressed in class will stay in class.
2. **Topical Quizzes:** 5 Topical Quizzes each consisting of one short (1 page) essay question addressing a major topic of discussion in class or in the reading materials. Quizzes will be assigned approximately every 3 weeks.

3. **Vocational Interview and Case Study** (Approximately 12 pages): Select an individual who you feel has had a long (at least 12 years) and rewarding career in any occupational field related to criminal justice and interview them regarding their career development. In addition,

   - The written interview may employ either a narrative or question and answer format, but should provide a detailed description of the key influences and events involved. Students are challenged to tell their persons’ story (approx. 5-6 page).

   - Utilizing the vocational theories presented in class and in the readings, students will chronicle and discuss the interviewees’ vocational development in regards to their background, upbringing, gender, culture, class, education, values, job satisfaction, and goals and aspirations. In addition, the student will select 2-3 relevant theories from those discussed in class and create a case study specific for their interviewee (5-6 pages).

   - Papers will be graded based on their quality of organization, grammar, and thoroughness. Further details will be given out in class. The paper will be due during the ninth week of class.

4. **Project/Presentation (all topics must receive prior approval of the instructor):**
   The project / presentation can focus on any contemporary issue that is relevant to vocational counseling and criminal justice. Group work (no larger than 4 per group) is encouraged but all groups must receive prior approval of the instructor. Projects can employ one of several formats such as: an APA style paper presentation, a program evaluation, case study, or research proposal, but must contain the following:

   - All projects must contain both written and presented materials. Students will do an in class presentation utilizing any of the multimedia resources available in which they will educate the class about a special topic within the discipline of vocational development in Human Service. Time allocation for presentations will be dependent on group size.

   - All projects must also submit a written paper outlining the findings and resources utilized in their presentations. Individual presenters will submit their own paper while groups will submit one collaborative paper. Paper length will be dependent on the size of the group.

   Presentations will be scheduled during the last three weeks of class. Final papers will be due on the last day of class. Further details will be given out in class.

5. **Midterm Exam, Format:** Students will pick five essay questions from a list of seven

6. **Final Exam, Format:** Students will pick five essay questions from a list of seven
Statement of John Jay College Policy on Plagiarism

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

The following are some examples of plagiarism, but by no means is it an exhaustive list:

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

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

(From the John Jay College of Criminal Justice Undergraduate Bulletin, 2005-2007, p.157)

5. Grading:

1. Class Participation 50 points (10%)
2. Topical Quizzes (10 pts x 5) 50 points (10%)
3. Vocational Interview 100 points (20%)
4. Midterm Exam 100 points (20%)
5. Project/Presentation 100 points (20%)
6. Final Exam 100 points (20%)

Total 500 points (100%)

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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Schedule
Topics and Readings:

Introduction

1. What is Human Service? What is Vocational Guidance?

NHB-chapt. 1, pp 1-13, Introduction to Career Development Interventions

Vocational Development and Social Justice in America

2. Overview and History of the Field: The Industrial Revolution, Vocational Guidance, Frank Parsons, and the Great War.

NHB-chapt. 1 cnt’d., pp 14-30


4. Vocational Development in a Diverse Society: The Myth of Equal Opportunity. From Head-Start to Affirmative Action and Beyond

NHB-chapt. 4, Career Development and Diverse Populations

Current Psychosocial, Economic, and Political Trends in Vocational Development

5. Psychological Impact of Unemployment: The Long Term Effects of Recession and Depression


Quiz 1

Theories of Vocational Guidance in Human Services: the Canon of Vocational Psychology

Matching Personality Traits to Job Demands: Trait-Factor and Person-Environment Theories

7. Trait-Factor Theory: The Merits of True Reasoning

NHB-chapt. 2, pp 35-39, Understanding and Applying Theories of Career Development

8. Dawis’ Work-Adjustment Theory: The Connection of Job Satisfaction to Well-Being
9. **Holland Theory: Birds of a Feather Flocking Together in the Search for Congruence**
   
   NHB-chapt. 2, cnt’d, pp 63-74  
   SF-chapt. , Holland’s Theory of Vocational Personalities and Work Environments

10. **Vocational Assessment, Tools of the Trade: Myers-Briggs Theory and the Strong Interest Inventory**
    
    NHB-chapt. 6, Assessment and Career Planning  
    SF-chapt. 2, The Use of Assessment in Career Counseling

**Quiz 2**

**Cradle to Grave: Theories of Career Development Across the Lifespan**

11. **Super’s Life Span-Life Space model: Exploration and Climbing the Ladder**
    
    NHB-chapt 2, cnt’d, pp 41-58

    
    SF-chapt. 8, Developmental Theories

13. **Gottfredson’s Theory: The Impact of Gender and Prestige**
    
    NHB-chapt. 2, cnt’d, pp 58-63  
    SF-chapt. 9, Gottfredson’s Theory of Circumscription and Compromise

**Midterm**

**Contemporary Models of Career Development: New Perspectives, Influences, and Values**

**Feminist and Multicultural Perspectives: Providing an Anti-oppression Lens for Vocational Development**

14. **Feminist Theories: Egalitarianism to Empty Nest**
    
    SF-chapt. 4, Gender Aware and Feminist Approaches

15. **Multicultural Career Counseling Theory (MCCT): Avoiding the Privilege Trap**
    
    SF-chapt. 9, Culturally Appropriate Career Counseling

   Constantine (1998), Challenges to the career development of urban racial and ethnic minority youth: Implications for vocational intervention.

**Socially Aware Career Theories**

    NHB-chapt. 3, 74-82
    SF-chapt. 6

17. Lent & Hackett’s Social Cognitive Theory: The Development of Self-Efficacy

    NHB-chapt. 3, pp 88-95
    SF-chapt. 10, Social Cognitive Career Theory

**Quiz 3**

18. Holistic Models: Incorporating the Spiritual Perspective

    NHB-chapt. 3, cnt’d, pp 101-118

    *Vocational Interview Due*

**Vocational Development and Human Service Interventions:**

19. Vocational Guidance in Educational Systems: Elementary through High School; The Front Lines for Vocational Development in Our Society

    NHB-chapt. 11, Career Development Interventions in Middle and High Schools.
    chapt. 10, Career Development Interventions in Elementary Schools

20. Familial Considerations: Individualistic vs. Collectivistic Perspectives in Vocational Guidance


21. Class and Community: The Impact of Job Status, Citizenship, and Poverty in Vocational Development

    NHB-chapt. 13, Career Development Interventions in Community Settings


22. Corrections, Probation, and Parole: Employment as the Pathway to Successful Re-entry

    Vernick & Reardon (2001), Career Development Programs in Corrections

**Quiz 4**
23. Working as an Ethical Vocational Guidance Professional

NHB-chapt. 13, Ethical Issues in Career Development Interventions

24. Career Guidance Strategies and Stages in the Human Service Profession

Video: Career Counseling in Progress

NHB-chapt. 5, Career Counseling Strategies and Techniques for the 21st Century

25. Vocational Development within the Human Service Profession


26. Summary, Integration, and Review: Outlook for Human Service Professionals

SF-chapt. 10, Summary and Integration

Quiz 5

27. Class Presentations

28. Class presentations

29. Class presentations

30. Final Exam

Bibliography


*Community, Work & Family, Vol. 4, No. 2, 133-156*
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: March 8, 2012

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):
   
   Name(s): Joshua C. Wilson and James Cauthen
   Email(s): jcwilson@jjay.cuny.edu; jcauthen@jjay.cuny.edu
   Phone number(s): 646-557-4615 (Wilson); 212-237-8193 (Cauthen)

3. Current number, title, and abbreviated title of course:

   **POL 230, Principles of Constitutional Government** *(Prin Const Govt)*

4. Current course description:
   
   An investigation of the constitutional foundations of the powers of the three branches of the national government, the evolution of federal-state relationships, and governmental regulation of the economy through careful review and analysis of United States Supreme Court decisions.

   a. Number of credits and hours: 3, 3

   b. Number of class hours (please specify if the course has lab hours): 3 (No lab hours)

   c. Current prerequisites: ENG 101, and GOV 101 or POL 101 or permission of the section instructor

5. Describe the nature of the revision: Changing the course to the 300-level and changing the name and prerequisites.

6. Rationale for the proposed change(s):

   This course revision proposal is one of two being submitted to revise the Political Science Department’s course on constitutional powers and its course on civil rights and liberties to two 300-level courses. Currently, our course addressing the constitutional powers of the
federal government is a 200-level course (POL 230), and the course on civil rights and liberties is a 400-level course (POL 430). This proposal is to revise POL 230 to a 300-level course (POL 3XX).

The Political Science Department has offered its course on constitutional powers at the 200-level for many years, presumably because of the curricular structure of the College when the course was first developed. However, faculty teaching the course believe it is better placed within the curriculum at the 300-level because the content of the course (primarily U.S. Supreme Court opinions) is better suited for students farther along in their academic programs.

Revising POL 230 and POL 430 to 300-level offerings will bring the department in line with most other colleges and universities in the country. Most political science departments offer equivalents to our POL 230 and POL 430 at the same academic level (typically the junior level) and oftentimes as courses in sequence. For example, within CUNY, Baruch offers its course on constitutional powers as POL 3313 and its course on civil liberties and civil rights as POL 3314; Brooklyn College offers the same courses as POLS 3121 and POLS 3122; and Hunter College offers them as POLSC 340 and POLSC 341. Within the SUNY system, Stony Brook offers its course on constitutional powers as POL 320 and its course on civil liberties and civil rights as POL 325, and Binghamton offers these courses as PLSC 331 and PLSC 333. We believe a similar approach will benefit our students.

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

   a. Revised course description:

   This course examines the constitutional powers of the three branches of the national government and the evolution of federal-state relationships. Readings will consist of leading and recent Supreme Court decisions, which may be supplemented by political, philosophic, and legal literature.

   b. Revised course title: Constitutional Powers

   c. Revised number of credits and hours: N/A

   d. Revised number of hours: N/A

   e. Revised prerequisites: ENG 102 or ENG 201, GOV 101 or POL 101, and junior standing or above, or permission of the section instructor

8. Enrollment in past semesters: Fall 2011- 139 students (4 sections); Spring 2012- 187 students (7 sections)

9. Does this change affect any other departments?

   _____ No
   X   Yes

   What consultation has taken place?
   POL 230 is offered as a required foundation course in the CJ Management major and as
an option in one concentration in the old CJ BA major. We have notified the chairs of the Public Management and Criminal Justice Departments as well as the coordinators of the two majors of this proposed revision. All other majors in which this course appears are governed by the Political Science Department.

10. Date of Department or Program Curriculum Committee approval: March 7, 2012

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

Harold Sullivan
SAMPLE SYLLABUS

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
524 WEST 59TH STREET, NEW YORK, NY 10019

CONSTITUTIONAL POWERS
POLITICAL SCIENCE 3XX, SECTION ___
FALL 20__ SYLLABUS

Instructor: __________________
Office: New Building - ________ (9th floor in Political Science Department)
Office Hours: Tuesdays, 4:30-5:30 pm and Wednesdays, 11am- 12 noon. Other times by appointment ¹
E-Mail: __________________
Office Phone: ____________
Class Location and Time: New Building L2.82, T/TH 10:50 am – 12:05 pm
Web Presence: I will be using Blackboard for this course (access through John Jay website)
Course Prerequisites: ENG 102 or ENG 201, GOV 101 or POL 101, and junior standing or above, or permission of the section instructor

Course Description
This course examines the constitutional powers of the three branches of the national government and the evolution of federal-state relationships. Readings will consist of leading and recent Supreme Court decisions, which may be supplemented by political, philosophic, and legal literature.

Course Learning Outcomes
Upon successful completion of this course, students will: (1) demonstrate knowledge of major Supreme Court decisions concerning the powers of the federal government and the interplay between different branches and levels of government; (2) identify, comprehend and evaluate the relevant legal arguments in Supreme Court opinions; and (3) form and express cogent arguments as well as engage in well-articulated and intellectually grounded debate through effective writing and oral presentation. These objectives will be accomplished through course readings, lectures, examinations and completion of assignments.

Required Texts

Additional required readings will be available on Blackboard.

Course Requirements and Grading
Attendance Policy: You are expected to attend class regularly and roll will be taken. The class discussions will not be a summary of the readings but generally will address in detail one or more concepts relevant to the topic. The material addressed in class may not be contained in the readings. I will take attendance for every class period by passing around a sign-in sheet. It is your responsibility to see that you sign in as present. If you come to a class extremely late or if you leave early, I reserve the right to mark you as absent even if you sign the attendance sheet. If you miss five or more class periods during the semester, five points will be deducted from your final (i.e., course) grade. I generally do not grant "excused" absences, except in cases of religious observances (please see me if this occurs).

¹ Office hours are the times I specifically set aside to be available to meet with students. If the office hours are not convenient for you, talk to me before or after class and we can make arrangements to meet some other time.
If you miss class, contact someone who attended and check Blackboard. Although the syllabus sets out the schedule of readings and other assignments, circumstances may necessitate changes. Any such changes will be announced in class and posted on the “Announcements” section of Blackboard. Whether regarding schedule changes or anything else having to do with the course, students will be held to have knowledge of all class announcements.

**Daily Quizzes:** Throughout the semester, you will be given short objective quizzes based on the reading assigned for that day. I reserve the right to administer these any and every class period. If you are not in class the day a quiz or exercise is given, you will receive a grade of 0. However, for those taking the quiz, the lowest grade I will give will be 40. Thus, you are given significant credit for attendance in class, even if you do poorly on these assignments. I will drop your lowest quiz grade when computing this portion of your final grade.

**Examinations:** There will be three examinations in this class – two during the semester and one during the final examination period. These examinations will consist primarily of essay questions but with some short answer/identification questions. Unless excused by me, you will receive a “0” if you fail to take an exam when scheduled.

**Paper:** You will be required to write one paper (approximately 8 pages – suggested topics will be forthcoming) during the semester. I am willing to review and provide written comments on drafts of papers before the due date, telling you how to improve the paper. You then can revise the paper and hand in the revision by the due date. Additional information about the paper will be forthcoming. My policy on late papers -- papers up to 24 hours late will accepted, but the grade will be reduced 10 points. Papers received more than 24 hours late will be graded, but the highest grade available will be 50.

**Extra Credit:** I do not provide extra credit work during the semester. Your grade will be based on your performance on exams, quizzes, paper, and class participation.

**Grading**

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<td>Final Exam</td>
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<tr>
<td>Paper</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
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**Miscellaneous**

**Academic Integrity:** All students are urged to review the CUNY/John Jay Policy on Academic Integrity located on the web at [http://www.jjay.cuny.edu/web_images/PolicyandProcedures.pdf](http://www.jjay.cuny.edu/web_images/PolicyandProcedures.pdf). Any instances of cheating and plagiarism occurring in this class will be dealt with as severely as permitted under the policy.

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

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

If you are unsure of the meaning of cheating and plagiarism, please read the information on the linked site above and/or see me.

Turnitin: The College subscribes to Turnitin, an on-line plagiarism prevention service. In addition to turning in a paper copy of the paper to me, students will be required to submit the paper in electronic format (Word, WordPerfect, RTF, PDF, or HTML) directly to Turnitin or to the instructor for submission to Turnitin. 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 in this course original material that has been or is being used for written assignments in other courses. Information about Turnitin is available at http://www.turnitin.com.

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

The Writing Center: The Writing Center, located in Room 1.68 in the New Building, 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.

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<tr>
<td>8/29 Introduction</td>
<td>E&amp;W pp 3-46, 51-56</td>
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<tr>
<td>8/31 The Supreme Court</td>
<td>E&amp;W pp 3-46, 51-56</td>
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<td>9/7 Judicial Appointments</td>
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<td>9/12 Judicial Review</td>
<td>E&amp;W pp 58-89</td>
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<td>9/14 Constraints on Judicial Power</td>
<td>E&amp;W pp 89-117</td>
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<td>9/19 Constraints on Judicial Power</td>
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</table>
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).

Date Submitted: March 8, 2012

1. Name of Department or Program: Political Science

2. Contact information of proposer(s):

   Name(s): Joshua C. Wilson and James Cauthen
   Email(s): jcwilson@jjay.cuny.edu; jcauthen@jjay.cuny.edu
   Phone number(s): 646-557-4615 (Wilson); 212-237-8193 (Cauthen)

3. Current number, title, and abbreviated title of course:

   POL 430, Seminar in Problems in Civil Rights and Liberties (Sem Civ Rights&Lib)

4. Current course description:

   Seminar devoted to advanced study of such civil liberties and civil rights issues as the rights of speech, press, and religious liberty; substantive due process and the right to privacy; and discriminatory denials of equal protection. Analysis of leading and recent Supreme Court decisions, which may be supplemented by important political, philosophic, and legal literature.

   a. Number of credits and hours: 3, 3

   b. Number of class hours (please specify if the course has lab hours): 3 (No lab hours)

   c. Current prerequisites: ENG 102. In addition: senior standing and majoring in GOV, CRJ, or Legal Studies; or permission of the section instructor.

5. Describe the nature of the revision: Changing the course to the 300-level and changing the title, description and prerequisites accordingly.
6. Rationale for the proposed change(s):

This course revision proposal is one of two being submitted to revise the Political Science Department’s course on constitutional powers and its course on civil rights and liberties to two 300-level courses. Currently, our course addressing the constitutional powers of the federal government is a 200-level course (POL 230), and the course on civil rights and liberties is a 400-level course (POL 430). This proposal is to revise POL 430 to a 300-level course (POL 3XX).

The Political Science Department has offered its course on civil rights and liberties at the 400-level for many years, presumably because of the curricular structure of the College when the course was first developed. However, faculty teaching the course believe it is better placed within the curriculum at the 300-level. This will bring the department in line with most colleges and universities in the country. Most political science departments offer equivalents to our POL 230 and POL 430 at the same academic level (typically the junior level) and oftentimes as courses in sequence. For example, within CUNY, Baruch offers its course on constitutional powers as POL 3313 and its course on civil rights and liberties as POL 3314; Brooklyn College offers the same courses as POLS 3121 and POLS 3122; and Hunter College offers them as POLSC 340 and POLSC 341. Within the SUNY system, Stony Brook offers its course on constitutional powers as POL 320 and its course on civil rights and liberties as POL 325, and Binghamton offers these courses as PLSC 331 and PLSC 333. We believe a similar approach will benefit our students.

An additional benefit of moving POL 430 to a 300-level course is that it will allow Political Science majors in Part Three, Concentration A to complete the department’s principal offering on civil rights and liberties by the end of their junior year. This will give them more flexibility in scheduling their Senior Requirement, POL 409, and better prepare them for that course.

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

a. Revised course description:

This course examines civil liberties and civil rights in the United States. Topics include the First Amendment rights of speech, press, assembly, and religion; the right to privacy; and equal protection. Readings will consist of leading and recent Supreme Court decisions, which may be supplemented by political, philosophic, and legal literature.

b. Revised course title: Constitutional Rights and Liberties

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: ENG 102 or ENG 201, GOV 101 or POL 101, and junior standing or above, or permission of the section instructor
8. Enrollment in past semesters: Fall 2011- 49 students (2 sections); Spring 2012- 36 students (3 sections)

9. Does this change affect any other departments?

   ___ No

   X Yes

   What consultation has taken place?

   POL 430 is offered as an option in one concentration in the old CJ BA major. We have notified the chair of the Criminal Justice Department as well as the coordinator of the major of this proposed revision. All other majors in which this course appears are governed by the Political Science Department.

10. Date of Department or Program Curriculum Committee approval: March 7th, 2012

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Harold Sullivan
SAMPLE SYLLABUS

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
524 WEST 59TH STREET, NEW YORK, NY 10019

CONSTITUTIONAL RIGHTS
POLITICAL SCIENCE 3XX, SECTION ___
FALL 20__ SYLLABUS

Instructor: _______________
Office: New Building - ________ (9th floor in Political Science Department)
Office Hours: Tuesdays, 4:30-5:30 pm and Wednesdays, 11am- 12 noon. Other times by appointment
E-Mail: _______________
Office Phone: ___________
Class Location and Time: New Building L2.82, T/TH 10:50 am – 12:05 pm
Web Presence: I will be using Blackboard for this course (access through John Jay website)
Course Prerequisites: ENG 102 or ENG 201, GOV 101 or POL 101, and junior standing or above, or
permission of the section instructor

Course Description
This course examines civil liberties and civil rights in the United States. Topics include the First
Amendment rights of speech, press, assembly, and religion; the right to privacy; and equal protection.
Readings will consist of leading and recent Supreme Court decisions, which may be supplemented by
political, philosophic, and legal literature.

Course Learning Outcomes
Upon successful completion of this course, students will: 1) demonstrate knowledge of major U.S,
Supreme Court decisions in the areas of civil liberties and rights; (2) identify, comprehend and evaluate
the relevant legal arguments in Supreme Court opinions; and (3) form and express cogent arguments as
well as engage in well-articulated and intellectually grounded debate through effective writing and oral
presentation. These objectives will be accomplished through course readings, lectures, exams, and
assignments.

Required Texts

Additional required readings will be available on Blackboard.

Course Requirements and Grading
Attendance Policy: You are expected to attend class regularly and roll will be taken. The class
discussions will not be a summary of the readings but generally will address in detail one or more
concepts relevant to the topic. The material addressed in class may not be contained in the readings.
I will take attendance for every class period by passing around a sign-in sheet. It is your responsibility to
see that you sign in as present. If you come to a class extremely late or if you leave early, I reserve the

---

1 Office hours are the times I specifically set aside to be available to meet with students. If the office hours are not
convenient for you, talk to me before or after class and we can make arrangements to meet some other time.
right to mark you as absent even if you sign the attendance sheet. If you miss five or more class periods during the semester, five points will be deducted from your final (i.e., course) grade. I generally do not grant "excused" absences, except in cases of religious observances (please see me if this occurs).

If you miss class, contact someone who attended and check Blackboard. Although the syllabus sets out the schedule of readings and other assignments, circumstances may necessitate changes. Any such changes will be announced in class and posted on the "Announcements" section of Blackboard. Whether regarding schedule changes or anything else having to do with the course, students will be held to have knowledge of all class announcements.

**Daily Quizzes:** Throughout the semester, you will be given short objective quizzes based on the reading assigned for that day. I reserve the right to administer these any and every class period. If you are not in class the day a quiz or exercise is given, you will receive a grade of 0. However, for those taking the quiz, the lowest grade I will give will be 40. Thus, you are given significant credit for attendance in class, even if you do poorly on these assignments. I will drop your lowest quiz grade when computing this portion of your final grade.

**Examinations:** There will be three examinations in this class – two during the semester and one during the final examination period. These examinations will consist primarily of essay questions but with some short answer/identification questions. Unless excused by me, you will receive a "0" if you fail to take an exam when scheduled.

**Paper:** You will be required to write one paper (approximately 8 pages – suggested topics will be forthcoming) during the semester. I am willing to review and provide written comments on drafts of papers before the due date, telling you how to improve the paper. You then can revise the paper and hand in the revision by the due date. Additional information about the paper will be forthcoming. My policy on late papers -- papers up to 24 hours late will accepted, but the grade will be reduced 10 points. Papers received more than 24 hours late will be graded, but the highest grade available will be 50.

**Extra Credit:** I do not provide extra credit work during the semester. Your grade will be based on your performance on exams, quizzes, paper, and class participation.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Daily Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>15%</td>
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<tr>
<td>Exam #2</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Paper</td>
<td>15%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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</tbody>
</table>

**Miscellaneous**

**Academic Integrity:** All students are urged to review the CUNY/John Jay Policy on Academic Integrity located on the web at http://www.jjay.cuny.edu/web_images/Policyand_Procedures.pdf. Any instances of cheating and plagiarism occurring in this class will be dealt with as severely as permitted under the policy.

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

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

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

If you are unsure of the meaning of cheating and plagiarism, please read the information on the linked site above and/or see me.

**Turnitin**: The College subscribes to Turnitin, an on-line plagiarism prevention service. In addition to turning in a paper copy of the paper to me, students will be required to submit the paper in electronic format (Word, WordPerfect, RTF, PDF, or HTML) directly to Turnitin or to the instructor for submission to Turnitin. 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 in this course original material that has been or is being used for written assignments in other courses. Information about Turnitin is available at http://www.turnitin.com.

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

**The Writing Center**: The Writing Center, located in Room 1.68 in the New Building, 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Reading (E&amp;W= Epstein and Walker textbook)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>Course Introduction; Supreme Court Overview&lt;br&gt;○ E&amp;W pp. 3-46</td>
</tr>
<tr>
<td>September 1</td>
<td>Supreme Court Overview&lt;br&gt;○ E&amp;W pp. 3-46</td>
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<tr>
<td>Date</td>
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<td>September 13</td>
<td>Free Exercise of Religion</td>
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<tr>
<td>September 15</td>
<td>Free Exercise of Religion</td>
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<tr>
<td>September 20</td>
<td>Establishment of Religion</td>
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<tr>
<td>September 22</td>
<td>Establishment of Religion</td>
</tr>
<tr>
<td>September 27</td>
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<tr>
<td>October 4</td>
<td>NO CLASS</td>
</tr>
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<td>October 6</td>
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<tr>
<td>October 11</td>
<td>Speech, Assembly, and Association</td>
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<td>October 13</td>
<td>Speech, Assembly, and Association</td>
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<td>Freedom of the Press</td>
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<td>October 20</td>
<td>Boundaries of Freedom of Expression</td>
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<td>October 27</td>
<td>Review</td>
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<td>November 1</td>
<td>EXAM #2</td>
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<td>November 3</td>
<td>Privacy</td>
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<td>Privacy</td>
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<tr>
<td>Date</td>
<td>Subject</td>
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<tr>
<td>November 17</td>
<td>Racial Discrimination</td>
</tr>
<tr>
<td>November 22</td>
<td>Sex Discrimination</td>
</tr>
<tr>
<td>November 24</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>November 29</td>
<td>Other Discrimination</td>
</tr>
<tr>
<td>December 1</td>
<td>Remedying Discrimination</td>
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<tr>
<td>December 6</td>
<td>Paper Presentations</td>
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<tr>
<td>December 8</td>
<td>Paper Presentations</td>
</tr>
<tr>
<td>December 13</td>
<td>Paper Presentations; Course Conclusion</td>
</tr>
<tr>
<td>December 20, 10:30 am – 12:30 pm</td>
<td>FINAL EXAMINATION</td>
</tr>
</tbody>
</table>
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 2012

Name of Department or Program:

Sociology Department

2. Contact information of proposer(s):

Name(s):  Prof. Jayne Mooney  
Email(s): jmooney@jjay.cuny.edu  
Phone number(s): 646-557-2660

3. Current number, title, and abbreviated title of course:

(Abbreviated title can be found on SIMS)  
Senior Seminar in Criminology  Soc. 440b  
(Note: Soc. 440b is the new revised course; Soc. 440a is open only to students who declared Criminology as their major before Fall 2010.)

4. Current course description:

In this capstone course for the Criminology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary criminology. Students will write a research proposal or an empirically based research paper.

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 Eng. 201, senior standing, and all disciplinary requirements for the Criminology major: Soc. 203, Stat. 250, Soc. 314, SSC 325.

5. Describe the nature of the revision:

We wish to broaden the list of potential term projects specified in the final sentence of the course description.

Last revised: May 15, 2009
6. Rationale for the proposed change(s):

This expanded list describes the kinds of assignments that enable the department to gauge what the students know about criminology when the term ends. The addition of another type of term project reflects the way certain sections are actually taught, addresses specific learning objectives, and facilitates the department's efforts at outcome assessment.

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

   a. Revised course description:

   The revised course description should read (emphasis added):

   In this capstone course for the Criminology major, students will examine selected theoretical and empirical issues and problems that are important to contemporary criminology. The end product will be a research proposal, an empirically based research paper, or an in-depth essay that is a critical reflection on criminological issues, theories and research.

   b. Revised course title: NA

   c. Revised number of credits and hours: NA

   d. Revised number of hours: NA

   e. Revised prerequisites: NA

8. Enrollment in past semesters:

   About 28 per section; 3 or 4 sections per term

9. Does this change affect any other departments?

   ___X___ No

   _____ Yes
   What consultation has taken place? NA

10. Date of Department or Program Curriculum Committee approval: February, 2012

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   [Signature]

Last revised: May 15, 2009
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

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Please complete every item and submit this form to the Office of Undergraduate Studies via email to kkilloran@jjay.cuny.edu.

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapía
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course:

   SPA 201 – Intermediate Conversational Spanish for Non-Hispanic Students I


   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 101, and successful completion of SPA 102, or three years of high school Spanish and the third year Regents examination.

5. Describe the nature of the revision: Course name change; course description change; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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

   a. Revised course description: An Intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning.
b. Revised course title: **SPA 201 – Intermediate Spanish I**

c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: **ENG 101 and SPA 102 or Placement Exam**

8. Enrollment in past semesters: 25 students per course in two courses per semester

9. Does this change affect any other departments?
   
   √ No

   ____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

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

Course Revision Form

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(Please note: for significant content changes you may be asked to complete a New Course Proposal Form).

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapia
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course:

   SPA 202 – Intermediate Conversational Spanish for Non-Hispanic Students II


   a. Number of credits and hours: 3 credits / 3 hours

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

   c. Current prerequisites: ENG 101, and successful completion of SPA 102, or three years of high school Spanish and the third year Regents examination

5. Describe the nature of the revision: Course name change; course description change; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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

   a. Revised course description: The second part of an Intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning.

   b. Revised course title: SPA 202 – Intermediate Spanish II

   c. Revised number of credits and hours: N/A
d. Revised number of hours: N/A

e. Revised prerequisites: ENG 101, and SPA 201 or Placement Exam

8. Enrollment in past semesters: 28 students each in two classes each semester

9. Does this change affect any other departments?

   ___   No

   ____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

    Silvia Dapia
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).

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):
   
   Name(s): Silvia Dapia  
   Email(s): sdapia@jjay.cuny.edu  
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course:

   **SPA 211 – Intermediate Conversational Spanish for Hispanic Students I**

4. Current course description: Entirely in Spanish. Enrichment of vocabulary through reading of literary selections. Some emphasis on Hispanic culture in general. SPA 211 is offered in fall semesters; SPA 212 is offered in spring semesters.
   
   a. Number of credits and hours: 3 credits / 3 hours
   
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   
   c. Current prerequisites: ENG 101, and successful completion of SPA 112, or three years of high school Spanish and the third year Regents examination

5. Describe the nature of the revision: Course name change; course description change; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   
   a. Revised course description: An Intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning. Open only to heritage students.
   
   b. Revised course title: Intermediate Spanish I for Heritage Students
c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: **ENG 101 and SPA 112 or Placement Exam**

8. Enrollment in past semesters: 25 per semester

9. Does this change affect any other departments?

   ___ √ No

   _____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

    Silvia Dapia
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).

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapía  
   Email(s): sdapia@jjay.cuny.edu  
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course:

   SPA 212 – Intermediate Conversational Spanish for Hispanic Students II

4. Current course description: Entirely in Spanish. Enrichment of vocabulary through reading of literary selections. Some emphasis on Hispanic culture in general. SPA 211 is offered in fall semesters; SPA 212 is offered in spring semesters.

   a. Number of credits and hours: 3 credits / 3 hours

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

   c. Current prerequisites: ENG 101, and successful completion of SPA 112, or three years of high school Spanish and the third year Regents examination

5. Describe the nature of the revision: Course name; course description; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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

   a. Revised course description: The second part of an Intermediate-level course in the Spanish language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture) essential to communicative language learning. Open only to heritage students.

   b. Revised course title: Intermediate Spanish II for Heritage Students
c. Revised number of credits and hours: N/A

d. Revised number of hours: N/A

e. Revised prerequisites: ENG 101 and SPA 211 or Placement Exam

8. Enrollment in past semesters: 25 per semester

9. Does this change affect any other departments?

   ____ √ No
   ____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
    Silvia Dapia
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 6, 2012

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapía
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course: (Abbreviated title can be found on
   SIMS) SPA 321 – Introduction to Spanish Literature I

4. Current course description: The development of Spanish literature, with special emphasis on
   major literary movements through selected readings of representative authors and genres.
   The beginnings (11th century) to 1700.

   a. Number of credits and hours: 3 credits / 3 hours

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

   c. Current prerequisites: ENG 102 or ENG 201, and SPA 202 or SPA 212 or permission of the
      instructor

5. Describe the nature of the revision: Prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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 ENG 201 and one of the following: SPA 230, SPA 250, or higher


9. Does this change affect any other departments?

   √ No
   ____ Yes

What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
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Date Submitted: March 6, 2012

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapia
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course: (Abbreviated title can be found on SIMS) SPA 322 – Introduction to Spanish Literature II

4. Current course description: The development of Spanish literature, with special emphasis on major literary movements through selected readings of representative authors and genres, from 1700 to the present.
   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 102 or ENG 201, and SPA 202 or SPA 212 or permission of the instructor

5. Describe the nature of the revision: Prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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 ENG 201 and one of the following: SPA 230, SPA 250, or higher


9. Does this change affect any other departments?
   
   ____ No
   
   ____ Yes
   
   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
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: March 6, 2012  

1. Name of Department or Program: Foreign Languages and Literatures  

2. Contact information of proposer(s):  

   Name(s): Silvia Dapia  
   Email(s): sdapia@jjay.cuny.edu  
   Phone number(s): 646-557-4415  

3. Current number, title, and abbreviated title of course: (Abbreviated title can be found on SIMS) SPA 331 – Introduction to Latin American Literature I  

4. Current course description: The development of Latin-American literature, with special emphasis on major literary movements through selected readings. From discovery and conquest to the 19th century.  

   a. Number of credits and hours: 3 credits / 3 hours  
   b. Number of class hours (please specify if the course has lab hours): 3 hours  
   c. Current prerequisites: ENG 102 or ENG 201, and SPA 202 or SPA 212 or permission of the instructor  

5. Describe the nature of the revision: Prerequisite change.  

6. Rationale for the proposed change(s): Alignment with course objectives.  

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: SPA 230, SPA 250, or higher


9. Does this change affect any other departments?

   ___ No
   ___ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
The City University of New York
Undergraduate Curriculum and Academic Standards Committee

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(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 6, 2012

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):
   Name(s): Silvia Dapía
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course: (Abbreviated title can be found on SIMS) SPA 332 – Introduction to Latin American Literature II

4. Current course description: Study of the development of Latin-American literature, with special emphasis on major literary movements through selected readings of the modern period.
   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 102 or ENG 201, and SPA 202 or SPA 212 or permission of the instructor

5. Describe the nature of the revision: Prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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: SPA 230, SPA 250, or higher


9. Does this change affect any other departments?

    ___ No

    _____ Yes

    What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
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).

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapía
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course:

   FRE 201 – Intermediate French I

4. Current course description: Emphasis on conversation with some written work based on contemporary prose selections.

   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 101, and successful completion of FRE 102, or three years of high school French or the equivalent

5. Describe the nature of the revision: Course description change; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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

   a. Revised course description: An Intermediate-level course in the French language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

   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 101, and FRE 102 or Placement Exam**

8. Enrollment in past semesters: 28 students in two sections each semester

9. Does this change affect any other departments?

   ___ √ No

   ____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   *Silvia Dapia*
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).

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapia
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course:

   FRE 202 – Intermediate French II

4. Current course description: Emphasis on conversation with some written work based on contemporary prose selections.

   a. Number of credits and hours: 3 credits / 3 hours

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

   c. Current prerequisites: ENG 101, and successful completion of FRE 102, or three years of high school French or the equivalent

5. Describe the nature of the revision: Course description change; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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

   a. Revised course description: The second part of an Intermediate-level course in the French language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.

   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 101 and FRE 201 or Placement Exam**

8. Enrollment in past semesters: 25 per semester

9. Does this change affect any other departments?
   
   ___ √ No
   
   _____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:
   
   *Silvia Dapia*
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).

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):

   Name(s): Silvia Dapia
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course: ITA 201 – Intermediate Italian I

4. Current course description: Emphasis on conversation with some written assignments based on contemporary prose selections.
   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 101, and successful completion of ITA 102 or the equivalent

5. Describe the nature of the revision: Course description change; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: An Intermediate-level course in the Italian language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.
   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 101 and ITA 102 or Placement Exam

8. Enrollment in past semesters: 25 students per course in two courses per semester
9. Does this change affect any other departments?

   □ √ No
   □ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 29, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision: 

   Silvia Dapia
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).

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):
   Name(s): Silvia Dapia
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415


4. Current course description: Emphasis on conversation with some written assignments based on contemporary prose selections.
   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 101, and successful completion of ITA 102 or the equivalent

5. Describe the nature of the revision: Course description change; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

7. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description: The second part of an Intermediate-level course in the Italian language to increase proficiency in the language skills (listening, reading, speaking, writing, and culture/history) essential to communicative language learning.
   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 101, and ITA 201 or Placement Exam
8. Enrollment in past semesters: N/A

9. Does this change affect any other departments?
   
   ____ √ No
   ____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Silvia Dapia
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).

Date Submitted: March 6, 2012.

1. Name of Department or Program: Foreign Languages and Literatures

2. Contact information of proposer(s):
   
   Name(s): Silvia Dapía
   Email(s): sdapia@jjay.cuny.edu
   Phone number(s): 646-557-4415

3. Current number, title, and abbreviated title of course:

   SPA 208 – The Theme of Justice in 20th Century Spanish Literature

4. Current course description: This course traces the theme of justice in 20th-century Spanish literature. A variety of examples will be used in exploring this topic. Justice as seen in the relationship of the individual and the state, person to person, man to the Divine, etc., will be viewed through the works of Max Aub, Camilo José Cela, Carmen Laforêt, Jacinto Benavente and other contemporary writers. The works will be read in English translation.

   a. Number of credits and hours: 3 credits / 3 hours
   b. Number of class hours (please specify if the course has lab hours): 3 hours
   c. Current prerequisites: ENG 101 and ENG 102 or ENG 201, or permission of the section instructor

5. Describe the nature of the revision: Course description change; prerequisite change.

6. Rationale for the proposed change(s): Alignment with course objectives.

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

   a. Revised course description: This course traces the theme of justice in 20th century Spanish literature in English translation.
   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 101

8. Enrollment in past semesters: 28 per semester

9. Does this change affect any other departments?

   ____ No

   ____ Yes

   What consultation has taken place?

10. Date of Department or Program Curriculum Committee approval: February 28, 2012.

11. Signature(s) of Department Chair(s) or Program Coordinator(s) proposing this revision:

   Silvia Dapia
To: Undergraduate Curriculum and Academic Standards Committee

From: Prof. Ned Benton, Chair, Department of Public Management

Date: April 9, 2012

Re: Revision of the B.S. in Criminal Justice Management

----------------------------------------------------------------------------------------------------------------

The following changes to the major are below:

1. POL 230 Principles of Constitutional Government will be replaced in the major, in Part I. Foundation Courses, by LAW 203 Constitutional Law.

   In the newly approved revision of the Political Science major, POL 230 is being changed to a 300-level course. This course will be limited to juniors and seniors and so will impair student progress in our major. 300-level course content would no longer be appropriate to provide CJM students the necessary background in this subject area. LAW 203, which was the previous requirement¹ in the major anyway, would be satisfactory.

2. PSC 101 Introduction to Police Studies and SOC 203 Criminology are being added as course options in Part Three Technical Courses.

   This will align the curriculum of this major with the agreement of the Pathways Committee on Criminal Justice so that community college students could transfer seamlessly from their associate-degree level criminal justice studies into our major.

----------------------------------------------------------------------------------------------------------------

¹ In the curricular history of the major, the choice between these two courses as a foundational law course has been a close one. In the revision more than a decade ago, LAW 203 was perceived as a better choice because it focused more on criminal law. In the 2009 revision, POL 230 was chosen instead it also covered law relating to governmental institutions and processes.
CRIMINAL JUSTICE MANAGEMENT

(formerly Criminal Justice Administration and Planning)
\textit{Bachelor of Science}

The Criminal Justice Management major focuses on the development of leadership, supervision and analytic skills of students who aspire to executive positions in criminal justice agencies. The major is designed to introduce students to the American criminal justice system, expose students to management issues and methods, introduce ethical considerations, and provide students with basic academic and management skills.

\textit{Credits required.} 39-42

\textit{Prerequisites:} Political Science 101 (or Government 101) American Government and Politics and English 201 Composition II: Disciplinary Investigations – Exploring Writing Across the Disciplines. Each of these courses partially fulfills general education requirements.

\textit{Coordinator.} Professor Salomon Guajardo, Department of Public Management (212.237.8929, reulp@jjay.cuny.edu) sgujardo@jjay.cuny.edu

\textit{Baccalaureate/Master's Program in Criminal Justice Management.} Qualified undergraduate students may enter the Baccalaureate/ Master’s Program and thereby graduate with both a bachelor’s in criminal justice management, and either a master’s in criminal justice or the Master of Public Administration degree. For additional information, contact Professor Chitra Raghavan (212.237.8417, bamadirector@jjay.cuny.edu).

\textit{Additional information.} Students who enroll for the first time at the College in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained at the Office of Undergraduate Studies or at the Lloyd George Sealy Library.

\textbf{Credits}

\textbf{PART ONE. FOUNDATION COURSES} \hspace{3cm} \textbf{Subtotal: 9}

\textit{Required}

\texttt{CRJ CJBS} 101 Introduction to \textit{the American} Criminal Justice \textit{System}

\texttt{LAW 203 Constitutional Law}

POL 230 Principles of Constitutional Government

PAD 240 Introduction to Public Administration

\textbf{PART TWO. MANAGEMENT COURSES} \hspace{3cm} \textbf{Subtotal: 12}

\textit{Required}

Approved by UCASC, April 20, prepared for College Council, May 15, 2012
ENG 235 Writing for Management, Business and Public Administration
PAD 241 Information in Public Management
PAD 314 Leadership, Supervision and Performance
PAD 318 Decisions in Crises

**PART THREE. TECHNICAL COURSES**

*Select one*

ACC 250 Introduction to Accounting
PAD 343 Administration of Financial Resources

*Select three*

COR 282 Principles of Correctional Operations
FIS 2XX Science Foundations of Emergency Management and Response

**PSC 101 Introduction to Police Studies**

PSC 201 Police Organization and Administration

**SOC 203 Criminology (note: SOC 101 is a prerequisite for this course)**

PAD 360 Court Administration
SEC 310 Emergency Planning

*Note:* In-service students in the uniformed services may apply up to 12 credits of external credit for advanced training approved by the College or by the American Council on Education (ACE), provided that the student’s total external credits do not exceed curricular limitations on total external credits toward a degree. Advanced training is training that is not part of the initial program of training for new uniformed service personnel.

**PART FOUR. CRIMINAL JUSTICE PLANNING AND POLICY ANALYSIS**

*Required*

PAD 348 Justice Planning and Policy Analysis

**PART FIVE. CAPSTONE SEMINAR**

*Select one*

PAD 402 Seminar and Internship in Public Administration
PAD 404 Practicum in Public Administration
PAD 445 Seminar in Justice Administration and Planning

*Note:* the internship or practicum must involve an agency with a criminal justice-related mission.

*Total: 39-42*
To: Undergraduate Curriculum and Academic Standards Committee

From: Academic Standards Subcommittee

Date: April 16, 2012

Re: Grade Appeals Process Proposal: Third Reading

N.B. This proposal was approved by UCASC in March and was discussed at the March meeting of the College Council; several questions and suggestions were raised by both students and members of the faculty. The Standards Committee is proposing the changes indicated by underlining (added text) and brackets (deleted text).

CURRENT SITUATION:
Currently, students have one year from the end of the semester in which the course was taken to file an application for a change of grade request. There are no College rules for the amount of time in which academic departments are required to respond to a change of grade request. As a result of both the extremely long deadline for students and the open timeline for department grade appeals committees, student grade appeals are often not dealt with expeditiously, creating an unfair and frustrating situation for students. Furthermore, the current policy permits the Department Appeals Committees to change the grade that a faculty member has assigned a student; this is not good or traditional academic policy and violates the instructor’s role as the sole determiner of the grade that a student in her or his class merits. At the same time, a process does need to be in place for truly exceptional and egregious cases.

PROPOSED POLICY:
Students may choose to communicate with the professor in the hopes of resolving a grade change request informally; however, students must file a grade change request with the Registrar within 15 (fifteen) calendar days after the beginning of the Fall semester if the course took place during the Spring or Summer session and within 15 (fifteen) calendar days after the beginning of the Spring semester if the course took place during the Fall or Winter session. In the case of an Incomplete Grade that is resolved in a way such that the student wishes to appeal that grade, the student must file a grade change request within 15 (fifteen) days after the date the Incomplete Grade was resolved.
When filing a grade appeal request, the student should include a letter giving the specific reasons for the request for a change of grade; the course syllabus; all graded course materials and supporting documentation, such as quizzes, exams, papers, and projects, when available. The appeal application will be considered only if all documents required for a grade appeal request are submitted with the grade appeal application; incomplete applications may not be considered.

The clock for the following timelines begins on the date that the student files an Appeal of Grade Request with the Registrar. The faculty member has 15 (fifteen) days to notify the Registrar’s Office of his or her decision. If the faculty member does not so notify the Registrar’s Office, the grade appeal request shall be transmitted by the Registrar’s Office to the Department Grade Appeals Committee; similarly, if the faculty member is no longer employed by the College, the grade appeal request shall be transmitted by the Office of the Registrar to the Department Grade Appeals Committee. The Department Grade Appeals Committee has 40 (forty) calendar days to make a recommendation to the faculty member about a grade appeal request; if the faculty member is no longer employed by the College, the Department Grade Appeals Committee has 40 (forty) calendar days to make a recommendation to the Chair of the Department. The faculty member then has until the date and time when the semester’s grades are required to be filed to consider the Department Grade Appeals Committee’s recommendation and to sustain the grade or to change the grade. The faculty member must communicate her or his decision by that date to the Registrar’s Office, which will forward the faculty member’s decision to the student.

If the Department Grade Appeals Committee fails to make a recommendation within 40 (forty) days to the faculty member, or in the case of a faculty member who is no longer employed by the College, if it fails to make a recommendation to the Department Chair, the grade appeal request shall automatically be sent by the Registrar’s Office to the College-Wide Grade Appeals Committee. This Committee shall comprise five (5) tenured members of the faculty, who shall be nominated by the Faculty Senate and elected by the College Council. There shall be no more than one faculty member from any one academic department. The Committee shall elect its own chair. The College-Wide Grade Appeals Committee shall have 40 (forty) calendar days to make a recommendation to the faculty member, or, in the case where the faculty member is no longer employed by the College, to the Department Chair. The faculty member or the Department Chair shall then have until the date final course grades are required to be filed to either sustain the original grade or to change the student’s grade. If the faculty member decides to change the final grade, he or she must do so no later than at the time the current semester’s grades are required to be filed and must communicate her or his decision to the Registrar’s Office, which will forward the decision of the faculty member (or Chair, if the faculty member is no longer employed by the College) to the student.

There are, however, times when truly exceptional circumstances merit that a grade change be authorized by someone other than the faculty member teaching the course. If the Department Grade Appeals Committee or the College-wide Grade Appeals Committee determines that such is the case, the chair of the Committee shall forward the information and documents to the
Chair of the academic department of the faculty member whose student filed the appeal. The Chair of the department, in consultation with the Department Curriculum Committee, shall review the case and if the Curriculum Committee determines that a grade change is necessary and appropriate it shall render its decision and change the student’s grade no later than the close of that Fall or Spring semester’s grade submission period by submitting the new grade to the Registrar’s Office. Such grade changes are expected to be rare. No change in grade may be authorized except by the faculty member teaching the course (or by a Department Chair if the faculty member is not longer employed by the College) or by the Chair in consultation with the Department Curriculum Committee, following a formal recommendation by either the Department Grades Appeal Committee or by the College-wide Grade Appeals Committee. Each September/October, the Registrar’s Office shall make a report to the Academic Standards Subcommittee of UCASC as to the number of grade changes that were made through this process during the previous academic year.

**EFFECTIVE DATE:** Fall 2012

**EXPLANATION:**

Students frequently complain that they do not receive a response to their grade appeals request. Departments frequently complain that the grade appeals are filed so long after the student completed the course that the grade appeals request is not timely. Students should have recourse if a departmental grade appeals committee fails to act on their grade appeal request. Yet at the same time, this proposed policy retains the grade appeals procedure within the academic departments, which many faculty groups have stated is where it is most appropriate to be. Furthermore, the timeline provided in this policy enables the student to know whether to register for the same course again, if it is a required course or a needed prerequisite, prior to the beginning of the subsequent semester.

The grades that faculty members give are sacrosanct and cannot normally be changed; however, recommendations from faculty colleagues, either departmental colleagues or College-wide colleagues, can have a salutary and powerful influence. As a result of this feedback, the faculty member can reflect on his or her original grading decision and either respectfully agree or respectfully disagree. At the same time, if truly exceptional circumstances are in place, provision is made for this.

It is recommended that each year in May, when the members of the department grade appeals committees are elected, as required by the John Jay Charter, meetings be scheduled in advance for October and for March. Similarly, it is recommended that the College-wide Committee schedule its meetings in advance for November/December and April/May to expedite this important academic responsibility.
APPLICABILITY TO UNDERGRADUATE AND GRADUATE STUDENTS:
The policy of other faculty members making a recommendation to the faculty member rather than changing a faculty member’s grade, except in rare and extraordinary circumstances, shall apply to both the undergraduate and graduate programs. The processes described in this policy shall apply only to the undergraduate program because only the undergraduate program has departmental grade appeal committees and departmental curriculum committees.
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 Graduate and Professional Studies via email to jcarrington@jjay.cuny.edu.

Date Submitted: April 2012

1. Name of Program: Criminal Justice

2. Contact information of proposer(s):

   Name(s): William Heffernan
   Email(s): wheffernan@jjay.cuny.edu
   Phone number(s): (212) 237.8376

3. Current number, title, and abbreviated title of course: CRJ 739: Crime Mapping
   (Abbreviated title can be found on SIMS)

5. Current course description:

   The course explores the theory and practice of crime mapping. Demonstrates how mapping of crime patterns can assist in the explanation of crime. Illustrates how this understanding is vital for designing and implementing effective programs of crime prevention, problem solving and community policing. Discusses the major theories of criminal events, which are crucial for interpreting crime patterns. Introduces state-of-the-art mapping techniques and provides experience in the use of mapping software.

   Pre-requisites: None
a. Number of credits and hours: 3

b. Number of class hours (please specify if the course has lab hours): 30 hours

c. Current prerequisites: None

6. Describe the nature of the revision:
   Addition of CRJ 716 as a course pre-requisite

7. Rationale for the proposed change(s):

8. Text of proposed revisions (use NA, not applicable, where appropriate):
   a. Revised course description:

   Prerequisite: CRJ 716

   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: N/A

9. Enrollment in past semesters:

10. Does this change affect any other program?

    _____ No

    ____X___ Yes

    What consultation has taken place? N/A

11. Date of Program Committee approval: November 2010

12. Signature Program Director proposing this revision: William Heffernan
AY 2010-2011 Evaluation
of the
National Online Master of Public Administration
Inspector General Program

John Jay College of Criminal Justice
City University of New York

Program Overview

In Fall 2009, John Jay College of Criminal Justice launched its first distance learning program: The National Online Master of Public Administration – Inspector General Program (NOMPAIG). This report covers the second year of program operation.

The program is unique among MPA and Public Policy programs, because it concentrates on the oversight, assessment and investigation of performance and integrity in public and independent agencies, as well as private organizations regulated by or contracting with public agencies. This program has established a strategic partnership with the Association of Inspectors General, which is the leading national professional organization in this field.

The program requires yearly attendance at a conference of the Association of Inspectors General. Each year the program directors and faculty decide which of the two conferences the students must attend. Students must attend the conference sessions, attend face-to-face meetings of their current classes, attend program-wide meetings and meet individually with program advisors.

College Council Resolution

On April 23, 2009, the College Council adopted the following resolution, requiring the development of annual evaluations of the program:

That there shall be a five year evaluation of the MPA-IG Hybrid Online program;

That this evaluation shall consist of annual reports that will include but not be limited to the following: admissions standards, enrollment, retention, progress toward degree, graduation rates, curriculum, and cost to the college; and

That the reporting and assessment methodologies and instruments shall be developed by the MPA Faculty in consultation with the Director of Assessment and the Director of the Office of Institutional Research and shall be approved by the Provost; and
That beginning in fall 2010 and annually thereafter for the first five years of the program, an assessment report shall be submitted by the MPA Program to the Graduate Studies Committee and the College Council.

This report constitutes the second annual report, covering AY 2010-2011.

Tuition and Fee Determinations

The College initially proposed to the University that tuition and fees for the program be the same as for an in-state graduate student on campus, plus a $300 “distance learning fee” most of which will be invested in services for the students in the program. The special tuition/fee rate is necessary for both the initial hybrid mode of the program and the eventual full-online mode.

For 2009-2010 the University formally adopted the in-state tuition proposal, but did not adopt the fee proposal, instead allocating $34,000 to the College in lieu of the fee revenues.

For 2010-2011 the University again allocated the $34,000 to support the program, but stated that this would be the last year.

For FY 2011-2012 and for the immediate future, the faculty and administration decided that the Differential Tuition proceeds from the NOMPAIG students would be used in place of the Distance Learning Fee. Thus, no “Distance Learning Fee” is planned.

Program Support Design

The program proposal envisioned that the program would operate, at least during the initial years, in the same manner as the MPA Extension Program at West Point. The following are the key operational features of that approach:

- Like the West Point program, the NOMPAIG is directed by an MPA Program Deputy Director who receives one section of reassignment per year to lead the program.¹

- The West Point Program has a part-time administrator and assistant. The functions of these positions, without an expansion in hours, were expanded to include support of the NOMPAIG as well as the West Point program. The administrator and assistant function as liaisons between the students and the administrative services and support services on campus such as Admissions, the Registrar, the Bursar, etc. For both the West Point and the NOMPAIG students, this is very important because both sets of students rarely if ever come to the campus. Rather than developing within each unit a liaison function for off-campus students, the administrator

¹ In prior years, the West Point program Deputy Director received two sections of reassignment per year. However, for AY 2009-2010 and thereafter, the West Point reassigned time was reduced to one section and the NOMPAIG was allocated one section.
and assistant function as the single point of contact for all campus administrative and support offices.\(^2\)

- A key role of the administrator and assistant for both West Point and the NOMPAIG involves serving as the point of contact for potential students expressing interest in either program, and for the assembly and processing of admissions packets.

During the first two years of program operation, technical support for students and faculty has been provided as part of a project funded through Technology Fee allocations. When students experienced technical difficulties using Blackboard or other program delivery technologies, the students were referred to the staff of this project which is further described immediately below.

### Technical Development of the Program

Once the program was authorized for implementation, the next step was to design the technical structure of the program delivery system and to adapt the courses to the delivery system. The following table summarizes the one-time investment in the technical design of the course delivery system and in the adaptation of courses to the delivery system.

<table>
<thead>
<tr>
<th>Instructional Design Project</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Support for Course Adaptation</td>
<td>18,000</td>
<td>18,000</td>
<td></td>
</tr>
<tr>
<td>Technical Design of Course Delivery</td>
<td>9,000</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>Instruction Support Modules</td>
<td>6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead Faculty Member for Course Design</td>
<td>3,000</td>
<td>3,000</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Support Project**

<table>
<thead>
<tr>
<th></th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Support</td>
<td>6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Design</td>
<td>38,000</td>
<td>66,000</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>13,398</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30,000</strong></td>
<td><strong>87,398</strong></td>
<td><strong>66,000</strong></td>
</tr>
</tbody>
</table>

The Instruction Design Project was directed by Professor Patrick O’Hara. A general design of the online courses was developed, so that each course would have a common appearance and common menus for basic features. Twelve faculty members, 6 each year, received $3,000 each to adapt existing courses to the instructional delivery system. In additional, general instructional support modules were developed.

The Instructional Support project was directed by Professor Adam Wandt. This project entailed the technical implementation of the delivery system, in particular the development of “medialectures” which are narrated slide presentations that were common instructional components of the courses.\(^3\)

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\(^2\) The assistant also staffs a desk at the Army Education Center at West Point, a required service for programs based at the Education Center. The administrator also serves as the campus liaison to GoArmyEd which is the technical system for Army payment of tuition for Army personnel.

\(^3\) The $66,000 for 2010-2011 is an allocation of the total funding for this unit, representing $11,000 for the implementation of instructional technology components of six courses.
Funding for both components was provided through allocations of technology fee funds. Both projects were intentionally designed to impact campus-based courses as well as NOMPAIG courses. For example, medialectures developed for the MPA Capstone Course have been installed in the standard Blackboard instructional support sites for each section of the campus versions of the course.

Marketing

No funds were allocated for marketing of the program. The Association of Inspectors General has been and continues to be a key partner in marketing the program. The Association has a formal policy for affiliation with academic programs, and the MPA-IG program was the first to apply for affiliation. The Association has formal standards for affiliation, as follows:

A. The program curriculum must cover the topics of each of the Association’s seven core competency areas for inspectors general and their senior staff:

   - Context of the inspector general function
   - Ethics
   - Public management issues
   - Legal issues
   - Audits, investigations and reviews
   - Investigating fraud, waste and abuse
   - Principles and Standards for Offices of Inspector General

B. The college or university must maintain an agency membership with the Association.

C. The academic institution offering the program must be accredited, and the program itself must maintain accreditation with any commonly-accepted professional academic accreditation program associated with the program’s professional and/or academic field of study.

D. At least one course of graduate transfer credit must be offered for matriculated students who complete an AIG certification program.

The MPA Program demonstrated compliance with the standards and affiliation was approved. Based on the affiliation, the program mailed the brochure to all members, and emailed all members with a link to the program website.

Admission, Enrollments, Retention, Progress Toward Degree and Graduation Rates

Admission to the online program is competitive, and assessment is based on the student’s academic and professional record of achievement.
The following table summarizes the academic status of each of the admission cohorts of the NOMPAIG. “Total Accepting Admission” refers to the number of students who were admitted who accepted admission. The “Total Enrolling in Courses” identifies the number of students who are recorded in SIMS as actually having “credits attempted” for the semester of admission.

<table>
<thead>
<tr>
<th>Student Academic Status</th>
<th>2009F</th>
<th>2010S</th>
<th>2010F</th>
<th>2011S</th>
<th>2011F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>attending</td>
<td>3</td>
<td>3</td>
<td>18</td>
<td>3</td>
<td>19</td>
<td>46</td>
</tr>
<tr>
<td>deferred</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>dismissed</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>DNA</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>graduated</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>transferred</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>withdrew</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Accepting Admission</strong></td>
<td>18</td>
<td>10</td>
<td>26</td>
<td>10</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total Enrolling in Courses</strong></td>
<td>17</td>
<td>9</td>
<td>20</td>
<td>6</td>
<td>20</td>
<td>72</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total from Semester Admits</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% DNA</td>
<td>47%</td>
<td>67%</td>
<td>10%</td>
<td>33%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>% Deferred</td>
<td>6%</td>
<td>10%</td>
<td>23%</td>
<td>40%</td>
<td>8%</td>
<td>16%</td>
</tr>
<tr>
<td>% DNA/Deferred</td>
<td>6%</td>
<td>10%</td>
<td>23%</td>
<td>40%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>% Matriculated</td>
<td>94%</td>
<td>90%</td>
<td>77%</td>
<td>60%</td>
<td>77%</td>
<td>80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of Matriculated</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Attending</td>
<td>18%</td>
<td>33%</td>
<td>90%</td>
<td>50%</td>
<td>95%</td>
<td>64%</td>
</tr>
<tr>
<td>% Transferred</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>% Graduated</td>
<td>24%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>% Grad/Attend/Tran</td>
<td>41%</td>
<td>33%</td>
<td>90%</td>
<td>50%</td>
<td>100%</td>
<td>71%</td>
</tr>
</tbody>
</table>

A key performance index is the percent of the initially-matriculated students who are either attending the NOMPAIG program, attending a JJCCJ MPA program, or graduated. This statistic was initially poor (41%/33% for the first year) but has consistently improved.

The faculty members were not satisfied with the first-year retention rate and, based on discussions with the remaining students in at the Spring 2010 conference, enacted several changes designed to address some of the problems presented by the students.

- An alternate 2-course-per-semester 3-year schedule format was developed, and some students switched to this format because it fit better with their professional and family obligations.
- Course assignments were harmonized so that major tests and writing assignment did not take place or were not due during the same weeks. This helped students to schedule their studies.
- Admissions interviews included more discussion of course workloads.
• The admissions assessment was refined for the Fall 2010 cohort to seek to admit students more likely to succeed in the program.

Based on these changes, it appears based on experience in subsequent semesters that the retention rate for subsequent semesters has consistently improved. It is premature to comment on graduation rates.

Curriculum

The program uses a cohort model where students follow a common set of courses over the program’s four semesters. They take three courses each semester and remain with their cohort throughout the program. In addition to the 12 core courses, students are responsible for finding the credit equivalent of two additional courses. These additional courses must be approved by the program directors.

The curriculum was described in the 2009-2010 report and has not changed in 2010-2011. The standard schedule was modified to permit students to complete the program over three years, taking four courses per year, two per semester. The change was made because some students found the three-course workload to be excessive when combined with professional employment.

During AY 2010-2011 the faculty and the administration prepared a “substantial change” report to Middle States Commission on Higher Education. (MSCHE) The report was initiated because of a change in MSCHE policy effective November 18, 2010, requiring notification and approval of any substantial change related to matters covered by accreditation. The changes involved include “The initiation or expansion of distance education or correspondence education wherein 50% or more of the courses or credits in one or more academic programs are provided through the alternative delivery.”

The notification requested authorization to offer both MPS programs (MPA in Inspection and Oversight and MPA in Public Policy and Administration) in a fully-online format. The reason for this request was that a large number of programs in the college met the MSCHE definition of a fully-online distance learning program – that a student could complete the program taking 50% or more of the courses online. However, once two online distance-learning programs are approved, no additional substantive change notification approvals are required for additional programs, so the Notification for the two MPA programs effectively covered all academic programs across the College.

In early September, MSCHE notified the College of approval for MPA in Public Policy and Administration and MPA in Inspection and Oversight, conditional on subsequent NYSED approval for both programs. MSCHE requested a progress report by April 1, 2012, showing 1) “evidence of a program of student...”

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4 MSCHE, in the policy, defined distance education as follows: “Distance education or correspondence education includes instruction constituting at least 50% of courses or credits in a degree or program that represents a significant departure, in terms of either the content or method of delivery, from those previously included in the institution’s accreditation. The Commission requires prior approval for the first two degrees or programs for which 50% or more of the degrees or programs will be offered through distance or correspondence education formats.”

5 These programs included the BA and the BS in Criminal Justice, the BA in Police Science, the M.S. in Protection Management and both MPA programs.
support services appropriate to online student strengths and needs, consistent with student learning expectations, and available regardless of place or method of delivery (standard 9)” and 2) “evidence of the development and implementation of a learning outcomes assessment plan for both programs (standard 14).”

During Fall 2011 the MPA Program prepared the application to NYSED and it will be going through governance, CUNY and NYSED reviews during the Spring.

Ongoing Cost to the College

The following is a presentation of the revenues and expenditures of the NOMPAIG, exclusive of the initial one-time development costs. The AY 09-10 cost analysis is presented with the AY 10-11 analysis for comparison.

The following table summarizes enrollments and credit hours.

<table>
<thead>
<tr>
<th>Project Year</th>
<th>AY 09-10</th>
<th>AY 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses and Enrollments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section-Equivalents Offered</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Fall Course Enrollments</td>
<td>50</td>
<td>102</td>
</tr>
<tr>
<td>Spring Course Enrollments</td>
<td>53</td>
<td>113</td>
</tr>
<tr>
<td>Combined Enrollments</td>
<td>103</td>
<td>215</td>
</tr>
<tr>
<td>Student Headcount</td>
<td>42</td>
<td>44</td>
</tr>
<tr>
<td><strong>Instructional Contact Hours</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FT Reassignment</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Full-time</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>National/Adjunct</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

The following table summarizes personnel costs including fringe benefits.

<table>
<thead>
<tr>
<th>Salaries</th>
<th>AY 09-10</th>
<th>AY 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT Cost for 1 credit hour</td>
<td>4,178.57</td>
<td>4,178.57</td>
</tr>
<tr>
<td>Fulltime Faculty Sections</td>
<td>87,750.00</td>
<td>75,214.29</td>
</tr>
<tr>
<td>ADJ Cost for 1 credit hour</td>
<td>1,102.95</td>
<td>1,102.95</td>
</tr>
<tr>
<td>Adjunct Faculty Sections</td>
<td>-</td>
<td>9,926.55</td>
</tr>
<tr>
<td>Share of West Point Admin</td>
<td>16,996.96</td>
<td>16,996.96</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td>110,028.48</td>
<td>107,419.32</td>
</tr>
</tbody>
</table>
Salary costs for full-time faculty are based on the replacement cost of a substitute professor earning $65,000 per year, including fringe benefits. The cost of the part-time administrator and administrative assistant is the full cost at West Point allocated based on a formula reflecting enrollments in 2009-2010 at West Point and in the NOMPAIG.

### Special Program Costs

<table>
<thead>
<tr>
<th></th>
<th>AY 09-10</th>
<th>AY 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIG Student Memberships</td>
<td>630.00</td>
<td>854.00</td>
</tr>
<tr>
<td>Conference Venue Costs</td>
<td>677.25</td>
<td>7,692.00</td>
</tr>
<tr>
<td>Faculty Travel</td>
<td>11,641.90</td>
<td>2,441.88</td>
</tr>
<tr>
<td>AIG Conference Registrations</td>
<td>5,775.00</td>
<td>6,825.00</td>
</tr>
<tr>
<td>Technology</td>
<td>275.94</td>
<td>275.94</td>
</tr>
<tr>
<td><strong>Total Special Program Costs</strong></td>
<td><strong>19,000.09</strong></td>
<td><strong>18,088.82</strong></td>
</tr>
</tbody>
</table>

Program operational costs are primarily associated with the costs of student and faculty memberships in the Association of Inspectors General, the costs of student and faculty registrations at the Spring Conference of the Association, and the costs of faculty travel to the Conference which took place in Indianapolis.

### Revenues

<table>
<thead>
<tr>
<th></th>
<th>AY 09-10</th>
<th>AY 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition at $930 per Course</td>
<td>95,790.00</td>
<td>199,950.00</td>
</tr>
<tr>
<td>Fees</td>
<td>4,814.00</td>
<td>4,814.00</td>
</tr>
<tr>
<td><strong>Total Distance Learning Fee</strong></td>
<td><strong>34,000.00</strong></td>
<td><strong>34,000.00</strong></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>129,790.00</strong></td>
<td><strong>233,950.00</strong></td>
</tr>
</tbody>
</table>

Net revenues are calculated by subtracting expenses from revenues. It was not expected, in the initial program planning, that the program would generate net revenues in the first year.

### Summary

<table>
<thead>
<tr>
<th></th>
<th>AY 09-10</th>
<th>AY 10-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues</td>
<td>129,790.00</td>
<td>233,950.00</td>
</tr>
<tr>
<td>Total Salaries and Program Costs</td>
<td>(129,028.57)</td>
<td>(125,508.14)</td>
</tr>
<tr>
<td><strong>Net Revenues</strong></td>
<td><strong>761.43</strong></td>
<td><strong>108,441.86</strong></td>
</tr>
</tbody>
</table>

Going forward, net revenues should increase because the costs of faculty travel and Association memberships are fixed costs. Instructional costs of faculty will not be based on the cost of full-time faculty when larger program enrollments develop and additional instructors become necessary.
Assessment

The National Online MPA-IG Program follows the assessment program of the overall MPA program. The MPA faculty members are in the process of developing an assessment plan that will be applied to the NOMPAIG, the West Point Program, and the campus-based program.

The students in the NOMPAIG completed the MPA Qualifying Exam which is the baseline assessment of writing and critical thinking for students starting out in the MPA Program.
Appendix One

Substantial Change Notification
John Jay College of Criminal Justice, City University of New York
July 1, 2011 – Submitted by James Llana, ALO

Executive Summary

The Commission requires an accredited institution to file a Substantive Change Notification, and to receive Commission approval, prior to implementation of “the initiation or expansion of distance education or correspondence education wherein 50% or more of the courses or credits in one or more academic programs are provided through the alternative delivery.”

John Jay College has previously interpreted this provision in terms of course sections offered in any given semester. However, during the current academic year, John Jay College was advised by its MSCHER representative that the above provision is based on the possibility that any student could complete the program with at least 50% or more of courses online. Based on this understanding, two separate, prospective MPA Programs (MPA in Public Policy and Administration [MPA-PPA] and MPA in Inspection and Oversight [MPA-IO]) qualify as substantive changes. Both programs have recently been offered as tracks within the same MPA degree, but the New York State Education Department (NYSED) has just approved them as separate degree programs, and we intend to offer them for the first time as such this fall.

In the earlier two-track version of the MPA program, the Inspector General Track (now the MPA-IO degree) was offered in a traditional classroom-based format and in a hybrid format to a small cohort where most of the work was online. In the hybrid format, there was the requirement that all students attend an annual professional conference and, in addition, seven hours of class meetings with the MPA faculty took place at the conference site. In the view of NYSED, the requirement for annual face-to-face meetings linked to all the courses in the degree program was sufficient to qualify the program as a “hybrid” program, not an online program requiring any special approval. We therefore did not think at the time that the program qualified under the Middle States rules governing substantive change, both because of our reading of the 50% Middle States rule and because of NYSED’s determination. Now, in part for practical reasons having to do with the difficulty of requiring some students to attend the annual professional meeting, we are asking for approval to offer the MPA-IO in an online version, meaning without an absolute requirement for face-to-face meetings, although some students may choose to attend the annual meeting. In all other respects we would continue to deliver the program the way we do now.

We are also requesting to offer the MPA-PPA with an online option. It has been a classroom-based program with some courses available online, but it is possible over time that students may take 50% of the courses online. To this point, that has not happened, but given the possibility we want to have the appropriate approval from Middle States.
The Department of Public Management has had significant experience with distance education, especially through the former MPA Inspector General track. We believe we have the infrastructure, experience, and appropriate services and staffing within the Department of Public Management to support the two programs in online delivery. The changes requested for both programs will have a very modest impact on current practices. In the case of the MPA-IO we are simply deleting the formal requirement for attendance at the professional meeting; there is no immediate change planned for the MPA-PPA degree.

Approval of this Substantial Change Notification, if accompanied by the NYSED special registration, would allow the two MPA Programs at John Jay College to permit students to satisfy 50% or more of their course requirements in online-format courses. Because we have decided to seek campus governance approval for this change, but cannot do so until the fall, we will be submitting the request to NYSED in the fall. It is our understanding that Middle States approval can be granted, contingent on NYSED approval.

A. Purpose and Context

The **Master of Public Administration Program in Public Policy and Administration** (MPA-PPA) prepares students for careers in public and independent organizations as managers, analysts and leaders. The program promotes the values of diversity, equity, integrity, ethical conduct, efficiency, effectiveness, and professionalism. The program seeks to inspire students to the highest ideals of citizenship and public service, reinforced by commitment to integrity, accountability, transparency, equity and fairness. The program offers students the opportunity to acquire the professional and political knowledge and skills, based on academic instruction and study, public service experience and partnerships with faculty in scholarly endeavors.

The **Master of Public Administration Program in Inspection and Oversight** (MPA-IO) prepares students for public service careers in inspection and oversight organizations. The program promotes the values of diversity, equity, integrity, ethical conduct, efficiency, effectiveness, and professionalism. The program seeks to inspire students to the highest ideals of citizenship and public service, reinforced by commitment to accountability, transparency, equity and fairness. The program offers students the opportunity to acquire the professional and political knowledge and skills, based on academic studies, public service experience and partnerships with faculty in scholarly endeavors.

As of fall 2010, the programs served a total population of almost 900 students.

**Purpose of the Program Change**

We offer both degrees with an online option in order to expand access to these affordable programs. As a public institution, access and affordability are important to our Mission, along with an explicit emphasis on public service. Our degrees in Public Administration align perfectly with the Mission.
In the case of the MPA-IO, we will expand access by removing the requirement to attend the Annual Meeting of the Association of Inspectors General, since this has been a hardship for some students, due to the distance and expense involved; this is especially the case for international students. Apart from the required Annual Meeting program, all coursework is currently online, so the only change required of us will be to shift program content from the Annual Meeting period to online delivery.

In the case of the MPA-PPA, the online option would provide access to students from anywhere and permit students who live nearby to have much greater flexibility in mixing the on-campus and online experiences. A recent poll of our undergraduate students in the Public Management Department, which reached many of our future MPA students, indicated a strong desire for more online options. At the present time there are no plans to expand online courses in the program, but in the future we may do so.

B. Financial Impact and Support

The College envisions no immediate financial impact, unless it is modestly positive as a result of losing expenses associated with attending the Annual Meeting of the Association of Inspectors General. No new classes will be offered.

The online course and program offerings of the MPA Programs are resourced at three levels:

- The programs draw on College-wide resources such as Blackboard and Instructional Technology Services.
- The MPA-IO program will continue with the budget previously allocated to the MPA-IG track. The budget provides for costs of instruction, program administration, and for costs associated with meetings that will take place at Association of Inspectors General Conferences. The latter costs will be reduced considerably.
- A Differential Tuition (increased) program specifically for the MPA program will go into effect throughout CUNY this fall. The added revenue must go to the MPA program specifically and some of the resources will be invested in expanded services for students in online courses and in program offerings.

C. Faculty Experience, Training, and Development

Practically all of the faculty members in the MPA Program have been trained in online instruction and have previously taught online or hybrid-online MPA courses: Professors Benton, Col, Colvin, D’Agostino, Feldman, Hamilton, Lu, Mulder, Mameli, O’Hara, Palm, Peters, Schwester, Shapiro and Wandt. Since AY 2004-2005, 102 sections of MPA courses have been offered online.

The training for online instruction takes place in three ways:

- A decade ago, a set of the MPA program faculty members were trainees in the Sloan Foundation online instruction project, including Professors Benton, Hamilton, Mameli, O’Hara and Peters.
- During AY 2008-2009, 2009-2010, and 2010-2011, a structured training and orientation program was administered by Professor O’Hara to prepare faculty members to teach online in the MPA-
IG online project. These faculty members included Professors Colvin, Feldman, Palm, Schwester, and Shapiro.

- This project also provided training and orientation to other MPA faculty members for undergraduate Public Administration courses and for MPA courses to be offered for campus-based MPA students: Professors Col, D’Agostino, Lu, and Wandt.

During AY 2010-2011, Professor Patrick O’Hara led a college-wide faculty task force developing a model for peer-review of online instruction. MPA faculty members have been active participants in this project.

As the MPA-IG hybrid project was implemented, faculty members met weekly to guide the development and implementation of the courses and the overall curricular delivery system. The process was supported by instruction design and support projects funded at the following levels:

- AY 2008-2009: $30,000
- AY 2009-2010: $87,398
- AY 2010-2011: $66,000

The Instruction Design Project was directed by Professor Patrick O’Hara. A general design of the online courses was developed, so that each course would have a common appearance and common menus for basic features. Twelve faculty members, six each year, received $3,000 each to adapt existing courses to the instructional delivery system. In addition, general instructional support modules were developed.

The Instructional Support project was directed by Professor Adam Wandt. This project entailed the technical implementation of the delivery system, in particular the development of “medialectures” which are narrated slide presentations that were common instructional components of the courses.

The results of the projects have been implemented across the MPA curriculum. For example, the 12 medialectures developed for PAD 771 – the MPA Capstone Seminar – have been adopted as standard content for all sections of this course including all campus-based course sections taught in the classroom format.

D. Students and Student Support and Services

New Program Constituency

The target population is the same as the one currently served by the MPA program. Most students now pursue the MPA primarily as classroom students, and that is likely to be the case for some time. We expect about 25 students in the online options with perhaps growth to 100 after five years.
Admission standards to the degree programs will not change and will not vary according to whether the courses are taken in-class or online or as a mixture of the two. MPA admission requirements are the same for all applicants to the MPA programs.

Student Services and Support

- **Academic support:** The budget provides for a course reassignment annually for a Program Coordinator who will be responsible for academic leadership, support, and advisement for the online program.
- **Administrative support:** The budget provides for a Program Advisor, reporting to the Program Coordinator, who will be the liaison to campus-based administrative and student services. (This model has worked at the MPA Program’s extension program at the U.S. Military Academy at West Point.)
- **Technical support:** The budget provides for a Blackboard Technical Advisor who will provide direct technical support and be the liaison to campus-based administrative services.
- **Library and information services:** The John Jay College library has extensive online collections and services, including access to a broad range of academic journals.
- **Program materials:** The complete academic and support program is formally described in the Graduate Bulletin. This description is also supplemented on the MPA program website.

For more than two decades, John Jay has offered an off-campus MPA degree program at the United States Military Academy and thus has experience with student support at a distance. The delivery of the extension program has been reviewed three times by the Commission on Peer Review and Accreditation (COPRA) of the National Association of Schools of Public Affairs and Administration (NASPAA) as part of its accreditation of John Jay’s MPA Program. Each time, the accreditation site visit team has expressed a high degree of satisfaction with the extension program delivery system model, along with the quality of the academic offerings and student support services provided. The MPA program intends to replicate the key features of the West Point extension program delivery model in the new MPA online programs.

In the West Point program, the College designates a lead faculty member to coordinate scheduling of classes, selection and assessment of faculty, curricular advising of students, and other academic issues and services. The College also employs a Program Administrator who serves as liaison to the College’s campus-based student services and operational support services. When a student needs to register for classes, the Program Administrator serves as the liaison for the student and facilitates the actual registration. In a similar way, the Administrator facilitates payment of tuition, coordination with tuition reimbursement and scholarship programs, logistical issues associated with class scheduling and related events, admissions counseling and processing of applications on behalf of the Office of Graduate Admissions, and other services. This approach to program administration and support services is informally called a “concierge model” at the College.

For the online MPA programs, the MPA faculty envisioned a similar concierge model where an administrator has been employed, initially on a part-time basis, to represent the offices of the College with respect to admissions, registration tuition payment, financial aid, student services,
and other related support functions. The budget also provides for Blackboard technical support so that students can receive consistent assistance with technical issues in using the Blackboard online instructional system.

E. Delivery Model

College policy requires that the standards and requirements be consistent regardless of where or in what modality the program is delivered. The same curriculum requirements, including course sequencing based on prerequisites, apply consistently to students in either the classroom- or online-based programs.

The College uses Blackboard as the course delivery platform, and it is also a standard feature for classroom-based courses.

Students completing online instruction are required to participate in online instruction for the equivalent of three academic contact hours per week during the 15 weeks of the academic semester. The standard format for our online MPA courses therefore mirrors the 15-week campus-based classroom-based course format.

F. Assessment of Student Learning Outcomes

The MPA faculty members are in the process of developing and implementing an assessment plan for both MPA graduate programs. We have identified learning outcomes for both programs and a curriculum map linking particular courses to those outcomes. We will assess those learning outcomes in the Capstone Project which is the same for both programs.

The assessment plan includes the following elements:

- The MPA Qualifying Examination which is administered during the first semester that a student is enrolled in either MPA Program. This provides a baseline assessment of writing and critical thinking for students starting out in the MPA Program.

- The MPA Capstone Project which is delivered within the MPA Capstone Seminar which is the capstone course for the MPA programs. The project is a policy analysis that requires elements that reflect mastery of a set of writing, critical thinking, analysis and presentation skills that are central to the mission of the program.

- Each course in the MPA Program has learning objectives that are mapped to the Capstone Project expectations.

The Qualifying Exam and the Capstone Project are in place. The learning objectives have been developed and are being formally implemented in all courses starting fall 2011. The course-level assessment of the learning objectives will be designed starting in fall 2011 and will be gradually implemented.
We have also conducted a direct self-report assessment of learning based on learning goals identified for all of the MPA programs modalities and venues.

| 31. Based on your overall experience with your MPA Program thus far, please rate to the best of your ability your progress with respect to the following MPA Program learning goals. |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                 | Learned nothing yet | Learning in some areas, but not yet in all the areas that I need | Learning what I need | Learning more than I expect or need | Response Count |
| Acquire the core knowledge, skills and competencies of leadership and management in public governance and administration, including the organization, management, assessment and oversight of human, financial and technical resources. | 13.8% (4) | 20.7% (6) | 48.3% (14) | 17.2% (5) | 29 |
| Participate in and contribute to the policy process - define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results. | 20.7% (6) | 27.6% (8) | 44.8% (13) | 6.9% (2) | 29 |
| Articulate and apply a public service perspective: Identify, assess and improve policies, programs and practices to promote diversity, equity, integrity, ethical conduct, efficiency, effectiveness, and professionalism. | 17.2% (5) | 17.2% (5) | 48.3% (14) | 17.2% (5) | 29 |
| Analyze, synthesize, critically assess decision-making, problem-solving, leadership and management skills in public organizations and in organizations overseen by public entities. | 17.2% (5) | 17.2% (5) | 48.3% (14) | 17.2% (5) | 29 |
| Organize and communicate information to a diverse and changing workforce and citizenry by means of oral presentation, written documents and digital media, including graphics, charts, and tables. | 20.7% (6) | 17.2% (5) | 51.7% (15) | 10.3% (3) | 29 |
The survey provided the following results, comparing the percentages of students reporting satisfaction – learning what they needed or more than they needed:

<table>
<thead>
<tr>
<th>Area</th>
<th>NOMPAIG</th>
<th>All MPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring core knowledge and skills</td>
<td>66%</td>
<td>63%</td>
</tr>
<tr>
<td>Policy analysis and process</td>
<td>52%</td>
<td>56%</td>
</tr>
<tr>
<td>Public service perspective</td>
<td>66%</td>
<td>64%</td>
</tr>
<tr>
<td>Analysis and assessment</td>
<td>66%</td>
<td>64%</td>
</tr>
<tr>
<td>Information communication</td>
<td>62%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Thus, the self-reported levels of learning seemed to be about the same as for MPA students as a whole.

G. Program Review

The College and its Committee on Graduate Studies requires ongoing assessments of instruction and learning outcomes. The program is also accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) which conducts rigorous periodic reviews of all aspects of accredited programs including its outcomes assessment process. The NASPAA accreditation extends to both new programs through 2015.

The Committee on Graduate Studies requires a continuous program improvement process. Central to the process is maintenance of accreditation by NASPAA.

D. Institutional Governance Approvals

Institutional governance approvals for the hybrid version of the MPA Program proposed in 2009 were not required by College or University policy. However, the program proposal was developed by the MPA faculty, presented to the Committee on Graduate Studies, Faculty Senate and College Council, which is the College-wide governance body.

On April 23, 2009, the College Council adopted the following resolution, requiring the development of annual evaluations of the program:

*That there shall be a five year evaluation of the MPA-IG Hybrid Online program;*

*That this evaluation shall consist of annual reports that will include but not be limited to the following: admissions standards, enrollment, retention, progress toward degree, graduation rates, curriculum, and cost to the college; and*

*That the reporting and assessment methodologies and instruments shall be developed by the MPA Faculty in consultation with the Director of Assessment and the Director of the Office of Institutional Research and shall be approved by the Provost; and*
That beginning in fall 2010 and annually thereafter for the first five years of the program, an assessment report shall be submitted by the MPA Program to the Graduate Studies Committee and the College Council.

Appendix A is a copy of the evaluation submitted in Fall 2010.

The NYSED Application “Addition of the Distance Education Format to a Registered Program” also does not require College or University governance approval. However, we plan to review the proposal with the Committee on Graduate Studies, the Faculty Senate and the College Council.

E. Announcement and Informational Documents

The College maintains informational documents at several levels:

- The College Bulletins provide the comprehensive statement program curricular and related requirements and services.
- The College website provides online access to the Bulletins, and also restates and expands on curricula and related requirements and services.
- The MPA Programs are described on a section of the College website. This section includes formal curricular requirements, as well as advising and informational pages.
- The current hybrid (MPA-IG) has its own website as sub-pages of the MPA Program pages. These website pages provide additional curricular guidance and advising information.
- The current hybrid program maintains a Blackboard organization site which is accessible for all students in the hybrid program. This site provides updated information about events and issues such as course schedules, conference schedules, etc.

F. Verification of Student Identity

Student identity is assured by means of a set of policies, procedures and systems.

- The Office of Admissions assures the authenticity of academic records by requiring that any academic records are transmitted directly from the academic institution involved to the Office of Admissions at JJCCJ.
- The Program Administrator makes direct contact with students by telephone and by email to prepare a course enrollment plan and to assist with registration.
- Once a student is registered in a class, access to the course materials requires a username and password issued by the university. The username and password applies to Blackboard access to courses, student academic and financial records, and the official student email account.
- The nature of our instruction is writing-intensive. Not only are there extensive formal writing assignments that are designed incrementally and processed through Turnitin.com to prevent plagiarism, but there are also interactive discussion forums.
- Students are expected to participate in simulcast video-lectures in which the student is visible when asking a question.
It is arguable that any one of these systems might be sufficient to assure the identity of the students enrolled in the program and courses. However, the combined effect of all of these systems provides a level of assurance of student identity that is comparable to or greater than the level of assurance in any classroom setting.

G. Related Documents Submitted to Another Agency (NYSED)

We are developing a separate application to NYSED: “New York State Education Department Application for Approval of a Program in a Distance Education Format.” This application will undergo College governance review during fall 2011, and it is anticipated that some change may result based on the comments received during the process. The College will provide an updated version of the application once the governance review has been completed. Sections of that document have been used in this application.
John Jay College of Criminal Justice
The City University of New York

Proposed College Council Calendar 2012-2013

<table>
<thead>
<tr>
<th>Items Due</th>
<th>Executive Committee</th>
<th>College Council Meeting</th>
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<tbody>
<tr>
<td>Monday, August 27, 2012</td>
<td>Wednesday, September 5, 2012</td>
<td>Thursday, September 20, 2012</td>
</tr>
<tr>
<td>Monday, September 24, 2012</td>
<td>Wednesday, October 3, 2012</td>
<td>Thursday, October 18, 2012</td>
</tr>
<tr>
<td>Monday, October 29, 2012</td>
<td>Monday, November 12, 2012</td>
<td>Tuesday, November 20, 2012</td>
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NO MEETINGS IN JANUARY

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Wednesday, February 20, 2013</td>
<td>Wednesday, February 27, 2013</td>
<td>Wednesday, March 13, 2013</td>
</tr>
<tr>
<td>Monday, March 25, 2013</td>
<td>Wednesday, April 3, 2013</td>
<td>Monday, April 15, 2013</td>
</tr>
<tr>
<td>Monday, April 22, 2013</td>
<td>Thursday, May 2, 2013</td>
<td>Thursday, May 16, 2013</td>
</tr>
</tbody>
</table>

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 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.
Application to Add the Distance Education Format to a Registered Program

Name of Institution: John Jay College of Criminal Justice, City University of New York

CEO or Designee: Jane Bowers, Ph.D., Provost

Signature: Date:

The signature of the institutional representative indicates the institution’s commitment to support the proposed distance education program.

Distance Education Contact Person: Feng Wang, Ph.D., Director of Online and Distance Learning

Telephone: 212-484-1193

E-mail: fwang@jjay.cuny.edu

Program Title: Master of Public Administration: Public Policy and Administration

Degree or Certificate Awarded: MPA

Anticipated enrollment in distance program: 100

Initial: 50

Maximum by year 3: 100

Term length (in weeks) for the distance program: 15 weeks

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

One hour of instructional time is required per week per credit for each distance education course.

How much "instructional time" is required per week per credit for a distance course in this program?

What proportion or percentage of the program will be offered in Distance Education format? 100%

What is the maximum number of students who would be enrolled in an online course section? 30
Part B: Program-Specific Issues: Submit this part for each new request to add Distance Education Format to a registered program.

In 2009, the John Jay MPA consisted of one program with two tracks: the “regular” MPA track and the MPA Inspector General (IG) track. These tracks were subsequently split into two separate programs: the MPA-Policy and Public Administration (MPA-PPA) program and the MPA-Inspector and Oversight (MPA-IO) program.

We submit this proposal seeking authorization to offer the MPA-PPA program in the 100% online format. An application seeking the same authorization was filed for the MPA-IO during April 2011.

II. LEARNING DESIGN

1. How does your institution ensure that the same academic standards and requirements are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

College policy requires that the standards and requirements be consistent regardless of where or in what modality programs are delivered. The MPA-PPA online program will come under our existing structure for academic program governance to ensure consistency, integrity, quality and rigor.

The only exception, where some online students are eligible for a different official requirement, involves tuition. Based on a 2009 CUNY Board of Trustees policy, out-of-state students in a separate online delivery cohort of John Jay's MPA program are, under specified circumstances, eligible for in-state tuition. This is a financial benefit for the online students, not a dilution of a substantive academic standard.

2. Are the courses that make up the distance learning program offered in a sequence or configuration that allows timely completion of requirements?

The curriculum for the MPA-PPA online program is based on the existing campus-based program, which is sequenced and scheduled so students can complete required coursework within three years, including any prerequisite courses such as undergraduate statistics. We will include instructions in the Admissions requirements for the MPA-PPA online program that students who have not taken the prerequisite courses should complete these courses at any accredited college or university they choose and mail the official transcripts to the Graduate Admissions office. We plan to offer at least one online section of each required course each year and one section of each elective course every other year. We will also continuously evaluate the course needs of our students based on enrollment and advisement reports and add additional course sections as needed.

3. How do faculty ensure that the technological tools used in the program are appropriate for the content and intended learning outcomes?

The MPA faculty is very experienced in online instruction. The MPA program has
mounted 172 graduate online course sections since AY 2005-2005. We have established a comprehensive and structured course development and faculty training protocol. MPA faculty members teaching online have been trained to teach online and many have previously taught fully or blended online courses. During the training process for online teaching, these MPA faculty members were introduced to various technological tools that could be used in online teaching. Then, they worked closely with the instructional design team to design and develop their respective MPA courses for online delivery.

Our instructional design team members have expertise in all the technological tools used in our online courses, and their work assists the MPA faculty in aligning technological tools to the course content and intended learning outcomes. Moreover, the college maintains a faculty peer review process, along with a student-based assessment process, to reinforce the quality of instruction.

4. How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The MPA-PPA online program will be designed to foster interaction between faculty and students through the implementation of various tools, processes, and pedagogy. Our existing MPA online courses are designed to be learner-centered, to recognize the needs of the specific student population, to accommodate various learning styles, and to facilitate interaction and collaboration.

Our course development and evaluation processes are structured to ensure appropriate level of interactions based on the best practices and principles in the field of distance education. Our instructional design team has designed various learning activities and assignments that encourage interactions between faculty and students. For instance, discussion forum activities are designed for students to demonstrate their knowledge of the subject matter, to receive feedback, and to get new ideas from both the course instructor and peer learners. In addition, we will implement virtual classroom tools (Blackboard Collaborative Suite) so faculty and students can have virtual real-time interactions that allow timely feedback, visual cues, and conversation comparable to those in traditional classroom environments.

5. How do faculty teaching online courses verify that students are doing their own work?

Our existing policies on student identity and privacy apply to all students, including students enrolled in distance education programs. Our Blackboard and other computer systems are secure and reliable to verify the identity and ensure the privacy of our students.

At the program and course level, the class size of the MPA-PPA online program is expected to be relatively small, and the courses are designed to be writing-intensive and interactive. Our MPA-PPA faculty members will communicate with students through multiple modes of communication, including Blackboard, emails, online video.
conferencing, and phone. The intensity of interactions will contribute to the high assurance level of student identification verification in the MPA-PPA online program.

6. For programs that prepare candidates for teacher or educational leadership certification:

Explain how the required field/student teaching/practicum/internship experiences meet requirements for the selection of cooperating teachers (licensed/certified in the certification areas of candidates); college faculty supervision and assessment of candidates; and collaboration between the faculty supervisor and cooperating teacher in assessing the candidate within the goals and objectives of the program and the State Learning Standards.

Not Applicable.

III. OUTCOMES AND ASSESSMENT

1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. How are these learning outcomes identified -- in terms of knowledge, skills, or credentials -- in course and program materials?

A core component of John Jay College’s current 2010-2014 Master Plan is to “foster integrative learning and link individual course learning goals and syllabi to overall curricula and learning goals”. Consistent with our institutional commitment, the MPA-PPA online program is subject to the same outcome assessment processes as its on-campus counterpart. The learning outcomes, goals, and objectives are the same for both online and on-campus MPA-PPA programs.

Appendix A is the comprehensive MPA Program Assessment Map that includes the learning goals for both of our existing MPA programs and the learning objectives for each MPA course. We have included the identified learning outcomes in our corresponding program and course materials that will be available to all future students in the MPA-PPA online program.

2. Describe how the means chosen for assessing student learning in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

At the program level, we will assess student learning though a qualifying examination and a capstone course that are independently graded through a blind assessment process required for both online and on-campus MPA-PPA and MPA-IO programs. At the course level, we have designed our course content based on the learning objectives in our outcome assessment map as well as on distance education professional standards for assessments, learning resources, and learner engagement.

In our online courses, we clearly state the learning objectives of each course in course documents (such as syllabi instructions) so learners can focus their efforts in alignment with course assessment goals. In addition, our course documents include specifications of the evaluation methods, criteria, and weight for various assignments. Typical course-level assessments include quizzes, mid-term and final examinations, papers, online
discussions, presentations, and projects.

The systematically designed assessments in our MPA-PPA online program will allow the faculty to determine the efficacy of our course and program design for MPA-PPA online students. We regularly evaluate our program offerings in order to ensure that our assessment approaches are appropriate to the evolving learning environments. Moreover, our instructional designers and program administrators engage in ongoing professional development on learning assessment and evaluation and work closely with our MPA-PPA program faculty to implement the latest assessment approaches in distance education as appropriate to the MPA-PPA online program offerings.

IV. PROGRAM EVALUATION

1. What process is in place to monitor and evaluate the effectiveness of the distance learning program on a regular basis?

The MPA-PPA online program is developed with the same course content and standards as applicable to on-campus counterparts and is subject to the same program evaluation requirements for conducting ongoing assessments of instruction and learning outcomes. Moreover, the MPA-PPA program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), which conducts rigorous periodic reviews of all aspects of accredited programs including its outcome assessment process. We also recognize inherent differences in the distance learning format and will conduct program evaluation for the inherently different aspects of the MPA-PPA online program separately from on-campus MPA programs such as distance learning technology.

Our MPA programs demonstrate effectiveness in achieving the goals and expected outcomes through a systematic approach that encompasses course development, revision, program accreditation guidelines, quality standards and best practices, as well as training of faculty and support professionals. Consistent with our institution-wide requirements, we will systematically collect measures of student learning outcomes in our online courses; conduct regular student evaluations at the end of each course; collect feedback from all stakeholders (students, faculty, and staff) on their perceptions of the effectiveness of the MPA-PPA online program.

2. How will the evaluation results will be used for continuous program improvement?

For all of our programs, we conduct systematic analysis of the data collected though the program evaluation process. At the program level, the MPA faculty meet regularly to review program evaluation results and recommend modifications to the program and its courses. At the course level, the faculty and our instructional design team have implemented an internal evaluation process for the distance education courses under development.

Instructors in MPA online courses have routinely collaborated with the instructional design team to review data analysis results, latest developments in content areas, and evolving best practices in distance education. Based on the review, instructors revise their
courses with support from the instructional design team before offering them to future students. This systematic evaluation and revision process ensures continuous improvement to our MPA-PPA online program, to bring the best possible quality education to our MPA-PPA online students.

3. How will the evaluation process assure that the program results in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded?

As mentioned previously, John Jay College’s MPA programs are accredited by the National Association of Schools of Public Affairs and Administration, which conducts rigorous periodic reviews to ensure learning outcomes are appropriate to the rigor and breadth of all accredited programs. Student learning outcomes in each MPA online and conventional course are measured and analyzed relative to the corresponding learning objectives. In addition, we also collect assessment data from qualifying examinations and capstone courses at the program level. The MPA faculty meet regularly to review the various learning outcome data for the MPA programs and make adjustments to the curriculum and program, if needed, to ensure a rigorous learning experience for all regular and online MPA students.
Appendix A. Learning Outcomes of the MPA-PPA Program
# Goals and Objectives for the MPA-PPA

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Methods Course</th>
<th>Specialization Courses (see key)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options C</td>
<td>A</td>
<td>CRJ</td>
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**Goal 1: Lead and Manage in Public Governance**

1.1 Acquire the knowledge, skills and competencies of leadership and management in public governance and administration, including the organization, management, assessment and oversight of human, financial and technical resources. X X X X X

1.2 Understand the core functions, issues, and theories of human resources management. X

1.3 Understand the major theories of organizational structure and organizational behavior and the preconditions necessary to organize effectively. X

1.4 Understand how governments finance public projects and programs. X X X

**Goal 2: Participate in and Contribute to the Policy Process**

2.1 Apply different policy process models to various management functions including IT, budgeting, HR, and strategic planning. X X X

2.2 Understand the influence of politics on policy choices and the practices of policy analysis. X X X

2.3 Understand the influence of economics on policy choices and the practices of policy analysis. X X X X

2.4 Plan a research or policy analysis project that makes appropriate use of empirical research tools such as data collection, sampling and statistical analysis. X X X X X X X

**Goal 3: Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions**

3.1 Demonstrate reading, writing and analytical skills necessary for decision-making. X X X

3.2 Define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results. X X X X

**Goal 4: Articulate and Apply a Public Service Perspective**

4.1 Understand how the values of diversity, equity, integrity, ethical conduct, efficiency, effectiveness, and professionalism shape the formulation and implementation of public policy. X X X X X

4.2 Understand how changing social demographics in the population (including aging, socioeconomic class, race, ethnicity, and language) change the way we govern and how to identify policies to accommodate these changes. X X X

4.3 Understand how to incorporate professional codes of ethics in public service decisions.

**Goal 5: Communicate and Interact Productively within a Diverse and Changing Workforce and Citizenry**

5.1 Organize and communicate information to a diverse and changing workforce and citizenry by means of oral presentations, written documents and digital media. X X

**Goal 6: MPA-PPA: Apply Professional and Political Knowledge and Skills to Public Administration and Policy Analysis**

6.1 Demonstrate the ability to apply professional knowledge and skills in public administration. X X X

**Goal 7: Mission Specialization Objectives**

7.1 Court Administration: Understand the decision-making process in court administration. X

7.2 Criminal Justice Policy and Administration: Understand the policy-making process and administration in criminal justice agencies. X X

7.3 Emergency Management: Be familiar with concepts and technologies of business continuity planning, building design issues and terrorism. X X X

7.4 Human Resources Management: Understand supervisory and administrative responsibilities involving personnel management. X X

7.5 Law and Public Management: Understand the influence of law on public policy and administration

7.6 Management and Operations: Understand how to assume supervisory and managerial responsibilities in operational services. X X

CA – Court Administration EM – Emergency Management MO - Management Operations CRJ – Criminal Justice Administration HR – Human Resources